# Florida Department of Education



Hickory Creek Elementary School

2012-2013

#### 2012-2013 SCHOOL IMPROVEMENT PLAN

#### PART I: CURRENT SCHOOL STATUS

#### **School Information**

School Name: Hickory Creek Elementary School	District Name: St. Johns County Schools		
Principal: Dr. Paul Goricki	Superintendent: Dr. Joseph Joyner		
SAC Chair: LaVerne Love and Angie Goldsmith	Date of School Board Approval: 11/13/2012		

#### **Student Achievement Data and Reference Materials:**

The following links will open in a separate browser window.

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

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

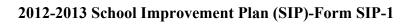
High School Feedback Report

K-12 Comprehensive Research Based Reading Plan

#### **Administrators**

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/ statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)
Principal	Paul Goricki	BA, MA, Ed.D. School Principal	7	31	Led Hickory Creek Elementary School to "A" status for every year since the school's inception in the 2005-06 School Year. 100% AYP
Assistant Principal	Bethany Groves	BS, MA School Principal Ed. Leadership Teacher, K-6 Reading, 1-12	3	6	Co-led Hickory Creek Elementary School to "A" status during the 2009-10, 2010-11 and 2011-12 School Years. Met 100% AYP.



#### **Instructional Coaches**

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Ed. Leadership	Todd Watson	BS, MA Teacher, 1-5 Ed. Leadership	1	1	Led RtI process that contributed to 82% (Math) and 93% (Reading) Learning Gains among Lowest 25 % of Students.

### **Highly Effective Teachers**

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

Description of Strategy	Person Responsible	Projected Completion Date
1. Focus on recruitment of classroom and lead teachers with 3+ years of successful experience to ensure knowledge and skills associated with student growth.	Paul Goricki, Bethany Groves	September, 2012
2. Provide teachers with continuous observation and post-observation conference opportunities centered on professional growth.	Paul Goricki, Bethany Groves	June, 2013
3. Provide teachers with yearlong staff development in Marzano strategies and Common Core Standards associated with teacher growth.	Paul Goricki, Bethany Groves	June, 2013
4. Provide scheduled opportunities for collegial sharing with grade-level and house colleagues.	Paul Goricki, Bethany Groves	June, 2013

#### Non-Highly Effective Instructors

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

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

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

### Staff Demographics

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

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

Total Number of Instructional Staff	% of First- Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
51	5	22	22	51	33	100	12	12	67

### Teacher Mentoring Program/Plan

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

Mentor Name Mentee Assigned		Rationale for Pairing	Planned Mentoring Activities	
Sarah Goselin	Abigail Menke	Lead Teacher/Associate Teacher	Continuous shared planning	
Lynne Kruse	Carol Deliazard	Kindergarten Colleagues	Continuous shared planning	

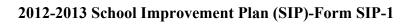
Kathy Young	Mary Grouss	First Grade Colleagues	Continuous shared planning
Laura Eads	Lindsay Watters	First Grade Colleagues	Continuous shared planning
Caroline Connelly	Elise Littlefield	Lead Teacher/Associate Teacher	Continuous shared planning
Torrey Ford	TBA	Lead Teacher/Associate Teacher	Continuous shared planning
Suzy Williams	Elise Howes	Lead Teacher/Associate Teacher	Continuous shared planning
Kelly Neel	Jennifer Lee	Fourth Grade Colleagues	Continuous shared planning
Tammy Slate	Karen Olson	Fourth Grade Colleagues	Continuous shared planning
Suzanne Mecke	LeeAnn Dimon	Fifth Grade Colleagues	Continuous shared planning
Karen Itner	Amanda Grainger	Fifth Grade Colleagues	Continuous shared planning
Andrea Finnerty	LouAnn Reel	ESE Colleagues	Continuous shared planning

### **Additional Requirements**

#### Coordination and Integration-Title I Schools Only

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

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



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

#### School-Based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Todd Watson, Instructional Literacy Coach, Lauren Hicks, School Psychologist, Patricia Iisager, Guidance Counselor, Paul Goricki, Principal, Bethany Groves, Assistant Principal, Andrea Finnerty, ESE Instruction, Mindy Gilliland, Speech Pathologist, Cinda Grimes, Behavior Specialist

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? Weekly meetings are held to discuss any student concerns raised by teachers or parents. The MTSS Team reviews the student's academic progress and other relevant information. The Team decides whether a student needs a MTSS Plan. Plans include intervention strategies and a progress monitoring tools. Parents are invited to MTSS meetings to discuss their child's progress and needs.

Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the RtI problem-solving process is used in developing and implementing the SIP? The MTSS Team reviews universal data, progress monitoring and teacher recommendations when determining identification of students. Based on the available data, the Team decides whether an MTSS Plan is necessary for a student. The MTSS Team meets weekly to problem solve, share effective practices and assist in making decisions.

#### MTSS Implementation

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

The MTSS Team uses a variety of data sources for students who begin at Tier 1. Data sources include: FCAT results, FAIR, Discovery Education, teacher records, DRA and comparison records, when need. During Tier 2 and Tier 3 phases, The MTSS Team will continue to monitor Tier 1data as it monitors the student's progress monitoring data from his/her MTSS Plan.

Describe the plan to train staff on MTSS. MTSS members receive district-level training and active local support from the Team during regular meetings, appropriate professional development activities and individual training, as needed.

Describe the plan to support MTSS. A rotating WOW Wednesday schedule provides opportunities for grade-level teams to meet formally with MTSS members every six weeks and as needed. The Instructional Literacy Coach reserves time on the weekly MTSS meeting agenda for Core Team members to discuss the needs and progress of MTSS Team.

#### Literacy Leadership Team (LLT)

#### School-Based Literacy Leadership Team

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

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

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

#### **Public School Choice**

• Supplemental Educational Services (SES) Notification

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

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

### PART II: EXPECTED IMPROVEMENTS

### **Reading Goals**

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

	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:		Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

1A. FCAT 2.0:	1A.1. This year		1A.1. Administration	1A.1. Observations	1A.1. Walk-throughs	
Students scoring at		students will		Lesson Plans	Teacher/Classroom observations	
Achievement Level 3	enrollment increased about	participate in an		Progress monitoring data		
in reading.	mercasea about	90 minute				
ili i cauliig.	need to provide				l I	
		using the			l I	
				Teachers will set individual AR	l	
		Mifflin Reading		reading goals for each student and	l I	
		series, leveled			AR Data	
	of student	guided texts	Administration	weeks. Staff will work with PTO to	J I	
		and appropriate,		recognize students who reach their	l I	
	while seeking	leveled		quarterly AR goals	l	
	to fill in	literature and			l I	
	instructional	authentic		L	l	
		non-fiction		Media Specialist will coordinate		
		in Literature	N. V. C in line	the check-out, reading and	Our students' vote in favorite	
	due to moving from one	Circles and Literacy Center	Media Specialist		Sunshine State Reader along with our team's participation	
	educational	activities		of the Books Team	in the Battle of the Books	
	system to	activities		of the Books Team	competition	
	another.	All 1st –		Media Specialist will coordinate	Compension	
	direction.		Media Specialist		Breakfast Club Attendance logs	
		students will be		Sunshine State Readers breakfasts	···	
		encouraged to			l I	
		participate in			l I	
	4	the AR Reading		Media Specialist will coordinate a	l I	
	1	Challenge by		book fair that students and parents		
			Media Specialist	1	Book fair dates on calendar and	
		their level		reading materials	sales	
	4			Classroom teachers will use	l I	
				appropriate technology in the	Raz-Kids reports and technology	
		Intermediate		classroom and parents will also	integrated into lesson plans	
			District Technology Support	use at home to support literacy	l l	
		encouraged to		development	l	
		read the Florida			l I	
	1	Sunshine		Administration will make	l I	
		State Readers	l	observations of classrooms	Walk-throughs	
	1			and encourage the professional	Observations	
		of Hickory Creek's Battle	Instructional Literacy Coach	development of teachers	l I	
	1	of the Books			l I	
		Team			l I	
	A	I cam				
	1	Intermediate			l I	
		students will			l I	
		be invited to				

attend a Florida			
Sunshine			
State Readers			
breakfast club			
to discuss the	l		
books and			
books and			
develop their			
understanding			
Book Fair will			
encourage			
students to read,			
acquire reading			
acquire reading material and			
further develop			
a love for			
reading			
reading			
TI CD			
Use of Raz-			
Kids and			
appropriate on-			
line technology			
connected with			
literacy grade			
level objectives			
Cunnort			
Support teachers in their			
teacners in their			
understanding			
and use of			
Reading			
Workshop or			
Daily 5 as an			
instructional			
strategy for			
differentiation			
unicicination			

Reading Goal #1A:  To increase the percentage of students achieving proficiency in reading (FCAT level 3) by decreasing the percentage of students scoring levels 1 and 2.	Level of Performance:*	2013 Expected Level of Performance:*					
	23%	23%					
		adequate ESE and behavioral		1A.2. District Behavior Support Personnel LEA/AP	1A.2. District will assign a behavior specialist that will schedule regular consultative visits to discuss student needs, review behavior plans and provide guidance in adequately meeting these students' needs	1A.2. District Behavior Specialists Calendar and Notes Behavior Plans	
		and classroom teachers can	Extra ESE para-professional hired to support a growing and varied ESE population	Administration		HR records showing job created and hired	
					LEA/AP and ESE teachers will meet as needed to review schedules, flexible groups and resource personnel to meet changing ESE needs	Schedules, Student Groups	

	1A 3 Providing	1A.3. Immediate Intensive	1A.3. Classroom Teachers	1A.3. Teachers will present	1A.3. RTI database	
	adequate	Interventions will be provided for	Administration	students to RTI team and then	171.5. K11 database	
	interventions	Tier II and Tier III students, 3 – 5		implement tier plans as written.		
	through the	days per week		The RTI team will monitor		
1	RTI process			student progress and support the		
	with enough			teacher in adjusting the plan and		
	resources and			instruction as necessary		
1	manpower to					
1	provide for all		Administration		RTI and WOW Wednesday	
	students who	level teams in regular RTI meetings			Schedule	
	demonstrate			to meet every 6 weeks with the		
	such need.	2, and 3 level instruction can be strengthened		RTI team		
1		strengthened			FCAT Explorer and Content	
		Use of FCAT Explorer and FCAT	Intermediate Teachers	Classroom teachers will provide		
1			ILC	students the opportunity to	r ocus reports	
1		instruction		review FCAT content and		
1				benchmarks		
1						
1		Struggling third through fifth			Attendance sheets	
					Progress Monitoring Data	
1		school tutoring program that uses supplemental material to support		tutoring to support grade level benchmarks		
1		instruction		Delicilliarks		
1		instruction				
1		The Read Naturally Program will	ESE Teachers	The ESE teachers will run a	Read Naturally Lab Schedule	
		be used in the computer lab to	ILC	before school Read Naturally	,	
1		provide effective instruction for		program to support ESE and at-		
		students who may be struggling		risk students in their reading		
1		with proficiency		development		
		D1	Classes on Tarakana	Classes Tasakan	Duranna Manitanina Dan	
1		Regular progress monitoring will be used including FAIR,	Classroom Teachers ILC	Classroom Teachers RTI Team	Progress Monitoring Reports	
1		Discovery Education and classroom		Administration		
1		assessments for RTI students	rammisu auon	Administration		
1		to check progress and adjust				
		interventions as needed				
1		Use of Instructional Literacy	ILC	Teachers will contact the ILC for	ILC log	
1		Coach to support the analysis of	Administration	help and support as needed		
1		data, writing, and maintaining				
1		RTI plans, modeling strategies				
1		and interventions for use with				
1		RTI students and researching and				
		organizing materials for effective interventions				
		interventions				

			Administration will conduct monthly Principal Chats in which some of the topics discussed will be literacy development and support at		Administration will invite parents to attend a one-hour per month discussion on various topics that support the home-	Attendance Logs	
		supports so parents/ grandparents/ and primary caregivers can support the acquisition and support of	home  Classroom teachers will hold report card conferences in which they will cover concrete ways parents can support literacy development at home	Classroom Teachers	Parents will attend report card conference with teachers to discuss ways to support student achievement	Conference Attendance Logs	
		their student's reading development					
Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
	Level of Performance:*	2013 Expected Level of Performance:*					
	N/A	N/A					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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

