FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: BEN GAMLA-PALM BEACH

District Name: Palm Beach

Principal: Elanit Weizman

SAC Chair: Debra Klein

Superintendent: Wayne Gent

Date of School Board Approval: 12202012

Last Modified on: 11/7/2012



Gerard Robinson, Commissioner Florida Department of Education 325 West Gaines Street Tallahassee, Florida 32399

Dr. Mike Grego, Chancellor K-12 Public Schools Florida Department of Education 325 West Gaines Street Tallahassee, Florida 32399

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

Note: The following links will open in a separate browser window.

School Grades Trend Data

Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data

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)	# of Years at Current School	# 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	Elanit Weizman	BA- History MA- Guidance & Counseling SP- Ed Leadership FL Certification: Social Science 6- 12 Guidance preK- 12 Edleadership K- 12	2	4	Assistant Principal Ben Gamla (Hollywood Campus) 2 years. BGCS (Hollywood) is an "A" school and made AYP
Assis Principal	NA				

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 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)	# of Years at Current School	# 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)
ESE/ ESOL/ LEAD TEACHER	Rori Greenspan	BA FL Cert: K-6, ESOL, ESE	2	1	MRS. GREENSPAN CAME FROM HIGH PERFORMING SCHOOLS
SAI		MA FL Cert: K-6, ESOL, MATH 5-9	2		MRS. TENENBAUM CAME FROM HIGH PERFORMING PRIVATE AND PUBLIC SCHOOLS

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.

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	Supportive Administration	Principal & Lead Teacher	Ongoing	
2	Encourage Professional Development	Principal	ongoing	
3	Reimburse For Continuing Education	Management Company/School Organization/ADP	ongoing	
4	Mentor Program	Principal And Lead Teachers	ongoing	
5	Safe and Orderly Environment/Character Education Program/ Positive Behavior Support/PBS	Entire Learning Community	ongoing	
6	Teacher Bonus Incentives and Stipends	Principal/School organization	ongoing	
7	Comprehensive Benefit Package	ADP/school organization	ongoing	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or 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 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
0	

Staff Demographics

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

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		% ESOL Endorsed Teachers
17	17.6%(3)	41.2%(7)	35.3%(6)	5.9%(1)	41.2%(7)	100.0%(17)	0.0%(0)	0.0%(0)	70.6%(12)

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
Elanit Weizman, Principal	All Teachers	As a new school, all teachers are either new to our organization or new to new expectations and require mentoringand support	Meet weekly, team meetings, professional development, support, and team building activities
Doreen Perkins	Danielle Damron	Doreen is an experienced 1st grade teacher and Danielle is a 1st year 1st grade teacher	Team planning, PLC
Miriam Tauber	Sabrina Opas	Miriam is an experienced 3rd grade teacher and Sabrina is a 1st year 3rd grade teacher	Team planning, PLC
Kim Syples	Ashleigh Semple	Kim is an experienced 5th/6th grade teacher and Ashleigh is a 1st year 5th/6th grade teacher	Team planning, PLC
Rori Greenspan	any/all teachers as needed	Rori is an incredible lead teacher with much experience	Team planning, PLC

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For 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/Rtl Team-

Identify the school-based MTSS leadership team.

Elanit Weizman, Rori Greenspan, classroom teacher

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?

When teachers identify an academic or behavioral concern with a student, they bring it to the attention of Mrs. Weizman and Mrs. Greenspan. They then fill out a SBT packet. A meeting will be held including the parent and classroom teacher in which tier 2 interventions will be discussed, then implemented and documented, then the team will reconvene to discuss progress, need for additional tier 2 interventions, or moving forward with tier 3 interventions

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

The MTSS Leadership team will attend SAC meetings and contribute to the development of SIPs. Data will be evaluated regarding the needs of our students and the MTSS/RtI team will move forward accordingly, supporting and training the staff in differentiated instruction and intervention implementation

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.

Tier 1- Teacher observation, classroom assessments, district assessments, running records, Tiers 2 & 3- Teacher observation, classroom assessments, and documentation of intervention effectiveness

Describe the plan to train staff on MTSS.

Professional development and workshops during pre-service week, early release days, and teacher plan days

Describe the plan to support MTSS.

semi-monthly SBT meetings, regular (as needed) or weekly meetings with teachers to support classroom effrots

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team—

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

Elanit Weizman, Principal and Rori Greenspan, ESE & ESOL Specialist, Lead Teacher, Lisa Tenenbaum SAI teacher

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

Mrs. Weizman, Mrs. Greenspan meet with classroom teacher and/or Mrs. Tenenbaum and parents to discuss student needs and generate support systems/interventions

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

Reading parties celebrating student progress in reading, school-wide DEAR, reading logs k-6, literature cielcels, SAI

Public School Choice

Supplemental Educational Services (SES) Notification No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

The reading of informational texts will happen in every class. All subject area teachers are expected to incorporate reading strategies in their plans and lessons.

*High Schools Only

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

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

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?

