Florida Department of Education



DRAFT School Improvement Plan (SIP) Form SIP-1

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Alden Road Exceptional Student Center	District Name: Duval County School Board
Principal: Tammy H. Boyd	Superintendent: William Pratt-Dannal
SAC Chair: Margie Cupp	Date of School Board Approval:

Student Achievement Data:

The following links will open in a separate browser window.

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

Highly Effective Administrators

List your school's highly effective administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide Assessment performance (Percentage data for Achievement Levels, Learning Gains, Lowest 25%), and Ambitious but Achievable Annual Measurable Objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
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Principal	Tammy H. Boyd	BA- Psychology	2 nd year	8th													
		ESE K-12, Principal Certification; Level II Principal			2011- 2012 FAA Summary Scores												
						Num ber of studen ts	Perf orm ance Leve I- 4- 9= profic ient										
					Academic Area	Assessed	Not Assessed	No score	1	2	3	4	5	6	7	8	9
					Reading	42	0	1	6	14	14	3	2	1	2	0	0
					Math	43	0	0	6	12	12	8	3	1	1	0	0
					Writing	15	0	0	2	4	8	0	0	0	1	0	0
					Science	29	0	0	1	9	6	4	0	8	0	0	1
					Reading Proficies Math Proficies Writing Proficies Science Proficies Principal of Fort 2010-2011: Grade: B Reading Mastery Math Mastery: 72 Science Mastery: Reading Learning Math Learning G Reading Lowest Math Lowest 25 AYP: 100% Principal of Fort 2009-2010: Grade: C Reading Mastery Math Mastery: 62 Science Mastery:	ent 13/4 ent 1/15 ent 1/15 ent 13/2 Caroline : 72%, :%, :47% g Gains:6 ains: 74% 25%: 48% : 83% Caroline : 63%, :%,	3 = 30% 5 = 6% 29 = 44% Element 55% 66%	o ary									

Reading Learning Gains: 55% Math Learning Gains: 57% Reading Lowest 25%: 52% Math Lowest 25%: 65% AYP: 79%, SWD did not make AYP in Reading, B, ED and SWD, B, ED did not make AYP in Math. Principal of Fort Caroline Elementary 2008-2009: Grade: A Reading Mastery: 67%, Math Mastery: 73%, Science Mastery: 28%
Reading Learning Gains: 67% Math Learning Gains: 70% Reading Lowest 25%: 65% Math Lowest 25%: 77% AYP: 82%, B, ED, and SWD did not make AYP in Reading and Math.
Principal of Fort Caroline Elementary 2007-2008: Grade: C
Reading Mastery: 74%, Math Mastery: 74%, Science Mastery: 41% Reading Learning Gains:61% Math Learning Gains:55%
Reading Lowest 25%: 54% Math Lowest 25%: 63% AYP: 87%, SWD did not make AYP in Reading, B, ED and SWD did not make AYP in Math.

Highly Effective Instructional Coaches

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

All subject areas, grades Pre-K -	Susan Tucker	B.A. Physical Education K-12	2012-13 at Alden Road	1st year- fulltime		1s. Tucker is set tudents are all												
12 th for students		Adapted PE	Exceptional	Tuntine	31	2011-	1	T on the	I	T AS	1		u uo i	T	Leive s	1	graud	3.
functioning at		Endorsement	Student Center			2011- 2012 FAA												
		M.Ed. Mental	Student Center			-												
the Participatory,		Retardation				Summary												
Supported and						Scores	.,	2 6		1				1	1			
Independent		Certification					Num ber of	Perf										
levels		in Educational					stude	orm										
		Leadership					nts	ance										
								Leve										
								l- 4-										
								9=										
								profi										
								cient										
						Academic	Assessed	Not Assessed	No score	1	2	3	4	5	6	7	8	9
						Area												
						Reading	42	0	1	6	14	14	3	2	1	2	0	0
						Math	43	0	0	6	12	12	8	3	1	1	0	0
						Writing	15	0	0	2	4	8	0	0	0	1	0	0
						Science	29	0	0	1	9	6	4	0	8	0	0	1
					R	eading Profici												
					1			43 = 30)%									
					W	Vriting Profic	ient 1/1	$.5 = 6^{\circ}$	%									
						cience Profici												
All subject areas,	Susan Tucker	B.A. Physical	2005 to 2011	6 Years /part-		IA- Ms. Tucker												
grades Pre-K -		Education K-12	at Alden Road	time	#	252 and Palm	Avenue	#170. Tl	ne stud	lents a	it thes	e scho	ols ar	e all a	ssesse	ed on t	he	
12 th for students		Adapted PE	Exceptional		Α	lternate Asses:	sment a	nd do no	t recei	ve sch	ools g	rades.						
functioning at		Endorsement	Student Center								Ŭ							
the Participatory,		M.Ed. Mental																
Supported and		Retardation																
Independent		Certification																
levels		in Educational																
		Leadership																

Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable
i Gi	·	·	(If not, please explain why)

Recruit	Principal	June, 2013
Work with the University of North Florida, FSCJ and JU in providing		
opportunities for students in practicums and internships.		
Transition to teach program provides opportunities for candidates to	Principal	June, 2013
participate in practicums and internships to gain knowledge.		
Interview qualified applicants (HR).	Principal	June, 2013
Retain:	Principal	August, 2012
Provide all new teachers with in-house mentors.	Mentors	
Each new teacher is assigned to a collegial team to provide support	Principal	August, 2012
and training.	Collegial team	
	_	

Non-Highly Effective Instructors

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

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Effective
All classroom teachers are in field and highly qualified.			

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
41	7.32% (3)	19.51% (8)	31.71% (13)	41.46% (17)	51.22% (21)	70.73% (29)= * this includes all classroom teachers as being highly qualified	0.00% (0)	4.88% (2)	9.76% (4)

Teacher Mentoring Program

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Robyne Dubberly	Darrell Edmunds	Both teaching Language Arts curriculums. Ms. Dubberly is versed in the reading Curriculums- Reading Mastery, PCI Reading and ULS. Ms. Dubberly is certified in CET.	1. Review and support an understanding of the core curriculum used for Language Arts courses. 2. Give assistance with the use of OnCourse Gradebook set up and Encore for IEPs. Refer teacher to the appropriate staff to give addition assistance. 3. Share best practices and various delivery models that work for InD level students. Review zoning and lesson plans. 4. Schedule time in other classes to observe best practices. Discuss options for adding supplemental activities to build upon and support core curriculum through work stations.
Sonia Huffman	Amber Bixler	Both teaching self-contained classroom setting and using the same core curriculums. Ms. Huffman is experienced with creating be behavior management plans to address individual needs. Ms. Huffman is certified in CET.	1. Review and support an understanding of the core curriculums used in all academic areas for Access Point Courses. 2. Give assistance with the use of OnCourse Gradebook set up and Encore for IEPs. Refer teacher to the appropriate staff to give addition assistance. 3. Share best practices and various delivery models that work for InD/CSS level students. Review zoning and lesson plans. 4. Schedule time in other classes to observe best practices. Discuss options for adding supplemental activities to build upon and support core curriculum through work stations.

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
NA NA
Title I, Part C- Migrant
Title I, Part D
Title II
Title III
Title X- Homeless
Supplemental Academic Instruction (SAI)
Violence Prevention Programs The school will continue with the implementation of the district's Foundation Program. The foundation team is working on developing lesson plans and procedures for all transition areas that are implemented school-wide to promote and maintain a safe and orderly school environment. The school utilizes classroom teachers to conduct lessons on the district character traits, self monitoring behaviors and self advocacy. School interventionists and the autistic site coach work in select classes to teach positive intervention techniques. The school has purchased instructional materials that cover bullying, conflict resolution and other character education traits that lead to students making appropriate decisions.
Nutrition Programs
Housing Programs
Head Start
Adult Education
Career and Technical Education
Job Training: CBVE (Community Based Vocational Educational) opportunities are provided for qualifying students. These work opportunities provide practice for employability skills as well as increasing levels of self-advocacy and independence.
Other

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

School-Based MTSS/RtI Team

Identify the school-based MTSS Leadership Team.

100% of the population is Tier III. Therefore, all students served at this school are district assigned and are classified as Tier III.

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?

Not Applicable

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

Not Applicable

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. 100% of the student population is in tier III.

Describe the plan to train staff on MTSS.

Not Applicable

Describe plan to support MTSS.

Not Applicable

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

- Susan Tucker
- Diana Owens
- Monica McVay
- Hope Gostkowski
- Jeryl Bodack
- Lulee Rady

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

The Literacy Leadership Team meets monthly to discuss curriculum needs, to observe implementation for fidelity, to review data and train staff.

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

To support the implementation of PCI Reading, Unique Learning Systems, use of technology with literacy instruction and review student reading data.

Public School Choice

• Supplemental Educational Services (SES) Notification

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

*Elementary Title I Schools Only: Pre-School Transition

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

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

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

All teachers are instructed in reading strategies to support reading across the curriculum.

Vocational teachers apply reading as it applies to real life experiences in the real world of work.

*High Schools Only

Note: Required for High School-Sec. 1003.413(g)(j) F.S.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

PLCs work together to develop lesson plans that associate all learning with real life opportunities.

Alden Road School serves three distinct levels of students whose transition to adult life is based on their medical/physical complexity, cognitive and social/emotional levels. Each will require different levels of support.

Transition into post school life requires a continuum of support to include:

- 1. Total care by families and agencies
- 2. Sheltered workshop employment
- 3. Supported employment through Vocational Rehabilitation (could include semi-independent living), to Independent employment with independent living with various degrees of support as needed for financial, medical, employment and transportation needs.

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

Each student's program of study is personalized based on student needs, family and community agency collaboration.

Through the IEP process, each student's level is evaluated. A course of study is developed to support the student to best meet his/her transition needs as determined through school, family and community agency collaboration. Each year the course of study is reviewed and adjustments are made if warranted.

Postsecondary Transition

Note: Required for High School- Sec. 1008.37(4), F.S.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report.

High School Data Report: NO DATA AVAILABLE

All students are eligible to continue their education until reaching the age of twenty two. A full time school based job developer and four job coaches are on staff to provide support and real life employment opportunities for students in the community. Students participate in the CBVE Work Enclave program which involves going out to various work sites in the community for volunteer on-the-job training.

The job developer works closely with community agencies to provide students with transition services and gainful employment after graduation.

Students are referred to Vocational Rehabilitation by the age of fourteen. During the school year, parent training is provided by various community agencies

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Revised April 29, 2011 10

offering transition services. Eligible students participate in the off campus work experience program.

Conferences are scheduled and conducted with parents. Parents are made aware of the importance of making application to ADP and are encouraged to complete the application and submit it to APD each year during the IEP meeting. The School Job Developer also assists with this process along with the district Transition Support Staff in effort to ensure the process has been completed before exiting school.

