FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: HAWTHORNE MIDDLE/HIGH SCHOOL

District Name: Alachua

Principal: Veita Jackson-Carter

SAC Chair: Rebecca Cassels

Superintendent: Dr. Dan Boyd, Jr.

Date of School Board Approval:

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	Veita Jackson- Carter	Bachelor of Arts in Special Education, Master of Science in Education Certification: Educational Leadership, School Principal, Mental Retardation (K- 12) Reading Endorsement	4	11	Principal of Hawthorne Middle High School (2009-present) 2011-2012 - Grade - Pending 2010-2011 - Grade 'C' Reading Mastery 36%, Math Mastery 37%, Writing Mastery 62%; Science Mastery 32%, Writing Mastery 62%; Economically Disadvantaged, African American, and Students With Disabilities subgroups did not make AYP in math or reading. 2009-2010 - Grade 'D' Reading Mastery 38%, Math Mastery 36%, Science Mastery: 33%, Writing Mastery 83%; Economically Disadvantaged, African American, and Students With Disabilities did not make AYP in math or reading.

		Adjunct Instructor - Educator Preparation Institute-Santa Fe College			2008-2009 - Grade 'D' Reading Mastery 40%, Math Mastery 48%, Science Mastery 23%, Writing Mastery 86%; Economically Disadvantaged, African American, and Students With Disabilities subgroups did not make AYP in math or reading.
Assis Principal	Royce Kamman	Bachelor of Arts in Special Education, Master of Arts in Educational Leadership Certification: Educational Leadership, School Principal, Specific Learning Disabilities (K-12) Reading Endorsement	1		Assistant Principal of Howard Bishop Middle School 2011-2012 - Grade 'A' Reading Mastery 61%, Math Mastery 60%, Science Mastery 48%, Writing Mastery 78%; Economically Disadvantaged, African American, and Student With Disabilities did not make AYP in math or reading. 2010-2011 - Grade 'A' Reading Mastery 72%, Math Mastery 67%, Science Mastery 65%, Writing Mastery 89%; Economically Disadvantaged, African American, and Students With Disabilities subgroups did not make AYP in math or reading. 2009-2010 - Grade 'A' Reading Mastery 68%, Math Mastery 68%, Science Mastery 49%, Writing Mastery 90%; Economically Disadvantaged subgroup did not make AYP in Reading, Students With Disabilities subgroup did not make AYP in Reading, Students With Disabilities subgroup did not make AYP in reading or math.
Principal	Dr. Darla Boyd	Bachelor of Arts in Elementary Education and Asdian Studies M.A. in Social Foundations of Education Ph.D. in Curriculum and Instruction, Research, Measurement and Evaluation Certification: Elementary Education, Early Childhood, School Principal	1	39	Principal of Stephen Foster Elementary School

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)
Science	Alisha R. Williams	Bachelor of Science in Biology; Master of Education in Curriculum and Instruction; Master of Science Administration/Organizational Leadership Certification: Middle Grades Science 5-8 Biology 7-12	1	1	None
		Master of Science in Education			

Reading	Dawn Newell	Certification: Reading; Exceptional Student Education	1	11	None
Math	Judith Cheng	Bachelor of Arts in Geography; Master of Education in Educational Technology	1	1	None
Watti	Suditi energ	Certification: Math 5-9; Specific Learning Disabilities K-12; Media Specialist K-12; Integrated Curriculum 5-9			None
FCIM/Intervention Teacher	Barbara Bryant	Master of Science in Educational Leadership Certification: Educational Leadership (All Levels); Elementary Education (K-6); Mathematics (5- 9; English Speakers of Other Languages (K-12); Reading Endorsed			None

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		Sandy Hollinger, Deputy Superintendent	June 2012	

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
There is only 1 teacher out-of-field.	Professional Development in the use of high yield instructional strategies (Marzano), Effective Lesson Planning, Lesson Study, Text Complexity/Higher Order Questioning, and the Gradual Release of Responsibility Model. The school district provides a reimbursement incentive

to teachers for state
certification exam fees
when they pass the
exam.

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers		% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees		% Reading Endorsed Teachers		% ESOL Endorsed Teachers
19	15.8%(3)	10.5%(2)	26.3%(5)	47.4%(9)	63.2%(12)	100.0%(19)	21.1%(4)	0.0%(0)	5.3%(1)

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
Michael Scott	James MacDonald		Providing assistance and support to beginning teachers in professional development and Classroom WalkThroughs and observations Leading monthly cohort meetings Providing on-site support with planning, strategies, and implementation of lessons Modeling instruction for beginning teachers

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 Career and Technical Education Career and Technical Education Multi-Tiered System of Supports (MTSS)/Response to Instruction/Intervention (RtI)
Violence Prevention Programs Nutrition Programs Housing Programs Head Start Career and Technical Education Job Training Other
Violence Prevention Programs Nutrition Programs Housing Programs Head Start Career and Technical Education Job Training Other
Nutrition Programs Housing Programs Head Start Adult Education Career and Technical Education Dib Training Other
Nutrition Programs Housing Programs Head Start Career and Technical Education Ub Training Other
Housing Programs Head Start Adult Education Career and Technical Education Job Training Other
Housing Programs Head Start Adult Education Career and Technical Education Job Training Other
Head Start Adult Education Career and Technical Education Job Training Other
Adult Education Career and Technical Education Job Training Other
Adult Education Career and Technical Education Job Training Other
Career and Technical Education Job Training Other
Career and Technical Education Job Training Other
Job Training Other
Job Training Other
Other
Multi-Tiered System of Supports (MTSS)/Response to Instruction/Intervention (Rtl)
Multi-Tiered System of Supports (MTSS)/Response to Instruction/Intervention (RtI)
marti Horod System of Supports (M199)/ Nesponse to matruetion/ intervention (Nti)
-School-based MTSS/RtI Team
Identify the school-based MTSS leadership team.
Veita Carter, Principal; Royce Kamman, Assistant Principal; Leroy Williams, Sr., Dean & Positive Behavior Coach; Wendy Shannon, Dean of Students; Dr. Jill Geltner, Guidance Counselor; Lucinda Watkins, School Advisory Council Member
Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it worl with other school teams to organize/coordinate MTSS efforts?
Response to Intervention (RtI) data will be based on a series of assessments identified at the district level and administered at the school. Items for the assessments are taken from the Macmillan Benchmark Assessments, the Big Idea Math series, the district formative assessment program for math and science, and writing prompts developed for district use.
FAIR Assessments are also taken into consideration for reading results. Data at the beginning of the year will be captured and presented through the district's student information system. Toward the end of the year, the data presentation will be migrated into the district's Local Instructional Information System. Progress monitoring of school-wide data will be used to drive instruction. Data Chats with teachers and students are held to monitor progress and set goals for improvement.
The Professional Learning Community (Leadership Team) meet bi-weekly with the Positive Behavior Support Team to analyze data and monitor progress of interventions. This problem-solving process includes addressing academic and behavior interventions needed for students. PLC leaders meet bi-weekly with their departments to monitor progress and assess needs for interventions in their areas.

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 Professional Learning Community (Leadership Team) meet bi-weekly with the Positive Behavior Support Team to analyze and discuss discipline data. This data is shared with faculty, students, staff, and community stakeholders(School Advisory Council). School-wide interventions: School-wide Discipline Plan, Discipline Documentation Logs, Positive Referrals, Dream Dollars

All stakeholders collaborate and set school improvement goals based on school-wide data and needs of students.

FMTSS 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.

Targeted Extended Learning

The Targeted Extended Learning Program for students include FCAT Remediation, intensives in math and reading, and enrichment opportunities for students. Student FCAT data and grades are used to determine interventions. Students scoring a Level 1 or Level 2 on the FCAT have been identified. Students scoring a 3 or higher on the FCAT are enrolled in our enrichment classes: Journalism, Digital Design and Drama.

Tier I - School-wide Academic Intervention was the target last year. All students were enrolled in a remediation period.

ALACHUA CHECK & CONNECT PROGRAM

Hawthorne Middle High School has been awarded a two-year grant from AT&T, the United Way of North Central Florida, and the Alachua County Public Schools District. Through the AT&T Inspire Local High School Impact Initiative Grant, Hawthorne Middle High School will have a full-time Drop-Out Prevention (DOP) Specialist on site. The specialist will provide support and services to 40 at-risk 9th grade students. They will receive one-on-one assistance to help them have access to the resources they need to graduate high school on time. Students were identified prior to the beginning of the 2012-2013 school year. Students had to meet at least two of the criteria listed:

Repeated a grade in elementary or middle school

Reading or math scores that are below grade level

Five or more unexcused absences or tardies while in middle school

At least one in-school or out-of-school referral or suspension while in middle school

The DOP Specialist and school staff met with parents/guardians and the student to review the components of the Check & Connect program. Once an agreement was reached for the student to participate in the program, an action plan was developed. The DOP Specialist meet every other week with each student. The DOP Specialist serves as a mentor, advocate, and service coordinator participating students. The DOP Specialist uses the Alachua County Public Schools electronic student portal, and have regular meetings with the school guidance counselor, deans and teachers to monitor academic progress, behavior, and attendance.

HAWTHORNE MIDDLE HIGH SCHOOL ADVOCATE CLUSTER PROGRAM

This program was developed for all students enrolled at Hawthorne Middle High School. Teachers serve as advocates on grade level clusters. They meet weekly in the Professional Learning Communities. A Google Document was developed by the staff to monitor student academic progress, behavior and parental involvement. Interventions and problem solving strategies are discussed with each student. Data chats are conducted with students twice during each 9 week grading period.

Tier II - Supplemental Level - All students are enrolled in Targeted Extended Learning Time (7th period day). This extension of the school day provides academic, intensive and enrichment supports for all students. Students scoring a Level 1 or 2 on the FCAT are enrolled in reading, math or science intensive courses. Students scoring a Level 3 and higher on the FCAT are enrolled in enrichment courses (Digital Design, Drama, Journalism, Reading/Book Club).

This is the first year of implementation of the Supplemental Level - Targeted Extended Learning Time (7th period day). The effectiveness of the Supplemental Level - Targeted Extended Learning is to be determined.