2A. FCAT 2.0:	2A.1. Providing	2A 1 All	2A.1. Administration	2A.1. Observations	2A.1. Walk-throughs		
		students will		Lesson plans	Observations		
Students scoring		participate in an		Progress Monitoring Data			
at or above	students at their						
Achievement Levels	level of need	90 minute					
4 in reading.		reading block					
		using Houghton					
		Mifflin Reading					
		series, leveled guided texts					
		and extended to		Teachers will set individual AR	AR reading logs		
		more difficult	Classroom Teachers	goals for each student and then	AK reading logs		
		literature and	Administration	track their progress each nine			
		content area	PTO	weeks. Staff will work with the			
		informational		PTO to provide recognition to those			
		text to		meeting their quarterly goals			
		increase rigor,					
		comprehension		Media Specialist will coordinate			
				the check-out, reading and	Our students' vote in their		
		of text		comprehension for the Sunshine	favorite Sunshine State		
				State Readers as well as oversee the			
		A 11 1 et		Battle of the Books Team	participation in the Battle of the		
		All 1 <sup>st</sup> – 5 <sup>th</sup> grade			Books		
		students will be		Media Specialist will coordinate			
		encouraged to			Breakfast Club Attendance Logs		
		participate in		Sunshine State Readers Breakfast	Breakiast Clab Attendance Edgs		
		the AR reading		Club			
		challenge by					
		reading books a	t				
		their level		Media Specialist will coordinate a			
					Book fair dates on the calendar		
				can attend and purchase further	and sales		
		T		reading material			
		Intermediate students will be					
		encouraged to		Teachers will give pre-tests when			
				appropriate. Students who already	Student pre/post-test records		
		1		demonstrate proficiency with those	P. C. P. C. P. C.		
		Readers and		particular concept will be moved on			
		be a part of the		to new/expanded instruction			
		Hickory Creek					
		Battle of the	_ ~	Team Leaders will be led in			
		Books Team		periodic discussions to evaluate	L		
			Grade Level Team Leaders	curriculum and obtain new	Year-end reflections by Staff and	4	
		Intermediate	administration		ILC on materials, effectiveness and needs		
		Intermediate students will		development in the classroom	and needs		
		Students will					

be invited to			
attend a Florida			
Sunshine			
State Readers			
Breakfast Club			
to discuss the			
to discuss the			
books and			
develop their			
understanding			
Book Fair will			
encourage			
students to read,			
acquire new and			
more difficult			
more difficult			
reading material			
and further			
develop a love			
of reading			
Students will be			
pre-tested when			
appropriate and			
then advanced			
if material has			
II material has			
already been			
mastered			
Materials will			
continually be			
evaluated for			
effectiveness			
and use with			
interventions			
interventions			
as well as			
gifted students			
and new			
materials will			
be incorporated			
as needed and			
available			
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Reading Goal #2A: To increase the percentage of students achieving above proficiency in reading (FCAT levels 4 & 5) by moving more of the level 3's to levels 4 and 5.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	64%	67%					
		2A.2. Higher level thinking skills and extensions, including grade level	2A.2. Marzano and Kagan strategies incorporated into whole group small/group teaching Incorporate writing and reading	2A.2.Classroom teachers  Classroom Teachers	in grade level meetings and incorporate these into instruction Teachers will incorporate non-	Lesson Plans	
		acceleration	across all content areas  Include extensions and applications	Classroom Tanahara	fiction, content area text and writing opportunities in all content areas on a regular basis Grade level teams will plan	Observations	
			to most every unit of materials as appropriate		extensions and applications to accompany units of instruction	Lesson Plans Observations Grade Level Team Notes	
			standards which require greater text complexity, more complex assessments and literacy used as a cross-curricular tool for understanding	Classroom teachers District Cadre Support Specialists	and incorporate these new standards into their teaching. They will begin to increase the rigor required so students can meet the demands of the upcoming PARCC evaluations	Lesson Plans Observations Grade Level Team Notes	
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		

V/A		2013 Expected Level of Performance:*					
	N/A	N/A					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

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

	D. 1 D. 11	D. A. 1. A.11	b. i.	had a	D. 1. XXX II. d 1		
3A. FCAT 2.0:	3A.1. Providing		3A.1. Administration		3A.1. Walk-throughs		
Percentage of		students will			Teacher/Classroom observations		
students making		Il participate in an		Progress monitoring data		i .	
		r uninterrupted 90		,		i	
learning gains in		minute reading		,		i	
reading.		block using		'		i	i I
	A	the Houghton		, , , , , , , , , , , , , , , , , , ,		i	
	A	Mifflin Reading		Teachers will set individual AR		i	i I
	A	series, leveled	C T 1	reading goals for each student and	lann.	i	
			Classroom Teachers		AR Data	i	i I
	A	and appropriate,		weeks. Staff will work with PTO to	1	i	i I
	A	leveled literature	1P10	recognize students who reach their		i	
		and authentic		quarterly AR goals			
		non-fiction		,		i	
	A	in Literature		N. C.		i	i I
	A	Circles and		Media Specialist will coordinate		i	
	A	Literacy Center			Our students' vote in favorite	i	i l
	A	activities	Media Specialist		Sunshine State Reader along	i	
	A	l.,,,			with our team's participation	i	i l
	A	All 1st –			in the Battle of the Books	i	i I
		5th grade			competition	i	i I
		students will be		Media Specialist will coordinate	D 1 C -+ Clab Attandance lase	i	
			Media Specialist		Breakfast Club Attendance logs	i	
		participate in		Sunshine State Readers breakfasts		i	i l
	A	the AR Reading		'			
	A	Challenge by		M-Ji- Specialist will acordinate a		i	
		reading books at their level	1	Media Specialist will coordinate a			
	A		Media Specialist	book fair that students and parents can attend and purchase further	Book fair dates on calendar and	i	
	A		Media Speciansi		sales	i .	
				reading materials	sales		
	A	Intermediate		Classroom teachers will use			
	A	students will be		appropriate technology in the		i	
	A	encouraged to	Instructional Literacy Coach		Raz-Kids reports and technology	i	i l
			District Technology Support		integrated into lesson plans	i	
		Sunshine State	Side of the state	development	antegrates		
	A	Readers and		uo (oroș		i	
	A	be a part of		Administration will make		i	
		Hickory Creek's	3	observations of classrooms		i	
		Battle of the	Administration		Walk-throughs	i	
	A		Instructional Literacy Coach	Ŭ 1	Observations		
	A		1	,			
	A	Intermediate		'			
	A	students will		'			
	A	be invited to		,		i	
	A	attend a Florida		,	1	i	i I
	A	Sunshine		'			
	A	State Readers		'			
	4	State Itematic	ــــــــــــــــــــــــــــــــــــــ	_ <del></del>	┸		

breakfast club to discuss the books and develop their understanding  Book Fair will encourage students to read, acquire reading material and further develop a love for reading  Use of Razz Kids and appropriate on- line technology connected with literacy grade level objectives  Support teachers in their understanding and use of Reading Workshop or
books and develop their understanding  Book Fair will encourage students to read, acquire reading material and further develop a love for reading  Use of Raz- Kids and appropriate on- line technology connected with literacy grade level objectives  Support teachers in their understanding and use of Reading
develop their understanding  Book Fair will encourage students to read, acquire reading material and further develop a love for reading  Use of Raz- Kids and appropriate on- line technology connected with literacy grade level objectives  Support teachers in their understanding and use of Reading
develop their understanding  Book Fair will encourage students to read, acquire reading material and further develop a love for reading  Use of Raz- Kids and appropriate on- line technology connected with literacy grade level objectives  Support teachers in their understanding and use of Reading
Book Fair will encourage students to read, acquire reading material and further develop a love for reading  Use of Raz- Kids and appropriate on- line technology connected with literacy grade level objectives  Support teachers in their understanding and use of Reading
Book Fair will encourage students to read, acquire reading material and further develop a love for reading  Use of Raz- Kids and appropriate on- line technology connected with literacy grade level objectives  Support teachers in their understanding and use of Reading
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encourage students to read, acquire reading material and further develop a love for reading  Use of Raz- Kids and appropriate on- line technology connected with literacy grade level objectives  Support teachers in their understanding and use of Reading
students to read, acquire reading material and further develop a love for reading  Use of Raz- Kids and appropriate on- line technology connected with literacy grade level objectives  Support teachers in their understanding and use of Reading
acquire reading material and further develop a love for reading  Use of Raz- Kids and appropriate on- line technology connected with literacy grade level objectives  Support teachers in their understanding and use of Reading
acquire reading material and further develop a love for reading  Use of Raz- Kids and appropriate on- line technology connected with literacy grade level objectives  Support teachers in their understanding and use of Reading
material and further develop a love for reading  Use of Raz- Kids and appropriate on- line technology connected with  literacy grade  level objectives  Support teachers in their  understanding  and use of  Reading
further develop a love for reading  Use of Raz- Kids and appropriate on- line technology connected with literacy grade level objectives  Support teachers in their understanding and use of Reading
a love for reading  Use of Raz- Kids and appropriate on- line technology connected with literacy grade level objectives  Support teachers in their understanding and use of Reading
reading  Use of Raz- Kids and appropriate on- line technology connected with literacy grade level objectives  Support teachers in their understanding and use of Reading
Use of Raz- Kids and appropriate on- line technology connected with literacy grade level objectives  Support teachers in their understanding and use of Reading
Kids and appropriate on- line technology connected with  literacy grade  level objectives  Support  teachers in their  understanding  and use of  Reading
Kids and appropriate on- line technology connected with  literacy grade  level objectives  Support  teachers in their  understanding  and use of  Reading
appropriate on- line technology connected with literacy grade level objectives  Support teachers in their understanding and use of Reading
appropriate on- line technology connected with literacy grade level objectives  Support teachers in their understanding and use of Reading
line technology connected with literacy grade level objectives  Support teachers in their understanding and use of Reading
connected with literacy grade level objectives  Support teachers in their understanding and use of Reading
literacy grade level objectives  Support teachers in their understanding and use of Reading
Support teachers in their understanding and use of Reading
Support teachers in their understanding and use of Reading
teachers in their understanding and use of Reading
teachers in their understanding and use of Reading
teachers in their understanding and use of Reading
teachers in their understanding and use of Reading
teachers in their understanding and use of Reading
understanding and use of Reading
and use of Reading
Reading
Reading Workshop or
Workshop or
Daily 5 as an
instructional
strategy for
strategy for differentiation
Reading Goal #3A: 2012 Current 2013 Expected
To increase the percentage Level of Lev
Learning Gains in Reading
as measured on the FCAT
82% 84%

	g 3A.2. Immediate Intensive	3A.2. Classroom Teachers	3A.2. Teachers will present	3A.2 RTI database	
adequate	Interventions will be provided for	Administration	students to RTI team and then		
interventions	Tier II and Tier III students, $3-5$		implement tier plans as written.		
through the	days per week		The RTI team will monitor		
RTI process			student progress and support the		
with enough			teacher in adjusting the plan and		
resources and			instruction as necessary		
manpower to					
provide for all	Teachers will participate as grade	Administration		RTI and WOW Wednesday	
students who	level teams in regular RTI meetings	Classroom Teachers		Schedule	
demonstrate	and data discussions so Tier 1,	ILC	to meet every 6 weeks with the		
such need.	2, and 3 level instruction can be		RTI team		
	strengthened				
	Use of FCAT Explorer and FCAT	Intermediate Teachers	Classroom teachers will provide	FCAT Explorer and Content	
	Focus exams to test and reinforce	ILC	students the opportunity to	Focus reports	
	instruction		review FCAT content and		
			benchmarks		
	Struggling third through fifth		At-risk students will be offered		
	graders will be eligible for an after	Intermediate Teachers	Tr - Tr	Attendance sheets	
	school tutoring program that uses			Progress Monitoring Data	
	supplemental material to support		benchmarks		
	instruction				
		L	L		
		ESE Teachers	The ESE teachers will run a		
	be used in the computer lab to	ILC		Read Naturally Lab Schedule	
	provide effective instruction for		program to support ESE and at-		
	students who may be struggling		risk students in their reading		
	with proficiency		development		
	Dliti	Classic Taraham	Cl Th		
	Regular progress monitoring	Classroom Teachers	Classroom Teachers	D M ': ' D :	
	will be used including FAIR,	ILC	RTI Team	Progress Monitoring Reports	
	Discovery Education and classroom	Administration	Administration		
	assessments for RTI students				
	to check progress and adjust				
	interventions as needed				
	Use of Instructional Literacy	ILC	Teachers will contact the ILC for		
		I .			
	Coach to support the analysis of	Administration	help and support as needed	ILC log	
	data, writing, and maintaining				
	RTI plans, modeling strategies and interventions for use with				
	RTI students and researching and				
	organizing materials for effective				
	interventions				

3A.3. Provid adequate ESI and behavior support to appropriate classrooms si these student can achieve	l support those students with unique behavioral challenges	3A.3. District Behavior Support Personnel LEA/AP	3A.3. District will assign a behavior specialist that will schedule regular consultative visits to discuss student needs, review behavior plans and provide guidance in adequately meeting these students' needs	3A.3. District Behavior Specialists Calendar and Notes Behavior Plans	
and classroon teachers can	Extra ESE para-professional hired to support a growing and varied ESE population	Administration	Extra Extended Day funds will be used to hire a para- professional to work with ESE students, once this position is approved by Central Office	HR records showing job created and hired	
	Careful use of scheduling, flexible groups, and support personnel to meet ESE needs	LEA/AP ESE teachers	LEA/AP and ESE teachers will meet as needed to review schedules, flexible groups and resource personnel to meet changing ESE needs	Schedules, Student Groups	
	Grade level teams will work together to investigate Common Core Standards and investigate samples of increased text complexity	Classroom Teachers ILC Administration	Wednesday Early Release Professional Development	Lesson Plans Team Notes Observations Team Notes	
Providing instruction around increased tex complexity whigher level responses and applications text required	ith of the Common Core Standards	Classroom Teachers	Wednesday Early Release Professional Development	Observations Lesson Plans	

3B. Florida	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.		
Alternate							
Assessment:							
Percentage of							
students making							
learning gains in							
reading.	2012 0						
	2012 Current Level of	2013 Expected Level of					
		Performance:*					
	N/A	N/A					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		2D 2	3B.3.	2D 2	3B.3.	3B.3.	
		3B.3.	56.5.	3B.3.	DD.J.	DD.J.	