PART II: EXPECTED IMPROVEMENTS Reading Goals

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

Reading Goals	Problem- Solving Process to Increase Student Achievem ent						
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1a. FCAT 2.0: Students scoring at Achievement Level 3 in reading.			1a.1.	1a.1.	1a.1.		
	Performance:*	Performance:*					
	NA	NA					
		1a.2.	1a.2.	1a.2.	1a.2.	1a.2.	

ſ		1a.3.	1a.3.	1a.3.	1a.3.	1a.3.	
- 1		-			_		

1b. Florida	14.4	a ba	a b. a	a.L. a	a b. a	I	
	1b.1.				1b.1		
		Teachers will		Review of assessment	Data collection forms		
			Classroom Teachers	data			
	at the	assess					
at Levels 4, 5, and	profound /						
		using a					
		variety of					
	score a	assessments.			Grading/Assessment		
	level 1.		Classroom Teachers	Pavious of data	Rubrics		
			Classroom Teachers	collection forms	RUDIICS		
		track student		conection forms			
		progress					
		on data					
		collection					
		forms,					
		performance					
	1	skills and			Lesson plans		
		student work			Access points/Course		
		samples.	Classroom Teachers	classroom lesson	requirements		
		Teachers	Ciassiooni reachers	plans			
		will develop		p.a			
		lesson plans					
		aligned with State					
					IEP objectives		
		Standards		Annual review of IEPs	Access points		
		Access Points					
		and course					
		requirements.					
		Teachers will					
		1	Classroom teacher				
		IFP objectives	Collaborative teams				
	1	with	Collaborative teams				
		strategies	Instructional Coach		Lesson plans		
		for accessing			Access points		
	1	State			Instructional		
	1	Standards/			Accommodations		
	1	Access Points			Observation of		
		ACCC33 FUIIILS			Instruction		
		Teachers will	Classroom teacher		msaucaon		
		incorporate	Collaborative teams				
	1	a variety of	Instructional Coach				
	1	materials					
		in lesson					
			1				

		plans to	İ		i	
		enhance and				
		differentiate				
		instruction		D		
		and provide		Review of meeting	Meeting minutes	
		la a a a a a a a		minutes	Teacher Feedback	
		reinforcement			Surveys	
		reinforcement of State	Principal			
		Standards	Classroom teacher			
		Access Doints	Collaborative tea			
			Leadership team			
			District staff			
		be provided				
		time to		Training	Training schedule	
		collaborate on			PLC meeting notes	
		student data,			_	
		instructional				
		planning and				
		delivery.				
		Teachers				
		will continue				
		training on				
		the use of				
		Access Points				
		to develop				
		Standards .				
		based				
		instruction.				
Reading Goal #1b:	2012 Current	2013 Expected				
	<u>Level of</u> Performance:*	Level of Performance:*				
Students are						
assessed using the Florida Alternate						
Assessment. Based on the						
Florida Alternate						
Assessment, levels						
4-9 are considered						
proficient.						

	14% (6)	15% (7)					
		1b.2.	1b.2.	1b.2.	1b.2.	1b.2.	
		1b.3.	1b.3.	1b.3.	1b.3.	1b.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2a. FCAT 2.0: Students scoring	^{2a.1.} Not applicable	2a.1.	2a.1.	2a.1.	2a.1.		
Reading Goal #2a: NA	Level of	2013 Expected Level of Performance:*					
	NA	NA					
		2a.2.	2a.2.	2a.2.	2a.2.	2a.2.	
		2a.3	2a.3	2a.3	2a.3	2a.3	

2b. Florida	2b.1	1b.1	1b.1.	1b.1.	1b.1	
				Review of assessment		
		continuously		data	Data concetion forms	
	at the	assess		uata		
at or above Level 7						
in reading.		using a				
		variety of				
	score a	assessments.				
	level 1.	assessificits.	Classroom Teachers		Grading/Assessment	
	level 1.	Teachers will			Rubrics	
		track student		collection forms		
		progress				
		on data				
		collection				
		forms,				
		performance	Classroom Teachers			
		skills and	Ciassiooni (Cacileis		Lesson plans	
		student work			Access points/Course	
		samples.			requirements	
		T		plans	requirements	
		Teachers		pians		
		will develop				
		lesson plans	Classroom teacher			
		aligned	Collaborative teams		IEP objectives	
		with State Standards	Instructional Coach		Access points	
		Access Points		Annual review of IEPs		
		and course				
		requirements.				
		Teachers will				
		align student	Classroom teacher			
		IEP objectives	Collaborative teams			
		with	Instructional Coach		Lesson plans	
		strategies			Access points	
		for accessing			Instructional	
		State		plans	Accommodations	
		Standards/			Observation of	
		Access Points			Instruction	
		Teachers will				
		incorporate				
		a variety of	Dringing			
		materials	Principal			
		in lesson	Classroom teacher			

		-14-	Collaborative teams	i		1
			Collaborative teams			
		enhance and				
		differentiate		Review of meeting	Meeting minutes	
		instruction		minutes	Teacher Feedback	
		and provide			Surveys	
		access and			[
		reinforcement	Leadership team			
		of State	Leadership team			
		C+	Instructional coach			
		Access Points	District staff			
		Access Follits				
		Teachers will				
		be provided		Training	Training schedule	
		time to		Iraning	PLC meeting notes	
		collaborate on			l Le meeting notes	
		student data,				
		instructional				
		planning and				
		delivery.				
		delivery.				
		Teachers				
		will continue				
		training on				
		the use of				
		Access Points				
		to develop				
		Standards				
		based				
0 11 0 1 1 20		instruction.				
Reading Goal #2b: 20	vel of	2013 Expected				
Students are Lev	rformance:*	Level of Performance:*				
jassessed using the j						
Florida Alternate						
Assessment.						
Based on the						
Florida Alternate						
Assessment, levels						
4-9 are considered						
proficient.						
				l	l .	

	5% (2)	6% (3)					
		2b.2.	2b2.	2b.2.	2b.2.	2b.2.	
		2b.3	2b.3	2b.3	2b.3	2b.3	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3a. FCAT 2.0: Percentage of students making Learning Gains in reading.	3a.1.	3a.1.	3a.1.	3a.1.	3a.1.		
	Level of	2013 Expected Level of Performance:*					
	NA	NA					
		3a.2.	3a.2.	3a.2.	3a.2.	3a.2.	
		3a.3.	3a.3.	3a.3.	3a3.	3a.3.	

-1 -1 · ·	7	T-1 -	-1 -		L	1	
	3b.1	3b.1		3b.1.	3b.1		
Alternate	Students		Classroom Teachers	Review of assessment	Data collection forms		
Assessment:		continuously		data			
Percentage of	at the	assess					
students making	profound /	students					
Learning Gains in	participat	using a					
reading.		variety of					
<i>G</i> .	score a	assessments.	a				
	level 1.		Classroom Teachers		Grading/Assessment		
	1070.27	Teachers will		Review of data	Rubrics		
		track student		collection forms			
		progress					
		on data					
		collection					
		forms,					
		performance	cl				
		skills and	Classroom Teachers				
		student work			Lesson plans		
		samples.			Access points/Course		
		sampics.		classroom lesson	requirements		
		Teachers		plans			
		will develop					
		lesson plans	Classroom teacher				
		aligned	Collaborative teams		IEP objectives		
		with State	Instructional Coach		Access points		
		Standards		Annual review of IEPs	Access points		
		Access Points		Allitual Teview of TEPS			
		and course					
		requirements.					
		requirements.					
		Teachers will					
		align student	Classroom teacher				
		IEP objectives	Collaborative teams				
		with	Instructional Coach		Lesson plans		
		strategies		Quarterly review of	Access points		
		for accessing		classroom lesson	Instructional		
		State			Accommodations		
		Standards/			Observation of		
		Access Points			Instruction		
		Access Fullts					
		Teachers will					
		incorporate					
		a variety of					
		materials					
		in lesson	Principal				
		111 1633011	Frincipai				

			Classroom teacher				
		enhance and	Collaborative teams				
		differentiate					
		instruction		Review of meeting	Meeting minutes		
		and provide		minutes	Teacher Feedback		
		access and			Surveys		
		reinforcement of State					
		Standards	Leadership team				
		Access Points	Instructional coach				
		Access Points	District staff				
		Teachers will					
		be provided					
		time to		Training	Training schedule		
		collaborate on student data,]		PLC meeting notes		
		instructional					
		planning and					
		delivery.					
		Teachers					
		will continue					
		training on the use of					
		Access Points					
		to develop					
		Standards					
		based					
		instruction.					
Reading Goal #3b:	2012 Current	2013 Expected					
Students are	<u>Level of</u> Performance:*	Level of Performance:*					
jassessed using the							
Florida Alternate							
Assessment.							
	48%(8)	49%(9)					
		3b.2.	3b.2.	3b.2.	3b.2.	3b.2.	
		3b.3.	3b.3.	3b.3.	3b.3.	3b.3.	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy			
Percentage of students in Lowest 25% making learning gains in reading.		4a.1	4a.1	4a.1	4a.1		
Reading Goal #4a: NA	Level of Performance:*	2013 Expected Level of Performance:*					
	NA	NA					
		4a.2.	4a.2.	4a.2.	4 a.2.	4a.2.	
		4 a.3	4a.3.	4 a.3.	4a.3.	4a.3.	

4b. Florida	4b.1	4b.1	4b.1.	4b.1.	4b.1	
		Teachers will		Review of assessment	Data collection forms	
		continuously		data		
	at the	assess				
students in Lowest						
		using a				
		variety of				
	score a	assessments.			a 1: /a	
	level 1.		Classroom Teachers		Grading/Assessment	
		Teachers will			Rubrics	
		track student		collection forms		
		progress				
		on data				
		collection				
		forms,				
		performance	Classroom Teachers			
		skills and student work			Lesson plans	
					Access points/Course	
		samples.			requirements	
		Teachers		plans		
		will develop				
		lesson plans	Classroom teacher			
		aligned	Collaborative teams		IEP objectives	
		with State	Instructional Coach		Access points	
		Standards		Annual review of IEPs		
		Access Points				
		and course				
		requirements.				
		Teachers will				
		align student	Classroom teacher			
		IEP objectives	Collaborative teams			
		with	Instructional Coach		Lesson plans	
		strategies			Access points	
		for accessing			Instructional	
		State		plans	Accommodations	
		Standards/			Observation of	
		Access Points			Instruction	
		Teachers will				
		incorporate				
		a variety of	Dringing			
		materials	Principal			
		in lesson	Classroom teacher			

			lc II I	1	1	1	
		plans to	Collaborative teams				
		enhance and					
		differentiate		Review of meeting	Meeting minutes		
		instruction		minutes	Teacher Feedback		
		and provide		Immutes			
		access and			Surveys		
		access and					
		reinforcement	Leadership team				
			Instructional coach				
		Standards	District staff				
		Access Points	District starr				
		Teachers will					
		be provided		Training	Training schedule		
		time to			PLC meeting notes		
		collaborate on	J		l 20 meeting notes		
		student data,					
		instructional					
		planning and					
		delivery.					
		l_ ,					
		Teachers					
		will continue					
		training on					
		the use of					
		Access Points					
		to develop					
		Standards					
		based					
		instruction.					
D. J. C. J. J.		2013 Expected					
Reading Goal #4b:	Level of	Level of					
86% (6) of	Performance:*	Level of Performance:*					
students in the							
lowest 25% made			1				
learning gains in			1				
reading							
As reported on the			1				
Florida Alternate			1				
Assessment							
חששבשבשבשווכוונ			1				
			1				
	86% (6)	87% (7)					