Behavior

The Hawthorne Middle High School Positive Behavior Support (PBS) Team participated in Tier I, II, & III Training on Positive Behavior Support. The school data indicated that out-of-school suspensions were reduced by 48% last year (2010-2011). The Tier I - School-wide Level target this year: 100% of the school population will be targeted. All students will earn Positive Referrals and Dream Dollars to reinforce good behavior. The Tier II - Supplemental Level will target all of students. Tier III - Intensive Level will target students in need of intensive, individual interventions to address problematic behaviors. It will include small group counseling, small group pull-out with reading, math and science coaches. Language Arts and English teachers will do small group pull-out with writing students.

The Alachua County School District has a reporting data base (Infinite Campus) that generate reports on individual and school-wide behavior. The data from these reports are used to create graphs and charts and by our deans. Our school-wide

progress and areas in need of improvement are monitored monthly and shared with the faculty, staff and students.

Describe the plan to train staff on MTSS.

Targeted Extended Learning

The faculty and staff are trained on the reorganization of the Targeted Extended Learning Program during pre-planning. Training for all staff is on-going during the school year.

Behavior

The faculty and staff are trained on the implementation of a new School-wide Discipline Plan, and the School-wide Positive Behavior Support Plan during pre-planning. Training for all staff is on-going during the school year.

Describe the plan to support MTSS.

A new school-wide discipline has been developed. Teachers have received training on the components and implementation. We use a system of continuous improvement through data chats, the data mining process to identify our data sources, define and analyze quality data, and use that data to drive instruction.

Data training for teachers and staff is ongoing.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team-

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

Amy MacCord - Chair; Mattie Vasbinder, Jayanne Nowaski, Catherine Scott, Dawn Newell - Reading Coach, Veita Jackson-Carter - Principal; Royce Kamman - Assistant Principal

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

The Literacy Leadership Team meets bi-weekly. Each member serves as a representative of a Professional Learning Community(academic team, ESE and elective). This team develops a Focus Calendar for English and Reading. FCAT, OnTrack, FAIR, and Stanford 10 data is used to determine calendar needs. Implementation and monitoring of the calendar is done by teachers, literacy team and the Reading Coach.

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

To increase the number of students achieving proficiency in reading

To increase the number of students achieving proficiency in math

To increase the number of students achieving proficiency in writing

To increase the number of students achieving proficiency in science

To offer assistance and support to teachers using the Florida Continuous Improvement Model Focus Calendar, Marzano Instructional strategies (Differentiated Instruction, CRISS, Kagan, and pacing guides). To serve as model classroom teachers so that teachers will have an opportunity to visit their classrooms to observe how strategies are taught.

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.

Every teacher is responsible and accountable for student success. The instructional staff will participate in the following trainings to ensure highly effective reading instruction:

- 1) Gradual Release of Responsibility Model
- 2) Effective Lesson Planning
- 3) Marzano & CRISS Strategies (Cooperative Learning, and Nonlinguistic Representations)
- 4) Webb's Depth of Knowledge
- 5) Lesson Study
- 6) Text Complexity/Higher Order Questioning
- 7) Close Reading
- 8) Comprehension Instructional Sequence

Academic Coaches (reading, math, science) will provide assistance and support to teachers and students (e.g. direct explicit instruction, modeling, instructional strategies, small-group pull-outs).

Teachers are required school-wide to use reading strategies. Our emphasis this year is on reading comprehension, text complexity/higher order questioning, close reading, and comprehension instructional sequence, and the use of Research-Based Strategies On Instruction by Marzano & Kagan Strategies. The lesson plan template has been designed to include these strategies.

*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?

Each student has a data chat goal/status form that they complete and review with staff to determine best placement for course selection, courses needed for credit retrieval, courses needed for post secondary institutional requirements and goal setting for career/vocational interests. Students also review Facts.org account to track their progression toward diploma requirements.

Parents are notified about their student's progress and areas of concern, and a plan is developed and implemented.

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?

There are more rigorous course offerings for student selection and post secondary preparation. Students will also have the opportunity to participate in an Targeted Extended Learning Program to improve skills in social-emotional, critical thinking and college readiness.

Students are provided with on-line support in standardized testing for college acceptance. Students will also complete units on college applications and essays; as well as resumes for scholarships. Students also have the opportunity to dual enroll on campus or off campus. Students and parents have opportunities to participate in financial aid workshops. Additionally, students are exposed to post secondary institutions and vocational programs via on and off site opportunities (i.e. placement testing, college tours, college representatives on campus).

Postsecondary Transition

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the <u>High School Feedback Report</u>

Hawthorne Middle High School's percentage of graduates completing a college prep curriculum, earning at least a level 3 on the 10th grade FCAT in math and reading, and scoring at or above college cut scores on the ACT, SAT, and PERT were below the district and state percentages. However, Hawthorne Middle High School is focused on creating a greater emphasis on college readiness. We will encourage upperclassmen to take AP and/or Dual Enrollment courses to increase our percentage of graduates who have taken these courses by 10%. We will also increase the percentage of students taking college readiness

standardized tests such as SAT and ACT by 7%. To achieve this goal, we will require all juniors to meet individually with the guidance counselor to discuss their postsecondary plans and to register for the exams.

Increase Graduation Rate

Students will participate in a Kaplan SAT/ACT Preparation program. This program would help to increase their skills to be able to pass the SAT/ACT, and use passing scores toward graduation requirements.

TALENT SEARCH

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

	d on the analysis of studer provement for the following		eference to "Guiding	g Questions", identify and o	define areas in nee
read		ng at Achievement Level :	To increase the	e number of students who a cy in all subgroups by 48%	
2012	Current Level of Perfor	mance:	2013 Expecte	d Level of Performance:	
	(65) of students achieved ing Test	mastery on the 2012 FCA	T 48% (115) of s the 2013 FCAT	students will achieve master Reading Test	ry for reading on
	Р	roblem-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	Student levels of academic performance	Teacher use of the Gradual Release Model with fidelity to increase levels of academic performance Close Reading & Comprehension Instructional Sequence Training	Teachers Principal Assistant Principal SIG Principal Academic Coaches Counselor FCIM/Intervention Teacher		Data chats and goal setting with teachers Teacher Appraisal Data chats and goal setting with students
	Behavior Attendance Home Support Classroom space and class size	Check lesson plans weekly to ensure teachers are planning highly effective lessons and provide feedback to teachers Provide follow up training on how to write and implement highly effective lesson plans Use of effective reading strategies and instructional strategies (Marzano, Kagan, CRISS) Lesson Study Targeted Extended Time	Teachers FCIM/Intervention Teacher Student Support	Review of Classroom Walk Through and observation data Monitor use of FCIM Focus Calendar with fidelity PLC/Reading Coach weekly meetings to plan lessons and implementation of reading and instructional strategies Data Chats with teachers to discuss updates and follow up with meeting notes Data Chats with students to discuss goal setting	Jamestown Navigator reading data FAIR Assessments Education Plannin Team Meetings Student Support Services Team Report at bi- weekly Leadership Team Meeting Student Grades FCIM Mini-

and monitoring progress

on accomplishing goals

Bi-weekly meetings of

Student Support Services

Review of Data

Chat Meetings once every 9

weeks

Referrals for home visits

will come from teachers,

and members of the Student Support Services

Team (i.e. members:

2	school nurse, resource officer, counselor, cafe manager, deans, administrators) Family Literacy Night One Book One School Tutorial: UF College Reach Out Program (CROP) after school	Diffe	erentiated Activities	Home visits will improve communication between school and home (i.e, discuss barriers and set up a plan to include school visits, teacher access, and use of parent portal Use of data from Lesson Study to address strengths and areas in need of development Differentiated Activities are used daily and monitored as well during the Targeted Extended Time during, math and science

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 reading. To increase the number of students scored a 4, 5 on the 2012 FCAT Reading Test by 25% (60) Reading Goal #1b: 2012 Current Level of Performance: 2013 Expected Level of Performance: 10% (24) of students scored a 4, 5 on the 2012 FCAT 25% (60) of students will score a 4,5, on the 2013 FCAT Reading Test Reading Test Problem-Solving Process to Increase Student Achievement Person or Process Used to Position Determine **Anticipated Barrier Evaluation Tool** Strategy Responsible for Effectiveness of Monitoring Strategy End of Course Students maintaining Offer online advanced Teachers Assign teacher and lab proficiency levels proctor to monitor Exams courses Principal student progress, and Course offerings limited Offer Distance Learning administer assessments Mini-assessments for advanced and gifted Assistant Principal for students students due to student Parternship with Santa Semester and Final enrollment Fe College Exams Counselor Academic Coaches Close Reading & Comprehension Instructional Sequence Training

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	To increase the number of students who are scoring a level 4 or 5 by 25%
2012 Current Level of Performance:	2013 Expected Level of Performance:
10% (24) of students earned a level 4 on the 2012 FCAT Reading Test	30% (72) of students will earn a level 4 on the 2013 FCAT Reading Test

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students maintaining proficiency levels Course offerings limited for advanced and gifted students due to student enrollment	Offer enrichment courses based on student needs Offer online advanced courses Offer Credit Retrieval (CROP), Florida Virtual School, and Alachua E-School online courses during the school day Offer Distance Learning - Partnership with Santa Fe College	Teachers Principal Assistant Principal SIG Principal Counselor Academic Coaches FCIM/Intervention Teacher	Assign teacher and lab proctor to monitor student progress and administer assessments	Mini-assessments FAIR Assessments End of Course Exams OnTrack Assessments Student Grades Semester and Final Exams
2	Students maintaining proficiency levels Providing rigorous coursework needed to challenge students at this level	Check lesson plans weekly to ensure teachers are planning highly effective lessons and provide feedback to teachers Provide follow up training on how to write and implement highly effective lessons Advance placement courses will be offered and these courses will provide rigor to increase the students' skills and knowledge. Providing effective professional development for teachers of high achieving students Targeted Extended Time Lesson Study Use of effective reading strategies and instructional strategies (Marzano, Kagan, CRISS) Webb's DOK Questioning and Tasks, and continuous training through College Board Book Club	Teachers Reading Coach Counselor Principal Assistant Principal FCIM/ Intervention Teacher SIG Principal	Data Chats with students, PBS Team, Leadership Team, and Professional Learning Communities Students goal setting and monitoring progress on accomplishing goals Monitor use of the FCIM Focus Calendar with fidelity PLC/Reading Coach	Classroom Walk Throughs and observations FCIM Mini- assessments Review of Data Chat Meetings once every 9 weeks Use of data from Lesson Study to address strengths and areas in need of development Differentiated Activities are used daily and monitored as well during the Targeted Extended

Family Literacy Night		assessment results that demonstrate consistent proficiency and mastery
		Parent Input Survey