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</u> <u>Feedback Report</u>

PART II: EXPECTED IMPROVEMENTS

of reading at home

Reading Goals

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

reading with your child

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: 1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Increase number of studetns by 1%. Reading Goal #1a: 2012 Current Level of Performance: 2013 Expected Level of Performance: 32% (17) 33% (38) Problem-Solving Process to Increase Student Achievement Person or Process Used to Determine Position Anticipated Barrier Evaluation Tool Strategy Responsible for Effectiveness of Monitoring Strategy Host parent workshop on Principal, teachers Parental support, Parents and students survey, attendance confuse fluency with elements of reading and RRR comprehension and reading with your child SRI understanding of elements and strategies of reading Some parents are not Host parent workshop on parents, Principal, Parental support Teacher RRR 2 modeling the importance elements of reading and observation. teachers

	d on the analysis of student provement for the following		refere	ence to "Guiding	Questions", identify and	define areas in need
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:			NA			
2012 Current Level of Performance:			2013 Expected Level of Performance:			
NA				NA		
	Pr	oblem-Solving Process	toIr	ncrease Studen	t Achievement	
	Anticipated Barrier	Strategy	Re	Person or Position esponsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	NA					

SRI

parent feedback

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:

2a. FCAT 2.0: Students scoring at or above Achievement

	el 4 in reading. ding Goal #2a:		increases, our g	Knowing that the difficulty of the reading passages increases, our goal is to maintain and/or increase performance number of studetns by 1%.				
2012	2 Current Level of Perforr	nance:	2013 Expected	Level of Performance:				
47%	(25)		48% (55)	48% (55)				
	Pr	roblem-Solving Process t	to Increase Studer	nt Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool			
1	difficulty of the reading passages increases and students may not be interested in expository passages	Teachers make connections to real world	Classroom teachers	Reading logs RRR SRI	Teacher observations			
Base	Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need							

of imp	rovement for the following	group:		<u> </u>		
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:			NA	NA		
2012 Current Level of Performance:			2013 Expect	2013 Expected Level of Performance:		
NA			NA	NA		
	Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position	Process Used to Determine	Evaluation Tool	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	NA				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas i of improvement for the following group:			
3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	An increased number of students will make learning gains as evidenced by their DSS.		
2012 Current Level of Performance:	2013 Expected Level of Performance:		
53% (8)	54% (10)		
Problem-Solving Process to Increase Student Achievement			

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students may not be encouraged to read for pleasure	Chart fluency and reward effort	Teacher	Charts and progress RRR SRI	Students enjoy reading

	on the analysis of studen provement for the following		refer	ence to "Guiding	Questions", identify and	define areas in need
Perce readi	orida Alternate Assessm entage of students makir ng. ng Goal #3b:			NA		
2012	2012 Current Level of Performance:			2013 Expected Level of Performance:		
NA				NA		
	Pr	oblem-Solving Process	to I	ncrease Studen	t Achievement	
	Anticipated Barrier	Strategy		Person or Position	Process Used to Determine	Evaluation Tool

1 NA		Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
	1	NA				

	on the analysis of studen provement for the following	t achievement data, and re group:	eference to "Guiding	g Questions", identify and	define areas in need	
	AT 2.0: Percentage of standard of standard percentage of standard pe			Students in the lowest quartile will maintain learning gains as evidenced by their DSS.		
Readi	ing Goal #4:					
2012 Current Level of Performance:			2013 Expected	2013 Expected Level of Performance:		
100% (2)			100% (4)	100% (4)		
	Pr	oblem-Solving Process t	to Increase Stude	nt Achievement		
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
	Struggling readers have not been provided the	Teachers find the "key" to excite even struggling	Teacher, principal (support teacher)	Improved skills	Assessments, running records	

	tools to succeed	readers		SRI
		daily SAI/iii		
1				

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target							
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.			Reading Goal #				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in new of improvement for the following subgroup:					
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	An increased number of students will make learning gains as evidenced by their DSS				
2012 Current Level of Performance:	2013 Expected Level of Performance:				
White- 80% proficient (40) Hispanic- 100% proficient (1)	White- 81% proficient (93) Hispanic- 100% proficient (2)				

- 1								
	Problem-Solving Process to Increase Student Achievement							
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool			
1	Struggling students have not been provided the tools to succeed	Teachers find the "key" to reach struggling studetns	Teacher, principal (support teacher)	Improved skills	Assessments, running records, student involvement			

	I on the analysis of studen		eference to "Guiding	g Questions", identify and	define areas in need		
5C. E satist	of improvement for the following subgroup: 5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:			ELL student will make satisfactory progress			
2012	Current Level of Perform	nance:	2013 Expected	d Level of Performance:			
NA			100% (1) profi	cient			
	Pr	oblem-Solving Process	to Increase Stude	nt Achievement			
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1	Struggling students have not been provided the tools to succeed	Teachers find the "key" to reach struggling studetns, small group instruction	Teacher, principal (support teacher)	Improved skills	Assessments, running records, student involvement		
of imp 5D. S satist	I on the analysis of studen provement for the following tudents with Disabilities factory progress in readi ing Goal #5D:	subgroup: (SWD) not making		umber of students will mak			
2012	Current Level of Perform	2012 Current Level of Performance:			2013 Expected Level of Performance:		

29% (3)

Problem-Solving Process to Increase Student Achievement

30% (5)

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Struggling students have not been provided the tools to succeed	Teachers find the "key" to reach struggling studetns, small group instruction	Teacher, principal (support teacher)		Assessments, running records, student involvement

1			

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:					
5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	An increased number of students will make learning gains as evidenced by their DSS				
2012 Current Level of Performance:	2013 Expected Level of Performance:				
50% (3)	51% (6)				

	Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1	Struggling students have not been provided the tools to succeed	Teachers find the "key" to reach struggling studetns, small group instruction	Teacher, principal (support teacher)	Improved skills	Assessments, running records, student involvement	

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
Differentiated Instruction	K-6/all	Principal & Consultants	All Staff K-6	August Start-Up ER, PDD	CWTs, PLCs	All Teachers, proncipal, and Literacy Leadership Team
Guided Reading	K-6/all	Principal/ teachers/ district pd	All Teachers		Weekly Data Analysis assessments	All Teachers/LLT
Common Core	k-6	principal, LLT, district pd	all teachers	ongoing	implementation RRR	LLT classroom teacher
Fundation	к	district pd teacher	kg teachers	ongoing	implementation	classroom teacher, LLT

