Florida Department of Education



School Improvement Plan (SIP) Form SIP-1

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: Lauderhill High School	District Name: Broward
Principal: Merceda Stanley	Superintendent: Robert Runcie
SAC Chair:	Date of School Board Approval:

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

School Grades Trend Data (Use this data to complete Sections 1-4 of the reading and mathematics goals and Sections 1 and 2 of the writing and science goals.) Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data (Use this data to inform the problem-solving process when writing goals.) High School Feedback Report

K-12 Comprehensive Research Based Reading Plan

Administrators

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

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

Principal	Merceda Stanley	BS in Guidance MS in Guidance Ed Leadership Cert Ph.D Program	1	17	Dillard High: School Grade High Standards RD-MA-WR-SC Learning Gains RD-MA Lowest 25% RD-MA AYP 2011 2010: B 2009: D 31-72-90-23 45-80 45-80 90 2008: D 26-65-90-25 44-78 46-82 79
Assistant Principal	Sharard Walker	B.S. Business Admin, M.S. Administration Supervision, Ed.S Curriculum and Instructional Leadership Cert: Business 6- 12, Middle Grds 5-9, Educational leadership (all levels)	3	1	Sharard Walker, AssistantPrincipal, has been AP of Lauderhill HighSchool since 2011. Experience teaching inBroward county and a Dean of students before moving to charter schools.Experience with Advanced ED (SACS-CASI)as well as Apex curriculum.

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	Name	Degree(s)/	Number of	Number of Years	Prior Performance Record (include prior School Grades, FCAT/
Area		Certification(s)	Years at Current School	as an Instructional Coach	Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Valvita Issac	Social Science 6-12, Reading endorsement	1	0	
Career	Latasha Kendrick	Guidance & Counseling K-12	1	1	

Effective and Highly Effective Teachers

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

De	scription of Strategy	Person Responsible	Projected Completion Date
1.	Offer competitive salary, benefits, and incentive packages,	Principal	On Going
2.	Partner with local universities to recruit Education majors	Principal	On Going
3.	Develop a mentoring program that will allow new and veteran teachers to shadow and share best practices.	Principal	On Going
4.	Host staff meeting with staff to review data, get feedback on implemented intervention, develop new strategies according to data presented.	All staff	On Going

Non-Highly Effective Instructors

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

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

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]).

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August 2012

Rule 6A-1.099811

Revised April 29, 2011

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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
Tanisha Azor	Emily Robinson	Ms. Robinson is new to the ALS educational model. The support and mentorship of Ms. Azor will be valuable in assisting her in meeting her professional development goals for the school year.	Weekly meeting to discuss individual student attendance and overall strategies for improving student attendance. Classroom observat ions and follow- up. Peer- to-Peer observation s

Glenda	Anglien	Mrs.	Weekly
Tirado	Fernandez	Fernandez	meeting
		is new to	to discuss
		the ALS	individual
		educational	student
		model. The	attendance
		support and	and overall
		mentorship	strategies
		of Ms.	for
		Tirado will	improving
		be valuable	student
		in assisting	attendance.
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		development	ions and
		goals for the	follow-up.
		school year.	1
			Peer-
			to-Peer
			observation
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Arlizia	Valvita Isaac	Ms. Isaac	Weekly
Smith		is new to	meeting
		the ALS	to discuss
		educational	individual
		model. The	student
		support and	attendance
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		be valuable	improving
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		school year.	follow-up.
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			Peer-
			to-Peer
			observation
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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.

e I, Part A
\mathbf{x}
e I, Part C- Migrant
e I, Part D
e II
e III
e X- Homeless
plemental Academic Instruction (SAI)
lence Prevention Programs
rition 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)

Identify the school-based MTSS leadership team. Merceda Stanley- Principal: Designate time for meeting, review the school vision, guide the implementation of best practices, collect and analyze data for team presentation.
Sharard Walker- Asst. Principal: Serves as liaison between instructional staff and principal; support interventions; collaborate with principal to monitor academic progress and conduct data analysis.
Tanya Santos- ESE Specialist: Assist in collecting data and integrating materials into Tier 3 instruction, collaborate with general education teacher to ensure of proper implantation, and co-teaching.
Latasha Kendrick -Career Coach: Assist in program evaluation, interpretation of data, gather feedback from students on strategies implemented and assist in all decision making.
Teacher advisors: Support all academic interventions, guide student learning, alert administration of unsuccessful strategies, provide orientation for students, and assess basic skills that may need to be enhanced.
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?
The team will meet weekly to discuss strategies, possible program edits, interventions and services that students may need. Referrals for additional support will be reviewed and provided to the Career Coach, Family Support Specialist, and other agencies for follow-up and coordination.
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 SIP plan is developed with the collaboration of all stakeholders. The plan serves as a guide for the intervention of programs, to be implemented to serve the needs of students.
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.
STARS (internal data base) which describes academic, attendance and behavior data ; TERMS (district database); Optispol data warehouse which has standardized test results and previous years data, APEX and Reading Plus is the curriculum that is used and will identify student success or failings, Virtual Counselor is a data base where students and teachers can access their academic history from outside of school, student Individual Graduation Plan; contact logs

Describe the plan to train staff on MTSS.

A teacher planning day has been identified to provide staff an overview on the SIP. All staff is trained during professional development week. Faculty meetings are used to train staff on a continuous basis Key support student learning, especially when modifications are required.

Describe the plan to support MTSS.

The plan is to work with teachers on a constant basis to ensure an understanding of the expectations, randomly pull student data for review and provide teacher with findings, assign member of the team with roles that coincide their area of expertise (ex. Data research, modeling, etc.). Allow for open communication between all members of the learning community, to include community stakeholders.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT).
Driver and Assistant Driver Develop Treation and an and the second s
Principal, Assistant Principal, Reading Teacher, Parents, Teachers and community partners.
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).
Meetings will be held bimonthly. The meetings will be held to review the reading data of students and plans for reading incentives. i.e. Drop everything and read, book club of the month, level up club and RRR (read, relax and retention)
What will be the major initiatives of the LLT this year?
To complete the Reading Plus program and to improve FCAT reading scores.
Review FCAT performance, identify areas of weakness, and develop instructional strategies to support student learning; increase scores and participation in the Reading Plus program, teach note taking strategies, and create more opportunities for students to participate in reading and writing activities.

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. August 2012 Rule 6A-1.099811 13 Revised April 29, 2011

*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?

Students will receive 45 minutes intensive reading instruction daily. The Advisory Teachers, Reading Teacher, Administration will monitor student diagnostic reports to ensure completion. As a technology enhanced instructional environment, courses have been adopted which embed reading instruction across content areas and courses. These Literacy Advantage courses include a focus on vocabulary building, enhancing background knowledge, and using context to construct meaning. Instructional staff has been trained to support students through this curriculum as well as strategies to support the same reading skills through off-line activities.

*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? Students who enroll in the school will work with the Career Coach and teacher/mentor to determine interest and aptitude for post-secondary plans. While some students will pursue vocational programs, others will seek employment or enroll in a two or four year college.

Additionally, the course addresses how these math concepts relate to each other, other contents, and postsecondary career tracks. A curriculum delivered via FDIC serves to connect math concepts with real world application and provides students with a foundation for financial literacy. ASVAB testing will help students to identify which areas of employment they would like to pursue. Career Coach will work with students on the Personal, social, career curriculum to assist them with character education.

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?