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 To increase the number of students scoring at or above reading. Achievement Level 7 by 2% (4) Reading Goal #2b: 2012 Current Level of Performance: 2013 Expected Level of Performance: 0% (0) of students earned a level 7 on the 2012 FCAT 2% (4) of students will earn a level 7 on the 2013 FCAT Reading Test Reading Test Problem-Solving Process to Increase Student Achievement Person or Process Used to Position Determine **Evaluation Tool** Anticipated Barrier Strategy Responsible for Effectiveness of Monitoring Strategy Offer enrichment courses Teachers Course offerings limited Assign teacher and lab Mini-assessments for advanced students based on student needs proctor to monitor due to student Principal student progress and End of Course Offer online advanced enrollment administer assessments Exams Assistant Principal courses Final Exams and Offer Distance Learning SIG Principal Semester Exams Partnership with Santa Fe College Counselor Offer Credit Retrieval Academic Coaches (CROP), Florida Virtual School, and Alachua E-School online courses during the school day

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:					
3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:			To increase the	number of students makir ding Test by 48% (96)	ng gains on the
2012 Current Level of Performance:			2013 Expected	2013 Expected Level of Performance:	
48% (115) of students made learning gains on the 2012 FCAT 709 Reading Test				70% (168) of students will make learning gains in reading on the 2013 FCAT Reading Test	
	Pr	oblem-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
	Student levels of	Teacher use of the	Teachers	Check lesson plans	Classroom

1	academic performance	Gradual Release Model with fidelity to increase levels of academic performance Offer Credit Retrieval (CROP), Florida Virtual School and Alachua E-School online courses	Principal Assistant Principal SIG Principal Academic Coaches	weekly to ensure teachers are planning highly effective lessons using the Gradual Release Model with fidelity, and providing feedback to teachers	Data chats and goal setting with teachers
		during the school day	Counselor FCIM/Intervention Teacher		Data chats and goal setting with students
	Church lavala af	Charle O Campanh	On alta Chaala 0	Mant with atvelope	Teacher Appraisals
	Student levels of academic performance	Check & Connect Program - Targets 9th graders that meet the criteria for dropping out of school	On site Check & Connect Coordinator	Meet with students weekly to monitor progress, and implement problem solving strategies	Assessments Progress Reports Report Cards
2		Student Advocate Check & Connect Program Tutorial: UF College Reach Out Program (CROP) after school	Teacher clusters assigned to advocate for all students by grade level	Meet with students individually, and implement problem solving strategies	Behavior Plans
	Behavior Attendance Home Support	Close Reading & Comprehension Instructional Sequence Training	Principal Assistant Principal Deans	teachers, PBS Team,	READ 180 and Jamestown Navigator reading data
	Motivation Resources/materials need to be high interest	Check lesson plans	Counselor	Bi-weekly meetings of the Student Support Services Team	FCIM Mini- assessments FAIR Assessments
		highly effective lessons and provide feedback to teachers Referrals for home visits will come from teachers, and members of the Student Support Services Team (i.e. members: school nurse, resource officer, counselor, cafe manager, deans, administrators) Provide training on how to write and implement	Reading Coach Teachers FCIM/Intervention Teacher SSIG Principal	Adjustments in planning, instruction, and pacing when needed Monitor use of the FCIM Focus Calendar with fidelity Individual teacher conferences to follow up on effective lesson planning and instructional	improve communication between school and home (i.e., discuss barriers and set up a plan to include school visits, teacher access, and parent portal) Use of data from Lesson Study to
3		highly effective lesson plans Home Visits Use of effective reading strategies and instructional strategies (Marzano, Kagan, CRISS) Encourage parental support and participation through school-based and community activities Lesson Study Targeted Extended Time Small group pull-out with reading coach		Students goal setting and monitoring progress on accomplishing goals PLC/Reading Coach weekly meetings to plan lessons and implementation of reading strategies and instructional strategies Differentiated Activities Bi-weekly meetings of Student Support Services team	of development Differentiated Activities are used daily and monitored as well during the Targeted Extended

Use and integration of technology-based supports and interventions as part of instruction		Parent Input Survey
Family Literacy Night		

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need	1
of improvement for the following group:	١

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	To increase the number of students making gains on the 2013 FCAT Reading Test by 2% (4)
2012 Current Level of Performance:	2013 Expected Level of Performance:
1% (2) of students made gains on the 2012 FCAT Reading Test	2% (4) of students will make gains on the 2013 FCAT Reading Test

	Problem-Solving Process to Therease Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1	Student levels of academic performance	Check & Connect Program - Targets 9th graders that meet the criteria for dropping out of school Student Advocate Check & Connect Program Offer Credit Retrieval (CROP), Florida Virtual School, and Alachua E- School online courses during the day	On-site Check & Connect Coordinator Teacher clusters assigned to advocate for all students	Meet with students weekly to monitor progress, and implement problem solving strategies Meet with students individually, and implement problem solving strategies	Assessments Progress Reports Report Cards Behavior Plans	
2	Student levels of academic performance Reading and writing levels of students	Close Reading & Comprehension Instructional Sequence Training Teacher use of the Gradual Release Model with fidelity to increase levels of academic performance School-wide Writing Plan Writing Training Tutorial: UF College Reach Out Program (CROP) after school	Teachers Principal Assistant Principal SIG Principal Academic Coaches Counselor FCIM/Intervention Teacher Teachers Principal Assistant Principal SIG Principal Academic Coaches Counselor FCIM/Intervention	Check lesson plans weekly to ensure teachers are planning highly effective lessons using the Gradual Release Model with fidelity, and providing feedback to teachers Data chats and goal setting with students Data chats and goal setting with teachers Faculty scoring of assessments	Classroom WalkThroughs Classroom observations Data chats and goal setting with teachers Data chats and goal setting with students Teacher Appraisals Writing Assessments every 9 weeks Practice: Targeted focus areas in writing FCIM Mini- assessments	

	d on the analysis of student provement for the following		eference to "Guiding	Questions", identify and o	define areas in need
maki	AT 2.0: Percentage of stung learning gains in reading Goal #4:		To increase the by 25% (180)	number of students who r	nade learning gains
2012	Current Level of Perforn	nance:	2013 Expected	d Level of Performance:	
55% Readi	(132) of students made lea ng Test	irning gains on the 2012 F	CAT 75% (180) of st FCAT Reading T		gains on the 2013
	Pr	oblem-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		Close Reading & Comprehension Instructional Sequence Training Teacher use of the Gradual Release Model with fidelity to increase levels of academic performance	Teachers Principal Assistant Principal SIG Principal Academic Coaches Counselor FCIM/Intervention Teacher	Check lesson plans weekly to ensure teachers are planning highly effective lessons using the Gradual Release Model with fidelity, and providing feedback to teachers	Data chats and goal setting with teachers Data chats and goal setting with students
2	Student levels of academic performance	Check & Connect Program - Targets 9th graders that meet the criteria for dropping out of school Student Advocate Check & Connect Program	On-site Check & Connect Coordinator Teacher clusters assigned to advocate for all students	Meet with students weekly to monitor progress, and implement problem solving strategies Meet with students individually, and implement problem solving strategies	Teacher Appraisals Assessments Progress Reports Report Cards Behavior Plan
	progress of students in the lowers quartile Behavior Attendance Home Support Motivation Resources/materials need		Teachers Principal Assistant Principal FCIM/Intervention Teacher Deans	Data Chats with students, teachers, PBS Team, Leadership Team and Professional Learning Communities Bi-weekly meetings of the Student Support Services Team Monitor use of the FCIM Focus Calendar with fidelity	READ 180 and Jamestown Navigator reading data FCIM Mini- assessments Student Grades FAIR Assessment Home visits will improve
3	to be high interest	(Marzano, Kagan, CRISS) Lesson Study Targeted Extended Time Referrals for home visits will come from teachers and members of the Student Support Team (i.e., members: school	Counselor SIG Principal	Adjustments in planning, instruction and pacing when needed Students goal setting and monitoring progress on accomplishing goals PLC/Reading Coach weekly meetings to plan lessons and	communication between school and home (i.e, discuss barriers and set up a plan to include school visits, teacher access, and use of parent portal) Use of data from Lesson Study to

nurse, resource officer, counselor, cafe manager, deans, administrators)	implementation of read strategies and instructional strategies	and areas in need
Small group pull-outs with Reading Coach Use and integration of technology-based supports and interventions as part of instruction Tutorial: UF College Reach Out (CROP) after school Offer Credit Retrieval (CROP), Florida Virtual School, and Alachua E-School online courses during the day Family Literacy Night	Differentiated Activitie	Activities are used daily and monitored as well during the Targeted Extended Time during reading, math, and science Parent Input Survey

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target Reading Goal # 5A. Ambitious but Achievable Annual Increase proficiency among all ethnicity groups Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%. Baseline data 2011-2012 2012-2013 2013-2014 2014-2015 2015-2016 2016-2017 2010-2011 60% 70% 75% 65% 78%

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 To increase the number of students who are performing at or satisfactory progress in reading. above proficiency in all subgroups by 25% (35) on the 2013 FCAT Test Reading Goal #5B: 2012 Current Level of Performance: 2013 Expected Level of Performance: White 20% (28), Black 7% (10), Hispanic 0% (0), Asian 0% To increase the number of students who are performing at or (0), American Indian 0% (0) of students made satisfactory above proficiency in all subgroups 25% (35) on the 2013 progress on the 2012 FCAT Reading Test FCAT Reading Test

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Student levels of academic performance	Teacher use of the Gradual Release Model with fidelity to increase		!	Classroom WalkThroughs
		levels of academic performance	Assistant Principal	highly effective lessons using the Gradual Release Model with fidelity, and	Classroom observations
1			SIG Principal Academic Coaches		Data chats and goal setting with teachers
		School online courses during the school day	Counselor		Data chats and

Reading an of student		School-wide Writing Plan Writing Training	FCIM/Intervention Teacher Teachers Principal Assistant Principal SIG Principal Academic Coaches Counselor FCIM/Intervention	Data chats and goal setting with students Data chats and goal setting with teachers Faculty scoring of assessments	goal setting with students Teacher Appraisals Writing Assessments every 9 weeks Practice: Targeted focus areas in writing FCIM Miniassessments
Student le academic Meaningfuresources Behavior Home Sup Attendance	performance I/relevant available port	Close Reading & Comprehension Instructional Sequence Training Check lesson plans weekly to ensure teachers are planning highly effective lessons and provide feedback to teachers Provide training on how to write and implement highly effective lesson plans Individual direct and explicit instruction Reading Coach pull-out of small groups Use of effective reading strategies and instructional strategies (Marzano, Kagan, CRISS) Lesson Study Targeted Extended Time Referrals for home visits will come from teachers, and members of the Student Support Services Team (i.e. members: school nurse, resource officer, counselor, cafe manager, deans, administrators) Tutorial: UF College Reach Out Program (CROP) after school Family Literacy Night	Teacher Teachers FCIM/Intervention Teacher Principal Assistant Principal Reading Coach DOE Reading Team Member	mentoring Classroom and small group observations Monitor use of FCIM Focus Calendar with fidelity Students goal setting and monitoring progress on accomplishing goals Data Chats with students, teachers, PBS Team, Leadership Team and Professional Learning Communities Adjustments in planning, instruction and pacing when needed PLC/Reading Coach	Stience Student Grades Home visits will improve communication between school and home (i.e., discuss barriers and set up a plan to include school visits, teacher access and use of parent portal)

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 reading.