Reading Budget:

			Available
Strategy	Description of Resources	Funding Source	Available
Differentiated Instruction	school based personnel and district pd	NA	\$0.00
Fundations	program components	Implementation Grant	\$4,000.00
			Subtotal: \$4,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
NA			\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Common Core	school based personnel, district pd	NA	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$4,000.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

1. Students scoring proficient in listening/speaking.

CELLA Goal #1:

maintain % proficient

2012 Current Percent of Students Proficient in listening/speaking:

100% (1)

Problem-Solving Process to Increase Student Achievement						
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
No Data Submitted						

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Stude	Students read in English at grade level text in a manner similar to non-ELL students.							
2. Students scoring proficient in reading.			increase % to	increase % to 1				
CELL	A Goal #2:							
2012	2012 Current Percent of Students Proficient in reading:							
0% (1	0% (1)							
	Problem-Solving Process to Increase Student Achievement							
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool			
1	NA							

Stude	Students write in English at grade level in a manner similar to non-ELL students.							
3. Students scoring proficient in writing. CELLA Goal #3:			increase % to	increase % to 1				
2012	2012 Current Percent of Students Proficient in writing:							
0% ('	0% (1)							
	Problem-Solving Process to Increase Student Achievement							
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool			
1	NA							

Evidence-based Program	(S)/Material(S)		
Strategy	Description of Resources	Funding Source	Available Amount
Readers' Workshop	program components	NA	\$0.00
		-	Subtotal: \$0.0
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
NA			\$0.00
			Subtotal: \$0.00
Professional Developmen	t		
Strategy	Description of Resources	Funding Source	Available Amount
ESOL classes	on-line	NA	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00
			End of CELLA Go

Elementary School Mathematics Goals

	on the analysis of student provement for the following		eference to "Guiding	Questions", identify and o	define areas in need		
math	1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:			Increase number of students achieving proficiency by 1%.			
2012	Current Level of Perforn	nance:	2013 Expected	d Level of Performance:			
49% ((26)		50% (58)				
	Pr	oblem-Solving Process t	o Increase Studer	nt Achievement			
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1	some from private schools, are unfamiliar with the new math standards as presented	Familiarize parents with concept that it's not just memorization and computation. Students must be able to understand and apply skills.	Principal and classroom teacher	Improved parental support and student test scores	Classroom and standardized district/state assessments		
2	many public schools have not had adequate science instruction prior	Create excitement for science by filling in the gaps with engaging activities, science programs/clubs, and weekly labs.	Teachers and school leadership	Numbers of students participating in clubs/programs and authentic engagement observed in daily CWT's	Teacher created assessments, textbook exams, and data monitored in weekly PLC's		
	on the analysis of student		eference to "Guiding	g Questions", identify and o	define areas in need		
Stude	orida Alternate Assessm ents scoring at Levels 4, ematics Goal #1b:		s. NA				
2012	Current Level of Perform	nance:	2013 Expected	2013 Expected Level of Performance:			
NA			NA				
	Pr	oblem-Solving Process t	o Increase Studer	nt Achievement			
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

1	NA		

	d on the analysis of studen provement for the following	t achievement data, and re g group:	efere	ence to "Guiding	Questions", identify and c	lefine areas in need	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:				Increase number of studetns by 1%.			
2012 Current Level of Performance:				2013 Expected Level of Performance:			
32%	32% (17)				33% (38)		
	Pr	roblem-Solving Process t	to I r	ncrease Studer	nt Achievement		
	Anticipated Barrier	Strategy	Re	Person or Position esponsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
	Students and parents, some from private schools, are unfamiliar with the NGSSS math standards as presented by GO Math	Familiarize parents with concept that it's not just memorization and computation. Students must be able to understand and apply		ncipal and ssroom teacher	Improved parental support and student test scores	Classroom assessments	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students and parents, some from private schools, are unfamiliar with the NGSSS math standards as presented by GO Math	Familiarize parents with concept that it's not just memorization and computation. Students must be able to understand and apply skills.	Principal and classroom teacher	Improved parental support and student test scores	Classroom assessments
2	Students have not had adequate science instruction	Create excitement for science by filling in the gaps with engaging activities, science club, and weekly labs.	Teachers and school leadership	Numbers of students participating in clubs/activites and authentic engagement observed in daily CWT's	Teacher created assessments, textbook exams, and data monitored in weekly PLC's

	ased on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need f improvement for the following group:					
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:			NA			
2012 Current Level of Performance:				2013 Expected Level of Performance:		
NA				NA		
Problem-Solving Process to Increase Student Achievement						
	Anticipated Barrier	Strategy	Re	Person or Position esponsible for	Process Used to Determine Effectiveness of	Evaluation Tool

		Monitoring	Strategy	
1	NA			

Based on the analysis of student achievement data, and refer of improvement for the following group:	rence to "Guiding Questions", identify and define areas in need
3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	Increase nuber of studetns by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
80% (12)	81% (15)

	Problem-Solving Process to Increase Student Achievement							
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool			
1	Students and parents are unfamiliar with the NGSSS or CC math standards	Familiarize parents with concept that it's not just memorization and computation. Students must be able to understand and apply skills.	Principal and classroom teacher	Improved parental support and student test scores	Classroom assessments			

	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:						
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:			N	NA			
2012 Current Level of Performance:			20	2013 Expected Level of Performance:			
NA				NA			
	Problem-Solving Process to Increase Student Achievement						
	Anticipated Barrier	Strategy	Res	Person or Position ponsible for Ionitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1	NA						