Upon enrollment, students participate in an orientation and academic boot camp which reviews basic skills such as spelling, writing, grammar, and math foundation skills. During this time, teachers meet with students individually to review their transcript review, goal sheet, post-secondary survey, success plans, and essay. Students will discuss their course selections and how it will support their goals after high school. Data collected from the survey and goals sheet are provided to the

Career Coach who will use this information as a guide when preparing for the college/career fair day hosted at the school. Students can check their My Success dashboard which will show them their progress towards their graduation.

Postsecondary Transition

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

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

Colleges and Technical centers visit the students in all sessions to present options for the students to attend college or technical schools post graduation. Students are exposed to a variety of colleges all along the east coast to provide opportunities broader than the local community colleges. Different branches of the Armed Forces also visit the students to present for military interest. Voter registration speakers present to all students to provide the opportunity for students to register to vote and educate them on the importance and process of voting. Healthy Mothers Healthy Babies provide information to the students in need of services to assist in mother and fatherhood. Several students have been referred to the Youth Enrichment Training Program that assists with building resumes, applying for jobs, and interview etiquette. Students are also exposed to the Annual Scholarship Fair to assist with financial responsibilities while attending college or technical school. Include information on College readiness and success courses?

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

ſ	Reading Goals	Problem-			
-					

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

1A. FCAT 2.0:	1A.1. Many	1A 1 Institute	1A.1. Administration,	1A.1. Schedule a time on	1A.1. BAT, FAIR, TABE	
			Reading Teacher, Debra	Saturday that students can	Scores, and FCAT Reports	
Achievement Level 3			Berlin, National Director of			
in reading.	don't read	Camp for all		be present for the earlip.		
in reading.		student that	iteading			
		need to take				
		and pass the				
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	a negative attitude	FCAL.				
	toward the					
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		Institute the				
		Reading				
		Plus				
		program				
		~				
		Small				
		group direct				
		instruction.				
		Offer				
		scholastic				
		reading to				
		the students.				

Reading Goal #1A: By 2013 students in 9 th and 10 th grade reading will increase by 3%	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	5% (15) of students achieved a level 3 on the	In 2013, 8% of students will achieve a level 3 on the Reading FCAT.					
		attendance	1A.2. Phone calls, letters, home visits to encourage students to return to school.	Specialist	1A.2. Consistent review of daily attendance to see if students are attending regularly	1A.2. School Attendance Data	
		1A.3.Individ ual student needs not being met.	1A.3. FAIR Strategies	1A.3. Reading Teacher,	1A.3. Evaluation of BAT	1A.3. FAIR, BAT, Teacher made assessments	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
2A. FCAT 2.0:	student moral and motivation.	2A.1. Increase time on Reading Plus. Book Club	Teacher, Teachers	will be pulled to review usage and performance data. BAT diagnostic and mini-assessment data will be monitored to ensure student proficiency is	2A.1. Reading Plus reports, BAT data,	
Reading Goal #2A: By 2013 students in 9 th and 10 th grade reading will increase by 3%	Level of	2013 Expected Level of Performance:*		maintained		

	In 2012, _0_% (_0	of students will achieve a level 3 on the Reading FCAT.					
		2A.2.	2A.2.	2A.2.	2A.2.	2A.2.	
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

		-				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
Percentage of students making learning gains in	Students lack organization al of skills.	graphic organizers, note-taking, summarizing activities.	3A.1. Instructional Staff	curriculum support will use	3A.1. FCAT, BAT, and Teacher Made Assessments.	
Reading Goal #3A: By June, 2013: 12% of the students will make learning gains in reading on the 2013 administration of the FCAT	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	the tested population made learning gains in reading on the 2012 administration	12% of the tested population will make learning gains in reading on the 2013 administration of the FCAT				

		Demonstra ted student deficiencies in	3A.2. Students will utilize the Reading Plus program which provides literacy practice using a variety of formats to engage and motivate readers.	3A.2. Reading Teacher, Classroom teacher	3A.2. Reading Plus performance data will be used to monitor student progress.	3A.2. FAIR Data Analysis, Reading Plus Performance Reports	
		Appropriate strategies and interventions	3A.3. Students will be administered the FAIR assessment and receive appropriate instruction using the results of the Targeted Diagnostic Inventory.	Classroom teacher	 3A.3. Monthly Data Chats with teachers and PLCS to interpret data and instructional implications *Coaching sessions with Reading teachers to remediation and enrichment needs. 	Progress	
3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.		
Reading Goal #3B: Enter narrative for the goal in this box.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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 of student achievement data and reference to "Guiding	Anticipated Barrier	Strategy	Person or Position	Process Used to Determine	Evaluation Tool	
Questions," identify and define areas in need of improvement for the following group:			Responsible for Monitoring	Effectiveness of Strategy		
	4A.1.	4A.1. Using	4A.1. Reading Teacher and	4A.1. FAIR Progress	4A.1. FAIR (PMRN	
Percentage of		the results	2	5	× ×	
students in lowest	functioning	of the FAIR	Administrators	Monitoring Tool	Database)	
	on varying	assessment,				
		teachers				
		will monitor				
	1.111. 1	student				
	41.00	progress and use the data				
	ntiated	to inform				
	instructional	instruction				
		and use				
	_	targeted				
		differentiate				
		d instruction				
		to meet				
		student				
		learning				
		needs.				

Level of Performance:*	2013 Expected Level of Performance:*			
students in lowest 25% made learning gains in reading on the 2012 administra	4% of the students in lowest 25% will make learning gains in reading on the 2013 administra tion of the FCAT			

4A.2.	4A.2. Differentiated	4A.2. Reading Teacher,	4A.2. Performance on	4A.2. Analysis of data	
Teachers	instruction will be provided	Administrators			
lack				gathered from the FAIR,	
instructional	to the lowest quartile		Plus	BAT and Reading Plus	
Stratasia	students who did not			reports.	
Strategies	meet AYP criteria using				
for targeted	appropriate strategies as				
intervention	outlined in				
	FAIR instructional				
	implications.				
	implications.				
	FAIR data will outline				
	a Targeted Diagnostic				
	Inventory that teachers will				
	use to address the specific				
	needs of individual students				
	based on their performance.				
	1 I				
4A.3.	4A.3.	4A.3.	4A.3.	4A.3.	

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. In six years	Baseline data						
school will reduce							
their achievement gap by 50%.	2010-2011						
gap by 5070.							
Reading 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		

Black, Hispanic, Asian, American	5B.1. White: Black: Hispanic: Asian: American Indian: Lack of test-taking strategies, active reading strategies and stamina when reading lengthy	Reading Coach will conduct	Reading Teacher, Administrators	5B.1. Review of data gathered from small group practice sessions.	5B.1. Reading Plus reports, FAIR data	
Reading Goal #5B: By June, 2013, the number of students not making satisfactory progress in reading will be reduced by 5% within each ethnic subgroup	grade- level passages. 2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	White: 0 Black: 257 Hispanic: 8 Asian: 1 American Indian: 0	White: 0 Black:13 Hispanic: 3 Asian:2 American Indian:0				

	5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
	Lack of student strategies that encourage ownership and independence in the learning process.	Student workshops will be provided offering remediation and enrichment in the annually assessed benchmarks.	Administrators		Reading Plus Reports, FAIR and FCAT.	
	5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	
	targets individual student performance and ability.	administered the FAIR	Administrators	Data Chats and Professional Learning Communities with teachers discussing the interpretation of the PMRN reports and the instructional implications.	Ongoing Progress Monitoring data from FAIR	