2012	Current Level of Perforn	nance:	2013 Expected	2013 Expected Level of Performance:			
N/A			N/A	N/A			
	Pr	oblem-Solving Process	to Increase Studer	nt Achievement			
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1	Student levels of academic performance Reading and writing levels of students	Teacher use of the Gradual Release Model with fidelity to increase levels of academic performance School-wide Writing Plan Writing Training	Teachers Principal Assistant Principal SIG Principal	Check lesson plans weekly to ensure teachers are planning highly effective lessons using the Gradual Release Model with fidelity, and providing feedback to teachers Data chats and goal setting with students Data chats and goal setting with teachers Faculty scoring of assessments	Classroom WalkThroughs Classroom observations Data chats and goal setting with teachers Final and Semester Exams End of Course Exams Data chats and goal setting with students Teacher Appraisals Writing Assessments every 9 weeks Practice: Targeted focus areas in writing FCIM Mini- assessments		
2	N/A	N/A	N/A	N/A	N/A		
of imp 5D. St satisf Readi 2012 White (0), Al	tudents with Disabilities factory progress in reading Goal #5D: Current Level of Perforn 15% (21), Black 12% (17) merican Indian 0% (0) ma	subgroup: (SWD) not making ng. nance:), Hispanic 0% (0), Asian (To increase the above proficient FCAT Reading 2013 Expected To increase the above proficient	d Level of Performance: number of students who a cy in all subgroups by 25%	are performing at or (35) on the 2013		
1116 20	012 FCAT Reading Test —————————————————————Pr	oblem-Solving Process	FCAT Reading ⁻ to Increase Studer				

Process Used to

Determine

Effectiveness of

Strategy

Evaluation Tool

Person or Position

Responsible for

Monitoring

Strategy

Reading Goal #5C:

Anticipated Barrier

	Student levels of academic performance	Teacher use of the Gradual Release Model	Teachers	Check lesson plans weekly to ensure	Classroom WalkThroughs
		with fidelity to increase	Principal	teachers are planning	Clasars
		levels of academic performance	Assistant Principal	highly effective lessons using the Gradual Release Model with fidelity, and	Classroom observations
1		Tutorial: UF Credit Retrieval Program (CROP)	SIG Principal	providing feedback to teachers	Data chats and goal setting with
1		Modricvar Frogram (CROP)	Academic Coaches	todollor 3	teachers
		Offer Credit Retrieval (CROP), Florida Virtual	Counselor		Data chats and goal setting with
		School, and Alachua E- School online courses during the day	FCIM/Intervention Teacher		students Teacher Appraisals
	Reading and writing levels		Teachers	Data chats and goal	Writing
	of students	Writing Training	Principal	setting with students	Assessments ever 9 weeks
			Assistant Principal	Data chats and goal setting with teachers	Practice: Targeted
2			SIG Principal	Faculty scoring of	focus areas in writing
_			Academic Coaches	assessments	FCIM Mini-
			Counselor		assessments
			FCIM/Intervention Teacher		
	Student reading skill level	Close Reading &	Teachers	Data Chats with teachers, PBS Team,	FAIR Assessments
	Resources/materials need		Principal	Leadership Team and Professional Learning	READ 180 and Jamestown
	to be high interest	Training	Assistant Principal	Communities	Navigator reading data
	Motivation	Check lesson plans	SIG Principal	Bi-weekly meetings of the Student Support	FCIM Mini-
	Home Support	weekly to ensure teachers are planning	Reading Coach	Services Team	assessments
	Behavior	highly effective lessons and provide feedback to	Teacher	Data Chats with students	improve
	Attendance	teachers		Monitor use of FCIM	communication between school
		Provide training on how		Focus Calendar with	and home (i.e.,
		to write and implement highly effective lesson		fidelity	discuss barriers and set up a plan
		plans		Goal setting for students	to include school
				to accomplish target of	visits, teacher
		Teacher use of effective reading strategies and		success	access and use of parent portal)
		instructional strategies		Classroom WalkThroughs and observations	
		(Marzano, Kagan, CRISS)		and observations	Use of data from Lesson Study to
3		-		PLC/Reading Coach	address strengths
		Teacher to use Differentiated Instruction		weekly meetings to plan lessons and	and areas in need of development
		during reading instruction		implementation of reading	·
		Lacan Study		strategies and instructional strategies	Differentiated Activities are used
		Lesson Study Targeted Extended Time		Adjustments in planning, instruction and pacing	daily and monitored as well during the
		Referrals for home visits		when needed	Targeted Extended Time during
		will come from teachers, and members of the		Differentiated Activities	reading, math and science
		Student Support Services Team (i.e., members:			Student Grades
		school nurse, resource officer, counselor, cafe			Parent Input
		manager, deans, administrators)			Survey
		Tutorial: UF College			
	1	Reach Out Program		1	l

F	Family Literacy Night		

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
sati	sfactory progr	ress in reading.			

To increase the number of students who are performing at or above proficiency in all subgroups by 25% (35) on the 2013 FCAT Reading Test

Reading Goal #5E:

2012 Current Level of Performance:

2013 Expected Level of Performance:

To increase the number of students who are performing at or To increase the number of students who are performing at or above proficiency in all subgroups by 25% (35) on the 2013 FCAT Reading Test

above proficiency in all subgroups by 25% (35) on the 2013 FCAT Reading Test

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1		Teacher use of the Gradual Release Model with fidelity to increase levels of academic performance Tutorial: College Reach Out Program (CROP) after school Offer Credit Retrieval (CROP), Florida Virtual School, and Alachua E- School online courses during the school day	Teachers Principal Assistant Principal SIG Principal Academic Coaches Counselor FCIM/Intervention Teacher	teachers are planning	Classroom WalkThroughs Classroom observations Data chats and goals setting with teachers Data chats and goal setting with students Teacher Appraisals
2	Reading and writing levels of students	School-wide Writing Plan Writing Training	Teachers Principal Assistant Principal SIG Principal Academic Coaches Counselor FCIM/Intervention Teacher	Data chats and goal setting with students Data chats and goal setting with teachers Faculty scoring of assessments	Writing Assessments every 9 weeks Practice: Targeted focus areas in writing FCIM Mini- assessments
	Resources/materials need to be high interest Attendance Behavior	Close Reading & Comprehension Instructional Sequence Training Check lesson plans weekly to ensure teachers are planning highly effective lessons and provide feedback to teachers Provide training on how to write and implement highly effective lesson plans	Teachers Principal Reading Coach Assistant Principal DOE Reading Team Member FCIM/Intervention Teacher	Reading Coach Bi-weekly meetings of Student Support Services Team Data Chats with students Data Chats with teachers, PBS Team, Leadership Team, and Professional Learning	FCIM Mini- Assessments Home visits will improve communication between school and home (i.e.,

	Use of effective reading strategies and instructional strategies (Mazano, Kagan, CRISS)	Monitor use of the FCIM Focus Calendar with fidelity	Lesson Study to address strengths and areas in need of development
		Adjustments in planning, instruction and pacing	Differentiated Activities are used
3	Goal setting for students to work toward targets for success	when needed PLC/Reading Coach	daily and monitored as well during the
		weekly meetings to plan	Targeted Extended
	Lesson Study	lessons and implementation of reading	Time during reading, math and
	Targeted Extended Time	strategies and instructional strategies	science
	Encourage parent	Ü	Student Grades
	participation	Differentiated Activities	Parent Input
	Referrals for home visits will come from teachers,		Survey
	and members of the Student Support Services		
	Team (i.e, members: school nurse, resource		
	officer, counselor, cafe		
	manager, deans, administrators)		
	Incentives and rewards for success		
	Family Literacy Night		

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
Close Reading & Comprehension Instructional Sequence Training Writing Training Book Study - Follow up (Marzano Instructional Strategies) Book Study - Kagan Instructional Strategies Differentiated Instruction Effective Discipline Strategies Technology Training	All Students Grades 6-12	Dawn Newell, Reading Coach, Alachua County Public Schools FCIM/Intervention Teacher Administration Jack Berckemeyer Technology Support – Alachua County Public Schools	All Teachers Grades 6-12	August 2012- June 2013	Weekly PLC Meetings Data Chats Action Plans Teacher presentations on use of strategies and sharing best practices	Literacy Team Administrators Academic Coaches FCIM/Intervention Teacher Teachers

Reading Budget:

Evidence-based Program(s)/Mate	erial(s)		
Strategy	Description of Resources	Funding Source	Available Amount
Targeted Extended Day	Remediation/Tutor 50 minutes	SIG Grant	\$45,000.00
Kagan & Marzano Strategies	Alachua County Public Schools	District Funded	\$500.00
Lesson Study	Alachua County Public Schools Curriculum Department	District Funded	\$0.00
			Subtotal: \$45,500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Smart Board Training	Alachua County Public Schools	District Funded	\$0.00
Smart Tools Training	Alachua County Public Schools	District Funded	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Close Reading & Comprehension Instructional Sequence Training	Alachua County Public Schools	District Funded	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
FCIM Intervention Teacher		SIG Grant Funded	\$45,000.00
Kaplan SAT/ACT Preparation		SIG Grant Funded	\$1,100.00
			Subtotal: \$46,100.00
			Grand Total: \$91,600.00