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

AA. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.  4A.1. All students will be providing differentiated instruction to all luminterrupted students at their level of need series, leveled guided texts and appropriate, leveled literature and authentic non-fiction  4A.1. All students will students at their participate in an instruction to all luminterrupted students at their participate in an instruction to all luminterrupted students at their polymers monitoring data  4A.1. Administration Lesson Plans Progress monitoring data  4A.1. Walk-throughs Teacher/Classroom observations  Teacher will set individual AR reading goals for each student and then track their progress each nine weeks. Staff will work with PTO to recognize students who reach their quarterly AR goals  AR Data  AR Data  AR Data	
students in lowest 25% making learning gains in reading.    Progress monitoring data	
instruction to all uninterrupted students at their level of need reading block using the Houghton Mifflin Reading series, leveled guided texts and appropriate, leveled literature and authentic	
students at their level of need reading block using the Houghton  Mifflin Reading series, leveled guided texts and appropriate, leveled literature and authentic level of need students at their reading block using the Houghton  Teachers will set individual AR reading goals for each student and then track their progress each nine weeks. Staff will work with PTO to recognize students who reach their quarterly AR goals	
level of need reading block using the Houghton Mifflin Reading series, leveled guided texts and appropriate, leveled literature and authentic reading gains in reading block using the Houghton Teachers will set individual AR reading goals for each student and then track their progress each nine weeks. Staff will work with PTO to recognize students who reach their quarterly AR goals	
using the Houghton Mifflin Reading series, leveled guided texts and appropriate, leveled literature and authentic  using the Houghton Teachers will set individual AR reading goals for each student and then track their progress each nine weeks. Staff will work with PTO to recognize students who reach their quarterly AR goals	
Houghton Mifflin Reading series, leveled guided texts and appropriate, leveled literature and authentic  Houghton Teachers will set individual AR reading goals for each student and then track their progress each nine weeks. Staff will work with PTO to recognize students who reach their quarterly AR goals  AR Data  AR Data	
Mifflin Reading series, leveled guided texts and appropriate, leveled literature and authentic	
series, leveled guided texts and appropriate, leveled literature and authentic	
guided texts and appropriate, leveled literature and authentic	
and appropriate, PTO recognize students who reach their quarterly AR goals literature and authentic	
leveled quarterly AR goals literature and authentic	
literature and authentic	
authentic	
non-fiction Media Specialist will coordinate in Literature the check-out, reading and Our students' vote in favorite	
Circles and Media Specialist comprehension for the Sunshine Sunshine State Reader along	
Literacy Center State Readers as well as the Battle with our team's participation	
activities of the Books Team in the Battle of the Books competition	
All 1st – Media Specialist will coordinate	
5th grade Media Specialist the invitations and activities at the Breakfast Club Attendance logs	
students will be Sunshine State Readers breakfasts	
encouraged to	
participate in	
the AR Reading  Media Specialist will coordinate a	
Challenge by book fair that students and parents reading books at Media Specialist can attend and purchase further Book fair dates on calendar and	
their level reading materials sales	
then level leading materials sales	
Classroom teachers will use	
appropriate technology in the	
Intermediate Instructional Literacy Coach classroom and parents will also Raz-Kids reports and technology	
students will be District Technology Support use at home to support literacy integrated into lesson plans	
encouraged to development	
read the Florida	
Sunshine Administration will make	
State Readers Observations of classrooms	
and be a part Administration and encourage the professional Walk-throughs	
of Hickory Instructional Literacy Coach development of teachers Observations	
Creek's Battle	
of the Books	
Team	
Intermediate	
students will	
be invited to	

		attend a Florida			
		Sunshine			
		State Readers			
		breakfast club			
		to discuss the			
		books and			
		books and			
		develop their			
		understanding			
		Book Fair will			
		encourage			
		students to read,			
		acquire reading			
		material and			
		further develop			
		a love for			
		a 10VE 101			
		reading			
		L			
		Use of Raz-			
		Kids and			
		appropriate on-			
		line technology			
		connected with			
		literacy grade			
		level objectives			
		icver objectives			
		Support			
		teachers in their			
		understanding			
		and use of			
		Reading			
		Workshop or			
		Daily 5 as an			
		instructional			
		stratogy for			
		strategy for			
		differentiation			
Reading Goal #4A:	2012 Current	2013 Expected			
	Level of	Level of			
To increase the percentage	Performance:*	Performance:*			
of students in the lowest					
25% of 4th and 5th grades					
to make learning gains as					
www.ananadana.ECAT					
measured on FCAT					
1					
1					

ſ	82%	85%			
١					

Li an iii	14 0 X 11 . X			LLA DETT. L. I	
				4A.2. RTI data base	
adequate	Interventions will be provided for			RTI/MTSS plans	
interventions	Tier II and Tier III Students, 3 – 5		implement tier plans as written.		
through the	days per week		The RTI/MTSS team will		
RTI process			monitor student progress and		
with enough			support the teacher in adjusting		
resources and			the plan and instruction as		
manpower to			necessary		
provide for all					
students who	Teachers will participate as	Administration	Wednesdays have been	RTI and WOW Wednesday	
demonstrate	grade level teams in regular RTI	Classicolli Teachers	scheduled to allow every grade	schedule	
such need.	meetings and data discussions so		to meet every 6 weeks with the		
	Tier 1, 2, and 3 instruction can be		RTI team		
	strengthened		ici touii		
	Ly angumn i in-		Classroom teachers will provide	ng.mp 1	
		Intermediate Teachers	students the opportunity to	FCAT Explorer and Content	
		ILC	review FCAT content and	Focus reports	
	instruction		benchmarks		
	0, 1, 4, 14, 1,001				
	Struggling third through fifth	T. C. T. I	At-risk students will be offered	A., 1 1 .	
	0	Intermediate Teachers	the opportunity for after-school	Attendance sheets	
	school tutoring program that uses		tutoring to support grade level	Progress Monitoring data	
	supplemental material to support		benchmarks		
	instruction				
	The Read Naturally Program will	ESE Teachers		Read Naturally Lab Schedule	
	be used in the computer lab to	III C	The ESE teachers will run a	icead ivaturary Lab Schedule	
	provide effective instruction for		before school Read Naturally		
	students who may be struggling		program to support ESE and at-		
	with proficiency		risk students in their reading		
	with proficiency		development		
	Regular progress monitoring			Progress Monitoring reports	
	will be used including FAIR,		Classroom Teachers	1 Togress Monitoring reports	
		ILC	RTI Team		
	assessments for RTI students to	Administration	Administration		
	check their progress and adjust	r tummstration			
	interventions as needed				
	interventions as needed			ILC log	
	Use of the ILC to support analysis	ILC	L	· ·	
	of data, writing and maintaining	Administration	Teachers will contact the ILC for	1	
	plans, modeling strategies and	- Turning transfer	help and support as needed		
	researching and organizing				
	materials for effective interventions				
	To the time tentions				
	Ļ	!	ļ		

	4A.3. Regular consultation with	4A.3.District Behavior Support	4A.3.District will assign a	4A.3.District Behavior Specialist	
Providing	district behavior specialist to	Specialist	behavior specialist that will	calendar and Notes	
	support those students with unique			Behavior plans	
I I	behavioral challenges		visits to discuss student needs, review behavior plans and		
support to appropriate			provide guidance in adequately		
classrooms so			meeting these students' needs		
these students			meeting these statemes needs		
can achieve	Extra ESE para-professional hired	Administration	Extra Extended Day funds		
	to support a growing and varied		will be used to hire a para-	HR records showing job created	
	ESE population		professional to work with ESE	and hired	
actively instruct all students.			students, once this position is		
an students.			approved by Central Office		
	Careful use of scheduling, flexible	LEA/AP	LEA/AP and ESE teachers	Schedules	
			will meet as needed to review	Students Groups	
	meet ESE needs		schedules, flexible groups and		
			resource personnel to meet		
			changing ESE needs		
	Administration will conduct		Administration will invite	Attendance logs	
			parents to attend a one-hour per		
	some of the topics discussed will be		month discussion on various		
	literacy development and support at		topics that support the home-		
	home.		school connection		
	Classroom teachers will hold report	Classroom Teachers			
	card conferences in which they will		Parents will attend report card	Conference Attendance logs	
I I *	cover concrete ways parents can		conferences with teachers to		
	support literacy development at		discuss ways to support students		
- I	home		achievement		
grandparents					
and primary					
caregivers can support the					
acquisition					
and support of					
their student's					
reading					
development					

4B. Florida	4B.1.	4B.1.	4B.1.	4B.1.	4B.1.		
Alternate							
Assessment:							
Percentage of							
students in lowest							
25% making							
learning gains in							
reading.	2012 0						
		2013 Expected Level of					
N/A		Performance:*					
	N/A	N/A					
		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), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. In six years	Baseline data						
school will reduce	2010-2011						
their achievement							
gap by 50%.							
Reading Goal #5A:							
Enter narrative for the							
goal in this box.							
Based on the analysis of student achievement data and reference to "Guiding Questions,"	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
identify and define areas							
in need of improvement							
for the following							
subgroups: 5B. Student	5B.1.	5B.1.	5B.1.	5B.1.	5B.1.		
subgroups by	White:	55.1.	DB.11	BB.11	35.1.		
41 . 4 (3371 .)	Black:						
	Hispanic:						
	Asian: American Indian:						
Indian) not making	,,,,,						
satisfactory progress							
in reading.							
Reading Goal #5B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Enter narrative for the							
goal in this box.							
			l	l		ļ	

	Enter numerical data for expected level					
level of performance in this box.	of performance in this box.					
White:	White:					
Black:	Black:					
Hispanic:	Hispanic:					
Asian:	Asian:					
American Indian:	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	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
subgroup:	5C.1.	5C.1.	5C.1.	50.1	5C.1.		
00, 21, 21, 21,	SC.1.	SC.1.	BC.1.	5C.1.	SC.1.		
Language Learners							
(ELL) not making							
satisfactory progress							
in reading.							
Enter narrative for the	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
goal in this box.							
	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

ez i staatnis	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.		
with Disabilities							
(SWD) not making							
satisfactory progress							
in reading.							
Reading Goal #5D:		2013 Expected					
Enton namating for the		Level of Performance:*					
Enter narrative for the goal in this box.							
3							
		Enter numerical data for					
	current level of	expected level of					
		performance in this box.					
			5D.2.	5D.2.	5D.2.	5D.2.	
		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 Monitoring	Effectiveness of Strategy			
data and reference to							
"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.		
<b>Disadvantaged</b>							
students not making							
satisfactory progress							
in reading.							
Reading Goal #5E:	2012 Current	2013 Expected					
		Level of					
Enter narrative for the	Performance:*	Performance:*					
goal in this box.							
	Enter numerical	Enter numerical					
	data for	data for					
		expected level of					
	performance in	performance in					
	this box.	this box.					
		5E.2.	5E.2.	5E.2.	5E.2.	5E.2.	
		5E.3.	5E.3.	5E.3.	5E.3.	5E.3.	

### **Reading Professional Development**

Professional			
Development			
(PD) aligned with			
Strategies through			
Professional			
Learning			

Community (PLC) or PD Activities Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)		Person or Position Responsible for Monitoring
Common Core/Grade Level PLCs .	Reading/ELA K - 5	Common Core Team	School-Wide	Early Release Wednesdays once a month from 2:15 – 3:30 and as needed	Common Core grade level teams will share in school-wide common core meetings about needs and progress. Walk-throughs and observations will also be conducted by administration to assess progress and needs	Common Core Team Administration

Reading Budget (Insert rows as needed)

Reading Dudget (misert rows as new	<del>2ded)</del>			
Include only school funded activities/				
materials and exclude district funded				
activities/materials.				
Evidence-based Program(s)/Materials(s)				
Strategy	Description of Resources	Funding Source	Amount	
Subtotal:				
Technology				
Strategy	Description of Resources	Funding Source	Amount	
Subtotal:				
Professional Development				
Strategy	Description of Resources	Funding Source	Amount	
Subtotal:				
Other				
Strategy	Description of Resources	Funding Source	Amount	
Subtotal:				
Total:				

End of Reading Goals

#### Comprehensive English Language Learning Assessment (CELLA) Goals

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

		<u> </u>	·	•	<b>i</b>	
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.	school and mostly Spanish when they are at home. Their mother is a native Spanish speaker with few outside opportunities to learn and practice English.	environment.	Wood (Student #1) and Sue Benes and Deanna Rice (Student #2)		English Language Learning Assessment	
CELLA Goal #1: Student #1 will maintain his proficiency in listening/speaking by June 30, 2012. Student #2 will become proficient in	2012 Current Percent of Students Proficient in Listening/Speaking:					
listening /speaking by June 30,2013.						
	50 percent (1)					
		1.2.	1.2.	1.2.	1.2.	1.2.

		1.3.	1.3.	1.3.	1.3.	1.3.
Students read grade- level text in English in a manner similar to non- ELL students.	Anticipated Barrier English language Textbooks	Strategy	Person or Position Responsible for Monitoring Classroom Teachers	Process Used to Determine Effectiveness of Strategy ESOL Best Practices	Evaluation Tool Florida Comprehensive English Language Learning Assessment	
2. Students scoring proficient in reading.			2.1. Classroom Teachers Jennifer Wood (Student #1) and Sue Benes and Deanna Rice (Student #2) Guidance Counselor Patty Iisager	2.1. ESOL-certified teachers will employ best practice strategies to assist students in meeting CELLA goals of scoring proficient ratings in reading area.		
	2012 Current Percent of Students Proficient in Reading:					
	0.0 (0 students)					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

Students write in English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
3. Students scoring proficient in writing.	Assessment score indicated that he is writing at the Low	2.1. Each student will have a customized LEP Plan emphasizing the acquisition of skills and knowledge needed for writing success.	Wood (Student #1) and Sue Benes and Deanna Rice (Student #2)		2.1. Florida Comprehensive English Language Learning Assessment	
CELLA Goal #3: Student #1 will become proficient in writing by June 30, 2012. Student #2 will become maintain proficiency in writing by June 30,2013.	2012 Current Percent of Students Proficient in Writing:					
	50 percent (1)					
		2.2.	2.2.	2.2.	2.2.	2.2.