Index ablescene dam and reference to 'Guidang Questions," identify and define ures in need of improvement for the following updates SC. English Language Learners (ELL) not making satisfactory progress in reading. SC.1. SC.1. SC.1. SC.1. Sc. English Language Learners (ELL) not making satisfactory progress in reading. SC.1. SC.1. SC.1. SC.1. Reading Goal #SC: profile 2012 Current Level of Verformance* 2013 Lowced Level of Verformance* 2013 Lowced Level of Verformance* 2014 Current Level of Verformance* 2012 Current Level of Verformance* Enter normative for the pool in this box. Sc.2. SC.2. SC.2. Sc.2. SC.2. SC.2. SC.2. Sc.3. SC.3. SC.3. Based on the analysis of studen achievement due define ures in aced of improvement for the correst in aced of improvement for the Strategy								
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improvement for the	define areas in need of	1 '	1 '	1 '	1	· ·	1 '	1 1
	improvement for the	1 '	1 '	1 '	1	· ·	1 '	1 1
following subgroup:	following subgroup:	1'	1'	1′	1		1′	1

5D. Students with Disabilities (SWD) not making satisfactory progress in reading.		5D.1.	5D.1.	5D.1.	5D.1.		
Reading Goal #5D:	Level of	2013 Expected Level of Performance:*					
Enter narrative for the goal in this box.							
	data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
	-	5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	

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Based on the analysis of	Anticipated	Strategy	Person or Position	Process Used to Determine	Evaluation Tool	
student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the	Barrier		Responsible for Monitoring	Effectiveness of Strategy		
following subgroup:	- 1 - 2					
	5E.1. Lack of	5E.1.	5E.1. Reading Teacher		5E.1.	
	instructional	Teachers		teacher developed lesson		
	interventions	will be		plans and learning centers	PMRN Data	
making satisfactory		trained				
progress in reading.	individual	in and				
	student needs.	administer				
		FAIR.				
		Data				
		from this				
		assessment				
		will be used				
		to identify				
		and target				
		instruction.				
Reading Goal #5E:	2012 Current	2013 Expected				
Reducing Gour #512.	Level of	Level of				
	Performance:*	Performance:*				
By June, 2013,						
the number of						
economically						
disadvantaged						
students not making						
satisfactory progress						
in reading will be						
reduced by 5%.						
reduced by 570.						
L			1	1	1	<u> </u>

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not make satisfactory progress in reading based on the 2012 FCAT.	2013, econo mically disadvantag ed students will make satisfactory progress in reading.					
	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 Grade Level/ PD Facilitator PD Participants Target Dates (e.g., early release) Strategy for Follow-up/Monitoring Person or Position Responsible Subject and Schedules (e.g., frequency of meetings) and/or PLC Focus (e.g., PLC, subject, grade level, and/or for Monitoring PLC Leader or school-wide) August 2012 Rule 6A-1.099811 Revised April 29, 2011

School-wide	All	Reading Teacher	School-wide	August All-staff	Review usage	Reading Specialist
Reading program. Apex Success	All	Reading Teacher	Teachers	training, ongoing modeling August All-staff	reports and data in Reading Plus. Review usage reports and data	Assistant Principal
training for staff SQ3R Note taking	All	Reading Teacher	School-wide	training, ongoing modeling August All-staff	Review student	Reading Specialist/Assistant Principal
strategy for students				training, ongoing modeling	binders and success	
					in Apex course work	
					and Reading curriculum.	

Reading Budget (Insert rows as needed)

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

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]).

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.		Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1. Students scoring proficient in listening/speaking.	1A.1. Many of the students don't read outside of school, this they have a negative attitude toward the importance of reading	FCAT Camp for all student that need to take and pass the FCAT.	,	1A.1. Schedule a time on Saturday that students can be present for the camp.	1A.1. BAT, FAIR, TABE Scores, and FCAT Reports	
		Institute the Reading Plus program Small group direct				
		Offer scholastic reading to the students.				

CELLA Goal #1: In 2013, the	2012 Current Percent of Students Proficient in Listening/Speaking:	<u>.</u>				
number of students scoring proficient by grade level will increase by 5%						
	In 2012, the number of students scoring proficient by grade level:					
	9 th -0					
	10 th -0					
	11 th -40% (2)					
	12 th -9% (1)					
	1A.2 Student attendance	1A.2. Phone calls, letters, home visits to encourage students to return to school.	Specialist	IA.2. Consistent review of daily attendance to see if students are attending regularly	1A.2. School Attendance Data	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.

Students read grade- level text in English in a	Anticipated Barrier	Strategy	Person or Position	Process Used to Determine	Evaluation Tool	
manner similar to non-ELL students.			Responsible for Monitoring	Effectiveness of Strategy		
					3A.1. FCAT, BAT, and	
	organizational of skills.	activities.	Staff	curriculum support will use the iObservation Tool to monitor trends of high yield strategies.	Teacher Made Assessments.	
CELLA Goal #2:	2012 Current Percent of Students Proficient in Reading:					
1 2012 1						
In 2013, the number of						
students scoring						
proficient by grade level will						
increase by 5%						

In 2012, the number of students scoring proficient by grade level: 9 th -0 10 th -0 11 th -20% (1) 12 th -9% (1).					
3A.2. Demonstrated student deficiencies in comprehension. 3A.3. Appropriate strategies and interventions	3A.2. Students will utilize the Reading Plus program which provides literacy practice using a variety of formats to engage and motivate readers.	3A.2. Reading Teacher, Classroom teacher	3A.2. Reading Plus performance data will be used to monitor student progress.	3A.2. FAIR Data Analysis, Reading Plus Performance Reports	2.2.
	3A.3. Students will be administered the FAIR assessment and receive appropriate instruction using the results of the Targeted Diagnostic Inventory.	3A.3.	with teachers and PLCS to interpret data and	Progress	2.3.

Students write in English at grade level in a manner	Anticipated Barrier	Strategy	Person or Position	Process Used to Determine	Evaluation Tool	
similar to non-ELL students.			Responsible for Monitoring	Effectiveness of Strategy		
3. Students scoring proficient in writing.	1A.1. Limited specific detail practice in writing.	1A.1. Have students work	1A.1. Reading Teacher	mid year writing data to	1A.1. Baseline and midyear writing data.	
r8.		with Reading Teacher		see growth in students.		
		to review their writing				
		throughout the year				
		and show them samples				
		of what a 5.0 and 6.0				
CELLA Goal #3:	2012 Current Percent of Students	paper looks like.				
<u>CELLA Goal #5.</u>	Proficient in Writing :					
In 2013, the number of students scoring proficient by grade level will increase by 5%						

In 2012, the number of students scoring proficient by grade level:					
9 th -0%					
10 th -0%					
11 th -0% ()					
12 th -9% (1).					
	2.2.	2.2.	2.2.	2.2.	2.2.
	2.3.	2.3.	2.3.	2.3.	2.3.

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CELLA Budget (Insert rows as needed)

Ə				
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

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

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

Algebra 1 EOC Goals	Problem- Solving Process to Increase Student 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	

	1 1	1.1	1 1	1 1	1 1	
	1.1.	1.1.	1.1.	1.1.	1.1.	
at Achievement						
Level 3 in Algebra 1.		Provide				
_		students with				
		opportunities		Mathematics teachers will meet	Formative:	
		to explore and		monthly to discuss and review	r , · ,	
	Deficiencies in	re-enforce		student assessments. A synopsis will be provided to the RtI Team	Interim assessments	
	standards that	within the		and the Instructional focus will be	Benchmark assessments	
	may be caused	APEX online		adjusted as necessary.	Deneminark assessments	
	by limited	curriculum.		aujustea as necessary.		
	opportunities					
	available for				Summative:	
	additional					
	practice and	Provide direct			2013 Algebra EOC results	
	exploration					
		instruction				
		,				
		opportunities for				
		101				
		students to gain				
		hands-on				
		practice and				
		knowledge				
		about				
		measurement				
		skills,				
		,				
		tools, through				
		activities				
		and websites.				
		Provide				
		teachers with				
		training in				
		assisting				
		students				
		make sense				
		of problems				
		and plausible				
		solutions.				