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)). Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students. 1. Students scoring proficient in listening/speaking. N/A CELLA Goal #1: 2012 Current Percent of Students Proficient in listening/speaking: N/A Problem-Solving Process to Increase Student Achievement Person or Process Used to Position Determine Anticipated Barrier Strategy Responsible **Evaluation Tool** Effectiveness of Strategy Monitoring

No Data Submitted

Students read in English	n at grade level text in	a manner sir	milar to no	on-ELL students.		
2. Students scoring p	roficient in reading.					
CELLA Goal #2:						
2012 Current Percent	of Students Proficie	nt in reading	j:			
	Problem-Solving	Process to Ir	ncrease S	tudent Achievement		
Anticipated Barrier	Strategy	for		Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
		No Data S	Submitted			
Students write in Englis	h at grade level in a m	nanner similar	to non-E	LL students.		
3. Students scoring pr	roficient in writing.					
CELLA Goal #3:						
2012 Current Percent	of Students Proficie	nt in writing	:			
	Problem-Solving	Process to Ir	ncrease S	itudent Achievement		
Anticipated Barrier	Strategy	for		Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
No Data Submitted						

CELLA Budget:

Evidence-based Program(s)/Material(s)							
Strategy	Description of Resources	Funding Source	Available Amount				
N/A			\$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 Developmen	t		
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 CELLA Goals

Middle School Mathematics 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. FCAT2.0: Students scoring at Achievement Level 3 in To increase the number of students who are at or above mathematics. proficiency in math in all subgroups by 50% (70) on the 2013 FCAT Math Test Mathematics Goal #1a: 2012 Current Level of Performance: 2013 Expected Level of Performance: To increase the number of students who are at or above (19%) 27 of students were proficient in math on the 2012 proficiency in math in all subgroups by (50%) 70 on the 2013 **FCAT Math Test** FCAT Math Test Problem-Solving Process to Increase Student Achievement Person or Process Used to Position Determine Anticipated Barrier Strategy **Evaluation Tool** Responsible for Effectiveness of Monitoring Strategy Check lesson plans Student levels of Teacher use of the Teachers Classroom academic performance Gradual Release Model weekly to ensure WalkThroughs with fidelity to increase Principal teachers are planning levels of academic highly effective lessons Classroom using the Gradual Release Observations performance Assistant Principal Model with fidelity, and Close Reading & SIG Principal providina Data chats and Comprehension feedback to teachers goal setting with Instructional Sequence Academic Coaches teachers Training Counselor Teacher Appraisals FCIM/Intervention Teacher Data chats and goal setting with students Review of Classroom Walk Quarterly On Track Motivation Check lesson plans Principal Assessment weekly to ensure Throughs and Attendance teachers are planning Assistant observation data Student Grades highly effective lessons Principal Home Support and provide feedback to Data Chats with teachers SIG Principal to discuss updates and Mini- assessments teachers Student levels of basic follow up with meeting math skills Provide follow up training Math Coach notes End of Course on how to write highly Exams Behavior effective lesson plans FCIM/Intervention Survey of Use of Student Ideas and Contributions Algebra Readiness Teacher Meaningful/relevant Use effective to measure effectiveness data resources available instructional strategies Student Support Services Team (Marzano, Kagan, CRISS) Members Monitor use of Pacing Review of Data Guides with fidelity chats meetings Tutorial - UF College once every 9 Outreach Program (CROP) PLC/Math Coach weekly weeks after school meetings to plan lessons and implementation of Use of data from Offer Credit Retrieval instructional strategies Lesson Study to (CROP), Florida Virtual address strengths School, and Alachua E-Differentiated Activities and areas in need School online courses of development during the day Bi-weekly Student Support Services Team Differentiated Meetings Activities are used Programs: Discovery Learning daily and Education Planning Team monitored as well Meetings during the Big Idea Math Series Targeted Extended

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

L C t T	Mountain Math, V Math Use Professional Learning Community to collaborate on common methodology Use intervention classes to target geometry and measurement benchmarks Enrichment for higher evel students Fargeted Extended Time		Time during reading, math and science Home visits will improve communication between school and home (i.e., discuss barriers and set up a plan to include school visits, teacher access, and use of the parent portal)	
L	Lesson Study Home Visits			

	on the analysis of studen provement for the following		eference to "Guidino	g Questions", identify and o	define areas in need	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:			10 11101 0030 1110	e number of students who s Math Test by 25% (60)	scored a 4, 5, 6, on	
2012	Current Level of Perforn	nance:	2013 Expected	d Level of Performance:		
4% (9) of students scored a 4, 5 on the 2012 FCAT Math Test				To increase the number of students who scored a 4, 5,6, on the 2013 FCAT Math Test by 25% (60)		
	Pr	oblem-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	Students maintaining proficiency levels Course offerings limited for advanced and gifted students due to student enrollment	Offer online advanced courses Offer Distance Learning for students - Parternship with Santa Fe College Close Reading & Comprehension Instructional Sequence Training	Teachers Principal Assistant Principal Counselor Academic Coaches		End of Course Exams Mini-assessments Semester and Final Exams	
	Reading and writing levels of students	Writing Training Check lesson plans weekly to ensure teachers are planning highly effective lessons and provide feedback to teachers Provide follow up training on how to write and implement highly effective lesson plans Use of effective instructional strategies	Teachers Principal Assistant Principal Counselor Math Coach SIG Principal FCIM/Intervention Teacher Student Support	Classroom Walk Throughs and observations Small group pull-outs by Math Coach Monitor use of the Pacing Guides with fidelity Data chats with teachers Data chats with students - goal setting and monitoring progress on accomplishing goals	OnTrack data Student Grades Algebra Readiness data Review of Data chats every 9 weeks	

2		Use technology-based programs that are high interest to students to enhance instruction Algebra Readiness Program Lesson Study Targeted Extended Time Home Visits Direct explicit instruction Use Professional Learning Community to collaborate on common methodology Use intervention classes to target Geometry and Measurement benchmarks		PLC/Math Coach weekly meetings to plan lessons and implementation of instructional strategies Differentiated Activities	of development Differentiated Activities are used daily and monitored as well during the Targeted Extended Time during reading, math and science Home visits will improve communication between school and home
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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:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	To increase the number of students scoring a 4 on the 2013 FCAT Math test by 25% (60)
2012 Current Level of Performance:	2013 Expected Level of Performance:
13% (7) of students scored a 4 on the 7017 FCAT Math Lest	To increase the number of students scoring a 4 on the 2013 FCAT Math Test by 25% (60)

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students maintaining proficiency levels	Offer enrichment courses based on student needs	Teachers	Assign teacher and lab proctor to monitor	Mini-assessments
	Course offerings limited	Offer online advanced	Principal	student progress and administer assessments	FAIR Assessments
	for advanced and gifted students due to student	courses	Assistant Principal		End of Course Exams
1	enrollment	Offer Credit Retrieval (CROP), Florida Virtual	SIG Principal		OnTrack
		School, and Alachua E- School online courses	Counselor		Assessments
		during the school day	Academic Coaches		Student Grades
		Offer Distance Learning - Partnership with Santa Fe College	FCIM/Intervention Teacher		Semester and Final Exams
	Students maintaining proficiency levels	Check lesson plans weekly to ensure	Teachers	Classroom WalkThrough and observations	Min-Assessments
	Motivation	teachers are planning highly effective lessons	Math Coach	Data chats with teachers	End of Course Exams
		and provide feedback to teachers	Principal		OnTrack data
		Provide follow up training		Data chats with students - goal setting and	Student Grades
		on how to write and	SIG Principal	monitoring progress on	

		ment highly	Carragalan	accomplishing goals	Algebra Readiness
	effec	tive lesson plans	Counselor	DLC/Moth Cooch wooldy	data
	llso (of effective	FCIM/Intervention	PLC/Math Coach weekly meetings to plan lessons	Differentiated
		uctional strategies	Teacher	and implementation of	Activities are used
	li i sti c	actional strategies	reaction	instructional strategies	daily and
	Algeb	ora Readiness	Student Support		monitored as well
	Progr	am	Services Team	Use of Math technology-	during the
			Members	based programs	Targeted Extended
2		ial: UF College			Time during
-		h Out Program after		Monitor use of Pacing	reading, math and
	schoo)I		Guides with fidelity	science
	Big Id	dea Math Series		Differentiated Activities	Review of Data
					chats every 9
	Lesso	on Study		Bi-weekly Student	weeks
	_			Support Services Team	
	large	eted Extended Time		Meetings	
	Offer	enrichment			
		ams in math			
	Fr. 29.				
	Use F	Professional Learning			
		munity to collaborate			
	on co	mmon methodology			
	ا معالا	ntervention classes			
		rget Geometry and			
		urement benchmarks			

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:						
			Increase the nu FCAT Math Tes	umber of students scoring at the total time of the time of the time of the total time of the time of tim	a 7 on the 2013	
2012	Current Level of Perforr	mance:	2013 Expected	d Level of Performance:		
No st	udents scored a 7 on the 3	2012 FCAT Math Test		Increase the number of students scoring a 7 on the 2013 FCAT Math Test by 2% (3)		
	Pr	oblem-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	Course offerings limited for advanced students due to student enrollment	Offer enrichment courses based on student needs Offer online advanced courses Offer Distance Learning - Partnership with Santa Fe College Offer Credit Retrieval (CROP), Florida Virtual School, and Alachua E-School online courses during the school day	Teachers Principal Assistant Principal SIG Principal Counselor Academic Coaches	Assign teacher and lab proctor to monitor student progress and administer assessments	Mini-assessments End of Course Exams Final Exams and Semester Exams	
	Students maintaining math skills Motivation	Check lesson plans weekly to ensure teachers are planning highly effective lessons and provide feedback to	Teachers Principal	Classroom Walk Throughs and observations Small group pull-outs by Math Coach	Mini-Assessments OnTrack data Student Grades	
	Attendance		Assistant Principal			