	2.3.	2.3.	2.3.	2.3.	2.3.

CELLA Budget (Insert rows as needed)

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

End of CELLA Goals

#### **Elementary School Mathematics Goals**

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

Elementary Mathematics Goals	Problem- Solving Process to Increase Student 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:		Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

1A. FCAT 2.0:			1A.1. Teachers/Admin	1A.1. The ILC will support teachers		
Students scoring at	differentiation among the	will use a ,math black format			and observations Lesson plans	
Achievement Level 3	learning needs	similar to a		appropriate through the walk-	r	
in mathematics.	of students	reading block format with		through and observation process		
		whole group,		Teachers will have their classes		
		guided math groups, and			Progress Monitoring results Lesson Plans	
		centers (as		to differentiate instruction	LCSSOII I Idiis	
		appropriate)		appropriately		
				Interventions will be provided		
		Think Link, Florida		under the direction of the classroom teacher for all students who	RTI plans and data graphs	
		Achieves and		demonstrate need through the RTI		
		regular progress monitoring data		process		
		used to plan				
		instruction and				
		groups				
		Immediate Intensive				
		Interventions				
		will be provided for Tier 2 and 3				
		students				
Mathematics Goal	2012 Current Level of	2013 Expected Level of				
#1A: To maintain the percentage	D £ *	Performance:*				
of students achieving						
proficiency in math (FCAT						
level3)						
	25%	.25%				

IA.2.   Incorporating sunshine state standards with common care and best practices   WOW planning time will be used to explore grade level math content and discuss related best practices and discuss related best practices are needed   IA.3. Extended day profits students who need to move from levels 1 and 2 to level 3   IA.3.   Incorporate best students who need to move from levels 1 and 2 to level 3   IA.3.   IA.2. District Curriculum   IA.2. District Curriculum   IA.2. District Curriculum   IA.2. Teachers will attend grade level meetings as available to provide better instruction will earn common core and sunshine state standards and use this to provide better instruction will earn common core and sunshine state standards and use this to provide better instruction will be used to address curriculum pleasines, common core integration and implementation ideas and challenges  1A.3. Adequate support for ESE students who needed best practices as a fall of the provide better instruction will request and shie are to address curriculum pleasines, common core and sunshine state standards and use this to provide better instruction  As needed, WOW planning time will be used to address curriculum clear to address and challenges  1A.3. Adequate support or ESE students who needed ESE services  Administration and ESE teachers will are dearn sommon core and sunshine state standards and
sunshine state standards with common care and best practices  WOW planning time will be used to explore grade level math content and discuss related best practices as needed  IA.3. Adequate support for ESE students who need to move from levels 1 and 2 to level 3  Efficient scheduling to maximize support for ESE students' needs  Administration  Administration  Administration  Administration  Administration  As needed, WOW planning time will be used to address curriculum, questions, common core and sunshine state standards and use this to provide better instruction  Administration  As needed, WOW planning time will be used to address curriculum changes in Common core and sunshine state standards and use this to provide better instruction  Administration  As needed, WOW planning time will be used to address curriculum, questions, common core integration and implementation ideas and challenges  IA.3. Adequate la.4.3. Extended day profits and hire an ESE para once approved by HR downtown  Administration and ESE teachers ESE Teacher schedules will meet regularly to review student needs and schedules and
standards with common care and best practices  WOW planning time will be used to explore grade level math content and discuss related best practices as needed  IA.3. Adequate support for ESE students who need to move from levels 1 and 2 to level 3  Efficient scheduling to maximize support for ESE students' needs  Administration and ESE teachers will need and grade level to provide better instruction  As needed, WOW planning time will be used to address curriculum, questions, common core integration and implementation ideas and challenges  IA.3. Adequate support for ESE will be used to hire an ESE paraprofessional to support with needed ESE services  Administration and ESE teachers will need to move from levels 1  and 2 to level 3  Efficient scheduling to maximize support for ESE students' needs  Administration As needed, WOW planning time will be used to address curriculum, questions, common core integration and implementation ideas and challenges  IA.3. Administration will request and hire an ESE para once approved by HR downtown  Administration and ESE teachers will meet regularly to review student needs and schedules and
with common care and best practices  WOW planning time will be used to explore grade level math content Team Leaders and discuss related best practices as needed  IA.3. Adequate support for ESE students who need to move from levels 1 and 2 to level 3  and 2 to level 3  WOW planning time will be used to Administration Team Leaders Administration Team Leaders Core  As needed, WOW planning time will be used to address curriculum, questions, common core integration and implementation ideas and challenges  IA.3. Adequate support for ESE students who need to move from levels 1  and 2 to level 3  Administration and ESE teachers support for ESE students' needs  Administration and ESE teachers will meet regularly to review student needs and schedules and
Care and best practices  WOW planning time will be used to explore grade level math content Team Leaders and discuss related best practices as needed  IA.3. Adequate support for ESE students who need to move from levels 1 and 2 to level 3  Efficient scheduling to maximize support for ESE students' needs  WOW planning time will be used to Administration  As needed, WOW planning time will be used to address curriculum, questions, common core integration and implementation ideas and challenges  IA.3. Adequate support for ESE students who need to move from levels 1 and 2 to level 3  Efficient scheduling to maximize support for ESE students' needs  Administration  As needed, WOW planning time will be used to address curriculum, questions, common core integration and implementation ideas and challenges  IA.3. Administration  IA.3. Administration will request and hire an ESE para once approved by HR downtown  Red GESE services  Administration and ESE teachers will meet regularly to review student needs and schedules and
Care and best practices  WOW planning time will be used to explore grade level math content Team Leaders and discuss related best practices as needed  IA.3. Adequate support for ESE students who need to move from levels 1 and 2 to level 3  Efficient scheduling to maximize support for ESE students' needs  WOW planning time will be used to Administration  As needed, WOW planning time will be used to address curriculum, questions, common core integration and implementation ideas and challenges  IA.3. Adequate support for ESE students who need to move from levels 1 and 2 to level 3  Efficient scheduling to maximize support for ESE students' needs  Administration  As needed, WOW planning time will be used to address curriculum, questions, common core integration and implementation ideas and challenges  IA.3. Administration  IA.3. Administration will request and hire an ESE para once approved by HR downtown  Red GESE services  Administration and ESE teachers will meet regularly to review student needs and schedules and
WOW planning time will be used to explore grade level math content and discuss related best practices as needed  1A.3. Adequate support for ESE students who need to move from levels 1 and 2 to level 3  Efficient scheduling to maximize support for ESE students' needs  WOW planning time will be used to address curriculum, questions, common core integration and implementation ideas and challenges  1A.3. Extended day profits will be used to hire an ESE students who need to move from levels 1 and 2 to level 3  Efficient scheduling to maximize support for ESE students' needs  Administration  As needed, WOW planning time will be used to address curriculum, questions, common core integration and implementation ideas and challenges  1A.3. Administration will request and hire an ESE para once approved by HR downtown  1A.3. Hired paraprofessional downtown  1A.3. Hired paraprofessional and ESE teachers and hire an ESE para once approved by HR downtown  1A.3. Administration and ESE teachers will meet regularly to review student needs and schedules a
to explore grade level math content and discuss related best practices as needed  1A.3. Adequate support for ESE students who need to move from levels 1 and 2 to level 3  Efficient scheduling to maximize support for ESE students' needs  time will be used to address curriculum, questions, common core integration and implementation ideas and challenges  1A.3. Adequate support for ESE students who need to move from levels 1 and 2 to level 3  Efficient scheduling to maximize support for ESE students' needs  Administration and ESE teachers will need sex eachers will meet regularly to review student needs and schedules and
to explore grade level math content and discuss related best practices as needed  1A.3. Adequate support for ESE students who need to move from levels 1 and 2 to level 3  Efficient scheduling to maximize support for ESE students' needs  time will be used to address curriculum, questions, common core integration and implementation ideas and challenges  1A.3. Adequate support for ESE students who need to move from levels 1  and 2 to level 3  Efficient scheduling to maximize support for ESE students' needs  Administration and ESE teachers will meet regularly to review student needs and schedules and
and discuss related best practices as needed  IA.3. Adequate support for ESE students who need to move from levels 1 and 2 to level 3  Efficient scheduling to maximize support for ESE students' needs  Administration and ESE teachers students needs and schedules and student needs and schedules and student needs and schedules and student needs and schedules and students needs needed ESE services  Administration and ESE teachers will meet regularly to review student needs and schedules and
needed common core integration and implementation ideas and challenges  1A.3. Adequate support for ESE students who need to move from levels 1 and 2 to level 3 Efficient scheduling to maximize support for ESE students' needs  1A.3. Extended day profits that is a support for ESE students will be used to hire an ESE para once approved by HR downtown  1A.3. Administration will request and hire an ESE para once approved by HR downtown  1A.3. Hired paraprofessional and hire an ESE para once approved by HR downtown  1A.3. Administration and ESE teachers will meet regularly to review student needs and schedules and
IA.3. Adequate support for ESE students who need to move from levels 1 and 2 to level 3 and 2 to level 3 support for ESE students' needs students needs and schedules are schedules and schedules and schedules are schedules are schedules and schedules are schedules and schedules are schedules are schedules and schedules are schedules are schedules and schedules are schedu
1A.3. Adequate support for ESE students who need to move from levels 1 and 2 to level 3 Efficient scheduling to maximize support for ESE students' needs  1A.3. Extended day profits will be used to hire an ESE para once approved by HR downtown  1A.3. Administration will request and hire an ESE para once approved by HR downtown  1A.3. Administration will request and hire an ESE para once approved by HR downtown  1A.3. Administration and ESE teachers ESE Teacher schedules will meet regularly to review student needs and schedules and
1A.3. Adequate support for ESE students who need to move from levels 1 and 2 to level 3 Efficient scheduling to maximize support for ESE students' needs  1A.3. Extended day profits will be used to hire an ESE paraprofessional to support with needed ESE services  1A.3. Administration and hire an ESE para once approved by HR downtown  1A.3. Administration will request and hire an ESE para once approved by HR downtown  1A.3. Administration and ESE teachers will meet regularly to review student needs and schedules and
support for ESE students who need to move from levels 1 and 2 to level 3 Efficient scheduling to maximize support for ESE students' needs  Administration and ESE teachers will meet regularly to review student needs and schedules and
students who need to move from levels 1 and 2 to level 3 Efficient scheduling to maximize support for ESE students' needs  Administration and ESE teachers will meet regularly to review student needs and schedules and
need to move from levels 1 and 2 to level 3 Efficient scheduling to maximize support for ESE students' needs  Administration and ESE teachers will meet regularly to review student needs and schedules and
from levels 1 and 2 to level 3 Efficient scheduling to maximize support for ESE students' needs  Administration and ESE teachers  Administration and ESE teachers will meet regularly to review student needs and schedules and
and 2 to level 3 Efficient scheduling to maximize support for ESE students' needs  Administration and ESE teachers will meet regularly to review student needs and schedules and
support for ESE students' needs will meet regularly to review student needs and schedules and
student needs and schedules and
make adjustments as needed and
possible
1B. Florida   1B.1.   1B.1.   1B.1.   1B.1.   1B.1.   1B.1.
IDI I IVIIM
Alternate
Assessment:
Students scoring at
Levels 4, 5, and 6 in
mathematics.
$\pi$ 1D.
N/A Performance:* Performance:*
N/A N/A
1B.2. 1B.2. 1B.2. 1B.2. 1B.2.
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	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
for the following group:	24.1.72	0.4.1.751	24.1 5 1 (4.1 :	DA 1 TH TI C III	24.1.16	
	2A.1. Providing differentiated	Will use a ,math	2A.1. Teachers/Admin	2A.1. The ILC will support teachers as they implement a math block.	2A.I. Marzano walk-throughs and observations	
Students scoring	instruction to all	black format		Admin will provide feedback as	Lesson plans	
at or above	students at their			appropriate through the walk-		
Achievement		reading block		through and observation process		
Levels 4 and 5 in		format with		L		
mathematics.		whole group, guided math groups, and centers (as appropriate)	ILC/Classroom Teachers	Teachers will have their classes participate in regular progress monitoring and use those results to differentiate instruction appropriately	Progress Monitoring results Lesson Plans	
		Discovery Education, Florida Achieves and regular progress monitoring data used to plan instruction and groups		Interventions will be provided under the direction of the classroom teacher for all students who demonstrate need through the RTI process	RTI plans and data graphs	
		Immediate Intensive Interventions will be provided for Tier 2 and 3 students				

Mathematics Goal #2A: To increase by 3% the percentage of students achieving above grade level proficiency in math (FCAT level 4 and 5)	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	64%	67%					
		2A.2. Higher level thinking skills and extensions, including grade level acceleration	strategies incorporated into whole group/small group setting	2A.2. Classroom teachers/ILC	best practices including Kagan and Marzano in order to encourage and emphasize higher level thinking skills and applications	2A.2.Lesson Plans Observations Lesson Plans	
			Incorporate writing into math instruction	Classroom teachers/ILC	Teachers will work in grade level teams in incorporate authentic writing tasks into math curriculum	Observations	
			Include extensions and applications to most every unit of material as appropriate	Classroom Teachers/ILC	Grade level teams will plan extensions and applications to accompany each math unit of instruction	Lesson plans Observations	
			Pre-test in order to accelerate curriculum for those that already have content mastered	Classroom Teachers/ILC	Classroom teachers will pre- test math units and compact and accelerate curriculum according to students' mastery needs	Lesson Plans Observations Pre-test Progress Monitoring	
			Provide acceleration to all FCAT level 4's and 5's who can meet and demonstrate academic need for whole grade acceleration in math	Classroom Teachers/ILC	Students who demonstrate proficiency in grade level standards at the 4 <sup>th</sup> and 5 <sup>th</sup> grade levels may be considered for acceleration into the next grade level's material	Acceleration packets	
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	

2B. Florida	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		
Alternate							
Assessment:							
Students scoring at							
or above Level 7 in							
mathematics.							
	2012 Current Level of	2013 Expected Level of					
#2B:	Performance:*	Performance:*					
N/A							
L 1/2 X							
	27.1	27//					
	N/A	N/A					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	
		20.3.	20.3.	20.3.	LD.J.	LD.J.	