	,		,		'		,
Algebra 1 Goal #1 <u>:</u>	Level of	2013 Expected Level of Performance:*					
The results of the 2012 Algebra EOC assessment indicated that 26% of students achieved level 3 proficiency.							
There will be a 26% increase in the percentage of students achieving level 3on the Algebra I EOC.							
	26% (43)	35%		!			

İ İ: -	k .				i
1.2.	1.2.	1.2.	1.2.	1.2.	
Area of	Provide students with opportunities	RtI Team	Mathematics teachers will meet	Formative:	
concern:	to explore and re-enforce		monthly to discuss and review	i offiliari ve.	
concern.	to explore and re-emoree		monumy to discuss and review	r , ·	
	concepts within the APEX online		student assessments. A synopsis	Interim assessments	
	curriculum.		will be provided to the RtI Team		
			and the Instructional focus will	Benchmark assessments	
Standard 5			be adjusted as necessary.		
Sumaira D			e augusteu us neeessury.		
Rational	Provide direct			~ .	
Expressions and				Summative:	
	instruction				
Equations				2013 Algebra EOC results	
	opportunities for				
	opportunities for				
	students to gain hands-on				
Deficiencies					
in standards					
that may	lan anala da a alta ant				
	knowledge about				
be caused					
by limited	measurement skills,				
	tools, through activities				
opportunitie	tools through activities				
available for	tools, through detivities				
additional					
	and websites.				
practice and					
exploration					
exploration					
	Provide teachers with training in				
	assisting students make sense of				
	assisting students make sense of				
	problems and plausible solutions.				

	Ì	1	i	i	i	i	i
		1.3. Area of	1.3.	1.3.	1.3.	1.3.	
		concern:					
			Provide students with opportunities	RtI Team	Mathematics teachers will meet	Formative:	
		Standard 6	to explore and re-enforce		monthly to discuss and review		
		Stanuaru U	concepts within the APEX online		student assessments. A synopsis	Interim assessments	
			curriculum.		will be provided to the RtI Team	internit assessments	
		Radical				Benchmark assessments	
		Expressions			be adjusted as necessary.	Benefiniark assessments	
		and			be adjusted as necessary.		
			Provide direct				
		Equations				Summative:	
			instruction			Summutive.	
			insu detion			2013 Algebra EOC results	
			opportunities for			2015 Algebra LOC results	
		Deficiencies	students to gain hands-on				
		in standards	students to gain nands-on				
		that may	practice and				
		-	practice and				
		be caused	knowledge about				
		by limited	-				
		opportunities	measurement skills,				
		available for	measurement skins,				
		additional	tools, through activities				
			-				
		practice and	and websites.				
		exploration	and websites.				
		1					
			Provide teachers with training in				
			assisting students make sense of				
			problems and plausible solutions.				
			problems and plausible solutions.				
Based on the analysis of	Anticipated	Strategy	Person or Position	Process Used to Determine	Evaluation Tool		
student achievement data	Barrier	~ 8)					
and reference to "Guiding							
Questions," identify and			Responsible for Monitoring	Effectiveness of Strategy			
define areas in need of							
improvement for the							
following group:							
<u></u>							

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:	2012 Current Level of	2013 Expected Level of Performance:*					
Enter narrative for the goal in this box.							
	data for 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.	

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	
3A. In six years, school will reduce their achievement gap by 50%.	Baseline data 2010-2011						
Algebra 1 Goal #3A: Enter narrative for the goal 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				3B.1.	
Asian, American Indian) not making satisfactory progress in Algebra 1.	and using measurement	Provide students with opportunities to explore and re-enforce concepts within the APEX online curriculum.	Mathematics teachers will meet monthly to discuss and review student assessments. A synopsis will be provided to the RtI Team and the Instructional focus will be adjusted as necessary	Interim assessments	
	strategies away from school.	Provide direct instruction opportunities for students to gain hands-on practice and knowledge about measurement skills, tools, through activities and websites. Provide teachers with training in assisting students make sense of problems and plausible solutions.		Summative: 2013 Algebra EOC results	

Algebra 1 Goal #3B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Performance.**	Performance:*					
The results of the 2012 Algebra EOC assessment							
indicated that 16% of students not achieving							
proficiency level.							
		NA 1 00/					
	White: 0%	White: 0%					
	Black: 97% (41)	Black: 35%					
	Hispanic: 1% (1)	Hispanic: 2%					
	Asian:N/A	Asian:N/A American Indian: N/A					
	American Indian:N/A						
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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Based on the analysis of	Anticipated	Strategy	Person or Position	Process Used to Determine	Evaluation Tool		
student achievement data	Barrier						
and reference to "Guiding			Responsible for Monitoring	Effectiveness of Strategy			
Questions," identify and			1 0				
define areas in need of							
improvement for the following subgroup:							
	3C.1.	3C.1.	3C.1.	3C.1.	3C.1.		
e et English	SC.1.	5C.1.	30.1.	50.1.	50.1.		
Language Learners							
(ELL) not making							
satisfactory progress							
in Algebra 1.							
Algebra 1 Goal #3C:	2012 Current	2013 Expected					
-	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.	<i>this box.</i> 3C.2.	3C.2.	3C.2.	3C.2.	3C.2.	
		SC.2.	JC.2.	PC.2.	DC.2.	DC.2.	
		3C.3.	3C.3.	3C.3.	3C.3.	3C.3.	
Based on the analysis of	Anticipated	Strategy	Person or Position	Process Used to Determine	Evaluation Tool		
student achievement data	Barrier						
and reference to "Guiding			Responsible for Monitoring	Effectiveness of Strategy			
Questions," identify and define areas in need of			Responsible for Monitoring	Effectiveness of Suategy			
improvement for the							
following subgroup:							

3D. Students	3D.1.	3D.1.	3D.1.	3D.1.	3D.1.		
with Disabilities		1 !					
(SWD) not making			1				
satisfactory progress		1	1				
in Algebra 1.							
Algebra 1 Goal #3D:	2012 Current	2013 Expected					
	Level of Performance:*	Level of Performance:*	1				
	renormance.	renormance.	1				
Enter requesting for the		!	1				
Enter narrative for the goal in this box.		1 !	1				
5000 00 0000000000000000000000000000000			1				
		1	1				
		1	1				
		1 !	1				
			1				
		1 !					
		Enter numerical					
	data for	data for	1				
	performance in	expected level of performance in	1				
	this box.	this box.					
		3D.2.	3D.2.	3D.2.	3D.2.	3D.2.	
		1	1				
	1 1	3D.3.	3D.3.	3D.3.	3D.3.	3D.3.	
			1				
	<u> </u>	L!					