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:				1	Increase number of studetns by 1%.				
2012	Current	Level of Perfo	rmance:			2013 Expected	d Leve	el of Performance:	
50%	(1)				Ę	51% (2)			
			Problem-Sol	ving Process 1	toIn	crease Studer	nt Ach	nievement	
	Antic	ipated Barrier	St	rategy		Person or Position sponsible for Monitoring		Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	parents a	ng students and are unfamiliar NGSSS and Co andards	concept th memorizat computation must be all	on. Students		cipal and sroom teacher		oved parental ort and student test es	Classroom assessments
Basec	l on Ambi	itious but Achie	vable Annual	Measurable Ob	jectiv	ves (AMOs), AM	0-2, 1	Reading and Math Pe	erformance Target
Meası schoo	5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.								
	line data 0-2011	2011-2012	2012-2013	2013-201	4	2014-201	5	2015-2016	2016-2017
		analysis of stud t for the follow			efere	nce to "Guiding	Ques	stions", identify and o	define areas in need

 5B. Student subgroups by ethnicity (White, Black,
Hispanic, Asian, American Indian) not making
satisfactory progress in mathematics.
 decrease number of not proficient studetns by 1%.

 Mathematics Goal #5B:
 2012 Current Level of Performance:
 2013 Expected Level of Performance:

 White: 18% (10) not proficient
Hispanic: 0% not proficient
 White: 17% (20)not proficient

 Problem-Solving Process to Increase Student Achievement

L					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Struggling students have not been provided the		Teacher, principal (support teacher)	Improved skills	Assessments, running records,

	tools to succeed	studetns		student involvement
1				

	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:						
satis	5C. English Language Learners (ELL) not making satisfactory progress in mathematics.						
Math	ematics Goal #5C:						
2012	Current Level of Perform	nance:		2013 Expected	Level of Performance:		
NA				NA			
	Pr	oblem-Solving Process	to I	ncrease Studer	nt Achievement		
	Anticipated Barrier	Strategy	R	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1	Struggling students have not been provided the tools to succeed	Teachers find the "key" to reach struggling studetns, small group instruction		acher, principal upport teacher)	Improved skills	Assessments, running records, student involvement	

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:				
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	decrease number of students by 1%			
2012 Current Level of Performance:	2013 Expected Level of Performance:			
43% (4)	42% (8)			

	Problem-Solving Process to Increase Student Achievement							
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool			
1	Struggling students have not been provided the tools to succeed	Teachers find the "key" to reach struggling studetns, small group instruction	Teacher, principal (support teacher)	Improved skills	Assessments, running records, student involvement			

sed on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need improvement for the following subgroup:				
E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	decrease number by 1%			
2012 Current Level of Performance:	2013 Expected Level of Performance:			
33% (2)	32% (4)			

Problem-Solving Process to Increase Student Achievement							
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1	Struggling students have not been provided the tools to succeed	Teachers find the "key" to reach struggling studetns, small group instruction	Teacher, principal (support teacher)	Improved skills	Assessments, running records, student involvement		

Middle School Mathematics Goals

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

Based on the analysis of student achievement data, and reference of improvement for the following group:	ence to "Guiding Questions", identify and define areas in need
1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	increase students' DSS scores by 1%
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students and parents, some from private schools, are unfamiliar with the new math standards as presented by CC and the 6th grade curriculum	concept that it's not just memorization and computation. Students must be able to	Principal and classroom teacher	support and student test scores	Classroom and standardized district/state assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in n of improvement for the following group:				define areas in need
1b. Florida Alternate Assessm Students scoring at Levels 4, Mathematics Goal #1b:	NA	NA		
2012 Current Level of Perforn	2013 Expected	2013 Expected Level of Performance:		
NA	NA	NA		
Pr	o Increase Studen	t Achievement		
Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool

		Monitoring	Strategy	
1	NA			

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need						
of imp	provement for the following	g group:				
Level	2a. FCAT 2.0: Students scoring at or above Achievemen Level 4 in mathematics. Mathematics Goal #2a:			nts' DSS scores by 1%		
2012	Current Level of Perform	nance:	2013 Expecte	d Level of Performance:		
NA			NA	NA		
	Pr	roblem-Solving Process t	o Increase Stude	nt Achievement		
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1	Students and parents, some from private schools, are unfamiliar with the NGSSS math standards as presented by GO Math	Familiarize parents with concept that it's not just memorization and computation. Students must be able to understand and apply skills.	Principal and classroom teacher	Improved parental support and student test scores	Classroom assessments	

	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:					
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:				NA		
2012 Current Level of Performance:				2013 Expected Level of Performance:		
NA				NA		
Problem-Solving Process to Increase Student Achievement						
	Anticipated Barrier	Strategy		Person or Position esponsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	NA					

	d on the analysis of studen		eference to "Guiding	g Questions", identify and o	define areas in need
3a. F gains	provement for the following CAT 2.0: Percentage of s s in mathematics. ematics Goal #3a:			its' DSS scores by 1%	
2012 Current Level of Performance:			2013 Expected	d Level of Performance:	
NA			NA		
Problem-Solving Process to I			to Increase Studer	nt Achievement	
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students and parents are unfamiliar with the NGSSS or CC math standards	Familiarize parents with concept that it's not just memorization and computation. Students must be able to understand and apply skills.	Principal and classroom teacher	Improved parental support and student test scores	Classroom assessments

	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:					
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:			NA			
2012 Current Level of Performance:			2013 Expected Level of Performance:			
NA				NA		
	Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	R	Person or Position esponsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	NA					