				Monitor use of the Pacing	Algebra Readiness
	Behavior	Provide follow up training	Counselor	Guides with fidelity	data
		on how to write and			
	Home Support	implement highly	Math Coach	Data chats with teachers	
		effective lesson plans			chats every 9
			SIG Principal		weeks
		Use of effective	50184/L	Data chats with students	
		instructional strategies	FCIM/Intervention	- goal setting and	Use of data from
			Teacher		Lesson Study to
		Tutorial: UF College	Student Support	accomplishing goals	address strengths and areas in need
		Reach Out Program after	Services Team	PLC/Math Coach weekly	of development
		school	Services realii	meetings to plan lessons	or development
		3011001		and implementation of	Differentiated
		Use technology-based		instructional strategies	Activities are used
		programs that are high		men denemal en aregies	daily and
		interest to students to		Differentiated Activities	monitored as well
		enhance instruction and			during the
2		motivate them			Targeted Extended
					Time during
		VMath, Mountain Math)			reading, math and
					science
		Algebra Readiness			
		Program			Home visits will
					improve
		Lesson Study			communication
					between school
		Big Idea Math Series			and home
		Townsted Entereded Times			
		Targeted Extended Time			
		Home Visits			
		Tiorne visits			
		Direct explicit instruction			
		Bir out expirent moti detion			
		Use Professional Learning			
		Community to collaborate			
		on common methodology			
		Use intervention classes			
		to target Geometry and			
		Measurement benchmarks	S		

	on the analysis of studen provement for the following		eference to "Guidino	g Questions", identify and o	define areas in need	
3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:			To increase the	To increase the number of students making learning gains on the 2013 FCAT Math Test by 25% (14)		
2012	Current Level of Perforr	mance:	2013 Expected	d Level of Performance:		
1	48% (67) students made learning gains in math on the 2012 FCAT Math Test			(60%) 84 students will make learning gains on the 2013 FCAT Math Test		
	Pr	roblem-Solving Process	to Increase Studer	nt Achievement		
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
	Student levels of academic performance	Teacher use of the Gradual Release Model with fidelity to increase levels of academic performance	Teachers Principal Assistant Principal SIG Principal	Check lesson plans weekly to ensure teachers are planning highly effective lessons using the Gradual Release Model with fidelity, and providing feedback to	Classroom WalkThroughs Classroom observations Data chats and	
1		(CROP), Florida Virtual School and Alachua E-	Academic Coaches	teachers	goal setting with teachers	

Student levels of academic performance	School online courses during the school day Check & Connect Program - Targets 9th graders that meet the criteria for dropping out of school	Counselor FCIM/Intervention Teacher On site Check & Connect Coordinator	Meet with students weekly to monitor progress, and implement problem solving strategies	Data chats and goal setting with students Teacher Appraisals Assessments Progress Reports Report Cards
2	Student Advocate Check & Connect Program Tutorial: UF College Reach Out Program (CROP) after school	Teacher clusters assigned to advocate for all students by grade level	Meet with students individually, and implement problem solving strategies	Behavior Plans
Motivation Attendance Home Support Student levels of basic math skills	Use of Mountain Math and VMath Algebra Readiness Program Big Idea Math Series Small group pull-out with Math Coach Lesson Study Targeted Extended Tim Check lesson plans weekly to ensure teachers are planning highly effective lessons, and using Differentiated Instruction strategies Provide follow up training on how to write and implement highly effective lesson plans Use of effective instructional strategies Home visits Training: Use and integrate technology-based supports and interventions as part of instruction Use Professional Learning Community to collaborate on common methodology Use intervention classes to target Geometry and Measurement benchmarks	Math Coach FCIM/Intervention Teachers Student Support Services Team Members	Classroom WalkThroughs and observations Data chats with students - students goal setting and monitoring progress on accomplishing goals Individual teacher, and student conferences Monitor use of Pacing Guides with fidelity PLC/Math Coach weekly meetings to plan lessons and implementation of instructional strategies Differentiated Activities Education Planning Team Meetings Bi-weekly Student Support Services Team Meetings	Graphs, charts and tables of student progress OnTrack Assessment Student Grades Teacher Miniassessments Algebra Readiness data Differentiated Activities are used daily and monitored during the Targeted Extended Time during reading, math and science Review of Data Chats every 9 weeks Home visits will improve communication between school and home (i.e. discuss barriers and set up a plan to include school visits, teacher access, and use of parent portal)

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:

To increase the number of students making learning gains on the 2013 FCAT Math Test by 25% (14)

2012 Current Level of Performance:	2013 Expected Level of Performance:
` '	To increase the number of students making learning gains on the 2013 FCAT Math Test by 25% (14)

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Toc
	Student levels of academic performance	Check & Connect Program - Targets 9th graders that meet the criteria for dropping out of school	On-site Check & Connect Coordinator	Meet with students weekly to monitor progress, and implement problem solving strategies	Assessments Progress Reports Report Cards
		Student Advocate Check & Connect Program Offer Credit Retrieval (CROP), Florida Virtual School, and Alachua E- School online courses during the day	assigned to advocate for all students	Meet with students individually, and implement problem solving strategies	Behavior Plans
	Students maintaining math skills	Check lesson plans weekly to ensure	Teachers	Classroom Walk Throughs and observations	Mini-Assessment
	Motivation	teachers are planning highly effective lessons and provide feedback to	Principal	Small group pull-outs by Math Coach	OnTrack data Student Grades
	Attendance	teachers	Assistant Principal	Monitor use of the Pacing	Algebra Deedine
	Behavior	Provide follow up training	Counselor	Guides with fidelity	data Readine
	Home Support	on how to write and implement highly effective lesson plans	Math Coach SIG Principal	Data chats with teachers	Review of Data chats every 9 weeks
		Use of effective instructional strategies Use technology-based programs that are high interest to students to enhance instruction and motivate them (e.g.,VMath, Mountain Math)	FCIM/Intervention Teacher Student Support Services Team	Data chats with students - goal setting and monitoring progress on accomplishing goals PLC/Math Coach weekly meetings to plan lessons and implementation of instructional strategies Differentiated Activities	Use of data from Lesson Study to address strengtl and areas in nee of development Differentiated Activities are us daily and monitored as we
		Tutorial: UF College Reach Out Program after school Algebra Readiness		Differentiated Activities	during the Targeted Extend Time during reading, math a science
		Program Lesson Study			Home visits will improve
		Big Idea Math Series			communication between school
		Targeted Extended Time			and home (i.e.,
		Home Visits			
		Direct explicit instruction			
		Use Professional Learning Community to collaborate on common methodology			
		Use intervention classes to target Geometry and Measurement benchmarks			

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:	To increase the number of students making gains on the 2013 FCAT Math Test by 50% (70)				
2012 Current Level of Performance:	2013 Expected Level of Performance:				
48% (67) of students made gains on the 2012 FCAT Math Test	(80%) 112 of students in the lowest 25% will make gains on the 2013 FCAT Math Test				

	T	_	 		
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student levels of academic performance	Close Reading & Comprehension Instructional Sequence Training Teacher use of the Gradual Release Model with fidelity to increase levels of academic performance	Teachers Principal Assistant Principal SIG Principal Academic Coaches Counselor FCIM/Intervention Teacher	Check lesson plans weekly to ensure teachers are planning highly effective lessons using the Gradual Release Model with fidelity, and providing feedback to teachers	Classroom WalkThroughs Classroom observations Data chats and goal setting with teachers Data chats and goal setting with students Teacher Appraisals
2	Student levels of academic performance	Check & Connect Program - Targets 9th graders that meet the criteria for dropping out of school Student Advocate Check & Connect Program	On-site Check & Connect Coordinator Teacher clusters assigned to advocate for all students	Meet with students weekly to monitor progress, and implement problem solving strategies Meet with students individually, and implement problem solving strategies	Assessments Progress Reports Report Cards Behavior Plan
3	Motivation Attendance Home Support Behavior Student levels of basic math skills	Check lesson plans weekly to ensure teachers are planning highly effective lessons and provide feedback to teachers Provide follow up training on how to write and implement highly effective lessons Use of effective instructional strategies Programs: Mountain Math, VMath Small group pull-out with Math Coach Tutorial: UF College Reach Out Program after school Use and integration of	Principal Assistant Principal SIG Principal Teachers FCIM/Intervention Teacher Student Support Services Team Members Counselor Math Coach	and observations Data chats with teachers Data chats with students - students goal setting and monitoring progress on accomplishing goals Individual teacher conferences to follow up on effective lesson planning and instructional delivery Student goal setting and monitoring progress on accomplishing goals Monitor use of the Pacing Guides with fidelity	Mini-Assessment Review of Data Chats every 9 weeks Use of data from Lesson Study to address strengths and areas in need of development Differentiated Activities are used daily and monitored as well during the Targeted Extended Time during reading, math and

technology-based supports and interventions as part of instruction Lesson Study Big Idea Math Series Targeted Extended Time Home Visits Use Professional Learning Community to collaborate on common methodology Use intervention classes to target Geometry and Measurement benchmarks	and implementation of instructional strategies Differentiated Activities Bi-weekly Student Support Services Team Meetings Education Planning Team Meetings Education Planning Team Meetings WMath and Mountain Math data Algebra Readiness data	
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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target Middle School Mathematics Goal # 5A. Ambitious but Achievable Annual To increase proficiency among all ethnic groups _ Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%. 5A : Baseline data 2011-2012 2012-2013 2013-2014 2014-2015 2015-2016 2016-2017 2010-2011 60% 65% 70% 75% 78% Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need

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:

2012 Current Level of Performance:

White 10% (14), Black 4% (5), Hispanic 0% (0), Asian 0% (0), American Indian 0% (0) of students made satisfactory progress on the 2012 FCAT Math Test

2013 Expected Level of Performance:

25% (35) of students will make satisfactory progress on the 2013 FCAT Math Test

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool			
	Student levels of academic performance	Teacher use of the Gradual Release Model with fidelity to increase	Principal	weekly to ensure teachers are planning	Classroom WalkThroughs			
		levels of academic performance	Assistant Principal	highly effective lessons using the Gradual Release Model with fidelity, and	Classroom observations			
1		Offer Credit Retrieval (CROP), Florida Virtual School, and Alachua E- School online courses	SIG Principal Academic Coaches	1	Data chats and goal setting with teachers			
		during the school day	Counselor FCIM/Intervention		Data chats and goal setting with students			

			Teacher		Teacher Appraisals
	Reading and writing levels of students	School-wide Writing Plan	Teachers	Data chats and goal setting with students	Writing Assessments every
		Writing Training	Principal	Data chats and goal	9 weeks
			Assistant Principal	setting with teachers	Practice: Targeted focus areas in
2			SIG Principal	Faculty scoring of assessments	writing
			Academic Coaches		FCIM Mini-
			Counselor		assessments
			FCIM/Intervention Teacher		
	Students maintaining math skills	Check lesson plans weekly to ensure	Teachers	Classroom Walk Throughs and observations	Mini-Assessments
		teachers are planning	Principal		OnTrack data
	Motivation	highly effective lessons and provide feedback to		Small group pull-outs by Math Coach	Student Grades
	Attendance	teachers	Assistant Principal	Monitor use of the Pacing	Algebra Readiness
	Behavior	Tutorial: UF College Reach Out (CROP) after	Counselor	Guides with fidelity	data
	Home Support	school program	Math Coach	Data chats with teachers	Review of Data chats every 9
3		Provide follow up training on how to write and implement highly effective lesson plans Use of effective instructional strategies Use technology-based programs that are high interest to students to enhance instruction and motivate them (e.g. VMath, Mountain Math) Algebra Readiness Program Lesson Study Big Idea Math Series Targeted Extended Time Home Visits Direct explicit instruction Use Professional Learning Community to collaborate on common methodology Use intervention classes to target Geometry and Measurement benchmarks	FCIM/Intervention Teacher Student Support Services Team	Data chats with students - goal setting and monitoring progress on accomplishing goals PLC/Math Coach weekly meetings to plan lessons and implementation of instructional strategies Differentiated Activities Bi-weekly Student Support Services Team Meeting Education Planning Team Meetings	weeks

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.