			1.	1.	r .	r .	
		4b.2.	4b.2.	4b.2.		4b.2.	
		4b.3	4b.3.	4b.3.	4b.3.	4b.3.	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	data 2010- 2011	NA					
Reading Goal #5A:							
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

5B. Student	5B.1.	5B.1.	5B.1.	5B.1.	5B.1.	
subgroups by	The FAA	Teachers will	Classroom Teachers	Review of assessment	Data collection forms	
publicups by	is not	continuously		data		
(·····································		assess		data		
		students				
Asian, American	does not	using a				
Indian) not making	adequately					
satisfactory		accaccments				
IP. 08. 055	that level.	assessificites.	Classroom Teachers		Grading/Assessment	
reading.	tilat level.	Teachers will			Rubrics	
		track student		collection forms		
		progress				
		on data				
		collection				
		forms,				
			Classus am Taashaus			
		skills and	Classroom Teachers			
		student work			Lesson plans	
		samples.			Access points/Course	
		·			requirements	
		Teachers		plans		
		will develop				
		lesson plans	Classroom teacher			
		aligned	Collaborative teams		IEP objectives	
		with State	Instructional Coach		Access points	
		Standards		Annual review of IEPs		
		Access Points				
		and course				
		requirements.				
		l				
		Teachers will				
		align student	Classroom teacher			
			Collaborative teams			
			Instructional Coach	I .	Lesson plans	
		strategies			Access points	
		for accessing			Instructional	
		State			Accommodations	
		Standards/			Observation of	
		Access Points			Instruction	
		Teachers will				
		incorporate				
		a variety of				
		materials	Principal			
			Classroom teacher			
		_{шт} теsson	Ciassiouiii teatiiei	l .		

	plans to	Collaborative teams	l	ı	1	
	enhance and	Collaborative teams				
	differentiate		Review of meeting	Meeting minutes		
	instruction		minutes	Teacher Feedback		
	and provide			Surveys		
	access and					
	reinforcement	Leadership team				
	of State	Instructional coach				
		District staff				
	Access Points	District staff				
	Teachers will					
	be provided		Training	Training schedule		
	time to			PLC meeting notes		
	collaborate on					
	student data,					
	instructional					
	planning and					
	delivery.					
	,					
	Teachers					
	will continue					
	training on					
	the use of					
	Access Points					
	to develop					
	Standards .					
	based					
	instruction.					
Reading Goal #5B: 2012 Co	urrent 2013 Expected					
Students are Level of	f Level of Performance:*					
assessed using the	nance:* Performance:*					
Florida Alternate						
Assessment.						
Based on the						
Florida Alternate						
Assessment, levels						
4-9 are considered						
proficient.						
			L .			

	76%(13) Black – 89%(17) Hispanic – 33% (2) Asian –	White – 75% (12) Black – 88% (16) Hispanic – 32% (1) Asian – 99% (1)					
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5C. English Language Learners (ELL) not making satisfactory progress in reading.	Not applicable.		5C.1.	5C.1.	5C.1.		
students in the school, there are not sufficient numbers in the subgroups for data to be reported.	Level of Performance:*	Level of Performance:*					
	Not applicable	Not applicable					
		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:	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

ED Children	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.	Ι	
5D. Students	The FAA	Teachers will	Classroom Tooghors	Review of assessment	Data collection forms		
with Disabilities			Ciassibolii Teachers	data	Data conection forms		
(SWD) not making	is not	continuously		uata			
satisfactory		assess					
progress in		students					
reading.		using a					
	adequately						
		assessments.	Classroom Teachers		Grading/Assessment		
	that level.		Classicolii icaciicis		Rubrics		
		Teachers will		collection forms	Kubrics		
		track student		Confection forms			
		progress					
		on data					
		collection					
		forms,					
		performance	Classroom Teachers				
		skills and	Classiconi reacticis		Lesson plans		
		student work			Access points/Course		
		samples.			requirements		
		·		plans	lequitements		
		Teachers		pians			
		will develop					
		lesson plans	Classroom teacher				
		aligned	Collaborative teams		IEP objectives		
		with State	Instructional Coach		Access points		
		Standards		Annual review of IEPs			
		Access Points					
		and course					
		requirements.					
		Teachers will					
		align student	Classroom teacher				
		IEP objectives	Collaborative teams				
			Instructional Coach		Lesson plans		
		strategies			Access points		
		for accessing			Instructional		
		State			Accommodations		
		Standards/			Observation of		
		Access Points			Instruction		
		L ,					
		Teachers will					
		incorporate					
		a variety of					
			Principal				
		in lesson	Classroom teacher				

		1	la II I I I	1	ı	1	
		plans to	Collaborative teams	İ			
		enhance and					
		differentiate		Review of meeting	Meeting minutes		
		instruction		minutes	Teacher Feedback		
		and provide			Surveys		
		access and			Surveys		
		reinforcement	Leadership team				
		of State	Leadership team				
		Standards	instructional coach				
			District staff				
		Access Points					
		Teachers will					
		be provided		Training	Training schedule		
		time to		"" " " " " " " " " " " " " " " " " "	PLC meeting notes		
		collaborate on					
		student data,					
		instructional					
		planning and					
		delivery.					
		delivery.					
		Teachers					
		will continue					
		training on					
		the use of					
		Access Points					
		to develop					
		Standards					
		based					
Reading Goal #5D:	2012 Current	instruction.					[3
Students are	Level of	Level of					
Students are	Performance:*	Level of Performance:*					
jassessed using the							
Florida Alternate							
Assessment.							
Based on the							
Florida Alternate							
Assessment, levels							
4-9 are considered							
proficient.							
	81%(35)	80%(34)					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	<u> </u>
			1	I.	I		

5D.3.	5D.3	3.	5D.3.	5D.3.	5D.3.	
icipated Sti earrier		Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

		T	T		İ	I	
5E. Economically					5E.1.		
Disadvantaged	The FAA		Classroom Teachers	Review of assessment	Data collection forms		
students	is not	continuously		data			
not making	developm	assess					
satisfactory		students					
		using a					
progress in	adequately						
reading.							
		assessments.	Classroom Teachers		Grading/Assessment		
	that level.	Teachers will		Review of data	Rubrics		
				collection forms	inderies .		
		track student		concetion forms			
		progress					
		on data					
		collection					
		forms,					
		performance	Cl				
		skills and	Classroom Teachers				
		student work			Lesson plans		
		samples.			Access points/Course		
		samples.		classroom lesson	requirements		
		Teachers		plans			
		will develop		•			
		I					
		lesson plans	Classroom teacher		,		
		aligned	Collaborative teams		IEP objectives		
		with State	Instructional Coach		Access points		
		Standards		Annual review of IEPs			
		Access Points					
		and course					
		requirements.					
		·					
		Teachers will					
		align student	Classroom teacher				
		IFP objectives	Collaborative teams				
		with	Instructional Coach		Lesson plans		
		strategies		Quarterly review of	Access points		
					Instructional		
		for accessing		classroom lesson			
		State		plans	Accommodations		
		Standards/			Observation of		
		Access Points			Instruction		
		Teachers will					
		incorporate					
		a variety of					
		materials	Principal				
		in lesson	Classroom teacher				
		111 1033011	C.u.s. com cedenci	<u> </u>			

	plans t enhanc		e teams			
	differe	ntiate	Review of meeting	Meeting minutes		
	instruc		minutes	Teacher Feedback		
	and pro	and		Surveys		
	reinfor	cement cadorchin to	eam			
	of Stat Standa	Instructional	coacn			
		Points District staff				
	Teache					
	be prov time to	vided	Training	Training schedule PLC meeting notes		
	collabo	orate on		l te meeting notes		
	studen instruc					
	plannir	ng and				
	deliver	y.				
	Teach					
	will co trainin					
	the use	e of				
	Access to deve	Points				
	Standa	ırds				
	based	.4:				
Reading Goal #5E: 201	instruc 12 Current 2013 Ex	nected				
Students are	el of Level of formance:*	ance:*				
assessed using the Florida Alternate						
Assessment.						
Based on the Florida Alternate						
Assessment, levels						
4-9 are considered proficient.						
	% (21) 83% (2	20)				
	_					
	5E.2.	5E.2	5E.2.	5E.2.	5E.2.	

_							
ſ		5E.3	5E.3	5E.3	5E.3	5E.3	
- 1							
L							

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Review and discuss Data in PLCs Identify and plan for moving from level 3 to level 4 and levels 2 to 3	6-12	Principal School Instructional Coach PLC chairperson	School wide	Early Dismissal and PLC Meetings	Review of student task data sheets Target level 3 and 4 students	Principal School Instructional Coach PLC chairperson PLC teams
Examine Core Curriculum Assessment tools that best identify student progress in reading: ULS comprehension, PCI Reading Assessments, Environmental Print, Brigance	6-12	Selected teachers	School wide	Early Dismissal and PLC Meetings		Principal School Instructional Coach

Share best practices and instructional strategies that yield results to support SIP academic goals	6-12	Selected teachers	School wide	Early Dismissal and PLC Meetings	1 . ~ .	Principal School Instructional Coach Support Staff
Florida Alternate Assessment; administration and accommodations	6-11	Principal Test Coordinator Select classroom teachers	School wide	Early Dismissal and PLC Meetings		Principal Test Coordinator School Instructional Coach Support Staff
Evaluating student work and progress	6-12	Select classroom teachers	School wide	Early Dismissal and PLC Meetings	Use data from all assessments to develop IEP PLOPS with teachers Review updated portfolio work with current data Share work samples (types of appropriate exhibits of student work)	Principal School Instructional Coach
Reviewing the year/ needs survey	6-12	Instructional team	School wide	Early Dismissal and PLC Meetings	Distribute survey Review results	Principal Leadership Team

Reading Budget (Insert rows as needed)

Subtotal:				
		<u> </u>		
Strategy	Description of Resources	Funding Source	Amount	
Technology				
Subtotal: \$229.50				
Folders for collection of student work	According folders	General Budget	229.50	
Strategy	Description of Resources	Funding Source	Amount	
Evidence-based Program(s)/Materials(s)				
funded activities/materials.				
activities/materials and exclude district				
Include only school-based funded				

Professional Development				
Strategy	Description of Resources	Funding Source	Amount	
			\$0.00	
Subtotal:				
Other				
Strategy	Description of Resources	Funding Source	Amount	
Subtotal: \$229.50				
Total: \$229.50				

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

CELLA Goals	Problem-Solving Process to Increase Language Acquisition					
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1. Students scoring proficient in Listening/ Speaking.	1.1.	1.1.	1.1.	1.1.	1.1.	
CELLA Goal #1:	2012 Current Percent of Students Proficient in Listening/Speaking:					
	NA .					
					1.2.	1.2.