D 1 1 1 1 1	1	I 0.	p	D 11 1 . 5		
Based on the analysis of student achievement	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
data and reference to	Daniel		Responsible for Monitoring	Effectiveness of Strategy		
"Guiding Questions,"						
identify and define areas						
in need of improvement						
for the following group:						
3A. FCAT 2.0:	3A.1. Effective	3A.1. Teachers	3A.1. Teachers/Admin	3A.1. The ILC will support teachers	3A.1. Marzano walk-throughs	
Percentage of		will use a ,math		as they implement a math block.	and observations	
		black format		Admin will provide feedback as	Lesson plans	
students making		similar to a		appropriate through the walk-		
learning gains in	of students	reading block		through and observation process		
mathematics.		format with		L		
		whole group,	W. G. (G)	Teachers will have their classes		
			ILC/Classroom Teachers		Progress Monitoring results	
		groups, and centers (as		monitoring and use those results to differentiate instruction	Lesson Plans	
		appropriate)		appropriately		
		арргориас)		appropriately		
			Classroom Teachers	Interventions will be provided		
		Discovery		under the direction of the classroom	RTI plans and data graphs	
		Education,		teacher for all students who		
		Florida		demonstrate need through the RTI		
		Achieves and		process		
		regular progress				
		monitoring data				
		used to plan				
		instruction and				
		groups				
		Immediate				
		Intensive				
		Interventions				
		will be provided				
		for Tier 2 and 3				
		students				
Mathematics Goal		2013 Expected				
#3A:	Level of	Level of				
	Performance:*	Performance:*				
To maintain the						
percentage of students						
making learning gains						

93%	93%					
	ating sunshine state standards	in district and school PLCs to	Specialists, ILC, Teachers, Administration	3A.2. Teachers will attend grade level meetings as available to learn common core and sunshine state standards and use this to provide better instruction	Sign-in Sheets	
		WOW planning time will be used to explore grade level math content and discuss related best practices as needed	Team Leaders		WOW Schedules Grade level team notes	

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SA.3. Adequate	3A.3. Extended day profits will be used to hire an ESE	3A.3. Administration	3A.3. administration will request and hire an ESE para once	3A.3. Hired paraprofessional	
	paraprofessional to support with		approved by HR downtown		
students	needed ESE services		approved by TIK downtown		
	Efficient scheduling to maximize	Administration and ESE teachers	Administration and ESE teachers	ESE Schedules	
	support for ESE students' needs.		will meet regularly to review		
			student needs and schedules and		
			make adjustments as needed and		
			possible		
	Marzano and Kagan strategies	Classroom teachers/ILC	Teachers will incorporate best	Lesson Plans	
	incorporated into whole group/		practices including Kagan and	Observations	
	small group setting		Marzano in order to encourage		
and extensions, including			and emphasize higher level thinking skills and applications		
grade level			uninking skins and applications		
acceleration					
	Incorporate writing into math	Classroom teachers/ILC	Teachers will work in grade	Lesson Plans	
	instruction		level teams in incorporate	Observations	
			authentic writing tasks into math		
			curriculum		
	Include extensions and applications	Classroom Taashars/II C	Grade level teams will plan	Lesson plans	
	to most every unit of material as	Classiconi Teachers/ILC	extensions and applications to	Observations	
	appropriate		accompany each math unit of	Observations	
	Tr -r		instruction		
	Pre-test in order to accelerate	Classroom Teachers/ILC		Lesson Plans	
	curriculum for those that already		test math units and compact and		
	have content mastered		accelerate curriculum according to students' mastery needs	Pre-test Progress Monitoring	
			to students mastery needs		
				Acceleration packets	
I I	level 4's and 5's who can meet and		proficiency in grade level		
	demonstrate academic need for		standards at the 4th and 5th		
	whole grade acceleration in math		grade levels may be considered for acceleration into the next		
			grade		
			Brude		

3B. Florida	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.		
Alternate							
Assessment:							
Percentage of							
students making							
learning gains in mathematics.							
Mathematics Goal		2013 Expected					
#3B: N/A	Level of Performance:*	Level of Performance:*					
N/A	r criormance.	r criormanec.					
	N/A	N/A					
		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	among the learning needs of students	4A.1. Teachers will use a ,math black format similar to a reading block format with whole group,		4A.1. The ILC will support teachers as they implement a math block. Admin will provide feedback as appropriate through the walk-through and observation process  Teachers will have their classes	4A.1. Marzano walk-throughs and observations Lesson plans	
mathematics.		guided math groups, and centers (as appropriate)	ILC/Classroom Teachers		Progress Monitoring results Lesson Plans	
		Discovery Education, Florida Achieves and regular progress monitoring data used to plan instruction and groups		under the direction of the classroom teacher for all students who demonstrate need through the RTI process	RTI plans and data graphs	
		Immediate Intensive Interventions will be provided for Tier 2 and 3 students				

Mathematics Goal #4A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
To maintain the percentage of the lowest 25% making learning gains							
	93%	93%					
		4A.2Incorpo rating sunshine state standards with common care and best practices	4A.2. Teachers will participate in district and school PLCs to incorporate best practices with curriculum changes in Common Core	4A.2. District Curriculum Specialists, ILC, Teachers, Administration	4A.2. Teachers will attend grade level meetings as available to learn common core and sunshine state standards and use this to provide better instruction	Sign-in sheets	
			WOW planning time will be used to explore grade level math content and discuss related best practices as needed	Team Leaders	As needed, WOW planning time will be used to address curriculum, questions, common core integration and implementation ideas and challenges	WOW schedule Grade level team notes	
		support for ESE	4A.3. Extended day profits will be used to hire an ESE paraprofessional to support with needed ESE services	4A.3. Administration	4A.3. administration will request and hire an ESE para once approved by HR downtown	4A.3. Hired paraprofessional	
			Efficient scheduling to maximize support for ESE students' needs	Administration and ESE teachers	Administration and ESE teachers will meet regularly to review student needs and schedules and make adjustments as needed and possible		
4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in mathematics.	4B.1.	4B.1.	4B.1.	4B.1.	4B.1.		

Mathematics Goal #4B: N/A	Level of	2013 Expected Level of Performance:*					
	N/A	N/A					
		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), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
	Baseline data 2010-2011						
school will reduce							
their achievement							
gap by 50%.							
Mathematics Goal #5A:							
Enter narrative for the goal in this box.							
		9					
Based on the analysis of student achievement data and reference to "Guiding Questions,"	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
identify and define areas							
in need of improvement							
for the following subgroups:							
5B. Student		5B.1.	5B.1.	5B.1.	5B.1.		
subgroups by	White:						
41 (3371.)	Black:						
	Hispanic: Asian:						
	American Indian:						
Indian) <b>not making</b>							
satisfactory progress							
in mathematics.							

Mathematics Goal #5B: Enter narrative for the goal in this box.	Performance:*	2013 Expected Level of Performance:*					
		Enter numerical data for expected level of performance in this box. 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.	

Događ on the analyzis	Anticipated	Ctratagri	Dargan or Degition	Process Used to Determine	Evaluation Tool		
Based on the analysis of student achievement	Anticipated Barrier	Strategy	Person or Position	Effectiveness of Strategy	Evaluation 1001		
	Вагнег		Responsible for Monitoring	Effectiveness of Strategy			
data and reference to							
"Guiding Questions,"							
identify and define areas							
in need of improvement							
for the following							
subgroup:							
5C. English	5C.1.	5C.1.	5C.1.	5C.1.	5C.1.		
Language Learners							
(ELL) not making							
satisfactory progress							
in mathematics.							
	2012 G	2012 F					
		2013 Expected					
<u>#5C:</u>	Level of	Level of					
	Performance:*	Performance:*					
Enter narrative for the							
goal in this box.							
	Enter numerical	Enter numerical					
	data for	data for					
	current level of	expected level of					
	performance in	performance in					
	this box.	this box.	50.2	50.2	50.2	50.2	
		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	
		1					
		50.2	50.2	50.2	50.2	50.2	
	1	5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	
Based on the analysis	Anticipated	Strategy	Person or Position	Process Used to Determine	Evaluation Tool		
of student achievement	Barrier	Bututegy	Responsible for Monitoring	Effectiveness of Strategy	Diametron 1001		
data and reference to	Durrier		responsible for Womtoning	2. Effectiveness of 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							
(SWD) not making							
satisfactory progress							
in mathematics.							
	2012 Current	2013 Expected					
	Level of Performance:*	Level of Performance:*					
	remormance.	remormance.					
Enter narrative for the goal in this box.							
goui in inis vox.							
	Enter numerical	Enter numerical					
		data for					
	current level of	expected level of					
	performance in this box.	performance in this box.					
			5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	
		SD.S.	DD.3.	5D.3.	ט.ט.	υD.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		
5E. Economically Disadvantaged	5E.1.	5E.1.	5E.1.	5E.1.	5E.1.		
students not making							
satisfactory progress							
in mathematics.							
#5F:	Level of Performance:*	2013 Expected Level of Performance:*					
	data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
		5E.2.	5E.2.	5E.2.	5E.2.	5E.2.	
			5E.3.	5E.3.	5E.3.	5E.3.	

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]).

			1				
	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 mathematics.		1A.1.	IA.1.	1A.1.	1A.1.		
#1 A ·	Level of	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.	1A.2.	1A.2.	1A.2.	1A.2.	
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	

1B. Florida	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
Alternate							
Assessment:							
Students scoring at							
Levels 4, 5, and 6 in							
mathematics.							
		2013 Expected					
#1B:	Level of Performance:*	Level of Performance:*					
Enter narrative for the							
goal in this box.							
	Enter numerical	Enter numerical					
	data for current level of	data for expected level of					
	performance in	performance in					
		this box. 1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		110.2.	10.2.	ID.2.	110.2.	110.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

Based on the analysis	Anticipated	Strategy	Person or Position	Process Used to Determine	Evaluation Tool		
of student achievement	Barrier		Responsible for Monitoring	Effectiveness of Strategy			
data and reference to							
"Guiding Questions,"							
identify and define areas							
in need of improvement							
for the following group:							
	2A.1.	2A.1.	2A.1.	2A.1.	2A.1.		
Students scoring							
at or above							
Achievement							
Levels 4 and 5 in							
mathematics.							
Mathematics Goal	2012 Current	2013 Expected					
#2 <b>∆</b> ·	Level of	Level of					
<i></i>	Performance:*	Performance:*					
Enter narrative for the							
goal in this box.							
	Enter numerical	Enter numerical					
	data for	data for					
	current level of	expected level of					
	performance in	performance in					
	this box.	this box.					
		2A.2.	2A.2.	2A.2.	2A.2.	2A.2.	
		24.2	2 4 2	2A.3.	2A.3.	2A.3.	
		2A.3.	2A.3.	ZA.3.	ZA.3.	ZA.3.	
2B. Florida	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		
Alternate							
	I	1					
Assessment:							
Students scoring at							
or above Level 7 in							
mathematics.							
mathematics.			l .	]	ļ		

	2B.	Level of	2013 Expected  Level of					
E	Enter narrative for the oal in this box.	Performance:*	Performance:*					
ŀ		Enter numerical	Enter numerical					
		data for current level of performance in	data for expected level of performance in this box.					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

			•				
Based on the analysis	Anticipated	Strategy	Person or Position	Process Used to Determine	Evaluation Tool		
of student achievement	Barrier		Responsible for Monitoring	Effectiveness of Strategy			
data and reference to							
"Guiding Questions,"							
identify and define areas							
in need of improvement							
for the following group:							
3A. FCAT 2.0:	3A.1.	3A.1.	3A.1.	3A.1.	3A.1.		
Percentage of							
students making							
learning gains in							
mathematics.							
Mathematics Goal	2012 Current	2013 Expected					
#3A:	Level of	Level of					
	Performance:*	Performance:*					
Enter narrative for the							
goal in this box.							
	Enter numerical	Enter numerical					
	data for	data for					
	current level of	expected level of					
	performance in	performance in					
	this box.	this box.					
		3A.2.	3A.2.	3A.2.	3A.2.	3A.2.	
		3A.3.	3A.3.	3A.3.	3A.3.	3A.3.	
	<u> </u>	<u> </u>				<u> </u>	
3B. Florida	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.		
Alternate							
	I	1				1	
Assessment:	I	1				1	
Percentage of							
students making							
learning gains in							
at hing gains in							
mathematics.							