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Based on the analysi	is of Anticipated	Strategy	Person or Position	Process Used to Determine	Evaluation Tool	
student achievement						
and reference to "Gui			Responsible for Monitoring	Effectiveness of Strategy		
Questions," identify			Responsible for Monitoring	Effectiveness of Strategy		
define areas in need						
improvement for the						
following subgrou						
3E. Economically	y 3E.1.	3E.1.	3E.1.	3E.1.	3E.1.	
Disadvantaged						
students not mak	king	Provide direct	Math Teachers/RtI Team			
satisfactory prog	ress Student's	instruction		Mathematics teachers will meet	Formative:	
in Algebra 1.	limited			monthly to discuss and review		
		opportunities			Interim assessments	
	experience	for		will be provided to the RtI Team		
	practicing			and the Instructional focus will be	Benchmark assessments	
	r 0	students to gain		adjusted as necessary		
	and using	hands-on				
	measurement					
		practice and			Summative:	
	strategies away	, [
	from	knowledge			2013 Algebra EOC results	
		about				
	school.					
		measurement				
		skills,				
		tools, through				
		activities				
		and websites.				

There will be a 8% increase in the percentage of students that are economically disadvantaged.	<u>Level of</u> Performance:*	2013 Expected Level of Performance:*					
	54% (23)	25% (28)					
		3E.2.	3E.2.	3E.2.	3E.2.	3E.2.	
		3E.3.	3E.3.	3E.3.	3E.3.	3E.3.	

End of Algebra 1 EOC Goals

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

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

Geometry EOC 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 1	1 1	1 1	1 1	1 1	
1. Students scoring	1.1.	1.1.	1.1.	1.1.	1.1.	
at Achievement						
Level 3 in Geometry.		Provide direct	Math Teachers/RtI Team	Mathematics teachers will meet	Formative:	
				monthly to discuss and review		
	Deficiencies	instruction		student assessments. A synopsis	Interim assessments	
	for this group			will be provided to the RtI Team		
	of students that	opportunities			Benchmark assessments	
	may be caused	for		adjusted as necessary		
	by limited					
	opportunities	students to gain				
	available for	hands-on			Summative:	
	practice and					
	exploration	practice and			2013 Geometry EOC results	
		knowledge				
		about				
		measurement				
		skills,				
		tools, through				
		activities				
		and websites.				
		and websites.				

Geometry Goal #1: The results of the 2012 Geometry EOC assessment indicated that 0% of students achieved level 3 proficiency.	<u>Level of</u> Performance:*	2013 Expected Level of Performance:*			
Our Goal for the 2012-2013 school year is to increase level 3 proficiency students by 8%.					
	scored at the achieveme	student scored at the			

		1.2.	1.2.	1.2.	1.2.	1.2.	
		and Discrete Mathematics	instruction opportunities for students to gain hands-on practice and		monthly to discuss and review student assessments. A synopsis will be provided to the RtI Team and the Instructional focus will be adjusted as necessary	Formative: Interim assessments Benchmark assessments Summative: 2013 Geometry EOC results	
		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	2.1.	2.1.	Math Teachers/RtI Team	2.1.	2.1.	
at or above		Γ				
Achievement Levels		Provide direct		Mathematics teachers will meet	Formative:	
				monthly to discuss and review	i ormative.	
4 and 5 in Geometry.		instruction		student assessments. A synopsis	Interim assessments	
				will be provided to the RtI Team		
	Deficiencies	opportunities		and the Instructional focus will be	Benchmark assessments	
	for this group	for		adjusted as necessary		
	of students that may be caused	students to gain				
	by limited	hands-on			Summative:	
	opportunities					
	available for	practice and			2013 Geometry EOC results	
	practice and					
		knowledge				
		about				
		measurement				
		skills,				
		tools, through				
		activities				
		and websites.				
Geometry Goal #2:	2012 Current	2013 Expected				
Geometry Goal #2:	Level of	Level of				
	Performance:*	Performance:*				
Our Goal for the						
2012-2013 school						
year is to increase the						
number of students						
scoring at or above						
level 4 and 5 by 3%.						
	Enter numerical	Enter numerical				
	data for	data for				
	this box.	this box.				
	data for current level of performance in	data for expected level of performance in				

2.2. Trigonometry and Discrete Mathematics The deficiency may be cause by not covering the content area in denth			Mathematics teachers will meet monthly to discuss and review student assessments. A synopsis will be provided to the RtI Team and the Instructional focus will be adjusted as necessary	Interim assessments Benchmark assessments Summative:	
the content area in depth.				2013 Geometry EOC results	
2.3.	2.3.	2.3.	2.3.	2.3.	

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years 3A. In six years,	2012-2013 Baseline	2013-2014	2014-2015	2015-2016	2016-2017	
school will reduce their achievement gap by 50%.	data 2011- 2012					
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:	Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

3B. Student	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.		
subgroups by							
ethnicity (White,	White:						
Black Hispania							
Asian, American	Black:						
	Hispanic:						
satisfactory progress	i iispanie.						
in Geometry.	Asian:						
	American Indian:						
	2012 Current	2013 Expected					
	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 performance in	expected level of performance in					
	this box.	this box.					
	White:	White:					
	D1 1	D1 1					
	Black:	Black:					
	Hispanic:	Hispanic:					
	Asian:	Asian:					
	American	American					
	Indian:	Indian:					
			3B.2.	3B.2.	3B.2.	3B.2.	

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	3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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Based on the analysis of	Anticipated	Strategy	Person or Position	Process Used to Determine	Evaluation Tool		
student achievement data	Barrier						
and reference to "Guiding			Responsible for Monitoring	Effectiveness of Strategy			
Questions," identify and			····r				
define areas in need of							
improvement for the							
following subgroup:							
e et English	3C.1.	3C.1.	3C.1.	3C.1.	3C.1.		
Language Learners							
(ELL) not making							
satisfactory progress							
in Geometry.							
Geometry Goal #3C:	2012 Current	2013 Expected					
	Level of	Level of					
	Performance:*	Performance:*					
Enter nameting for the							
Enter narrative for the goal in this box.							
goai in inis vox.							
	Enter numerical	Enter numerical					
		data for					
	current level of performance in	expected level of performance in					
	this box.	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	Anticipated	Strategy	Person or Position	Process Used to Determine	Evaluation Tool		
student achievement data	Barrier	544408,					
and reference to "Guiding	Burrer						
Ouestions," identify and			Responsible for Monitoring	Effectiveness of Strategy			
Questions," identify and define areas in need of							
improvement for the							
following subgroup:							

3D. Students	3D.1.	3D.1.	3D.1.	3D.1.	3D.1.		
with Disabilities	1 /	1 '	1				
(SWD) not making	1 /	1 '	1				
satisfactory progress	1 /	1 '	1				
in Geometry.		'	1′				
	2012 Current	2013 Expected					
	Level of Performance:*	Level of Performance:*	1				
	Performance.	Performance.	1				
	/	1 '	1				
Enter narrative for the goal in this box.	/	1 '	1				
gour in inis oom	1 /	1 '	1				
·	/	1 '	1				
·	/	1 '	1				
	/	1 '	1				
	/	1 '	1				
·	1 /	1 '	1				
	Enter numerical	Enter numerical	ł'				
	data for	data for	1				
	performance in	expected level of performance in	1				
	this box.	this box.	'				
	1 /	3D.2.	3D.2.	3D.2.	3D.2.	3D.2.	
·	1 /	1 '	1				
	ļ,	3D.3.	3D.3.	3D.3.	3D.3.	3D.3.	
	1 /	1 '	1				
′	<u> </u>	<u> </u>	<u> </u>				

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			·	·			
Based on the analysis of	Anticipated	Strategy	Person or Position	Process Used to Determine	Evaluation Tool		
student achievement data	Barrier						
and reference to "Guiding			Responsible for Monitoring	Effectiveness of Strategy			
Questions," identify and							
define areas in need of							
improvement for the following subgroup:							
	3E.1.	3E.1.	3E.1.	3E.1.	3E.1.		
	5E.1.	5E.1.	3E.1.	5E.1.	5E.1.		
Disadvantaged							
students not making							
satisfactory progress							
in Geometry.							
Geometry Goal #3E:		2013 Expected					
	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 this box.	performance in this box.					
			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