N/A

Mathematics Goal #5C:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Too
	Reading and writing levels of students	Teacher use of the Gradual Release Model with fidelity to increase levels of academic performance School-wide Writing Plan Writing Training	SIG Principal Academic Coaches Counselor FCIM/Intervention Teacher	Check lesson plans weekly to ensure teachers are planning highly effective lessons using the Gradual Release Model with fidelity, and providing feedback to teachers Data chats and goal setting with students Data chats and goal setting with teachers Faculty scoring of assessments	Classroom WalkThroughs Classroom observations Data chats and goal setting with teachers Final and Semest Exams End of Course Exams Data chats and goal setting with students Teacher Appraisa Writing Assessments eve 9 weeks Practice: Targete focus areas in writing FCIM Mini- assessments
2	N/A	N/A	N/A	N/A	N/A

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:	To increase the number of students who are performing at or above proficiency in all subgroups by 25% (35) on the 2013 FCAT Math Test
2012 Current Level of Performance:	2013 Expected Level of Performance:
White 10% (14), Black 4% (5), Hispanic 0% (0), Asian 0% (0), American Indian 0% (0) of students made satisfactory progress on the 2012 FCAT Math Test	25% (35) of students will make satisfactory progress on the 2013 FCAT Math Test

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Student levels of academic performance	Teacher use of the Gradual Release Model with fidelity to increase levels of academic	Principal	weekly to ensure teachers are planning highly effective lessons	Classroom WalkThroughs Classroom
	performance		using the Gradual Release Model with fidelity, and	observations

1		Tutorial: UF Credit Retrieval Program (CROP)	SIG Principal Academic Coaches	providing feedback to teachers	Data chats and goal setting with teachers
		Offer Credit Retrieval (CROP), Florida Virtual School, and Alachua E- School online courses	Counselor FCIM/Intervention Teacher		Data chats and goal setting with students
2	Reading and writing levels of students	during the day School-wide Writing Plan Writing Training	Teachers Principal Assistant Principal SIG Principal Academic Coaches Counselor	Data chats and goal setting with students Data chats and goal setting with teachers Faculty scoring of assessments	Teacher Appraisals Writing Assessments every 9 weeks Practice: Targeted focus areas in writing FCIM Mini- assessments
	Home Support	Check lesson plans to ensure teachers are	FCIM/Intervention Teacher Teachers	Classroom Walk Throughs and observations	Mini-Assessments
	Motivation Behavior	planning highly effective lessons and provide feedback to teachers	Principal Assistant Principal	Small group pull-outs by Math Coach	Algebra Readiness data OnTrack data
	Student levels of basic math skills	Provide follow up training on how to write and implement highly	SIG Principal Math Coach	Monitor use of Pacing Guides with fidelity	Student grades
3		effective lesson plans Use of effective instructional strategies Lesson Study Big Idea Math Series Goal setting for student to work towards targets for success Algebra Readiness Use of technology-based math programs (e.g., VMath, Mountain Math) that are high interest for students Use Professional Learning Community to collaborate on common methodology Use intervention classes to target Geometry and Measurement benchmarks	FCIM/Intervention Teacher Counselor Student Support Team Members	and implementation of instructional strategies Differentiated Activities Bi-weekly Student Support Services Team Members	chats every 9 weeks Use of data from Lesson Study to address strengths and areas in need of development Differentiated Activities are used daily and monitored as well during the Targeted Extended Time during reading, math and science Home visits will improve communication between school and home (i.e., discuss barriers and set up a plan to include school visits, teacher access, and use of
		Home Visits Targeted Extended Time			the parent portal)

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.

To increase the number of students who are performing at or above proficiency in all subgroups by 25% (35)on the 2013

Mathematics Goal E:	FCAT Math Test
2012 Current Level of Performance:	2013 Expected Level of Performance:
White 10% (14), Black 4% (5), Hispanic 0% (0), Asian 0% (0), American Indian 0% (0)of students made satisfactory progress on the 2012 FCAT Math Test	25% (35) of students will make satisfactory progress on the 2013 FCAT Math Test

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
	Student levels of academic performance	Teacher use of the Gradual Release Model with fidelity to increase levels of academic	Teachers Principal	Check lesson plans weekly to ensure teachers are planning highly effective lessons	Classroom WalkThroughs Classroom
		performance	Assistant Principal	using the Gradual Release Model with fidelity, and	
1		Tutorial: College Reach Out Program (CROP) after school	SIG Principal Academic Coaches	providing feedback to teachers	Data chats and goals setting with teachers
		Offer Credit Retrieval (CROP), Florida Virtual School, and Alachua E-	Counselor FCIM/Intervention		Data chats and goal setting with students
		School online courses during the school day	Teacher		Teacher Appraisals
	Reading and writing levels of students	School-wide Writing Plan Writing Training	Teachers Principal	Data chats and goal setting with students	Writing Assessments every 9 weeks
			Assistant Principal	Data chats and goal setting with teachers	Practice: Targeted focus areas in
2			SIG Principal	Faculty scoring of assessments	writing
			Academic Coaches Counselor		FCIM Mini- assessments
			FCIM/Intervention Teacher		
	Home Support	Check lesson plans weekly to ensure	Teacher	Classroom Walk Throughs and observations	Mini-Assessments
	Behavior	teachers are planning highly effective lessons	Principal	Small group pull-outs by	OnTrack data
	Motivation	and provide feedback to teachers	'	Math Coach	Student grades
	Student levels of basic math skills	Provide follow up training on how to write and	SIG Principal Counselor	One-on-One tutorials Data Chats with teachers	Algebra Readiness data
		implement highly effective lessons	FCIM/Intervention	Data Chats with teachers	Review of Data chats every 9
		Use of effective	Teacher	Data Chats with students - goal setting and	,
		instructional strategies	Student Support Services	monitoring progress of accomplishing goals	Use of data from Lesson Study to
		Goal setting for students to work towards targets for success	Team Members	Monitor use of Pacing Guides with fidelity	address strengths and areas in need of development
3		Encourage parent participation		PLC/Math Coach weekly meetings to plan lessons and implementation of	Differentiated Activities are used daily and
		Home visits		instructional strategies	monitored as well during the
		Incentives and rewards for success		Differentiated Activities	Targeted Extended Time during
		Algebra Readiness Program		Bi-weekly Student Support Services Team Meetings	reading, math and science

			Home visits will
	Lesson Study	Education Planning Team	improve
		Meetings	communication
	Big Idea Math Series		between school
			and home (i.e,
	Targeted Extended Time		discuss barriers
			and set up a plan
	Use Professional Learning		to include school
	Community to collaborate		visits, teacher
	on common methodology		access, and use of
			the parent portal)
	Use intervention classes		
	to target Geometry and		
	Measurement benchmarks		

End of Middle School Mathematics Goals

Florida Alternate Assessment High School Mathematics Goals

* When using percentages, include the number of students the percentage represents next to the percentage (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:						
Leve	orida Alternate Assessr ls 4, 5, and 6 in mather ematics Goal #1:	ment: Students scoring matics.	To increase the	To increase the number of students who scored a 4, 5, 6, on the 2012 FCAT Math Test by 25% (35)			
2012	Current Level of Perfo	rmance:	2013 Expecte	d Level of Performance	e:		
4% (⁴)	9) of students scored a 4	I, 5 on the 2012 FCAT M		e number of students wh CAT Math Test by 25% (:			
	Prol	olem-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	Student levels of academic performance Behavior Attendance Home Support Classroom space and class size	Teacher use of the Gradual Release Model with fidelity to increase levels of academic performance Check lesson plans weekly to ensure teachers are planning highly effective lessons	Teachers Principal Assistant Principal SIG Principal	Check lesson plans weekly to ensure teachers are planning highly effective lessons using the Gradual Release Model with fidelity, and providing feedback to teachers Review of Classroom Walk Through and observation data	Classroom WalkThroughs Classroom Observations Mini-Assessments Data chats and goal setting with teachers Teacher Appraisals End of Course Exams Data chats and goal setting with students		

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. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.