1	#3B.	Level of	2013 Expected Level of Performance:*					
		data for current level of performance in	Enter numerical data for expected level of performance in this box.					
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

Based on the analysis	Anticipated	Strategy	Person or Position	Process Used to Determine	Evaluation Tool		
of student achievement	Barrier		Responsible for Monitoring	Effectiveness of Strategy			
data and reference to							
"Guiding Questions,"							
identify and define areas							
in need of improvement							
for the following group:							
4A. FCAT 2.0:	4A.1.	4A.1.	4A.1.	4A.1.	4A.1.		
Percentage of							
students in lowest							
25% making							
learning gains in							
mathematics.							
Mathematics Goal	2012 Current	2013 Expected					
#4A:	Level of	Level of					
<del>11-1/1.</del>	Performance:*	Performance:*					
Enter narrative for the							
goal in this box.							
Sour in inis box.							
	Enter numerical	Enter numerical					
	data for	Enter numericai data for					
	current level of	expected level of					
	performance in	performance in					
	this box.	this box.					
		4A.2.	4A.2.	4A.2.	4A.2.	4A.2.	
		4A.3.	4A.3.	4A.3.	4A.3.	4A.3.	
4B. Florida	4B.1.	4B.1.	4B.1.	4B.1.	4B.1.		
Alternate		1				1	
Assessment:							
Percentage of							
students in lowest							
25% making							
learning gains in							
mathematics.		1				1	
mathematics.							

	4R·		2013 Expected Level of					
E	Inter narrative for the oal in this box.	renormance.	renormance.					
L								
		data for current level of performance in	Enter numerical data for expected level of performance in this box.					
			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), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. In six years, school will reduce	Baseline data 2010-2011						
their achievement gap by 50%.							
Mathematics Goal #5A:							
Enter narrative for the goal in this box.							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
subgroups by ethnicity (White, Black, Hispanic,	White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.		

Mathematics Goal #5B:  Enter narrative for the goal in this box.		2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box. White: Black: Hispanic: Asian: American Indian:	Enter numerical data for expected level of performance in this box. 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	Anticipated	Strategy	Person or Position	Process Used to Determine	Evaluation Tool		
of student achievement	Barrier		Responsible for Monitoring	Effectiveness of Strategy			
data and reference to							
"Guiding Questions,"							
identify and define areas							
in need of improvement							
for the following							
subgroup:							
5C. English	5C.1.	5C.1.	5C.1.	5C.1.	5C.1.		
Language Learners							
(ELL) not making							
satisfactory progress							
in mathematics.							
	2012 Current	2013 Expected					
THE COURT OF THE COURT	Level of	Level of					
#5C:	Performance:*	Performance:*					
	i citormance.	r criormance.					
Enter narrative for the							
goal in this box.							
	27	F 4					
	Enter numerical data for	Enter numerical data for					
	current level of	expected level of					
	performance in	performance in					
	this box.	this box.					
		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	
		1					
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	
Based on the analysis	Anticipated	Strategy	Person or Position	Process Used to Determine	Evaluation Tool		
of student achievement	Barrier		Responsible for Monitoring	Effectiveness of Strategy			
data and reference to							
"Guiding Questions,"							
identify and define areas							
in need of improvement							
for the following							
subgroup:							
subgroup:							

5D. Students	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.		
with Disabilities							
(SWD) not making							
satisfactory progress							
in mathematics.							
	2012 Current	2013 Expected					
	Level of Performance:*	Level of Performance:*					
	remormance.	remormance.					
Enter narrative for the goal in this box.							
goui in inis vox.							
	Enter numerical	Enter numerical					
		data for					
	current level of	expected level of					
	performance in this box.	performance in this box.					
			5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	
		SD.S.	DD.3.	5D.3.	ט.ט.	υD.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	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
subgroup:							
5E. Economically	5E.1.	5E.1.	5E.1.	5E.1.	5E.1.		
<b>Disadvantaged</b>							
students not making							
satisfactory progress							
in mathematics.							
#5E:		2013 Expected Level of Performance:*					
	data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
		5E.2.	5E.2.	5E.2.	5E.2.	5E.2.	
		5E.3.	5E.3.	5E.3.	5E.3.	5E.3.	

End of Middle School Mathematics Goals

#### Florida Alternate Assessment High School Mathematics Goals

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

hool Mathemat	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 Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.		1.1.	1.1.	1.1.	1.1.		
Mathematics Goal #1:  Enter narrative for the goal in this box.	Level of	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
		1.2.	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		
2. Florida Alternate	2.1.	2.1.	2.1.	2.1.	2.1.		
Assessment:							
Students scoring at							
or above Level 7 in							
mathematics.							
Mathematics Goal #2: Enter narrative for the goal in this box.	Level of	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

Based on the analysis	Anticipated	Stratagy	Person or Position	Process Used to Determine	Evaluation Tool		
of student achievement	Barrier	Strategy	Responsible for Monitoring	Effectiveness of Strategy	Evaluation 1001		
data and reference to	Barrier		Responsible for Wolltering	Effectiveness of Strategy			
"Guiding Questions,"							
identify and define areas							
in need of improvement							
for the following group:							
3. Florida Alternate	3.1.	3.1.	3.1.	3.1.	3.1.		
Assessment:							
Percentage of							
students making							
learning gains in							
mathematics.							
Mathematics Goal #3:		2013 Expected					
	Level of	Level of					
Zitter marrattre jor tite	Performance:*	Performance:*					
goal in this box.							
	Enter numerical	Enter numerical					
	data for	data for					
	current level of performance in	expected level of performance in					
	perjormance in this box.	perjormance in this box.					
		3.2.	3.2.	3.2.	3.2.	3.2.	
		3.3.	3.3.	3.3.	3.3.	3.3.	
		5.5.	J.J.	J.J.	J.J.	D.J.	
						_	
Based on the analysis	Anticipated	Strategy	Person or Position	Process Used to Determine	Evaluation Tool		
of student achievement	Barrier		Responsible for Monitoring	Effectiveness of Strategy			
data and reference to							
"Guiding Questions,"							
identify and define areas							
in need of improvement for the following group:							
for the following group:							

4. Florida Alternate	4.1.	4.1.	4.1.	4.1.	4.1.		
Assessment:							
Percentage of							
students in lowest							
25% making							
learning gains in							
mathematics.							
Mathematics Goal #4:	2012 Current	2013 Expected					
	Level of Performance:*	Level of Performance:*					
Enter narrative for the goal in this box.	r criormance.	r criormance.					
goai in inis vox.							
		Enter numerical data for					
	current level of	expected level of					
	performance in this box.	performance in this box.					
	inis DOX.		4.2.	4.2.	4.2.	4.2.	
				·· <u>-</u> -	l <del>.</del> .	·- <u>-</u> -	
		4.3.	4.3.	4.3.	4.3.	4.3.	

End of Florida Alternate Assessment High School Mathematics Goals

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

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

			-	•		<u> </u>	
Algebra 1 EOC	Problem-						
Goals	Solving						
Goals							
	Process to						
	Increase						
	Student						
	Achievem						
	ent						
Based on the analysis	Anticipated	Strategy	Person or Position	Process Used to Determine	Evaluation Tool		
of student achievement	Barrier		Responsible for Monitoring	Effectiveness of			
data and reference to				Strategy			
"Guiding Questions," identify and define areas							
in need of improvement							
for the following group:							
1. Students scoring	1.1.	1.1.	1.1.	1.1.	1.1.		
at Achievement							
Level 3 in Algebra 1.							
Algebra 1 Goal #1:	2012 Current	2013 Expected					
	Level of	Level of Performance:*					
Enter narrative for the	Performance:*	Performance: *					
goal in this box.							
		Enter numerical					
	data for current level of	data for expected level of					
	performance in	performance in					
	this box.	this box.					
		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		
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra 1.		2.1.	2.1.	2.1.	2.1.		
Algebra Goal #2:  Enter narrative for the goal in this box.	Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

Based on ambitious	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
but achievable Annual							
Measurable Objectives							
(AMOs), identify reading and mathematics							
performance target for							
the following years							
3A. In six years,	Baseline data 2010-2011						
school will reduce	Basciiiie data 2010-2011						
their achievement							
gap by 50%.							
Algebra 1 Goal #3A:							
Entan namatina fon 41-							
Enter narrative for the goal in this box.							
Sou in inis oon.							
Based on the analysis	Anticipated Barrier	Strategy	Person or Position	Process Used to Determine	Evaluation Tool		
of student achievement			Responsible for Monitoring	Effectiveness of Strategy			
data and reference to "Guiding Questions,"							
identify and define areas							
in need of improvement							
for the following							
subgroups:							
		3B.1.	3B.1.	3B.1.	3B.1.		
subgroups by	White:						
- 41 2 24 (3371- 14	Black:						
	Hispanic: Asian:						
	American Indian:						
Indian) not making							
satisfactory progress							
in Algebra 1.			ļ	l	l		

		2013 Expected Level of Performance:*					
Enter narrative for the							
goal in this box.							
	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
	White:	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	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
	3C.1.	3C.1.	3C.1.	3C.1.	3C.1.		
Language Learners							
(ELL) not making							
satisfactory progress							
in Algebra 1.							
Enter narrative for the goal in this box.	2012 Current Level of Performance:*  Enter numerical data for current level of performance in this box.	2013 Expected Level of Performance:*  Enter numerical data for expected level of performance in this box. 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 3D	D.1.	3D.1.	3D.1.	3D.1.	3D.1.		
with Disabilities							
(SWD) not making							
satisfactory progress							
in Algebra 1.							
		2013 Expected					
		Level of Performance:*					
Enter narrative for the goal in this box.							
		Enter numerical					
da		data for expected level of					
per	erformance in						
int			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		
20110111111111	3E.1.	3E.1.	3E.1.	3E.1.	3E.1.		
Disadvantaged							
students not making satisfactory progress							
in Algebra 1.							
	2012 Current	2013 Expected					
	Level of	Level of					
Enter narrative for the goal in this box.	Performance:*	Performance:*					
goui in inis vox.							
	Enter numerical	Enter numerical					
	data for	data for					
	current level of performance in	expected level of performance in					
		this box.	lan a	07.0	27.2	25.2	
		3E.2.	3E.2.	3E.2.	3E.2.	3E.2.	
		3E.3.	3E.3.	3E.3.	3E.3.	3E.3.	
		L	ļ	ļ.			

End of Algebra 1 EOC Goals

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

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

				<i>C</i> 1 ( <i>C</i> ) E			
Geometry EOC Goals	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. Students scoring at Achievement Level 3 in Geometry.			1.1.	1.1.	1.1.		
Geometry Goal #1:  Enter narrative for the goal in this box.	Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
			1.2.	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		
2. Students scoring at or above	2.1.	2.1.	2.1.	2.1.	2.1.		
Achievement Levels							
4 and 5 in Geometry.							
	Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

their achievement	2012-2013  Baseline data 2011- 2012	2013-2014	2014-2015	2015-2016	2016-2017	
gap by 50%.			ĺ			
Geometry Goal #3A:  Enter narrative for the goal in this box.						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
3B. Student subgroups by ethnicity (White,	White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.	

 Level of	2013 Expected Level of Performance:*					
current level of performance in this box. White: Black:	data for expected level of					
					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	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
for the following subgroup:							
	3C.1.	3C.1.	3C.1.	3C.1.	3C.1.		
Language Learners							
(ELL) not making							
satisfactory progress							
in Geometry.							
Stomeny Commercia	Level of	2013 Expected Level of Performance:*					
goal in this box.							
	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
		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	3D.1.	3D.1.	3D.1.	3D.1.	3D.1.		
with Disabilities							
(SWD) not making							
satisfactory progress							
in Geometry.							
Geometry Goal #3D:		2013 Expected					
E		Level of Performance:*					
Enter narrative for the goal in this box.							
5							
		Enter numerical					
		data for expected level of					
	performance in this box.	performance in this box.					
			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	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
for the following subgroup:							
3E. Economically Disadvantaged students not making satisfactory progress in Geometry.			3E.1.	3E.1.	3E.1.		
	Level of	2013 Expected Level of Performance:*					
	data for	Enter numerical data for expected level of performance in this box.					
		3E.2.	3E.2.	3E.2.	3E.2.	3E.2.	
		3E.3.	3E.3.	3E.3.	3E.3.	3E.3.	