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25%	
making learning gains in mathematics.	increase students' DSS scores by 1%
Mathematics Goal #4:	

	2012 Current Level of Performance:			2013 Expected	2013 Expected Level of Performance:		
	NA			NA			
Problem-Solving Process to			to Increase Studer	nt Achievement			
		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
		struggling students and parents are unfamiliar with the NGSSS and CC math standards	Familiarize parents with concept that it's not just memorization and computation. Students must be able to understand and apply skills.	Principal and classroom teacher	Improved parental support and student test scores	Classroom assessments	

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target						
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year		Middle School Mathematics Goal #				
school will red by 50%.	uce their achie	vement gap	5A :			Y
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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:				
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	increase students' DSS scores by 1%			
2012 Current Level of Performance:	2013 Expected Level of Performance:			
NA	NA			

Problem-Solving Process to Increase Student Achievement							
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool			
	Teachers find the "key" to reach struggling studetns	Teacher, principal (support teacher)	Improved skills	Assessments, running records, student involvement			

1			

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:					
5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	increase students' DSS scores by 1%				
2012 Current Level of Performance:	2013 Expected Level of Performance:				
NA	ΝΑ				

Problem-Solving Process to Increase Student Achievement							
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1		Teachers find the "key" to reach struggling studetns, small group instruction	Teacher, principal (support teacher)	Improved skills	Assessments, running records, student involvement		

Based on the analysis of student achievement data, and referred of improvement for the following subgroup:	rence to "Guiding Questions", identify and define areas in need			
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	increase students' DSS scores by 1%			
2012 Current Level of Performance:	2013 Expected Level of Performance:			
NA	NA			
Problem-Solving Process to Increase Student Achievement				
	Person or Process Used to			

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Struggling students have not been provided the tools to succeed	Teachers find the "key" to reach struggling studetns, small group instruction		Improved skills	Assessments, running records, student involvement

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:					
E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	increase students' DSS scores by 1%				
2012 Current Level of Performance:	2013 Expected Level of Performance:				
NA	NA				
Problem-Solving Process to Increase Student Achievement					

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Struggling students have not been provided the tools to succeed	Teachers find the "key" to reach struggling studetns, small group instruction	Teacher, principal (support teacher)	Improved skills	Assessments, running records, student involvement

Algebra End-of-Course (EOC) Goals

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

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:						
1. Students scoring at Achievement Level 3 in Algebra.						
Algebra Goal #1:						
2012 Current Level of Performance:			2013 Expected Level of Performance:			
	Problem-Solving Proc	ess to li	ncrease S	Student Achievement		
Anticipated Barrier	ticipated Barrier Strategy Posi for		on or ion onsible toring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
	No Data Submitted					

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:					
 Students scoring at 4 and 5 in Algebra. 	 Students scoring at or above Achievement Levels and 5 in Algebra. 				
Algebra Goal #2:					
2012 Current Level of Performance:			2013 Expected Level of Performance:		
	Problem-Solving Proces	ss to Li	ncrease S	tudent Achievement	
Anticipated Barrier Strategy Resp for		on or tion oonsible toring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
	No Data Submitted				

End of Algebra EOC Goals

Geometry End-of-Course (EOC) Goals

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

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:

1. Students scoring at Achievement Level 3 in

Geometry.					
Geometry Goal #1:					
2012 Current Level of Performance:			2013 Expected Level of Performance:		
	Problem-Solving Proces	s to I	ncrease S	tudent Achievement	
Anticipated Barrier Strategy Resp for		on or tion ponsible itoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
No Data Submitted					

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:					
 Students scoring at or above Achievement Levels 4 and 5 in Geometry. 					
Geometry Goal #2:					
2012 Current Level of Performance:			2013 Expected Level of Performance:		
	Problem-Solving Proces	ss to I	ncrease S	tudent Achievement	
Anticipated Barrier Strategy Resp for		on or tion ponsible toring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
No Data Submitted					

End of Geometry EOC Goals

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		PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school- wide)		Strategy for Follow- up/Monitoring	Person or Position Responsible for Monitoring
Go Math	k-5	district pd, classroom teacher	all k-5 teachers	ongoing	assessment, teacher observations, data anaysis	principal, teachers
Common Core	all teachers	district pd, school based personnel	all teachers	ongoing	assessments, teacher obsv., data analysis	principal, teachers

Mathematics Budget:

Evidence-based Program	n(s)/Material(s)		
Strategy	Description of Resources	Funding Source	Available Amount
Go Math series	program components	Grant imp.	\$20,000.00
			Subtotal: \$20,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
NA			\$0.00
			Subtotal: \$0.00
Professional Developmer	nt		
Strategy	Description of Resources	Funding Source	Available Amount
district pd			\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$20,000.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

5	of student achievement data rement for the following grou		l reference	e to "Guiding Questions"	, identify and define
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:			increase proficiency by 1%		
2012 Current Level of Performance:			2013 Exp	pected Level of Perform	mance:
25% (2)			26% (6)		
	Problem-Solving Proces	s to I	ncrease S	Student Achievement	
Anticipated Barrier	Strategy	Posi Resp for	oon or tion bonsible itoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	No	Data	Submitted		

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:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.