Students read in English at grade	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness	Evaluation Tool	
level text in a manner similar to non-ELL students.			Monitoring	of		
				Strategy		
	2.1.	2.1.	2.1.	2.1.	2.1.	
proficient in Reading.						
CELLA Goal #2:	2012 Current Percent of Students					
	Proficient in Reading :					
NA.						
	NA					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3
Students write in English at	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to	Evaluation Tool	
grade level in a manner similar to non-ELL students.			Monitoring	Determine Effectiveness		
non-ELL students.				of Strategy		
3. Students scoring	2.1.	2.1.	2.1.		2.1.	
proficient in Writing.						
-	2012 Current Percent of Students					
CELLA Goal #3:	Proficient in Writing:					
NA						
	NA					
		2.2.	2.2.	2.2.	2.2.	2.2.
					2.3	2.3
		2.3	2.3	2.3	2.3	2.3
FILA Dudmat //		2.3	2.3	2.3	2.3	2.3
ELLA Budget (Insert rov		2.3	2.3	2.3	2.3	2.5
Include only school-based f	unded	2.3	2.3	2.3	2.5	2.5
Include only school-based f activities/materials and exc	unded lude district	2.3	2.3	2.3	2.5	2.5
Include only school-based f	unded lude district	2.3	2.3	2.3	2.5	2.5

Funding Source

Description of Resources

Strategy

NA

Amount

			T
	_		
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
NA			
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
NA			
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
NA			
Subtotal:			
Total:			
End of CELLA Coals			

End of CELLA Goals

Elementary School Mathematics Goals

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

			0, 1 1277	
Elementary	Problem-			
Mathematics	Solving			
Goals	Process to			
	Increase			
	Student			
	Achieveme			
	nt			

			I n n :::	I 9 11 11 9 1		•	
Based on the analysis	Anticipated	Strategy	Person or Position	Process Used to Determine	Evaluation Tool		
of student achievement data, and reference to	Barrier		Responsible for Monitoring	Effectiveness of Strategy			
"Guiding Questions",			Monitoring	Strategy			
identify and define							
areas in need of							
improvement for the							
following group:							
1a. FCAT 2.0:	1a.1.	1a.1.	1a.1.	1a.1.	1a.1.		
Students scoring at Achievement Level 3							
Achievement Level 3							
in mathematics.							
	2012 Current	2013 Expected					
#12:	Level of	Level of					
# + 4 +	Performance:*	Performance:*					
NA							
100							

	NA	NA					
		1a.2.	1a.2.	1a.2.	1a.2.	1a.2.	
		1a.3.	1a.3.	1a.3.	1a.3.	1a.3.	
1b. Florida Alternate	1 h 1	1b.1.	1b.1.	1b.1	1b.1		
	10.1	10.1.	10.1.	10.1	10.1		
Assessment:							
Students scoring at							
Students scoring at Levels 4, 5, and 6 in							
mathematics.							
					1	1	
i-latificitiatics Coal	2012 Current Level of	2013 Expected Level of					
#1b:	<u>Performance:*</u>	Performance:*					
	errormance:*	i chomance:					
NA							
	NA	NA					
		41.5	1.0		11.0		
		1b.2.	1b.2.	1b.2.	1b.2.	1b.2.	

		1b.3.	1b.3.	1b.3.	1b.3.	16.2	1
		10.3.	10.3.	10.5.	10.3.	1b.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.	2a.1.	2a.1.	2a.1.	2a.1.	2a.1.		
#2a.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	NA	NA					
		2a.2.	2a.2.	2a.2.	2a.2.	2a.2.	
		2a.3	2a.3	2a.3	2a.3	2a.3	
2b. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.	2b.1	2b.1.	2b.1.	2b.1	2b.1.		
#2b.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
NA							
	NA	NA					
		2b.2.	2b2.	2b.2.	2b.2.	2b.2.	

	1	2b.3	2b.3	2b.3	2b.3	2b.3	
						ŕ	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3a. FCAT 2.0:	3a.1.	3a.1.	3a.1.	3a.1.	3a.1.		
Percentage of students making Learning Gains in mathematics.							
#3a:	Level of	2013 Expected Level of Performance:*					
NA							
	NA	NA					
		3a.2.	3a.2.	3a.2.	3a.2.	3a.2.	
		3a.3.	3a.3.	3a.3.	3a3.	3a.3.	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.			3b.1.	3b.1	3b.1.		
#2 h.	Level of	2013 Expected Level of Performance:*					

	AZA	A/A					
	NA	NA					
		ah a	a.h. a	ah a	ah a	al a	
		3b.2.	3b.2.	3b.2.	3b.2.	3b.2.	
		3b.3.	3b.3.	3b.3.	3b.3.	3b.3.	
		50.5.	Ju.J.	50.5.	50.5.	30.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
	4a.1.	4a.1.	4a.1.	4a.1.	4a.1.		
Percentage of	70.1.	70.1.	74.1.	74.1.	74.1.		
students in Lowest							
25% making							
25% Illakilig							
learning gains in mathematics.							
	2012 Cumant	2013 Expected					
	2012 Current Level of	Level of					
#4a:	Performance:*	Performance:*					
NA							
7471							
	NA	NA					
		4a.2.	4a.2.	4a.2.	4a.2.	4a.2.	
		4a.3	4a.3.	4a.3.	4a.3.	4a.3.	
al el di Alam	11. 4	45.4	41. 4	11.5	45.1	1	
4b. Florida Alternate	4D.1	4b.1.	4b.1.	4b.1	4b.1.		
Assessment:							
Percentage of							
students in Lowest							
25% making							
learning gains in							
mathematics.							
		•	•	•	•	•	•

Mathematics Goal #4b: NA	Level of Performance:*	2013 Expected Level of Performance:*					
	NA	NA					
				4b.2.		4b.2.	
		4b.3	4b.3.	4b.3.	4b.3.	4b.3.	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Baseline data 2010-2011						
Mathematics Goal #5A: NA							
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

rD Ctudent	CR 1	5B.1.	CR 1	5B.1.	5B.1.		
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.	5B.1. White: Black: Hispanic: Asian: American Indian		5B.1.	5B.1.	58.1.		
Mathematics Goal #5B:	Level of	2013 Expected Level of Performance:*					
NA							
	MA White: Black: Hispanic: Asian: American Indian	MA White: Black: Hispanic: Asian: :American Indian:					
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.		5C.1.	5C.1.	5C.1.	5C.1.		
Mathematics Goal #5C:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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Based on the analysis of student achievement data, and reference to "Guiding Questions",	Anticipated Barrier	5C.2. 5C.3. Strategy	5C.2. 5C.3.	5C.2.			
of student achievement data, and reference to "Guiding Questions",		5C.3.		5C.2.			
of student achievement data, and reference to "Guiding Questions",		5C.3.		5C.2.			
of student achievement data, and reference to "Guiding Questions",		5C.3.		5C.2.			
of student achievement data, and reference to "Guiding Questions",		5C.3.		5C.2.			
of student achievement data, and reference to "Guiding Questions",		5C.3.		5C.2.			
of student achievement data, and reference to "Guiding Questions",		5C.3.		5C.2.			
of student achievement data, and reference to "Guiding Questions",			5C.3.		5C.2.	5C.2.	
of student achievement data, and reference to "Guiding Questions",			J 6.J.	5C.3.	5C.3.	5C.3.	
of student achievement data, and reference to "Guiding Questions",		Strategy				5 - 5 -	
data, and reference to "Guiding Questions",	Barrier	Strategy	Person or Position	Process Used to Determine	Evaluation Tool		
"Guiding Questions",			Responsible for Monitoring	Effectiveness of Strategy			
			Monitoring	Strategy			
identify and define							
areas in need of							
improvement for the following subgroup:							
5D. Students	5D.1.	5D.1	5D.1.	5D.1.	5D.1.		
with Disabilities							
(SWD) not making							
satisfactory progress							
in mathematics.	1						
	2012 Cumant	2013 Expected					
Mathematics Goal	2012 Current Level of						
#5D:	Performance:*						
NA							
a va u	NA	NA					
							The state of the s
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.2. 5D.3	5D.2. 5D.3.	5D.2. 5D.3.	5D.2. 5D.3.	5D.2. 5D.3.	
Based on the analysis	Anticipated	5D.3	5D.3.	5D.3.	5D.3.		
Based on the analysis of student achievement	Anticipated Barrier						
of student achievement data, and reference to		5D.3	5D.3. Person or Position	5D.3. Process Used to Determine	5D.3.		
of student achievement data, and reference to "Guiding Questions",		5D.3	5D.3. Person or Position Responsible for	5D.3. Process Used to Determine Effectiveness of	5D.3.		
of student achievement data, and reference to "Guiding Questions", identify and define		5D.3	5D.3. Person or Position Responsible for	5D.3. Process Used to Determine Effectiveness of	5D.3.		
of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the		5D.3	5D.3. Person or Position Responsible for	5D.3. Process Used to Determine Effectiveness of	5D.3.		
of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Barrier	5D.3 Strategy	5D.3. Person or Position Responsible for Monitoring	5D.3. Process Used to Determine Effectiveness of Strategy	5D.3. Evaluation Tool		
of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup: 5E. Economically		5D.3	5D.3. Person or Position Responsible for	5D.3. Process Used to Determine Effectiveness of	5D.3.		
of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup: 5E. Economically Disadvantaged	Barrier 5E.1.	5D.3 Strategy	5D.3. Person or Position Responsible for Monitoring	5D.3. Process Used to Determine Effectiveness of Strategy	5D.3. Evaluation Tool		
of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup: 5E. Economically Disadvantaged students not making	Barrier 5E.1.	5D.3 Strategy	5D.3. Person or Position Responsible for Monitoring	5D.3. Process Used to Determine Effectiveness of Strategy	5D.3. Evaluation Tool		
of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup: 5E. Economically Disadvantaged students not making satisfactory progress	Barrier 5E.1.	5D.3 Strategy	5D.3. Person or Position Responsible for Monitoring	5D.3. Process Used to Determine Effectiveness of Strategy	5D.3. Evaluation Tool		
of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup: 5E. Economically Disadvantaged students not making	Barrier 5E.1.	5D.3 Strategy	5D.3. Person or Position Responsible for Monitoring	5D.3. Process Used to Determine Effectiveness of Strategy	5D.3. Evaluation Tool		
#5D:	Level of Performance:*	Level of Performance:*					

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Mathematics Goal #5E:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
NA							
	NA	NA					
		5E.2.	5E.2	5E.2.	5E.2.	5E.2.	
		5E.3	5E.3	5E.3	5E.3	5E.3	

End of Elementary School Mathematics Goals

Middle School Mathematics Goals

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

e Schoo		Problem- Solving Process to Increase Student Achieveme nt					
of s da "(i	ased on the analysis student achievement ata, and reference to Guiding Questions", identify and define areas in need of nprovement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1a. Stud Ach		1a.1.	1a.1.	1a.1.	1a.1.	1a.1.	