End of Geometry EOC Goals

### **Mathematics Professional Development**

Professional			
Development			
(PD) aligned with			
Strategies through			
Professional			

Learning Community (PLC) or PD Activities Please note that each strategy does not require a professional development or PLC activity.					
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Person or Position Responsible for Monitoring
Common Core/Grade Level PLCs	Math K - 5	Common Core Team	School-Wide	Early Release Wednesdays once a month from 2:15 – 3:30 and as needed	Common Core Team Administration

# $\underline{Mathematics\ Budget}\ (\text{Insert\ rows\ as\ needed})$

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

End of Mathematics Goals

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

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

Elementary and Middle Science 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 science.	of Science curriculum materials and their effective integration into instruction	Science Support along with our school science cadre will offer professional			1A.1. professional development reflections Lesson Plans	
Science Goal #1A:  To maintain the percentage of students achieving grade level proficiency as measured by FCAT Level 3's	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				

	39%	39%	<u> </u>			<u> </u>	
	39%	3970					
		integration of Common Core Standards along with non- fiction related reading material into effective science instruction and integrated with	in School-Wide and Grade Level PLCs to effectively integrate non- fiction literature and Common Core Science Standards into the literacy block as well as effective science instructional time.  Team Leaders will participate in	Administration Common Core Team  District CAST Team Classroom Teachers	1A.2. During grade level meetings and early release Wednesdays and professional development days, teachers will work together to examine Common Core and literacy and science blocks along with materials for effective instructional practices  Teachers will attend District Cadre Meetings as scheduled by the district professional development department to work on transition to Common Core and the alignment of effective instruction and assessment	1A.2. Sign-In Sheets Team Notes Lesson Plans  ERO Points Team Notes	
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	
	100.1		lan d				
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.	1B.1.	1B.1.	IB.1.	IB.1.	IB.1.		
Science Goal #1B:  Enter narrative for the goal in this box.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	

٢		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	
1							
L							

Based on the analysis	Anticipated	Ctratagr	Person or Position	Process Used to Determine	Evaluation Tool	
		Strategy			Evaluation 1001	
of student achievement data and reference to	Barrier		Responsible for Monitoring	Effectiveness of Strategy		
"Guiding Questions,"						
identify and define areas						
in need of improvement						
for the following group:	0 A 1 TY: 1	24.1.16	54 1 Cl	24.1 75. 1 211 2	24.1.1	
					2A.1. lesson plans	
	level thinking	and Kagan			Observations	
at or above		strategies		in grade level meetings and		
	extensions	incorporated		incorporate these into instruction		
		into whole	CI T I	T 1 '11'	r Di	
		group/small	Classroom Teachers		Lesson Plans	
	acceleration	group teaching			Observations	
				instruction so students can clarify,		
		Incornorato		organize, explain, and reflect on their ideas		
		Incorporate		men ideas		
		writing into science	Classroom Teachers	Grade level teams will plan	Lesson Plans	
		instruction	Classicolli Teachers		Observations	
		instruction		accompany each math unit of	Observations	
				instruction		
				instruction		
		Include				
		extensions and				
		applications to				
		most every unit of material as				
G : G 1//2 t	2012 C	appropriate	-			
Science Goal #2A:	2012 Current	2013Expected				
	Level of	Level of				
To increase the percentage	refformance:*	Performance:*				
of students scoring above						
grade level proficiency as						
measured by a level 4 or 5						
on the FCAT						
	31%	35%				
•	-	•	•	•	-	

			2A.2. Teachers will participate	2A.2. Classroom Teachers	2A.2. During grade level	2A.2. Sign-In Sheets	
		integration	in School-Wide and Grade Level	Administration	meetings and early release	Team Notes	
		of Common	PLCs to effectively integrate non-	Common Core Team	Wednesdays and professional	Lesson Plans	
		Core Standards	fiction literature and Common Core		development days, teachers		
			Science Standards into the literacy		will work together to examine		
			block as well as effective science		Common Core and literacy		
			instructional time.		and science blocks along		
		into effective	linstructional time.		with materials for effective		
		science			instructional practices		
		instruction and	L		L		
		integrated with	Team Leaders will participate in	District CAST Team	Teachers will attend District	ERO Points	
		the literacy	District Common Core Cadres in	Classroom Teachers	Cadre Meetings as scheduled	Team Notes	
		black	order to share this information and		by the district professional		
			facilitate a discussion with their		development department to work		
			team.		on transition to Common Core		
					and the alignment of effective		
					instruction and assessment		
					instruction and assessment		
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	
2B. Florida	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		
Alternate							
Assessment:							
Students scoring at							
or above Level 7 in							
science.	2012 Current	2013Expected					
Science Goal #2B:	Level of	Level of					
	Performance:*	Performance:*					
Zivier iviii ivii joi viie	Performance.	Performance.					
goal in this box.							
1					1		
1					1		
	Enter numerical	Enter numerical					
	data for	data for					
	current level of	expected level of					
	performance in	performance in					
	this box.	this box.	lan a	lan a	lan a	lan a	
		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 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 Assessment: Students scoring at Levels 4, 5, and 6 in science.	1.1.	1.1.	1.1.	1.1.	1.1.		
Science Goal #1:  Enter narrative for the goal in this box.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
		1.2.	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		
2. Florida Alternate Assessment: Students scoring at or above Level 7 in science.		2.1.	2.1.	2.1.	2.1.		
	Level of Performance:*	2013Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

End of Florida Alternate Assessment High School Science Goals

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

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

Biology 1 EOC	Problem-			
Goals	Solving			
	<b>Process to</b>			
	Increase			
	Student			
	Achievem			

			<u>i</u>	<u>i</u>	<u> </u>	•	
	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. Students scoring	1.1.	1.1.	1.1.	1.1.	1.1.		
at Achievement Level 3 in Biology 1.							
Brotogy 1 Gour #1.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
goai in inis box.							
	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Students scoring at or above Achievement Levels 4 and 5 in Biology 1.	2.1.	2.1.	2.1.	2.1.	2.1.		

Biology 1  Enter narra goal in this	tive for the box.	Level of Performance:*						
		current level of performance in	Enter numerical data for expected level of performance in this box.					
			2.2.	2.2.	2.2.	2.2.	2.2.	
			2.3.	2.3.	2.3.	2.3.	2.3.	

End of Biology 1 EOC Goals

## **Science Professional Development**

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core Understanding & Integration	K - 5	Common Core Team	School-Wide	Once a month for early release Wednesdays 2:15 – 3:30 PM	Administration will participate in grade level discussions to receive feedback on progress and needs for next steps. They also will conduct walk-throughs and observations looking for Common Core elements and standards.	Administration
District Cadres	K - 5	District CAST Team	Team Leaders, Common Core	Early Release Wednesdays and extra days as scheduled by District CAST team	reedback on progress and needs for	Administration
	K - 5		Team Leaders, Common Core	Early Release Wednesdays and extra days as scheduled by District	Administration will participate in grade level discussions to receive feedback on progress and needs for next steps. They also will conduct walk-throughs and observations looking for Common Core elements	

Science Budget (Insert rows as needed)

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

Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy – Team Leaders attending the	Description of Resources – Need	Funding Source – District PD funds	Amount - \$1600.00
Common Core Curriculum conversions for their grade level	Substitutes		
Tor their grade level			
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Science Goals

#### **Writing Goals**

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

Writing Goals	Problem- Solving 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: Students scoring at	continuation of writing strategies that support the structure and type of writing required on FCAT Writes while still preparing for the new types of writing assessments that are coming with the PARCC assessment when Common Core is fully integrated.	support offered by District Writing specialists as needed and requested by teachers  More frequent progress monitoring with a variety of assessments that are used	IA.1. Administration District Writing Specialists  District CAST Team Classroom Teachers Administration	professional development time as requested and needed to support writing instruction, common writing assessment grading  Teachers will give more frequent	1A.1. professional development notes and schedule  Writing Progress Monitoring Data	

To maintain the		2013 Expected Level of Performance:*					
	93%	93%					
		1A.2.	1A.2.	IA.2.	1A.2.	1A.2.	
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	
1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.	IB.1.	IB.1.	IB.I.	1B.1.	IB.1.		
Writing Goal #1B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
			1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	IB.3.	IB.3.	

## **Writing 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 (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core Understanding & Integration	K - 5	Common Core Team	School-Wide	Once a month on early release Wednesdays 2:15 – 3:30 pm	Administration will participate in grade level meetings and discussions to note progress, needs and next steps. They will also conduct walk-throughs and observations looking for evidence of writing instruction and assessments.	Administration

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

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

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

End of Writing Goals

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

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

S = 5 -:							
Civics EOC	Problem-						
Goals	Solving						
	Process to						
	Increase						
	Student						
	Achievem						
	ent						
Based on the analysis	Anticipated	Strategy	Person or Position	Process Used to Determine	Evaluation Tool		
of student achievement	Barrier		Responsible for Monitoring	Effectiveness of Strategy			
data and reference to "Guiding Questions,"							
identify and define areas							
in need of improvement							
for the following group:							
	1.1.	1.1.	1.1.	1.1.	1.1.		
at Achievement							
Level 3 in Civics.							
Civics Goal #1:	2012 Current	2013 Expected					
	Level of	Level of					
Enter narrative for the	Performance:*	Performance:*					
goal in this box.							
		Enter numerical					
	data for current level of	data for expected level of					
	performance in	performance in					
	this box.	this box.					
		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		
2. Students scoring at or above Achievement Levels 4 and 5 in Civics.		2.1.	2.1.	2.1.	2.1.		
	<u>Level of</u> <u>Performance:*</u>	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

## **Civics 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 (e.g., Early Release) and Schedules (e.g.,	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
		FLC Leader	school-wide)	frequency of meetings)		

Civics Budget (Insert rows as needed)

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

Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Civics Goals

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

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

TIO TI	D 11			<del></del>	· T	T	
U.S. History	Problem-						
<b>EOC Goals</b>	Solving						
	Process to						
	Increase						
	Student						
	Achievem						
	ent						
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,"							
identify and define areas							
in need of improvement for the following group:							
	1.1.	1.1.	1.1.	1.1.	1.1.		
at Achievement							
Level 3 in U.S.							
History.							
		2013 Expected					
	Level of	Level of					
Enter narrative for the goal in this box.	Performance:*	Performance:*					
goat in ints box.							
	Enter numerical						
	data for	data for					
	current level of performance in	expected level of performance in					
	this box.	this box.					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
	<u> </u>	L			Į	l .	

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Students scoring	2.1.	2.1.	2.1.	2.1.	2.1.		
at or above							
<b>Achievement Levels</b>							
4 and 5 in U.S.							
History.							
U.S. History Goal #2:	Level of	2013 Expected Level of Performance:* Enter numerical data for expected level of performance in					
	this box.	this box.					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

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

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

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

Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
			•
Subtotal:			
Total:			

End of U.S. History Goals

#### **Attendance Goal(s)**

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

Attendance Goal(s)	Problem- solving Process to Increase Attendan ce					
Based on the analysis of attendance data and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

1. Attendance	1.1. Hickory	1.1. Monthly	1.1. Sherry Swartzwelder,	1.1. Computer Operator, Counselor	1.1. eSchoolPlus Attendance	 
	Creek	communication	Computer Operator, Patty Iisager,	and Principal will meet monthly to	Reports	
	Elementary	with parents	Counselor and Dr. Paul Goricki,	discuss progress toward goal and		
	School was	about the	Principal	determine changes in strategy, as		
	partially	importance		needed.		
	successful in	of school				
	meeting its goal	attendance; one-				
	of increasing	to-one meetings				
	the Daily	with parents,				
	Attendance	as needed;				
	Rate from 96.5	continued				
	to 97.5 during	implementation				
	the 2011-12	of clear				
	School Year.	attendance				
	During the	and reporting				
	2011-12 School	policy.				
	Year, the					
	school met a					
	Daily					
	Attendance					
	Rate of 97					
	percent. A					
	culture of					
	nonchalance					
	toward regular					
	school					
	attendance					
	continues to					
	pervade a small					
	percentage of					
	school families					
	and this attitude					
	poses obstacles					
	to the school's					
	goal of a high Daily					
	Attendance					
	Rate.					
	Nate.					
	Hickory Creek					
	exceeded its					
	goal of reducing	,				
	the number					
	of students					
	with excessive					
	absences from					
	21 percent to					
	19 percent. The					

actual number			
of students			
with excessive			
absences was			
106 students,			
or 17 percent			
of the total			
enrollment. The			
school wishes			
to maintain			
the number			
of students			
with excessive			
absences at			
133 students			
or 17 percent,			
a figure that is			
four percent			
lower than the			
percentage			
earned during			
the 2010-11			
School Year.			

Attendance Goal #1: By the end of the 2012- 13 School Year, Hickory Creek Elementary School will increase the Daily Attendance Rate from 97 percent to 98 percent.  Hickory Creek Elementary School will reduce the number of students with excessive absences from 106 of 620 students (17 percent) to 117 of 785 students (15 percent) by the end of the 2012-13 School Year.  Hickory Creek Elementary School will reduce the number of students with excessive tardies from 59 of 620 students (9.5 percent) to 62 of 775 students (8 percent).	Attendance Rate:*	2013 Expected Attendance Rate:*			
	07 novement	00 novement			
		98 percent			
	Number of	2013 Expected Number of Students with Excessive Absences (10 or more)			
	students (17 percent)	133 of 785 students (17 percent)			
	Number of	2013 Expected Number of Students with Excessive Tardies (10 or more)			

	63 of 785 students (8 percent)					
	1.2 A casual attitude toward the importance of arriving ontime for the school day pervades among	1.2. Monthly communication with parents about the importance of arriving on-time for the school day, emphasizing the effects of tardiness on academic performance; meetings with parents, as needed and the continued implementation of a clear tardiness policy.	Computer Operator, Patty Iisager, Counselor and Dr. Paul Goricki, Principal	1.2 Computer Operator, Counselor and Principal will meet monthly to discuss progress toward goal and determine changes in strategy, as needed.	1.2 eSchoolPlus Tardy Reports	
	1.3.	1.3.	1.3	1.3	1.3	

## **Attendance 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 (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
The negative influence of irregular school attendance and tardiness upon academic performance.	K-5	Paul Goricki	All Faculty Members	Quarterly Faculty	Review of Faculty Meeting Agendas	Paul Goricki

#### Attendance Budget (Insert rows as needed) N/A

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

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

End of Attendance Goals

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

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

	· · ·	die namber of s	students the percentage	I	I	I	<u> </u>
Suspension	Problem-						
Goal(s)	solving						
	Process to						
	Decrease						
	Suspension						
Based on the analysis of suspension data, and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Suspension	Student Code of	Administrators	Administrators Bethany	Monitor alignment of	Student Code of		
•	Conduct provides	will select in-	Groves, Assistant Principal	disciplinary consequence with	Conduct, eSchoolPlus		
				Student Code of Conduct.	Suspension Aata		
	judgment and discretion in	as a consequence for Level II-IV	Paul Goricki, Principal				
		Violations, as					
	consequences	appropriate.					
	for Level II-	H MTCC T					
	IV Violations. Nevertheless, in-	Use MTSS Team to support Tier 2					
		and 3 Behavior					
	are recommended	Plans for students					
	for particular	struggling with					
		proper classroom behavior.					
		ochavior.					
			Administrators Bethany Groves, Assistant Principal	Monitor alignment of disciplinary consequences with Student Code of Conduct.  Students on Behavior Intervention Plans with fewer office referrals.	Student Code of Conduct, eSchoolPlus Suspension Data		
	suspension for	Comply with regulations, as necessary.					