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(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	Grade Level/ Subject	PD Facilitator	PD Participants	Target Dates (e.g., early release) and Schedules (e.g., frequency of	Strategy for Follow-up/Monitoring	Person or Position Responsible
and/or PLC Focus	5	and/or	(e.g., PLC, subject, grade level,	meetings)		for Monitoring
Mini-lessons	All	PLC Leader Assistant Principal, Math Teacher	or school-wide) School-wide	August in-service week and on- going	Review and monitoring of mini-assessments and BAT diagnostic data.	Assistant Principal
and mini assessments Teaching with Technology	All	Assistant Principal/ Math Teacher	School-wide	TBD	Classroom walk-through and lesson plans	Assistant Principal
Teaching Problem Solving Techniques	All	Math Teacher	School-wide	TBD	Classroom walk through and lesson plans	Assistant Principal

Mathematics Budget (Insert rows as needed)

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

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

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

Biology 1 EOC Goals	Problem- Solving 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	1.1.	1.1.	1.1.	1.1.	1.1.	
at Achievement						
Level 3 in Biology 1.						
Lever 5 in Diology 1.						
			Science Teacher/RtI Team	Science teachers will meet monthly	Formative:	
		students more		to discuss and review student		
	organization and	opportunities		assessments, lab reports and	Interim assessments	
	development of living organisms	io participate		projects. Instructional focus will be adjusted as necessary.	Benchmark assessments	
		experiments		aujusteu as necessary.	Deneminark assessments	
		and inquiry-				
	laboratory	based activities				
	and hands on				Summative:	
	activities.					
		Provide			2013 Biology EOC results	
		students greater				
		opportunities				
		to work in				
		teams to discuss	3			
		projects,				
		experiments, and write				
		related reports.				
Biology 1 Goal #1:		2013 Expected				
	Level of	Level of				
	Performance:*	Performance:*				
Our Goal for the						
2012-2013 school						
year is to increase the						
number of students						
scoring at or above						
level 4 and 5 by <mark>7</mark> %.						