Mathemati #1a:	cs Goal 2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
NA							
	NA	NA					
		1a.2.	1a.2.	1a.2.	1a.2.	1a.2.	
		1a.3.	1a.3.	1a.3.	1a.3.	1a.3.	

1b. Florida Alternate	1b.1.	1b.1	1b.1.	1b.1.	1b.1
Assessment:					Data collection forms
Students scoring at	functioning	continuously	Classicolli reactiers	Keview of assessment data	Data collection forms
Levels 4, 5, and 6 in	at the	assess			
mathematics.		students			
mathematics.	participatory				
	levels score a	using a		Review of data collection	Grading/Assessment
	level 1.	assessments.		forms	Rubrics
		assessificites.			
		Teachers will			
		track student			
		progress			
		on data	Classroom Teachers	Quarterly review of classroom	Lesson plans
		collection		lesson plans	Access points/Course
		forms, with			requirements
		performance			
		skills and	Classroom teacher	Annual review of IEPs	IEP objectives
		student work	Collaborative teams		Access points
		samples.	Instructional Coach		
		Teachers			
		will develop	Classroom teacher	Quarterly review of classroom	Lesson plans
		lesson plans	Collaborative teams	lesson plans	Access points
		aligned	Instructional Coach		Instructional
		with State	mstractional coach		Accommodations
		Standards			Observation of
		Access Points			Instruction
		and course			
		requirements.	Dringinal	D	
			Classroom teacher	Review of meeting minutes	Meeting minutes
		leachers will	Collaborative teams		Teacher Feedback
		align student	Conaborative reality		Surveys
		IEP objectives			
		with State	Loodonahin toon		
		Standards/	Leadership team	Training	
		Access Points	Instructional coach		Training schedule
			District staff		PLC meeting notes
		Teachers will			
		incorporate			
		a variety of			
		materials			
		in lesson			
		plans to enhance and			
		differentiate			

Mathematics Goal		instruction and provide access and reinforcement of State Standards Access Points Teachers will be provided time to collaborate on student data, instructional planning and delivery. Teachers will continue training on the use of Access Points to develop Standards based instruction. 2013 Expected Level of					
#1b: Students are assessed using the Florida Alternate Assessment. Based on the Florida Alternate Assessment, levels 4-9 are considered proficient.	Performance:*	Performance:*					
	20% (4)	21% (5)					
		1b.2.	1b.2.	1b.2.	1b.2.	1b.2.	
		1b.3.	1b.3.	1b.3.	1b.3.	1b.3.	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.	2a.1.	2a.1.	2a.1.	2a.1.	2a.1.		
#2a:	Level of Performance:*	2013 Expected Level of Performance:*					
	NA	NA					
		2a.2.	2a.2.	2a.2.	2a.2.	2a.2.	
		2a	2a.3	2a.3	2a.3	2a.3	

ah Flasida Altaur	72h 1	3 L 4	a	a.k. 4	[a.b. 4	
2b. Florida Alternate	The FAA				2b.1	
Assessment:	l.		Classroom Teachers	Review of assessment data	Data collection forms	
Students scoring at	is not	continuously				
o. above mever /	developm	assess				
mathematics.	ental and	students				
	does not	using a	Classroom Teachers	Review of data collection	Grading/Assessment	
	adequately	variety of			Rubrics	
	assess at	assessments.		1011113	Rubires	
	that level.	L				
		Teachers will				
		track student			_	
				Quarterly review of classroom	Lesson plans	
		on data		lesson plans	Access points/Course	
		collection			requirements	
		forms, with				
		performance				
		skills and	Classroom teacher	Annual review of IEPs	IEP objectives	
		student work	Collaborative teams		Access points	
		samples.	Instructional Coach			
		T	mstractional coach			
		Teachers	Classroom toachar	Quarterly review of classroom	Lesson plans	
			Collaborative teams	lesson plans	Access points	
			Instructional Coach	lesson plans	Instructional	
		aligned	ilistructional Coacii		Accommodations	
		with State			Observation of	
		Standards			Instruction	
		Access Points				
		and course				
		requirements.				
		Teachers will	Principal	Review of meeting minutes	Mosting minutes	
		align student	Classroom teacher	_	Meeting minutes Teacher Feedback	
		IEP objectives	Collaborative teams			
		with State			Surveys	
		Standards/				
		Access Points	Leadership team	Training		
		ACCESS FUIILS	Instructional coach	_		
		Teachers will			Training schedule	
		incorporate			PLC meeting notes	
		a variety of				
		materials				
		in lesson				
		plans to				
		enhance and				
		differentiate				
		amerentiate	l .			

"al-	2012 Current Level of Performance:*	and provide access and reinforcement of State Standards Access Points Teachers will be provided time to collaborate on student data, instructional planning and delivery. Teachers will continue training on the use of Access Points to develop Standards based instruction. 2013 Expected Level of Performance:*					
assessed using the Florida Alternate Assessment. Based on the Florida Alternate Assessment, levels 4-9 are considered proficient.							
	0% (0)	1% (1)					
		2b.2.	2b2.	2b.2.	2b.2.	2b.2.	

		lat a	lat a	lat a	lat a	lat a	
		2b.3	2b.3	2b.3	2b.3	2b.3	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
Ju. 1 C/11 2.0.	3a.1.	3a.1.	3a.1.	3a.1.	3a.1.		
Percentage of students making Learning Gains in mathematics.							
#32.	Level of	2013 Expected Level of Performance:*					
NA							
	NA	NA					
		3a.2.	3a.2.	3a.2.	3a.2.	3a.2.	
		3a.3.	3a.3.	3a.3.	3a3.	3a.3.	

3b. Florida Alternate	72h 1	nl 4	lat.		lat. 4	
~	The FAA	3b.1			3b.1 Data collection forms	
Assessment:	is not		Classroom Teachers	Review of assessment data	Data collection forms	
Percentage of	developm	continuously				
students making		assess				
Learning Gains in	ental and	students				
mathematics.	does not	using a	Classroom Teachers	Review of data collection	Grading/Assessment	
	adequately	variety of		forms	Rubrics	
	assess at	assessments.				
	that level.	L				
		Teachers will				
		track student			_	
		progress		Quarterly review of classroom		
		on data		lesson plans	Access points/Course	
		collection			requirements	
		forms, with				
		performance				
		skills and	Classroom teacher	Annual review of IEPs	IEP objectives	
		student work	Collaborative teams		Access points	
		samples.			l locate paints	
		· ·	Instructional Coach			
		Teachers				
		will develop				
		lesson plans	Classroom teacher	Quarterly review of classroom	Lesson plans	
		aligned	Collaborative teams	lesson plans	Access points	
		with State	Instructional Coach		Instructional	
		Standards			Accommodations	
		Access Points			Observation of	
		and course			Instruction	
		requirements.				
		•				
		Teachers will				
		align student				
		IEP objectives	Principal	Review of meeting minutes	Meeting minutes	
		with State	Classroom teacher		Teacher Feedback	
		Standards/	Collaborative teams			
		Access Points			Surveys	
			Leadership team	Training		
		Teachers will	Instructional coach			
		incorporate	District staff		Training schedule	
		a variety of			PLC meeting notes	
		materials				
		in lesson				
		plans to				
		enhance and				
		differentiate				
		umeremate				

#3b: Students are assessed using the Florida Alternate Assessment		instruction and provide access and reinforcement of State Standards Access Points Teachers will be provided time to collaborate on student data, instructional planning and delivery. Teachers will continue training on the use of Access Points to develop Standards based instruction. 2013 Expected Level of Performance:*					
	83% (10)	84% (11)					
		3b.2.	3b.2.	3b.2.	3b.2.	3b.2.	
		3b.3.	3b.3.	3b.3.	3b.3.	3b.3.	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
4a. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.	4a.1.	4a.1.	4a.1.	4a.1.	4a.1.		
Mathematics Goal #4a: M4	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			4a.2.	4a.2.	4a.2.	4a.2.	
		4a.3	4a.3.	4a.3.	4a.3.	4a.3.	

4b. Florida Alternate	4b.1.	4b.1	4b.1.	4b.1.	4b.1
Assessment:	The FAA			Review of assessment data	Data collection forms
Percentage of	is not	continuously			
students in Lowest	developm	assess			
25% making	ental and	students			
learning gains in	does not	using a	Classroom Teachers	Review of data collection	Grading/Assessment
mathematics.	adequately	variety of	1		Rubrics
	assess at	assessments.			
	that level.	Too ah aya will			
		Teachers will track student			
			Classroom Toachors	Quarterly review of classroom	Lesson plans
		on data			Access points/Course
		collection			requirements
		forms, with			requirements
		performance			
		skills and			
		student work		Annual review of IEPs	IEP objectives
		comples	G.abb. Com. Coaciic.		Access points
		'	Collaborative teams Instructional Coach		riceess points
			instructional Coach		
		will develop			
		lesson plans aligned	Classus am tao shau	Quarterly review of classroom	Lesson plans
		with State	Collaborative teams	lesson plans	Access points
			Instructional Coach		Instructional
		Access Points	instructional Coach		Accommodations
		and course			Observation of
		requirements.			Instruction
		Teachers will			
		align student	Principal	Review of meeting minutes	
		IEP objectives	Classroom teacher	· ·	Meeting minutes
		with State Standards/	Collaborative teams		Teacher Feedback
		Access Points			Surveys
		Access Fullits			
		Teachers will	Leadership team	Training	
		incorporate	Instructional coach	· ·	
		a variety of	District staff		Training schedule
		materials			PLC meeting notes
		in lesson			
		plans to			
		enhance and			
		differentiate			

#4b: 33% (1) of students in the lowest 25% made learning gains in mathematics as	2012 Current Level of Performance:*	instruction and provide access and reinforcement of State Standards Access Points Teachers will be provided time to collaborate on student data, instructional planning and delivery. Teachers will continue training on the use of Access Points to develop Standards based instruction. 2013 Expected Level of Performance:*					
Reported on the Florida Alternate Assessment							
	33% (1)	34% (2)					
		4b.2.	4b.2.	4b.2.	4b.2.	4b.2.	
		4b.3	4b.3.	4b.3.	4b.3.	4b.3.	