Suspension Goal #1: To maintain the percentage of students who are suspended in-school during the 2012-13 School Year at three percent (3%)	of In —School Suspensions	2013 Expected Number of In- School Suspensions			
Suspension Goal #2: To maintain the percentage of students who are suspended out-of- school during the 2012-13 School Year at one percent (1 %).					
	21 in-school suspensions, involving seven students, 620 total enrollment	27 in-school suspensions, involving nine students, 785 total enrollment			
	Number of Out-of- School Suspensions	2013 Expected Number of Out-of-School Suspensions			
	6	7			

**Suspension Professional Development** 

Suspension 1 Tole						
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		PD Facilitator	PD Participants	Target Dates (e.g., Early		
and/or PLC Focus	Grade Level/	and/or	(e.g., PLC, subject, grade level, or	Release) and Schedules (e.g.,	Strategy for Follow-up/Monitoring	Person or Position Responsible for
	Subject	PLC Leader	school-wide)	frequency of meetings)		Monitoring
PCM Training	ESE, Admin	Geo Freeman	Finnerty, Groves, Stephens,	Various dates, according	Monthly meetings	LuAnn Reel, Chairperson
	LOE, AUIIIII	Geo Fieeman	Finnerty, Groves, Stephens, Reel, Iisanger	to certification exp.	ivioniny meetings	LuAini Keei, Chanpeison
	•					-

Suspension Budget (Insert rows as needed)

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

Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Suspension Goals

#### **Dropout Prevention Goal(s)**

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

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

when using percer	itages, ilicitade	the humber of s	tudents the percentage	represents next to the po	creentage (e.g. 707)	J (33)).	
Dropout	Problem-						
Prevention	solving						
	_						
Goal(s)	Process to						
	Dropout						
	Prevention						
	1 1 C V C II C I C II						
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
improvement:							
1. Dropout	1.1.	1.1.	1.1.	1.1.	1.1.		
Prevention							
Dropout Prevention Goal #1:  Enter narrative for the goal	2012 Current Dropout Rate:*	2013 Expected Dropout Rate:*					
in this box.							
*Please refer to the percentage of students who dropped out during the 2011-2012 school year.							
	data for dropout	Enter numerical data for expected dropout rate in this box.					
		2013 Expected					

graduation rate in	Enter numerical data for expected graduation rate in this box.					
	1.2.	1.2.	1.2.	1.2.	1.2.	
	1.3.	1.3.	1.3.	1.3.	1.3.	

# **Dropout Prevention Professional Development**

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

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

Description of Resources	Funding Source	Amount
Description of Resources	Funding Source	Amount
Description of Resources	Funding Source	Amount
Description of Resources	Funding Source	Amount
	Description of Resources  Description of Resources	Description of Resources  Funding Source  Description of Resources  Funding Source

End of Dropout Prevention Goal(s)

#### **Parent Involvement Goal(s)**

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

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

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

1. Parent Involvement	The Hickory	To attract	PTO Interim President	Log of school families	PTO log, 2013 SAC	
1. I ai cht involvement		parents, a greater		represented at PTO functions	Needs Assessment	
			Principal, Paul Goricki	1	Survey, attainment of	
		activities will	1 /		Golden School and Five	
	portions of three	be scheduled			Star School Awards	
		in locations				
		convenient to	Principal Paul Goricki,			
	Cunningham,	the majority of	Classroom Teachers and PTO	PTO Membership Listing		
	Julington and	school families.	Volunteer Coordinator	KeepNTrack Volunteer Log	KeepNTrack Volunteer	
	Durbin Creek	Some of these			Log, Golden School and	
	Elementary	locations will be			Five Star School Awards	
		in community				
	families in these					
		such as the local				
	Creek is outside					
		By				
		communicating				
		in-person with				
	,	parents, through				
		classroom				
		teachers				
		and in the monthly school				
		newsletter,				
		parents will				
		be encouraged				
		to personally				
		involve				
		themselves in				
		the lives of				
		their children at				
		school.				

Goal Last year's Parent Involvement Goal was to increase the parent perception of the PTO as positive from 88 to 90 %. Survey data indicated that 93 % of parents felt that the PTO positively influenced their children's experiences at school, a 5% increase from the previous school year. Our 2011-12 goal was to increase the total number of volunteer hours contributed from 10,439 to 10,620. The actual number	2012 Current Level of Parent Involvement:*	2013 Expected Level of Parent Involvement:*			
number of volunteer hours					
contributed from 10,439 to					
of volunteer hours achieved was 11,435, an 8% increase					
over the established goal.					
The Parent Involvement Goal for the 2012-13					
School Year is to maintain the high 93% rate of parent					
satisfaction with the PTO					
and to maintain a parent / volunteer hour ratio of 18					
hours per parent.					
		93 percent, 14,130 volunteer			
	hours	hours			

During the	he Meet with interim PTO	Principal Paul Goricki	Regular monthly	2012-13 PTO Budget	
summer,	Hickory leadership to encourage a	PTO Board Members	meetings between PTO	PTO Agendas and Minutes	
Creek's I	PTO member of the PTO Board to		President and Principal	Fundraising Commitments	
President	t's lead the Parents and Teachers			Calendar of PTO Activities	
family w	as Organization; Meet with				
rezoned t	to a and guide the eventual PTO				
neighbor	ring President through the many				
school. T	The facets of the role, including				
process o	of fundraising, activities				
identifyir	ng a calendar and delegation of				
new pres	sident for responsibility.				
this impo	ortant				
volunteer	r				
leadershi					
position					
influence	e the				
PTO's su					
this school	ol year.				

# **Parent Involvement Professional Development**

Professional						
Development						
(PD) aligned with						
Strategies through						
Professional						
Learning						
Community (PLC)						
or PD Activity						
Please note that each						
Strategy does not require a						
professional development or						
PLC activity.		PD Facilitator	PD Participants	Target Dates (a.g. Farly)		
PD Content /Topic and/or PLC Focus	Grade Level/	and/or	(e.g., PLC, subject, grade level, or	Target Dates (e.g., Early Release) and Schedules (e.g.,	Strategy for Follow-up/Monitoring	Person or Position Responsible for
and of The Total	Subject	PLC Leader	school-wide)	frequency of meetings)	Suaregy for Follow up/fromtoring	Monitoring
Parenting	K-5 Parents	Epic Services	Hickory Creek Parents	10/2/12 and 11/1/12	Feedback/Evaluation Form	Patty Iisager, Counselor

2012-2013 School Improvement Plan (SIP)-Form SI
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# Parent Involvement Budget

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

End of Parent Involvement Goal(s)

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

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

# **STEM 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 (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

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

Total:			
Subtotal:			
	1		
Strategy	Description of Resources	Funding Source	Amount
Other			
Subtotal:			
	r. sarata and a		
Strategy	Description of Resources	Funding Source	Amount
Professional Development			
Subtotal:			
Strategy	Description of Resources	1 unumg Source	Amount
Strategy	Description of Resources	Funding Source	Amount
Technology			
Subtotal:			
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			

End of STEM Goal(s)

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

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

## **CTE Professional Development**

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

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

CTE Budget (Insert rows as needed)

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

End of CTE Goal(s)

#### **Additional Goal(s)**

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

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

						i	
1. Additional Goal:	1.1 A decrease		1.1. Guidance Counselor	1. Continuous discussion	1. 2013 School		
Character Counts!	in the percentage		Patty Iisager	among teachers and staff	Advisory Counci		
Character Counts.	of parents	School		members at team leader	Needs Assessmen	t	
	indicating		Hawks Eye Morning Show	and faculty meetings will	Survey		
	support for the	guidance	Director Michaeleen Chalut	determine whether parents			
	influence of the	counselor,		are receiving the Character			
	Character	with the		Counts! message.			
	Counts! Program	support of					
	appears to	classroom					
	suggest that	teachers					
	many school	and					
	families are	administrati					
	unaware of the	on, will					
	positive impact	implement					
	of the program.	a yearlong					
	Nearly 20% of	school-					
	parents surveyed	wide					
	reported that	character					
	they were	education.					
	"unsure"	The focus					
	whether the Six	will be on					
	Pillars of	integrating					
	Character were	character					
	modeled and/or	education					
	if their child's	into the					
	character was	school					
	positively	community					
	influenced by	by 					
	their children's	recognizing					
	experiences at	students					
	school. An	who have					
	influx of 165	been "					
	new students from Arizona,	"caught					
		with good					
	California, Georgia, Hawaii,	character" on the					
	Indiana,	school	Guidance Counselor	ĺ	1		
	Michigan, New		EPIC Staff	Parents will provide feedback	Sign-in sheets		
	Jersey, North	show.	Administration		Photos		
	Carolina,	Students	1 Idiimistration	a result of information gleaned	Feedback Results		
	Pennsylvania	will come		from the parenting class	- Coudant Results		
	and Texas	to the front		and the pure titing endes			
	confirms the	office to					
	need for a	receive a			1		
	stronger	hand stamp					
	commitment to	to proudly					
	educating new	show that					
	families about	they have		ĺ			

the value of the	been		
Character	recognized.		
Counts!	The stamp		
Program.	will be a		
i iogium.	visible sign		
	to parents		
	to parents		
	that their		
	child is		
	demonstrati		
	ng one of		
	the Pillars		
	of		
	Character.		
Supporting our	The		
parents with	guidance		
their parental	counselor		
skills so they	will		
can reinforce the	WIII		
can remitorce the	personally		
same pillars of	phone		
good character at	parents of		
home	students		
	who have		
	been		
	nominated		
	by their		
	teachers		
	for the		
	Pillar of		
	the Month		
	Award. In		
	Awaru. III		
	these ways		
	we will		
	attempt to		
	communica	1	
	te the	1	
	importance		
	of		
	character		]
	developme		
	nt at	1	
	Hickory		
	Creek	1	
	Elementary		
	School.		
	SCHOOL.	]	
		]	
	l		
	A parent support class will be		
	ciass will be		

offered at		
least two for		
any parents		
who wish to		
receive support		
in the area of		
effectively		
molding the		
character and		
moral behavior		
of their children		

Additional Goal #1:	2012 Current	2013 Expected			
Character Counts!	Level :*	Level :*			
The 2011-12 Character					
Counts! Goal was to					
increase from 97% to 98%					
the percentage of parents					
who felt that the Character					
Counts! Program impacted					
their child in a positive					
manner. Results of the					
2012 Parent Survey					
indicated that 80 % of					
parents felt that their					
children's character was					
positively influenced by					
their experiences with					
Character Counts! at					
school. Although the					
program enjoys a high level					
of parent satisfaction, the					
school goal was only					
partially met. By focusing more directly on the					
positive impact the					
Character Counts! Pillars					
on the cultural life of the					
school, our goal is to					
increase the parents'					
positive perception of the					
program by 10 %, as					
evidenced by the annual					
needs assessment survey.					
	80 %	88 %			

	1.2.	1.2.	1.2.	1.2.	1.2.	
	1.3.	1.3.	1.3.	1.3.	1.3.	

# Additional Goals Professional Development

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

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

Include only school-based funded			
activities/materials and exclude district			
funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			
		1	

End of Additional Goal(s)

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

Please provide the total budget from each section.	
Reading Budget	
	Total:
CELLA Budget	
	Total:
Mathematics Budget	
	Total:
Science Budget	
	Total:
Writing Budget	
	Total:
Civics Budget	
	Total:
U.S. History Budget	
	Total:
Attendance Budget	
	Total:
Suspension Budget	
	Total:
Dropout Prevention Budget	
	Total:
Parent Involvement Budget	
	Total:
STEM Budget	
	Total:
CTE Budget	
C12 2 mgv	Total:
Additional Goals	1 otal.
Additional Goals	Total:
	1 Otal.

2012-2013 Sc	hool Improvement	Plan (SIP	)-Form SIP-1

**Grand Total:** 

#### **Differentiated Accountability**

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

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

School Differentiated Accountability Status		
□Priority	□Focus	□Prevent
		_

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

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

SAC Membership Compliance

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

X Yes □ No

If No, describe the measures being taken to comply with SAC requirements.

#### Describe the activities of the SAC for the upcoming school year.

Hickory Creek's School Advisory Council provides oversight for all major school improvement initiatives. The council participates in the development of the School Improvement Plan and subsequently oversees its implementation and evaluation. Council members assist administration in monitoring the needs and successes of school personnel and parent volunteers. Council members play a major role in maintaining a focus on school improvement initiatives through discussion and surveys. The school advisory council also approves the distribution of bonus funds related to the "A+ School Plan".

Describe the projected use of SAC funds.	Amount
School Advisory Council funds are available to facilitate professional development and to supplement student learning activity.	\$6,000-