0% (0) of 7% of student scored at the at the state science tachers will meet meet more monthly to discuss and revice monthly to discuss and revice monthly to discuss and revice at the at	 -		i	i			
scored at the achieveme thievel 3scored 	0% (0) of	7% of					
at the achieveme achieveme achieveme nt level 3 at the achieveme achieveme achieveme nt level 3 at the achieveme achieveme and level 3 at level 3 12 12 12 12 12 12 13 Provide students more popuratives to participate in additional achievements in deficiences in popuratives to participate in additional achievements in additional achievements in additional achievements in additional achievements in additional achievements in additional achievements in additional achievements in additional achievement is additional achievement in additional achievement is additional achievement in additional achievement is additionachievement is a	student	student					
achieveme ni level 3 achieveme ni level 3 achieveme ni level 3 12. 12. 12. 12. 12. 12. 12. 12. 12. 13. Science Teacher Ril Team aboratory und development of living pranisms utribuied b fimile Provide students more proprotuties to participate in aboratory und boratory and haboratory indiruses, experiments an erivines. Science Teacher Ril Team aboratory indiruses, experiments an aboratory indiruses, experiments, and write related reports. Science Teacher Ril Team aboratory indiruses, experiments, and write related reports. Science Teacher Ril Team and projects. Instructional focus will be adjusted as accessary. Summative: 2013 Biology EOC results 13. 13. 13. 13. 13. 13. 13. 13. 13. 13. Science teachers will work in small binking skills Science teachers will work in small proys on hands-on activities Monifor and review diagnostic results. Formative: Interim assessments Benchmark assessments Benchmark assessments Benchmark assessments Interim assessments	scored	scored					
achieveme ni level 3 achieveme ni level 3 achieveme ni level 3 12. 12. 12. 12. 12. 12. 12. 12. 12. 13. Science Teacher Ril Team aboratory und development of living pranisms utribuied b fimile Provide students more proprotuties to participate in aboratory und boratory and haboratory indiruses, experiments an erivines. Science Teacher Ril Team aboratory indiruses, experiments an aboratory indiruses, experiments, and write related reports. Science Teacher Ril Team aboratory indiruses, experiments, and write related reports. Science Teacher Ril Team and projects. Instructional focus will be adjusted as accessary. Summative: 2013 Biology EOC results 13. 13. 13. 13. 13. 13. 13. 13. 13. 13. Science teachers will work in small binking skills Science teachers will work in small proys on hands-on activities Monifor and review diagnostic results. Formative: Interim assessments Benchmark assessments Benchmark assessments Benchmark assessments Interim assessments	at the	at the					
Image: second							
1.2. 1.2. 1.2. 1.2. 1.2. 1.2. Student Provide students more upportunities to participate in nadinary experiments and mutry-based activities Science Teacher/Ril Team Science teachers will meet monthly to discuss and review student assessments, lat reports and projects. Instructional focus will be adjusted as necessary. Formative: Provide students greater or limited aboratory discuss projects, coperiments, and write related reports. Provide students greater monthly to discuss and projects. Instructional focus and projects. Instructional focus will be adjusted as necessary. Benchmark assessments 1.3. 1.3. 1.3. Linited errited Science teachers will work in small 1.3. 1.3. Linited errited Science teachers will work in small I.3. 1.3. Science teachers will work in small Science teachers will work manative: Interim assessments 1.3. Science teachers will work in small Science teachers will work in small Science teachers will work in small							
Image: Source of the students is subserved by the students more organization and projects. Instructional focus and projects. I			1.2.	1.2.	1.2.	1.2.	
Image: Source of the students is subserved by the students more organization and projects. Instructional focus and projects. I							
Student deficiencies in organization advatory experiments and nequivi-based activities of living organisms attributed boratory experiments, and nequivi-based activitiesScience Teacher/Rtl Team maniprojects. Ensurements, lab reports and maprojects. Ensurements will be adjusted as necessary.Interim assessments Benchmark assessments Benchmark assessmentsImage: Science Teacher/Rtl Team advatory experiments and nequivi-based activitiesScience Teacher/Rtl Team advatory experiments and nequivi-based activitiesScience Teacher/Rtl Team advatory experiments and projects. Ensurements advatory experiments, and resultsInterim assessments Benchmark assessments Benchmark assessments Benchmark assessments Benchmark assessments Benchmark assessments Benchmark assessments Benchmark assessments Benchmark assessments Benchmark assessments Benchmark assessments Benchmark assessments Benchmark assessments Benchmark assessmentsImage: Description of the provide students greater organisms attributed baboratory and hands on activitiesScience Teacher/Rtl Team advatory provide student assessments advatory advatoryScience Teacher/Rtl Team advatory provide student assessments adjusted as necessary.Interim assessments Benchmark assessments Formative: Rtl Distributed provide student assessments Benchmark assessmentsImage: Description of the provide student assessments advatory advatoryI.3.I.3.I.3.Image: Description of the provide student assessments advatory advatoryScience Teachers will work in small results.I.3.Image: Construction of the provide student assessments Benchmark assessments Benchmark as						Formative:	
deficiencies organization and columnted development of living organisms attributed to limited to limited to limited to limited to limited to limited biportunities to work in teams to tabevorty and hands on activitiesand projects. Instructional focus will be adjusted as necessary.Benchmark assessments2013 Biology EOC resultsProvide students greater to limited to limited 		Student	Provide students more	Science Teacher/Rtl Team	monthly to discuss and review	Interim assessments	
and of living regarsions attributed 		deficiencies in	opportunities to participate in		and projects. Instructional focus		
development of living organisms attributed oportunities to work in teams to discuss projects, experiments, and activities.Provide students greater to inniced discuss projects, experiments, and discuss projects, experiments, and activities.Summative: 2013 Biology EOC results1.3.1.3.1.3.1.3.1.3.1.3.1.3.Assistant PrincipalMonitor and review diagnostic results.Formative: results.1.3.Limited critical binking skillsScience teachers will work in small privation and scivitiesMonitor and review diagnostic results.Formative: results.1.4.Science teachers will work in small binking skillsgroups on hands-on activitiesMonitor and review diagnostic results.Formative: results.1.4.Science teachers will work in small binking skillsgroups on hands-on activitiesScience teachers will work in small binking skillsScience teachers will work in small privation and science teachers will work in small1.3.Science teachers will work in small binking skillsScience teachers will work in small privation and review diagnostic privation and rev		organization	laboratory experiments and		will be adjusted as necessary.	Benchmark assessments	
of living organisms attributed to limited aboratory and hands on activities.Provide students greater opportunities to work in teams to discuss projects, experiments, and write related reports.Summative: 2013 Biology EOC results1.3.1.3.1.3.1.3.1.3.1.3.Assistant Principal results.Monitor and review diagnostic results.Formative: provide students greater activities.1.3.1.3.1.3.1.3.1.4.Limited critical proups on hands-on activitiesAssistant Principal activities.Monitor and review diagnostic results.1.3.Science teachers will work in small thinking skillsScience teachers will work in small thinking skillsScience teachers will work in small thinking skillsMonitor and review diagnostic results.1.3.Limited critical torigon provide students greater torigon provid			inquiry-based activities				
atributed to limited laboratory and hands on activities.Provide students greater opportunities to work in teams to discuss projects, experiments, and write related reports.2013 Biology EOC results1000000000000000000000000000000000000		of living					
Image: bolimited laboratory and hands on activities.opportunities to work in teams to laboratory and hands on activities.2013 Biology EOC resultsImage: bolimited laboratory and hands on activities.Image: bolimited laboratory and labor		organisms	Provide students greater			Summative:	
and hands on activities. write related reports. and hands on activities. write related reports. 1.3. 1.3. 1.3. 1.3. 1.3. Limited critical hinking skills Science teachers will work in small hinking skills Assistant Principal groups on hands-on activities Monitor and review diagnostic Interim assessments Formative: Limited critical binking skills Science teachers will work in small hinking skills Science teachers will work in small hinking skills Monitor and review diagnostic Interim assessments Formative: Limited critical binking skills Science teachers will work in small hinking skills Science teachers will work in small hinking skills Monitor and review diagnostic Interim assessments Formative: Limited critical binking skills Science teachers will work in small hinking skills Science teachers will work in small hinking skills Monitor and review diagnostic Interim assessments Formative: Limited critical binking skills Science teachers will work in small hinking skills Science teachers will work in small hinking skills Science teachers will work in small hinking skills Monitor and review diagnostic Interim assessments		to limited	opportunities to work in teams to			2013 Biology EOC results	
activities. activities. Image: second s		laboratory	discuss projects, experiments, and				
Image: series of the series			write related reports.				
1.3.Assistant PrincipalMonitor and review diagnostic results.Formative: Interim assessments Benchmark assessmentsLimited critical thinking skillsScience teachers will work in small groups on hands-on activitiesAssistant PrincipalMonitor and review diagnostic results.Formative: Interim assessments Benchmark assessmentsSummative:Summative:							
1.3.Assistant PrincipalMonitor and review diagnostic results.Formative: Interim assessments Benchmark assessmentsLimited critical thinking skillsScience teachers will work in small groups on hands-on activitiesAssistant PrincipalMonitor and review diagnostic results.Formative: Interim assessments Benchmark assessmentsSummative:Summative:							
1.3.Assistant PrincipalMonitor and review diagnostic results.Formative: Interim assessments Benchmark assessmentsLimited critical thinking skillsScience teachers will work in small groups on hands-on activitiesAssistant PrincipalMonitor and review diagnostic results.Formative: Interim assessments Benchmark assessmentsSummative:Summative:							
1.3.Assistant PrincipalMonitor and review diagnostic results.Formative: Interim assessments Benchmark assessmentsLimited critical thinking skillsScience teachers will work in small groups on hands-on activitiesAssistant PrincipalMonitor and review diagnostic results.Formative: Interim assessments Benchmark assessmentsSummative:Summative:							
1.3.Assistant PrincipalMonitor and review diagnostic results.Formative: Interim assessments Benchmark assessmentsLimited critical thinking skillsScience teachers will work in small groups on hands-on activitiesAssistant PrincipalMonitor and review diagnostic results.Formative:Benchmark assessmentsBenchmark assessmentsBenchmark assessments			1.3.	1.3.	1.3.	1.3.	
Limited critical thinking skills Science teachers will work in small groups on hands-on activities Summative:							
Limited critical Science teachers will work in small groups on hands-on activities Benchmark assessments Benchmark assessments Summative:		1.3.				Formative:	
thinking skills groups on hands-on activities Benchmark assessments Summative:		Limited aritical	Sajanga tagahara will work in small		results.	Interim accomments	
Benchmark assessments Summative:						interni assessments	
						Benchmark assessments	
2013 Biology EOC results						Summative:	
						2013 Biology EOC results	

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	
2. Students scoring	2.1.	2.1.	2.1.	2.1.	2.1.	
at or above						
Achievement Levels		Provide	Science Teacher/RtI Team	Science teachers will meet monthly	Formative:	
4 and 5 in Biology 1		students more		to discuss and review student		
	Student	opportunities			Interim assessments	
	deficiencies in			projects. Instructional focus will be		
	organization and			adjusted as necessary.	Benchmark assessments	
	development of living organisms					
	attributed	based activities				
	to limited	bused derivities			Summative:	
	laboratory					
	and hands on				2013 Biology EOC results	
	activities.	Provide				
		students greater				
		opportunities to work in				
		teams to discuss				
		projects,				
		experiments,				
		and write				
		related reports.				

<u> </u>	<u>Level of</u> Performance:*	2013 Expected Level of Performance:*					
	data for 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

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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 Grade Level/ PD Facilitator PD Participants Target Dates (e.g., Early Strategy for Follow-up/Monitoring Person or Position Responsible for Subject Release) and Schedules (e.g., Monitoring frequency of meetings) and/or PLC Focus (e.g., PLC, subject, grade level, or and/or school-wide) PLC Leader All (9-12) November 2013 Review of BAT Hands – on Assistant Science Teachers Assistant Principal Principal labs Inquiry Based-All School-wide TBD Assistant Principal will evaluate **Assistant Principal** Assistant Instruction Principal implementation of strategies and lesson plans

Science Budget (Insert rows as needed)

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

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

End of Science Goals

Writing Goals

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

	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:	1A.1. Limited		1A.1. Reading Teacher		1A.1. Baseline and	
		students work		mid	midyear	
3.0 and higher in				year writing data to see	writing data.	
writing.	practice in writing.	with Reading Teacher		growth in students.		
		to review their writing				
		throughout the year				
		and show them samples				
		of what a 5.0 and 6.0				
		paper looks like.				
Writing Goal #1A:	Level of	2013 Expected Level of				
	Performance:*	Performance:*				
There will be a 10%						
increase in the percentage of						
students scoring 3.0 and higher on the 2013 FCAT writing						
assessment.						
	75%	85%				