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
	Baseline data 2010-2011	NA					
Mathematics Goal #5A: NA							
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

5B. Student	5b.1.	5b.1	5b.1.	5b.1.	5b.1	
subgroups by	The FAA				Data collection forms	
ethnicity (White,	is not	continuously	Classicolli icaciicis	Review of assessment data	Data concetion forms	
Black, Hispanic,	developm	assess				
Asian, American	ental and	students				
Indian) not making	does not		a			
satisfactory progress		variety of			Grading/Assessment	
in mathematics.	assess at	assessments.		forms	Rubrics	
in mathematics.	that level.	assessificites.				
	tilat icvci.	Teachers will				
		track student				
		progress	Classroom Teachers	Quarterly review of classroom		
		on data		lesson plans	Access points/Course	
		collection			requirements	
		forms, with				
		performance				
		skills and				
		student work	Classroom teacher	Annual review of IEPs	IEP objectives	
			Collaborative teams		Access points	
			Instructional Coach		,	
		Teachers	ilistructional Coacii			
		will develop				
		lesson plans	Cl	Ot	Lesson plans	
		aligned with State	Callabarative tearns	Quarterly review of classroom	Access points	
		Standards	Collaborative teams Instructional Coach		Instructional	
		Access Points	instructional Coach		Accommodations	
		and course			Observation of	
		requirements.			Instruction	
		requirements.				
		Teachers will				
		align student				
		IFP objectives	Principal	Review of meeting minutes	Meeting minutes	
		with State	Classroom teacher		Teacher Feedback	
		Standards/	Collaborative teams		Surveys	
		Access Points			Surveys	
		L				
		Teachers will	Leadership team	Training		
			Instructional coach	· ·	 	
		a variety of	District staff		Training schedule	
		materials			PLC meeting notes	
		in lesson				
		plans to				
		enhance and				
		differentiate				

			i		
		instruction			
		and provide			
		access and			
		reinforcement			
		of State			
		Standards			
		Access Points			
		Teachers will			
		be provided			
		time to			
		collaborate on			
		student data,			
		instructional			
		planning and			
		delivery.			
		delivery.			
		Teachers			
		will continue			
		training on			
		the use of			
		A Deinte			
		Access Points			
		to develop			
		Standards			
		based			
		instruction.			
Mathematics Goal	2012 Current	2013 Expected			
#5B: Students are	Level of Performance:*	Level of Performance:*			
assessed using the	Performance:*	Performance:*			
Florida Alternate					
Assessment.					
					
Based on the					
Florida Alternate					
Assessment, levels					
4-9 are considered					
proficient.					
Ī					
			ļ	ļ	

	89% (8) Black – 86% (6) Hispanic – 50% (2) Asian – NA	White – 88% (7) Black – 85% (5) Hispanic – 49%(1) Asian – NA 5B.2.	5B.2. 5B.3.	5B.2. 5B.3.	5B.2. 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 Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
	5C.1. Not applicable.	5C.1.	5C.1.	5C.1.	5C.1.		
#EC: NA Because	Level of	2013 Expected Level of Performance:*					
	by the FAA.	Not reported by the FAA.					
				5C.2. 5C.3.	5C.2. 5C.3.	5C.2. 5C.3.	

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

5D. Students	5D.1.	5D.1	5D.1.	5D.1.	5D.1
with Disabilities	. The FAA	Teachers will		Review of assessment data	Data collection forms
(SWD) not making	is not	continuously	Classicolli icaclicis	Review of assessment data	Data concetion forms
satisfactory progress in mathematics.	developm ental and does not adequately assess at	assess students using a variety of assessments.		Review of data collection forms	Grading/Assessment Rubrics
	that level.	Teachers will track student progress on data collection forms, with	Classroom Teachers		Lesson plans Access points/Course requirements
		performance skills and student work samples. Teachers will develop	Classroom teacher Collaborative teams Instructional Coach		IEP objectives Access points
		lesson plans aligned with State Standards Access Points and course requirements.	Classroom teacher Collaborative teams Instructional Coach	F-1	Lesson plans Access points Instructional Accommodations Observation of Instruction
		Teachers will align student IEP objectives with State Standards/ Access Points	Principal Classroom teacher Collaborative teams		Meeting minutes Teacher Feedback Surveys
		Teachers will incorporate a variety of materials in lesson plans to enhance and differentiate	Leadership team Instructional coach District staff		Training schedule PLC meeting notes

Florida Alternate Assessment, levels 4-9 are considered proficient. 80%(16) 79% (15) 5D.2. 5D.2. 5D.2. 5D.2. 5D.2. 5D.2.	#5D: Students are assessed using the Florida Alternate Assessment. Based on the	2012 Current Level of Performance:*	instruction and provide access and reinforcement of State Standards Access Points Teachers will be provided time to collaborate on student data, instructional planning and delivery. Teachers will continue training on the use of Access Points to develop Standards based instruction. 2013 Expected Level of Performance:*					
80%(16) 79% (15)	Assessment, levels 4-9 are considered							
		80%(16)	79% (15)					
5D.2. 5D.2. 5D.2. 5D.2. 5D.2.		00 /0(10)						
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
5D.3 5D.3. 5D.3. 5D.3. 5D.3.			5D.3	5D.3.	5D.3.	5D.3.	5D.3.	

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

5E. Economically	5E.1.	5E.1	5E.1.	5E.1.	5E.1	
	The FAA				Data collection forms	
students not making		continuously	Classicolli i Cacileis	Review of assessment data	Bata concetion forms	
satisfactory progress		assess				
	ental and	students				
	does not	1 .	a			
	adequately	variety of			Grading/Assessment	
	assess at	assessments.		forms	Rubrics	
	that level.	assessificites.				
	that level.	Teachers will				
		track student				
		progress	Classroom Teachers	Quarterly review of classroom		
		on data			Access points/Course	
		collection			requirements	
		forms, with				
		performance				
		skills and				
		student work	Classroom teacher	Annual review of IEPs	IEP objectives	
			Collaborative teams		Access points	
			Instructional Coach		,	
		Teachers	ilistructional Coacii			
		will develop				
		lesson plans	Cl	O	Lesson plans	
		aligned with State	Classroom teacher	Quarterly review of classroom	Access points	
		Standards	Collaborative teams Instructional Coach		Instructional	
		Access Points	instructional Coach		Accommodations	
		and course			Observation of	
		requirements.			Instruction	
		requirements.				
		Teachers will				
		align student				
		IFP objectives	Principal	Review of meeting minutes	Meeting minutes	
		with State	Classroom teacher		Teacher Feedback	
		Standards/	Collaborative teams		1	
		Access Points			Surveys	
			Leadership team	Training		
			Instructional coach	· ·	L	
		a variety of	District staff		Training schedule	
		materials			PLC meeting notes	
		in lesson				
		plans to				
		enhance and				
		differentiate				

assessed using the Florida Alternate Assessment. Based on the Florida Alternate Assessment, levels 4-9 are considered proficient.	2012 Current Level of Performance:*	instruction and provide access and reinforcement of State Standards Access Points Teachers will be provided time to collaborate on student data, instructional planning and delivery. Teachers will continue training on the use of Access Points to develop Standards based instruction. 2013 Expected Level of Performance:*					
	83% (10)						
						5E.2.	
		5E.	5E.3	5E.3	5E.3	5E.3	

End of Middle School Mathematics

Florida Alternate Assessment High School Mathematics Goals

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

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

1. Florida Alternate	1.1.	1b.1	1b.1.	1b.1.	1b.1	
1. Florida Alternate	The FAA				Data collection forms	
Assessment: Students	is not		Classroom Teachers	Review of assessment data	Data collection forms	
	l	continuously				
		assess				
	l .	students				
		using a	Classroom Teachers	Review of data collection	Grading/Assessment	
		variety of		forms	Rubrics	
	assess at that level.	assessments.				
	tilat level.	Teachers will				
		track student				
			Classroom Teachers	Quarterly review of classroom	Lesson plans	
		on data		lesson plans	Access points/Course	
		collection		iesson plans	requirements	
		forms, with			i cquii ciriciii	
		performance				
		[.i •ni		A	IEP objectives	
		student work			Access points	
		samples.	Collaborative teams		Access points	
		Samples.	Instructional Coach			
		Teachers			. ,	
			Classroom teacher	Quarterly review of classroom	Lesson plans	
		lesson plans	Collaborative teams		Access points	
		aligned	Instructional Coach		Instructional	
		with State			Accommodations	
		Standards			Observation of	
		Access Points			Instruction	
		and course				
		requirements.				
		T	Principal	Review of meeting minutes		
		reachers will	Classroom teacher	•	Meeting minutes	
		align student	C. H. I		Teacher Feedback	
		IEP objectives			Surveys	
		with State				
		Standards/	Leadership team	-		
		Access Points	Instructional coach	Training		
		Teachers will	District staff		Training schedule	
		incorporate	2.5thet stan		PLC meeting notes	
		a variety of			-	
		materials				
		in lesson				
		plans to				
		enhance and				
		differentiate				
		unicicilliale				

Mathematics Goal #1:		instruction and provide access and reinforcement of State Standards Access Points Teachers will be provided time to collaborate on student data, instructional planning and delivery. Teachers will continue training on the use of Access Points to develop Standards based instruction. 2013 Expected					
Mathematics Goal #1: Students are assessed using the Florida Alternate Assessment. Based on the Florida Alternate Assessment, levels 4-9 are considered proficient.		Level of Performance:*					
	<i>35% (8)</i>	36% (9)					
		1.2.	1.2.	1.2.	1.2.	1.2.	

	1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

	•	r	r		,	
2. Florida Alternate	2.1.				2b.1	
Assessment:	The FAA	Teachers will	Classroom Teachers	Review of assessment data	Data collection forms	
Students scoring at	is not	continuously				
or above Level 7 in	developm	assess				
mathematics.	ental and	students				
mathematics.	does not	l .				
	adequately	variety of	Classroom Teachers		Grading/Assessment	
	assess at			forms	Rubrics	
	that level.	assessments.				
	tilat level.	Teachers will				
		track student				
		progress				
		on data	Classroom Teachers	Quarterly review of classroom	Lesson plans	
		collection		lesson plans	Access points/Course	
		forms, with			requirements	
		performance				
		skills and	Classroom toachar	Annual review of IEPs	IEP objectives	
		student work	Collaborative teams		Access points	
		samples.			l todoss points	
		· ·	Instructional Coach			
		Teachers				
		will develop	Classroom teacher	Quarterly review of classroom	Lesson plans	
		lesson plans	Collaborative teams	lesson plans	Access points	
		aligned	Instructional Coach		Instructional	
		with State			Accommodations	
		Standards			Observation of	
		Access Points			Instruction	
		and course				
		requirements.				
		Teachers will	Principal	Review of meeting minutes	M4::	
		align student	Classroom teacher	=	Meeting minutes	
			Collaborative teams		Teacher Feedback	
		IEP objectives			Surveys	
		with State	Leadership team	L		
		Standards/	1	Training		
		Access Points	District staff		Training schedule	
			טואנוונו אנוווו		PLC meeting notes	
		Teachers will				
		incorporate				
		a variety of				
		materials				
		in lesson				
		plans to				
		enhance and				
		differentiate				
		Lanner Circiate	ļ		<u> </u>	

Mathematics Goal #2:	2012 Current	instruction and provide access and reinforcement of State Standards Access Points Teachers will be provided time to collaborate on student data, instructional planning and delivery. Teachers will continue training on the use of Access Points to develop Standards based instruction.					
Students are assessed using the Florida Alternate Assessment. Based on the Florida Alternate Assessment, levels 4-9 are considered proficient.	Performance:*	Performance:*					
	4% (1)	5% (2)					
		2.2.	2.2.	2.2.	2.2.	2.2.	