Science Goal #1b:						
2012 Current Level of Performance:			2013 Expected Level of Performance:			
	Problem-Solvin	ng Process to I	ncrease S	Student Achievement		
Anticipated Barrier	Strategy	Posi Resp for	oon or tion ponsible itoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
No Data Submitted						

5	of student achievement data vement for the following gro		l reference	e to "Guiding Questions"	, identify and define	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:			increase by 1%			
2012 Current Level of Performance:			2013 Exp	pected Level of Perfor	mance:	
12% (1)			13% (3)			
	Problem-Solving Proces	s to I	ncrease S	Student Achievement		
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring		Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
	No Data Submitted					

5	of student achievement data vement for the following grou		l reference	to "Guiding Questions",	, identify and define	
2b. Florida Alternate Students scoring at o in science. Science Goal #2b:	Assessment: or above Achievement Lev	'el 7	NA			
2012 Current Level of	f Performance:		2013 Expected Level of Performance:			
NA			NA			
	Problem-Solving Process	s to I	ncrease S	Student Achievement		
Anticipated Barrier		Person or Position Responsible for Monitoring		Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

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	(e.g. , PLC,	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)		Person or Position Responsible for Monitoring
content area workshops, Fusion pd	k-6	district pd	all teachers	ondoind	CWTs, assessments	principal, science chair

Science Budget:

Evidence-based Program(s)			
Strategy	Description of Resources	Funding Source	Available Amoun
HIgh Touch High Tech	hands on labs	in house field trips	\$0.00
			Subtotal: \$0.0
Technology			
Strategy	Description of Resources	Funding Source	Available Amoun
NA			\$0.00
			Subtotal: \$0.0
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amoun
district pd	Fusion	NA	\$0.00
			Subtotal: \$0.0
Other			
Strategy	Description of Resources	Funding Source	Available Amoun
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.0
			Grand Total: \$0.0

End of Science Goals

Writing Goals

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:					
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	increase by 1%				
2012 Current Level of Performance:	2013 Expected Level of Performance:				

86% (18)

87% (22)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	implementing new program		LLT, principal, classroom teacher		PB Writes

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:

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:			0	increase by 1%			
2012	2 Current Level of Perfo	rmance:	2013 Expect	2013 Expected Level of Performance:			
24%	24% (5)			25% (6)			
	Pro	blem-Solving Process t	o Increase Stud	ent Achievement			
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1	new writing standards/scores	Writer's Workshop	LLT, classroom teacher	Writer's notebook	PB Writes		

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
Writer's Workshop		teachers, district coach	all teachers	ongoing		principal, LLT, district coach

Writing Budget:

Evidence-based Program(s)/Material(s)						
Strategy	Description of Resources	Funding Source	Available Amount			
Writer's Workshop	program materials	imp. grant	\$5,000.00			
			Subtotal: \$5,000.00			
Technology						
Strategy	Description of Resources	Funding Source	Available Amount			

NA			\$0.00
		-	Subtotal: \$0.00
Professional Developme	ent		
Strategy	Description of Resources	Funding Source	Available Amount
district pd			\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$5,000.00

End of Writing Goals

Civics End-of-Course (EOC) Goals

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:					
1. Students scoring at	Achievement Level 3 in C	Civics.			
Civics Goal #1:					
2012 Current Level of	Performance:	2013 Ex	2013 Expected Level of Performance:		
	Problem-Solving Proces	ss to Increase S	Student Achievement		
Anticipated Barrier Strategy Rest for		Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
No Data Submitted					

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:				
2. Students scoring at or above Achievement Levels4 and 5 in Civics.Civics Goal #2:				
2012 Current Level of Performance:	2013 Expected Level of Performance:			
Problem-Solving Process to Increase Student Achievement				

Anticipated Barrier	Strategy	Position Responsible for	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
No Data Submitted						

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	
No Data Submitted							

Civics Budget:

Ctuater	Description of Description	Funding Courses	Available
Strategy	Description of Resources	Funding Source	Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.0
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.0
Professional Developn	nent		
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.0
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.0
			Grand Total: \$0.0

End of Civics Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:

1. Attendance

Atte	ndance Goal #1:	increase by 1%				
2012 Current Attendance Rate:				2013 Expecte	d Attendance Rate:	
70% (152)				71% (201)		
				2013 Expecte Absences (10	d Number of Students or more)	with Excessive
65				60		
	2 Current Number of Sti lies (10 or more)	udents with Excessive		2013 Expected Number of Students with Excessive Tardies (10 or more)		
62				60		
	Pro	blem-Solving Process	to I	ncrease Stude	nt Achievement	
	Anticipated Barrier	Strategy	R	Person or Position esponsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parents bring children to school late, take children out of school for family vacations	new strict attendance and tardy policies per new parent contract		endance clerk, ncipal	increased attendance and reduced tardies	TERMS

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	(e.g., PLC,	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for	Person or Position Responsible for Monitoring
N	IA						

Attendance Budget:

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
		•	Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
	•	•	Subtotal: \$0.0

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
		•	Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Attendance Goal(s)

Suspension Goal(s)

Г

Based on the analysis of susp of improvement:	ension data, and referen	nce to	o "Guiding Que	stions", identify and define	ne areas in need
1. Suspension			decrease number of suspensions by per capita by 1% (w		
Suspension Goal #1:				e students this year)	r capita by 1% (we
2012 Total Number of In–Sc		2013 Expecte	d Number of In-School	Suspensions	
6			8		
2012 Total Number of Stude	ents Suspended In-Sch	lool	2013 Expecte School	d Number of Students	Suspended In-
3		5			
2012 Number of Out-of-Sch	ool Suspensions		2013 Expected Number of Out-of-School Suspensions		
2			4		
2012 Total Number of Stude School	ents Suspended Out-of		2013 Expected Number of Students Suspended Out- of-School		
1		2			
Pro	blem-Solving Process 1	to I r	ncrease Stude	nt Achievement	
Anticipated Barrier	Strategy		Person or Position sponsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
children with difficulty 1 monitoring own behavior	NO PUTDOWNS campaign PBS		ire learning nmunity	students are modeling appropriate behavior	less referrals