[1A.2.	1A.2.	1A.2.	1A.2.	1A.2.
		174.2.	14.2.	14.2.	1A.2.	17.2.
		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 4						
or higher in writing.						
Writing Goal #1B:	2012 Current	2013 Expected				
	Level of Performance:*	Level of Performance:*				
Enter narrative for the						
goal in this box.		/				
0		/				
		/				
	Enter numerical	Enter numerical				
	data for current level of	data for expected level of				
	performance in	performance in				
	this box.	this box.			10.4	
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
		/				
		1B.3.	1B.3.	1B.3.	1B.3.	1B.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		PD Facilitator	PD Participants	Target Dates (e.g., Early Release) and Schedules (e.g.,	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring	
and/or PLC Focus	-	and/or	(e.g., PLC, subject, grade level, or school-wide)	frequency of meetings)			
Incorporating	All	PLC Leader Reading	All	On-going	Review of baseline	Reading Teacher	
writing into		Teacher			data as compared		
all subject					to mid-year data		
areas.							

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:			
L		•	•

End of Writing Goals

Attendance Goal(s)

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

	Problem-				
Goal(s)	solving				
	Process to				
	Increase				
	Attendan				
	ce				

Based on the analysis	Anticipated	Strategy	Person or Position	Process Used to Determine	Evaluation Tool	
of attendance data and	Barrier	Sualegy	reison of Position	Process Used to Determine	Evaluation 1001	
reference to "Guiding	Darrier					
Questions," identify and			Responsible for Monitoring	Effectiveness of Strategy		
define areas in need of						
improvement:						
	1.1. Student	1.1. Phone	1.1. Administration, Family	1.1. Consistent review of daily	1.1.	
	not attending	calls, letters,	Support Specialist	attendance to see if students are		
	because of poor	home visits		attending regularly	Attendance, Stars.	
	attendance	to encourage			entendance, stars.	
	habits over time					
	0012 Comment	return to school.				
Attendance Goal #1:	2012 Current Attendance	2013 Expected Attendance				
	Rate:*	Rate:*				
	ituito.	i cuito.				
					1	
There will be a 5% increase					1	
in the expected attendance						
rate for FY2013.						
	65%	75%				
	2012 Current	2013 Expected				
	Number of	Number of				
	Students with	Students with				
	Excessive	Excessive				
	Absences	Absences				
	(10 or more)	(10 or more)				
	< 0	2.5			 	
	60	25				
	2012 Current	2013 Expected			1	
	Number of	Number of			1	
	Students with Excessive	Students with Excessive				
	Excessive Tardies (10 or	Excessive Tardies (10 or			1	
	more)	more)			1	
	15	5			1	
					1	

1.2		1.2. Det ingn enpeetations			1.2. School	
	ć	at the start of school year		attendance daily.		
La		0	Teachers		Attendance	
		orientation. Require all				
aco		teachers to make attendance			Data	
у.		calls daily and provide				
	I	positive reinforcement for				
	4	students.				
1.3	3. 1	1.3.	1.3.	1.3.	1.3.	

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Attendance Professional Development

Please note that each Strategy does not require a professional development or PLC activity. PD Content /Topic and/or PLC Focus		PD Facilitator and/or	PD Participants (e.g., PLC, subject, grade level, or	Target Dates (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
		DICLOSIO	school-wide)			
Reviewing	All	PLC Leader Principal	All	August All-Staff	Staff will receive	Principal
attendance				and September	incentives for using	
data on				PD	attendance reports	
students					through a data review	
					game twice during the	
					school year. Staff will use	
					reports and document	
					report	

Attendance Budget (Insert rows as needed)

Include only school-based funded		
August 2012 Rule 6A-1.099811		
Rule 6A-1.099811		
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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)).

Suspension Goal(s)	Problem- solving Process to Decrease Suspension					
Based on the analysis of suspension data, and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1. Suspension					1.1.	
	<u>Suspensions</u>	2013 Expected Number of In- School Suspensions				
	_	Enter numerical data for expected number of in-school suspensions				
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In -School				

	Enter numerical data					
for current number of	for expected number of					
students suspended	students suspended					
	in- school					
	2013 Expected					
	Number of					
Number of Out-of-						
	Out-of-School					
	Suspensions					
	Enter numerical data					
	for expected number of					
	students suspended					
out- of- school	out- of- school					
	2013 Expected					
	Number of Students					
	Suspended					
Suspended	Suspended					
Out- of- School	Out- of-School					
Enter numerical data	Enter numerical data					
	for expected number of					
	students suspended					
out- of- school	out- of- school					
on of senoor	1.2.	1.2.	1.2.	1.2.	1.2.	
	1.2.	1.2.	1.2.	1.2.	1.2.	
	1.3.	1.3.	1.3.	1.3.	1.3.	

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

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)).

Dropout Prevention Goal(s)	Problem- solving Process to Dropout Prevention					
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
	are living on their own/ independent already.	for each of	Teachers, Family Support	and the administrator will monitor that all newly	1.1. Student enrollment folders.	

Dropout Prevention Goal #1:	2012 Current Dropout Rate:*	2013 Expected Dropout Rate:*				
Decrease the Dropout Rate by 5% for the 2012- 2013 school year.						
	24 % 2012 Current Graduation Rate:*	19% 2013 Expected Graduation Rate:*				
	68%	75% 1.2. Student	1.2. Assist students to find jobs with flexible work hours that will allow them with time to attend school.	Report Review;	1.2. Retention Report found in STARS (internal Database)	
		Crisis	1.3. Provide students/ families with counseling and the proper referrals to support student needs.		1.3. Contact Logs found in STARS (Internal database)	

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

Dropout Prevention Budget (Insert rows as needed)

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

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	
	1.1. Many of our students are independent already.		Specialist and the	parental or guardian	1.1. Student enrollment folders	

Parent Involvement Goal #1: There will be a 10% increase in parental involvement in FY2013.	Level of Parent	2013 Expected Level of Parent Involvement:*					
	0% of parent participation	10% of parent participation					
		lose interest in meeting academic goals.	1.2. Conduct parent and student interest and satisfaction surveys		use the results to make decision on services, programs, etc. that may need to be implemented or changed.	1.2. Survey Results	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Parent Involvement Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) August 2012 Rule 6A-1.099811 Revised April 29, 2011

or PD Activity

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

Parent Involvement Budget

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 Parent Involvement 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			represents next to the pe		
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	
1. Additional Goal	1.1.	1.1.	1.1.	1.1.	1.1.	

Additional	Goal #1:	2012 Current Level :*	2013 Expected Level :*					
Enter narrat this box.	ive for the goal in							
		data for current	Enter numerical data for expected goal in this box.					
			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.

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

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)			
Evidence-based i rogram(s)/wateriais(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Additional Goal(s)

Final Budget (Insert rows as needed) Please provide the total budget from each section.	
Reading Budget	
	Total
CELLA Budget	
	Total
Mathematics Budget	
	Total
Science Budget	
	Total
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	
-	Total
Additional Goals	
	Total
	Grand Total

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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

Are you reward school? □Yes □No

(A reward school is any school that has improved their letter grade from the previous year or any A graded school.)

• 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.

 \Box Yes $X\Box$ No

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

In the process of forming a new School Advisory Council composed of the appropriately balanced members.

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

Describe the projected use of SAC funds.	Amount