		2.3	2.3	2.3	2.3	2.3	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

	_	т.	T .		r .	
3. Florida Alternate	3.1.	3b.1			3b.1	
Assessment:	The FAA	Teachers will	Classroom Teachers	Review of assessment data	Data collection forms	
Percentage of	is not	continuously				
students making	developm	assess				
Learning Gains in	ental and	students	Classus am Taashaus	Review of data collection	Cradina/Assassment	
mathematics.	does not	using a			Grading/Assessment	
inathematics.	adequately	variety of		forms	Rubrics	
	assess at	· · · · · · · · · · · · · · · · · · ·				
	that level.	assessments.				
	tilat level.	Teachers will				
		track student				
			Classus am Taashaus	Quarterly review of classroom	Losson plans	
		progress	Classiooni reachers	lessen plans	A sacas points/Course	
		on data		lesson plans	Access points/Course	
		collection			requirements	
		forms, with				
		performance	Classroom teacher	Annual review of IEPs	IEP objectives	
		skills and	Collaborative teams		Access points	
		student work	Instructional Coach			
		samples.				
		· ·	Classus am tao shau	Quarterly review of classroom	Lesson plans	
		Teachers	Callabarration teacher	Quarterly review of classicolli	Access points	
		will develop	Collaborative teams	lesson plans	Instructional	
		lesson plans	Instructional Coach		Accommodations	
		aligned				
		with State			Observation of	
		Standards			Instruction	
		Access Points				
		and course				
		requirements.				
		i oquii oiii oii		Review of meeting minutes	Meeting minutes	
		Teachers will	Principal		Teacher Feedback	
		align student	Classroom teacher		Surveys	
		IEP objectives	Collaborative teams			
		with State				
		Standards/	Leadership team			
			Instructional coach	Training		
		ACCESS FUIILS	District staff			
		Teachers will	טואנחכנ אנמדד		Training schedule	
		incorporate			PLC meeting notes	
		a variety of			_	
		materials				
		in lesson				
		plans to				
		enhance and				
		differentiate				

Mathematics Goal #3: Students are assessed using the Florida Alternate Assessment		instruction and provide access and reinforcement of State Standards Access Points Teachers will be provided time to collaborate on student data, instructional planning and delivery. Teachers will continue training on the use of Access Points to develop Standards based instruction. 2013 Expected Level of Performance:*					
	50% (6)	51% (7)					
		3.2.	3.2.	3.2.	3.2.	3.2.	
		3.3.	3.3.	3.3.	3.3.	3.3.	

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

4. Florida Alternate	l _{4 1}	46-4	4 h 1	45.1	[45.4
					4b.1
10000011101101	I .		Classroom Teachers	Review of assessment data	Data collection forms
Percentage of	is not	continuously			
beaucites iii no ii coe		assess			
-5	ental and	students			
	does not	using a	Classroom Teachers	Review of data collection	Grading/Assessment
	adequately	variety of			Rubrics
	assess at	assessments.		1011113	Rubites
	that level.				
		Teachers will			
		track student			
		progress	Classroom Teachers	Quarterly review of classroom	Lesson plans
		on data		lesson plans	Access points/Course
		collection			requirements
		forms, with			
		performance			
		f.i •n i	Classes and the state	Annual review of IEPs	IEP objectives
		student work			Access points
		samples.	Collaborative teams		Access points
		_	Instructional Coach		
		Teachers			
		will develop	Classroom teacher	Quarterly review of classroom	Lesson plans
		lesson plans	Collaborative teams		Access points
		aligned	Instructional Coach		Instructional
		with State			Accommodations
		Standards			Observation of
		Access Points			Instruction
		and course			
		requirements.	Dringingl		
		- equilientes:	Classroom teacher	Review of meeting minutes	Meeting minutes
		Teachers will			Teacher Feedback
		align student	Collaborative teams		Surveys
		IEP objectives			
		with State			
		Standards/	Leadership team	Training	
		Access Points	Instructional coach	=	L
		, icccss i oillts	District staff		Training schedule
		Teachers will			PLC meeting notes
		incorporate			
		a variety of			
		materials			
		in lesson			
	I .	plans to			
		enhance and			
		differentiate			
		unierentiate			

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Mathematics Goal #4: 33% (1) of students in the lowest 25% made learning gains in mathematics as Reported on the Florida Alternate Assessment						
		4.2.	4.2.	4.2.	4.2.	
			4.3.		4.3.	

End of Florida Alternate Assessment High School Mathematics Goals

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Algebra End-of-Course (EOC) Goals

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

			into the percentage	epresents (e.g., 70% (3)	,,,,,		
Algebra 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 Barrier		Person or Position Responsible for Monitoring	Strategy	Evaluation Tool		
 Students scoring at Achievement Level 3 in Algebra. 	1.1.	1.1.	1.1.	1.1.	1.1.		
Algebra Goal #1:		2013 Expected Level of Performance:*					
	NA	NA					
						1.2.	
						1.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

above Achievement Levels 4 and 5 in Algebra.			2.1.	2.1.	2.1.		
Algebra Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	NA	NA					
				2.2.		2.2.	
						2.3	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs),Reading and Math Performance Target	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Baseline data 2010-2011						
Algebra Goal #3A:							
NA							
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra.	White: Black: Hispanic: Asian: American Indian:		38.1.	3B.1.	3B.1.		
Algebra Goal #3B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	White: Black: Hispanic: Asian:	White: Black: Hispanic: Asian: American Indian:					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Strategy	Evaluation Tool		
Learners (ELL) not making satisfactory progress in Algebra.			3C.1.	3C.1.	3C.1.		
Algebra Goal #3C:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	NA	NA					

		3C.2.	3C.2.	3C.2.	3C.2.	3C.2.	
		3C.3.	3C.3.	3C.3.	3C.3.	3C.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier		Person or Position Responsible for Monitoring	Strategy	Evaluation Tool		
Disabilities (SWD) not making satisfactory progress in Algebra.			3D.1.	3D.1.	3D.1.		
Algebra Goal #3D:		2013 Expected Level of Performance:*					
	NA	NA					
		3D.2.	3D.2.	3D.2.	3D.2.	3D.2.	
		3D.3	3D.3.	3D.3.	3D.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 Barrier		Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
		3E.1.	3E.1.	3E.1.	3E.1.		

Algebra Goal #3E: NA		2013 Expected Level of Performance:*					
	NA	NA					
		3E.2.	3E.2	3E.2.	3E.2.	3E.2.	
		3E.3	3E.3	3E.3	3E.3	3E.3	

End of Algebra EOC Go

Geometry End-of-Course Goals

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

Geometry 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 Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
	1.1.	1.1.	1.1.	1.1.	1.1.	

Geometry Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	NA	NA					
		1.2	1.2.	1.2.	1.2.	1.2.	
					1.3.	1.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
		2.1.	2.1.	2.1.	2.1.		
Geometry Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	NA	NA					
						2.2.	
Based on Ambitious but						2.3	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year	Baseline data 2010-2011						
school will reduce their achievement gap by 50%.							
Geometry Goal #3A:							
NA							
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Strategy	Evaluation Tool		
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry.	3B.1. White: Black: Hispanic: (Asian: American Indian:		3B.1.	3B.1.	3B.1.		
Geometry Goal #3B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	NA White: Black: Hispanic: Asian: American Indian:						
Auntipoda		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	

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		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	
						55.5.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier		Person or Position Responsible for Monitoring	Strategy	Evaluation Tool		
Learners (ELL) not making satisfactory progress in Geometry.	3C.1.		3C.1.	3C.1.	3C.1.		
Scometry Cour my C:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	NA	NA					
		3C.2	3C.2.	3C.2.	3C.2.	3C.2.	
		3C.3.	3C.3.	3C.3.	3C.3.	3C.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.	3D.1.	3D.1.	3D.1.	3D.1.	3D.1.		
Geometry Godi # 72:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	NA	NA					
		3D.2	3D.2.	3D.2.	3D.2.	3D.2.	

		3D.3.	3D.3.	3D.3.	3D.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 Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3E. Economically Disadvantaged students not making satisfactory progress in Geometry.	3E.1.	3E.1	3E.1.	3E.1.	3E.1.		
Geometry Goal #3E:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	NA	NA					
		3E.2.	3E.2	3E.2.	3E.2.	3E.2.	
		3E.3	3E.3	3E.3	3E.3	3E.3	

End of Geometry EOC Goals

Mathematics Professional Development

Professional			
Development			
(PD) aligned with			
Strategies through			
Professional			
Learning			
Community (PLC) or			
PD Activity			
Please note that each			
Strategy does not require a			
professional development or			
PLC activity.			

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Review and discuss Data in PLCs Identify and plan for moving from level 3 to level 4 and levels 2 to 3	6-12	Principal School Instructional Coach PLC chairperson	School wide	Early Dismissal and PLC Meetings	Target level 3 and 4 students	Principal School Instructional Coach PLC chairperson PLC teams
Examine Core Curriculum Assessment tools that best identify student progress in reading: Calendar Counts, Number Worlds, ULS, Brigance	6-12	Selected teachers	School wide	Early Dismissal and PLC Meetings	Assessment Rollout Review Class observations during assessment administration Monitor assessment data for Calendar Counts, Number Worlds, ULS, Brigance	Principal School Instructional Coach
Share best practices and instructional strategies that yield results to support SIP academic goals	6-12	Selected teachers	School wide	Early Dismissal and PLC Meetings	Provide teachers the opportunity to observe best practices Target practices to use in class Observe to monitor and assess implementation	Principal School Instructional Coach Support Staff
Florida Alternate Assessment; administration and accommodations	6-11	Principal Test Coordinator Select classroom teachers	School wide	Early Dismissal and PLC Meetings	Therapists/Behavior team will assist in providing accommodations Resource teachers will assist with class coverage while teachers do individual testing	Principal Test Coordinator School Instructional Coach Support Staff
Evaluating student work and progress	6-12	Select classroom teachers	School wide	Ü		Principal School Instructional Coach

Mathematics Budget (Insert rows as needed)

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

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

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Elementary and Middle Science 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 Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1a. FCAT 2.0: Students scoring at Achievement Level 3 in science.	1a.1.	1a.1.	1a.1.	1a.1.	1a.1.		
NΔ	Level of	2013 Expected Level of Performance:*					
	NA	NA					
		1a.2.	1a.2.	1a.2.	1a.2.	1a.2.	
		1a.3.	1a.3.	1a.3.	1a.3.	1a.3.	