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	(e.g. , PLC,	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)		Person or Position Responsible for Monitoring
TIPs 1&2 PBS training FBA	all	district pd, principal	all	ongoing	CINUS CUD chart	principal, teachers

Suspension Budget:

Evidence-based Program(s	s)/Material(s)		
Strategy	Description of Resources	Funding Source	Available Amount
PBS, Clip Chart, FBA	school based		\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
NA			\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
TIPS, PBS	district or school based pd		\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Suspension Goal(s)

Parent Involvement Goal(s)

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas n need of improvement:				
1. Parent Involvement				
Parent Involvement Goal #1: *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.	100% parent involvement in various school functions due to 30 hour volunteer requirement.			
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:			
99%	100%			
Problem-Solving Process to Increase Student Achievement				

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1			principal and classrooom teachers	completion of hours	re-registration

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	Person or Position Responsible for Monitoring
NA						

Parent Involvement Budget:

Ctuate au	Deceription of Deceymone	Europhine Courses	Available
Strategy	Description of Resources	Funding Source	Amount
Parent Contract			\$0.00
			Subtotal: \$0.00
Fechnology			
Strategy	Description of Resources	Funding Source	Available Amount
TERMS			\$0.00
			Subtotal: \$0.00
Professional Developm	nent		
Strategy	Description of Resources	Funding Source	Available Amount
NA			\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Parent Involvement Goal(s)

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

Based on the analysis of school data, identify and define a	areas in need of improvement:
1. STEM	
STEM Goal #1:	NA

Problem-Solving Process to Increase Student Achievement						
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
No Data Submitted						

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
No Data Submitted						

STEM Budget:

Evidence-based Progra	am(s)/Material(s)		
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Developm	nent		
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:

1. CTE						
CTE Goal #1:		NA	NA			
Problem-Solving Process to Increase Student Achievement						
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
No Data Submitted						

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
No Data Submitted						

CTE Budget:

Evidence-based Program	n(s)/Material(s)		
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Developme	nt		
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of CTE Goal(s)

Additional Goal(s)

1. Violence prevention programs: Single school culture and appreciation for multicultural diversity

2. Required instruction Listed in FL Statute 1003.42(2), as applicable to appropriate grade levels Goal:

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:						
 1. 1. Violence prevention programs: Single school culture and appreciation for multicultural diversity 2. Required instruction Listed in FL Statute 1003.42(2), as applicable to appropriate grade levels Goal 1. Violence prevention programs: Single school culture and appreciation for multicultural diversity 2. Required instruction Listed in FL Statute 1003.42(2), as applicable to appropriate grade levels Goal #1: 						
2012 Current level:		2013 Expected	2013 Expected level:			
NA			NA	ΝΑ		
	Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1	NA					

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	(e.g., PLC,	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Person or Position Responsible for Monitoring
NA					

Budget:

Strategy	Description of Resources Funding Source		Available Amount
NA			\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of 1. Violence prevention programs: Single school culture and appreciation for multicultural diversity