1b. Florida Alternate 1b.1.	1b.1	1b.1.	1b.1.	1b.1
Assessment: Students The	FAA is not Teachers will		Review of assessment data	
scoring at Level 4, 5, and 6 in	elonmenta	Classroom reachers	Review of assessment data	
scoring at Level 4, 5, and 6 in deve	d does not assess			forms
science.				
acco	quately students ess at that using a			
leve	using a	Classroom Teachers		
leve	variety or		Review of data collection	Grading/Assessment
	assessments.		forms	Rubrics
	Teachers will			
	track student	Classroom Teachers		
		Classicom reactions		
	progress on data		Quarterly review of	
	collection			Losson mlone
			classroom lesson plans	Lesson plans
	forms, with			Access points/
	performance skills and	Classroom teacher		Course requirements
		Collaborative teams		
	student work	Instructional Coach		
	samples.		Annual review of IEPs	
	Teachers	Classroom teacher		IEP objectives
	will develop	Collaborative teams		Access points
	lesson plans	Instructional Coach		
	aligned			
	with State		Quarterly review of	
	Standards		classroom lesson plans	Lesson plans
	Access Points		classiooni lesson plans	Access points
	and course			Instructional
	requirements.	Dringing		Accommodations
		Classroom teacher		Observation of
	Teachers will	Collaborative teams		Instruction
	align student			
	IEP objectives	l and archin tanna		
	with State	Leadership team		
	Standards/	Instructional coach	Review of meeting minutes	Mosting minutes
	Access Points	District staff		Teacher Feedback
	Teachers will			Surveys
	incorporate			
	a variety of		Training	
	materials		I allillg	Training schedule
	in lesson			PLC meeting notes
	plans to			
	enhance and			
	differentiate			

Assessment. Based on the Florida Alternate Assessment, levels 4-9 are considered proficient.	2012 Current Level of Performance:*	instruction and provide access and reinforcement of State Standards Access Points Teachers will be provided time to collaborate on student data, instructional planning and delivery. Teachers will continue training on the use of Access Points to develop Standards based instruction. 2013 Expected Level of Performance:*					
	33% (2)	34% (3)					
		1b.2.				1b.2.	
		1b.3.	1b.3.	1b.3.	1b.3.	1b.3.	

Based on the analysis of student	Anticipated	Strategy	Person or Position Responsible		Evaluation Tool		
achievement data, and reference	Barrier		for Monitoring	Effectiveness of			
to "Guiding Questions", identify and define areas in need of				Strategy			
improvement for the following							
group:							
2a. FCAT 2.0: Students	2a.1.	2a.1.	2a.1.	2a.1.	2a.1.		
scoring at or above							
Achievement Levels 4 and 5							
in science.							
50.0							
Science Goal #2a:	2012 Current	2013Expected					
Science doar #2a.	Level of	Level of					
NA	Performance:*	Performance:*					
	NA	NA					
		2a.2.	2a.2.	2a.2.	2a.2.	2a.2.	
		2a.3	2a.3	2a.3	2a.3	2a.3	

at at at	lat a		Ι.			
2b. Florida Alternate	2b.1.	2b.1			2b.1	
Assessment: Students	The FAA is not	Teachers will	Classroom Teachers	Review of assessment data		
scoring at or above Level 7 in	developmenta	continuously			forms	
science.	l and does not	assess				
	adequately	students				
	assess at that	using a	Classroom Teachers			
		variety of	Classroom reachers			
		assessments.		Review of data collection		
		assessificites.		forms	Grading/Assessment	
		Teachers will			Rubrics	
			Classroom Teachers			
		progress				
		on data		Quarterly review of		
		collection		classroom lesson plans	Lesson plans	
		forms, with			Access points/	
		performance	Classroom teacher		Course requirements	
		skills and	Collaborative teams			
		student work	Instructional Coach			
		samples.		Annual review of IEPs		
		_ ,	Classroom teacher		IEP objectives	
		Teachers	Collaborative teams		Access points	
		will develop	Instructional Coach		Access points	
		lesson plans	instructional Coach			
		aligned				
		with State		Quarterly review of		
		Standards		classroom lesson plans	Lesson plans	
		Access Points			Access points	
		and course	Principal		Instructional	
			Classroom teacher		Accommodations	
			Collaborative teams		Observation of	
		Teachers will	Collaborative teams		Instruction	
		align student				
		IEP objectives	L			
		with State	Leadership team	Review of meeting minutes	M 4: :	
		Standards/	Instructional coach		Meeting minutes	
		Access Points	District staff		Teacher Feedback	
		Access i oilles			Surveys	
		Teachers will				
		incorporate				
		a variety of				
		materials		Training	Training schedule	
		in lesson		_	PLC meeting notes	
		plans to			Le meeting notes	
		enhance and				
		differentiate				

instruction and provide access and reinforcement	
access and	
remorcement	
of State	
Standards	
Access Points	
Teachers will	
be provided	
time to	
collaborate on	
student data,	
instructional	
planning and	
delivery.	
Teachers	
will continue	
training on	
the use of	
Access Points	
to develop	
Standards based	
instruction.	
Science Goal #2b: 2012 Current 2013Expected	
Students are assessed Level of Level of	
using the Florida Alternate Performance:* Performance:*	
Assessment.	
Based on the Florida	
Alternate Assessment, levels	
4-9 are considered proficient	
0% (0) 1% (1)	
2b.2. 2b.2. 2b.2. 2b.2. 2b.2. 2b.2.	
2b.3 2b.3 2b.3 2b.3 2b.3	

End of Elementary and Middle School Science Goals

Florida Alternate Assessment High School Science Goals

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

High School Science Goals	Problem- Solving Process to Increase Student			represents (e.g., 70 % (55		
	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 Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

1. Florida Alternate	1b1.	1b.1	1b.1.	1b.1.	1b.1	
Assessment: Students	The FAA is not	Tooghars will		Review of assessment data		
scoring at Level 4, 5, and 6 in	developments	reachers will	Classroom reachers	Review of assessment data		
	l and does not	continuously			forms	
science.						
	assess at that	students				
			Classroom Teachers			
		variety of		Review of data collection		
		assessments.		forms	Grading/Assessment	
		Teachers will			Rubrics	
		track student	Classroom Teachers			
		progress				
		on data		Quarterly review of		
		collection		classroom lesson plans	Lesson plans	
		forms, with		graphic com respon prans	Access points/	
		performance	Classroom teacher		Course requirements	
		skills and	Collaborative teams		oourse requirements	
		student work				
		samples.	Instructional Coach			
				Annual review of IEPs	IED ahia atiwa	
		Teachers	Classroom teacher		IEP objectives	
		will develop	Collaborative teams		Access points	
		lesson plans	Instructional Coach			
		aligned				
		with State		Quarterly review of		
		Standards		classroom lesson plans	Lesson plans	
		Access Points		-	Access points	
		and course	Principal		Instructional	
		requirements.	Classroom teacher		Accommodations	
			Collaborative teams		Observation of	
		Teachers will			Instruction	
		align student	Leadership team			
		IEP objectives	Instructional coach	Pavious of mosting minutes		
		with State	District staff	Review of meeting minutes	Meeting minutes	
		Standards/			Teacher Feedback	
		Access Points			Surveys	
		Teachers will				
		incorporate				
		a variety of		Training	Training schedule	
		materials			PLC meeting notes	
		in lesson				
		plans to				
		enhance and				
		differentiate				
		unicicitiate	1	l		

		! .	1	1		1	
		instruction and provide					
		access and					
		reinforcement					
		of State					
		Standards					
		Access Points					
		Teachers will					
		be provided					
		time to					
		collaborate on					
		student data,					
		instructional					
		planning and					
		delivery.					
		Teachers					
		will continue					
		training on					
		the use of					
		Access Points					
		to develop					
		Standards					
		based					
		instruction.					
Science Goal #1:	2012 Current	2013 Expected					
L	<u>Level of</u> Performance:*	Level of Performance:*					
Students are assessed	r crrormance.	r critormanec.					
using the Florida Alternate							
Assessment.							
Based on the Florida							
Alternate Assessment,							
levels 4-9 are considered							
proficient.							
	43% (10)	44% (11)					
	(101) 00 CT	7770 (11)					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
	1	1		Į		Į	

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

2. Florida Alternate	2.1.	2b.1	2b.1.	2b.1.	2b.1	
Assessment: Students	The FAA is not	Teachers will	Classroom Teachers	Review of assessment data		
scoring at or above Level 7 in	developmenta	continuously			forms	
science.	l and does not	assess				
	adeauatelv	students				
	assess at that		Classroom Teachers			
	level.	variety of	Classroom reachers			
		assessments.		Review of data collection		
				forms	Grading/Assessment	
		Teachers will			Rubrics	
		track student				
			Classroom Teachers			
		on data				
		collection		Quarterly review of		
		forms, with		classroom lesson plans	Lesson plans	
		performance	Classroom teacher		Access points/	
		skills and	Collaborative teams		Course requirements	
		student work	Instructional Coach			
		samples.		Annual review of IEPs		
		Teachers	Classroom teacher		IEP objectives	
		will develop	Collaborative teams		Access points	
		lesson plans	Instructional Coach		'	
		aligned				
		with State				
		Standards		Quarterly review of	Lesson plans	
		Access Points		classroom lesson plans	Access points	
		and course			Instructional	
		requirements.	D		Accommodations	
		requirements.	Classroom teacher		Observation of	
		Teachers will	Collaborative teams		Instruction	
		align student	Collaborative teams			
		IEP objectives				
		with State				
		Standards/	Leadership team	Review of meeting minutes	Maating minutes	
		Access Points			Teacher Feedback	
			District staff	1		
		Teachers will			Surveys	
		incorporate				
		a variety of		 Training	Total Constitution	
		materials		_	Training schedule	
		in lesson			PLC meeting notes	
		plans to				
		enhance and				
		differentiate				

Science Goal #2: Students are assessed using the Florida Alternate Assessment. Based on the Florida Alternate Assessment, levels 4-9 are considered	Level of					
proficient.						
4% (1)) 5% (2)					
	2.2.				2.2.	
	2.3	2.3	2.3	2.3	2.3	

End of Florida Alternate Assessment High School Science Goals

April 2012 Rule 6A-1.099811 Revised April 29, 2011

Biology End-of-Course (EOC) Goals

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

^ when using percentage	s, include the	number of st	udents the percentage	represents next to the pe	ercentage (e.g. 70%	(35)).	
Biology 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 Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
Students scoring at Achievement Level 3 in Biology.	1.1.	1.1.	1.1.	1.1.	1.1.		
Biology Goal #1:	Level of	2013 Expected Level of Performance:*					
	NA	1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

Students scoring at or above Achievement Levels 4 and 5 in Biology.	2.1.	2.1.	2.1.	2.1.	2.1.		
	Level of	2013 Expected Level of Performance:*					
	NA	2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	

End of Biology EOC Goals

Science Professional Development