2. Required instruction Listed in FL Statute 1003.42(2), as applicable to appropriate grade levels Goal(s)

FINAL BUDGET

New York NA Solution Reading Differentiated instruction school based personnel and district pd NA \$0.00 Reading Fundations program components program components NA \$0.00 Wathematics Go Math series program components NA \$0.00 Science High Touch High Touch hands on labs in house field trips \$0.00 Supersion PBS, Clip Chart, FBA school based imp. grant \$0.00 Supersion PBS, Clip Chart, FBA school based \$0.00 Parent Involvement Parent Contract \$0.00 Involvement Parent Contract \$0.00 Program components NA \$0.00 School cutture and appropriate grade levels school based Funding Source Available Amount Resources Cip Clip Chart, FBA School based Funding Source Available Amount Resources School cutture and appropriate grade levels Strategy Description of Resources Funding Source Available Amount Resources School cutture and approprister grade levels	Evidence-based Program	m(s)/Material(s)			
Reading Differentiation instruction personnel and district pd NA \$0.000 Reading Fundations program components Implementation Grant \$4,000.000 CELLA Readers' Workshop program components Grant Imp. \$20,000.00 Science High Touch High Tech hands on labs in house field trips \$0.00.00 Writer's Workshop program materials imp. grant \$20,000.00 Suspension PBS, Clip Chart, FBA school based \$50.00 Date and Involvement Patent Contract \$50.00 Involves prevention programs; Single school culture and appropriate grade levels Subtotal: \$20,000.00 \$50.00 Cellad Strategy Description of Resources Funding Source Available Amoun Resources Geal Strategy Description of Resources Funding Source Available Amoun Resources Stategy NA Sou ou Resources Sou ou Sources Sou ou Sources Stategy NA Sou ou Resources Sou ou Sources Sou ou Sources Sou ou Sources Sou ou Sources Sou ou Sour	Goal	Strategy		Funding Source	Available Amount
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Suspension PBS, Clip Chart, FBA school based \$0.00 Parent Involvement Parent Contract \$0.00 Parent Single school based \$0.00 programs: Single school based \$0.00 appreciation for school cultures and school based \$0.00 appreciation for NA \$0.00 \$0.00 appreciation for Subtotal: \$29,000.0 \$0.00 central diversity Available Amoun \$0.00 appreciate grade Subtotal: \$29,000.0 \$0.00 central diversity Description of Resources Funding Source Available Amoun Reading NA \$0.00 \$0.00 CelLA NA \$0.00 \$0.00 Science NA \$0.00 \$0.00 Viting NA \$0.00 \$0.00 Suspension NA \$0.00 \$0.00 Reading Common Core \$2.000 lased \$0.00 CelLA ESOL classes on-line NA \$0.00 CelLA ESOL classes on-line NA \$0.00 <td>Science</td> <td>HIgh Touch High Tech</td> <td>hands on labs</td> <td>in house field trips</td> <td>\$0.00</td>	Science	HIgh Touch High Tech	hands on labs	in house field trips	\$0.00
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1. Violence prevention or programs: single construction for multicultural diversity 2, Required instruction for multicultural district pd for the fusion for multicultural district pd for the fusion in the formatice for the fusion for multicultural district pd for the fusion for multicultural district pd for the fusion for for for the fusion for for the fusion for for the fusion for for for formatice for the fusion for	Suspension	PBS, Clip Chart, FBA	school based		\$0.00
programs: Single school cultures and appreciation for multicultural diversity NA \$0.00 isstool cultures and appreciation for appropriate grade levels Subtota: \$29,000.0 echnology Subtota: \$29,000.0 echnology Bescription of Resources Funding Source Available Amoun Available Amoun Reading NA Strategy Description of Resources Funding Source Available Amoun Reading NA Strategy	Parent Involvement	Parent Contract			\$0.00
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WritingNA\$0.00SuspensionNA\$0.00Parent InvolvementTERMS\$0.00Prefessional DevelopmentStrategyDescription of ResourcesFunding SourceAvailable Amount \$0.00ReadingCommon CoreSchool based personnel, district pdNA\$0.00CELLAESOL classeson-lineNA\$0.00Sciencedistrict pdFusionNA\$0.00Sciencedistrict pdFusion\$0.00\$0.00SuspensionTIPS, PBSfusionNA\$0.00SuspensionTIPS, PBSdistrict or school based pd\$0.00\$0.00Parent InvolvementNA\$0.00\$0.00SuspensionTIPS, PBSdistrict or school based pd\$0.00Parent InvolvementNA\$0.00\$0.00SuspensionTIPS, PBSdistrict or school based pd\$0.00Parent InvolvementNA\$0.00\$0.00No DataNo DataNo Data\$0.00Subtotal: \$0.00\$0.00\$0.00\$0.00Subtotal: \$0.00\$0.00\$0.00\$0.00Subtotal: \$0.00\$0.00\$0.00\$0.00Subtotal: \$0.00\$0.00\$0.00\$0.00Subtotal: \$0.00\$0.00\$0.00\$0.00Subtotal: \$0.00\$0.00\$0.00\$0.00Subtotal: \$0.00\$0.00\$0.00\$0.00Subtotal: \$0.00\$0.00\$0.00\$0.00Subtotal: \$0.00\$0.00 <td< td=""><td>Mathematics</td><td>NA</td><td></td><td></td><td>\$0.00</td></td<>	Mathematics	NA			\$0.00
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Professional DevelopmentGoalStrategyDescription of ResourcesFunding SourceAvailable AmountReadingCommon Coreschool based personnel, district pdNA\$0.00CELLAESOL classeson-lineNA\$0.00Mathematicsdistrict pdValiable Amount\$0.00Sciencedistrict pdFusionNA\$0.00Writingdistrict pdFusionNA\$0.00SuspensionTIPS, PBSdistrict or school based pd\$0.00Parent InvolvementNA\$0.00OtherStrategyDescription of ResourcesFunding SourceNo DataNo DataNo Data\$0.00Subtotal: \$0.00\$0.00\$0.00Subtotal: \$0.00\$0.00\$0.00SuspensionTIPS, PBSdistrict or school based pd\$0.00Subtotal: \$0.00\$0.00\$0.00Subtotal: \$0.00\$0.00\$0.00	Parent Involvement	TERMS			\$0.00
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SuspensionTIPS, PBSpd\$0.00Parent InvolvementNA\$0.00DotherSubtotal: \$0.00GoalStrategyDescription of ResourcesFunding SourceNo DataNo DataNo Data\$0.00Subtotal: \$0.00StrategyDescription of ResourcesSubtotal: \$0.00No DataNo Data\$0.00Subtotal: \$0.00Subtotal: \$0.00Subtotal: \$0.00	Writing	district pd			\$0.00
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Subtotal: \$0.0 Other Goal Strategy Mo Data No Data No Data No Data Subtotal: \$0.0 Subtotal: \$0.0 Subtotal: \$0.0 Subtotal: \$0.0 Subtotal: \$0.0	Parent Involvement	NA			\$0.00
GoalStrategyDescription of ResourcesFunding SourceAvailable AmountNo DataNo DataNo Data\$0.00Subtotal: \$0.00					Subtotal: \$0.0
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Subtotal: \$0.0					
	No Data	No Data	No Data	No Data	\$0.00
					Subtotal: \$0.0

Differentiated Accountability

School-level Differentiated Accountability Compliance

Are you a reward school: jn Yes jn No

A reward school is any school that improves their letter grade or any school graded A.

No Attachment (Uploaded on 9/23/2012)

School Advisory Council

School Advisory Council (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 citizens who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting "Yes" or "No" below.

Yes. Agree with the above statement.

Describe projected use of SAC funds	Amount
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No data submitted

Describe the activities of the School Advisory Council for the upcoming year

AYP DATA

Adequate Yearly Progress (AYP) Trend Data 2011-2012 Adequate Yearly Progress (AYP) Trend Data 2010-2011 Adequate Yearly Progress (AYP) Trend Data 2009-2010

SCHOOL GRADE DATA

No Data Found No Data Found No Data Found