Increase the number of students scoring a 7 on the FCAT

Math	nematics Goal #2:		Math Test by 2	% (3)		
2012	2 Current Level of Perfo	rmance:	2013 Expecte	d Level of Performance	> :	
IND STUDENTS SCORED A / ON THE JULY EL AL MATH LEST				Increase the number of students scoring a 7 on the 2013 FCAT Math Test by 2% (3)		
Problem-Solving Process to I			to Increase Stude	nt Achievement		
Anticipated Barrier		Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
	Students may have issues with word problem format of the End of Course Exam due	Use sample test items from the State Test Item Specifications and the Florida Achieves!	Teachers Administrators	Classroom WalkThroughs and observations	Quarterly OnTrack Assessments	
	to weak reading skills Students may have	Website Use of diverse	Academic Coaches	Monitor use of Pacing Guides	Mini-Assessments	
1	3	instructional strategies (Kagan, Marzano)	FCIM/Intervention Teacher	Differentiated Activities	End of Course Exams	
	new mathematics skills	Use higher order questions identified in the District Pacing Guide		Check lesson plans weekly to ensure teachers are planning highly effective lessons	Semester Exams Student Grades	

	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:						
3. Florida Alternate Assessment: Percent of students making learning gains in mathematics. Mathematics Goal #3:			To incre	To increase the number of students making learning gains on the 2013 FCAT Math Test by 25% (14)			
2012	Current Level of Perfo	rmance:	2013 E	xpecte	d Level of Performance	3 :	
	48% (67) students made learning gains in math on the 2012 FCAT Math Test				(60%) 84 students will make learning gains on the 2013 FCAT Math Test		
	Prob	olem-Solving Process t	o Increase	Stude	nt Achievement		
	Anticipated Barrier	Strategy	Person Positio Responsib Monitor	on ole for	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1	problem format of the End of Course Exam due to weak reading skills Students may have	Use sample test items from the State Test Item Specifications and the Florida Achieves! Website Use of diverse instructional strategies (Kagan, Marzano)	Teachers Administrat Academic Coaches FCIM/Interv		Guides Differentiated Activities	Quarterly OnTrack Assessments Mini-Assessments End of Course Exams	
	application of basic and new mathematics skills	Use higher order questions identified in the District Pacing Guide	Teacher		Check lesson plans weekly to ensure teachers are planning highly effective lessons	Semester Exams Student Grades	

High School Mathematics AMO Goals

Based	d on Amb	itious but Achie	evable Annual	Measurable Ob	jecti	ives (AMOs), AM	O-2, F	Reading and Math Pe	erformance Target
Meası	urable Ob I will red	but Achievable bjectives (AMO: uce their achie	s). In six year	Mathematics C	Soal	#			<u></u>
	ine data 0-2011	2011-2012	2012-2013	2013-201	4	2014-201	5	2015-2016	2016-2017
		60%	65%	70%		75%		78%	
		analysis of stud			efer	ence to "Guiding	J Ques	tions", identify and o	define areas in need
Hispa satis	anic, Asi factory	subgroups by an, American orogress in m Goal #5B:	Indian) not n					y among all ethnic g ind of Course Exam	roups by 25% (14)
2012	Current	Level of Perf	ormance:			2013 Expected	d Leve	l of Performance:	
	(11) scor e Exam	red a Level 3 or	n the 2012 Alg	gebra End of				y among all ethnic g ind of Course Exam	roups by 25% (14)
			Problem-So	Iving Process	to I	ncrease Studer	nt Ach	ievement	
	Antio	ipated Barrie	^ St	rategy	R	Person or Position esponsible for Monitoring		rocess Used to Determine ffectiveness of Strategy	Evaluation Tool
1		levels of ic performance	with fidelit levels of a performan Offer Cred (CROP), FI School, an School onl	elease Model ty to increase cademic	Prir Ass SIG Aca Cou	achers ncipal sistant Principal 6 Principal ademic Coaches unselor M/Intervention acher	weekl teach highly using Model	k lesson plans y to ensure ers are planning r effective lessons the Gradual Release with fidelity, and ding feedback to ers	Classroom WalkThroughs Classroom observations Data chats and goal setting with teachers Data chats and goal setting with students Teacher Appraisals
2	Reading of stude		vels School-wid	de Writing Plan aining	Prir Ass	achers ncipal sistant Principal G Principal	settin Data settin Facul	chats and goal g with students chats and goal g with teachers ty scoring of sments	Writing Assessments every 9 weeks Practice: Targeted focus areas in writing
					Cou FCI Tea	unselor M/Intervention acher			FCIM Mini- assessments
	issues w format (of the End of Exam due to w	format of	n word problem the End of am due to weak	Adr	achers ministrators ademic Coaches	and o Monit	room WalkThroughs bservations or use of Pacing s	Quarterly OnTrack Assessments Mini-Assessments

;		Students may have basic skills and lack of	FCIM/Intervention Teacher		End of Course Exams
	'	experience with the			Semester Exams
	application of basic and	application of basic and		weekly to ensure	
	new mathematics skills	new mathematics skills		teachers are planning	Student Grades
				highly effective lessons	

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. N/A Mathematics Goal #5C: 2012 Current Level of Performance: 2013 Expected Level of Performance: N/A N/A Problem-Solving Process to Increase Student Achievement Person or Process Used to Position Determine Anticipated Barrier **Evaluation Tool** Strategy Responsible for Effectiveness of Strategy Monitoring Student levels of Teacher use of the Teachers Check lesson plans Classroom academic performance Gradual Release Model weekly to ensure WalkThroughs Reading and writing levels with fidelity to increase Principal teachers are planning of students levels of academic highly effective lessons Classroom Assistant Principal performance using the Gradual Release observations Model with fidelity, and SIG Principal providing feedback to Data chats and School-wide Writing Plan teachers goal setting with Academic Coaches Data chats and goal teachers Writing Training setting with students Counselor Final and Semester Exams Data chats and goal FCIM/Intervention setting with teachers Teacher End of Course Faculty scoring of Exams assessments Data chats and goal setting with students Teacher Appraisals Writing Assessments every 9 weeks Practice: Targeted focus areas in writing FCIM Miniassessments

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.

Increase the proficiency among all subgroups by 25% (14) on the 2013 Algebra End of Course Exam

Mathematics Goal #5D:

2012 Current Level of Performance:	2013 Expected Level of Performance:
19% (11) scored a Level 3 on the 2012 Algebra End of Course Exam	Increase the proficiency among all subgroups by 25% (14) on the 2013 Algebra End of Course Exam

Problem-Solving Process to Increase Student Achievement

		3			
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student levels of academic performance	Teacher use of the Gradual Release Model with fidelity to increase levels of academic performance Tutorial: UF Credit Retrieval Program (CROP) Offer Credit Retrieval (CROP), Florida Virtual School, and Alachua E- School online courses	Teachers Principal Assistant Principal SIG Principal Academic Coaches Counselor FCIM/Intervention Teacher	Check lesson plans weekly to ensure teachers are planning highly effective lessons using the Gradual Release Model with fidelity, and providing feedback to teachers	Data chats and goal setting with teachers Data chats and goal setting with students
2	Reading and writing levels of students	during the day School-wide Writing Plan Writing Training	Teachers Principal Assistant Principal SIG Principal Academic Coaches Counselor FCIM/Intervention Teacher	Data chats and goal setting with students Data chats and goal setting with teachers Faculty scoring of assessments	Teacher Appraisals Writing Assessments every 9 weeks Practice: Targeted focus areas in writing FCIM Mini- assessments
3	format of the End of Course Exam due to weak reading skills Students may have basic skills and lack of experience with the application of basic and	Students may have issues with word problem format of the End of Course Exam due to weak reading skills Students may have basic skills and lack of experience with the application of basic and new mathematics skills Students are scheduled into Intensive Mathematics along with Algebra I to provide support for struggling students. Curriculum will be aligned with the algebra pacing guide to provide the remediation of basic skills and reinforcement needed to assure success in Algebra I	Assistant Principal	Classroom WalkThroughs and observations Monitor use of Pacing Guides Differentiated Activities Check lesson plans weekly to ensure teachers are planning highly effective lessons	Quarterly OnTrack Assessments Mini-Assessments End of Course Exams Semester Exams Student Grades

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:

	factory progress in math nematics Goal E:	ешансь.	Increase proficion 2013 Algebra Er	ency among all subgroups nd of Course Exam	by 25% (14) on th
2012	2 Current Level of Perform	nance:	2013 Expected	d Level of Performance:	
	(11) scored a Level 3 on th se Exam	e 2012 Algebra End of		ency among all subgroups nd of Course Exam	by 25% (14) on th
	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	Student levels of academic performance	Teacher use of the Gradual Release Model with fidelity to increase levels of academic performance Tutorial: College Reach Out Program (CROP) after school Offer Credit Retrieval (CROP), Florida Virtual School, and Alachua E-School online courses during the school day	Teachers Principal Assistant Principal SIG Principal Academic Coaches Counselor FCIM/Intervention Teacher	Check lesson plans weekly to ensure teachers are planning highly effective lessons using the Gradual Release Model with fidelity, and providing feedback to teachers	Classroom WalkThroughs Classroom observations Data chats and goals setting with teachers Data chats and goal setting with students Teacher Appraisals
2	Reading and writing levels of students	School-wide Writing Plan Writing Training	Teachers Principal Assistant Principal SIG Principal Academic Coaches Counselor	Data chats and goal setting with students Data chats and goal setting with teachers Faculty scoring of assessments	Writing Assessments ever 9 weeks Practice: Targete focus areas in writing FCIM Mini- assessments
3	format of the End of Course Exam due to weak reading skills Students may have basic skills and lack of experience with the application of basic and	Calculators and TI Navigator systems Students will be	Principal Assistant Principal SIG Principal	Classroom WalkThroughs and observations Monitor use of Pacing Guides Differentiated Activities Check lesson plans weekly to ensure teachers are planning highly effective lessons	Quarterly OnTrack Assessments Mini-Assessments End of Course Exams Semester Exams Student Grades
	format of the End of Course Exam due to weak reading skills	needed to assure success in Algebra I Increase use of formative assessment and handson student-based learning with TI-Nspire Calculators and TI Navigator systems	Teachers Principal Assistant Principal	Classroom WalkThroughs and observations Monitor use of Pacing Guides	Quarterly OnTrack Assessments Mini-Assessments End of Course

	Students may have basic skills and lack of	Students will be	SIG Principal	Differentiated Activities	Exams
	experience with the application of basic and	scheduled into Intensive Mathematics along with		Check lesson plans weekly to ensure	Semester Exams
4	new mathematics skills	Algebra I to provide support for struggling	Counselor	teachers are planning highly effective lessons	Student Grades
		students	FCIM/Intervention		
			Teacher		
		Curriculum will be aligned			
		with the algegra pacing			
		guide to provide the			
		remediation of basic skills			
		and reinforcement			
		needed to assure			
		success in Algebra I			

End of High School Mathematics Goals

Algebra End-of-Course (EOC) Goals

* Whe	n using percentages, includ	le the number of students t	he percentage repre	esents (e.g., 70% (35)).	
	I on the analysis of stude ed of improvement for the		nd reference to "G	uiding Questions", identif	y and define areas
			Increase the number of students scoring a Level 3 on the Algebra End of Course Exam by 40% (23)		
2012	Current Level of Perfo	rmance:	2013 Expecte	ed Level of Performance	e:
	(11) scored a Level 3 on e Exam	the 2012 Algebra End of		number of students scorin End of Course Exam by 40	
	Prol	olem-Solving Process t	o Increase Stude	ent Achievement	
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students may have issues with word problem format of the End of Course Exam due to weak reading skills Students may have basic skills and lack of experience with the application of basic and new mathematics skills	learning with TI Navigator systems Students scheduled in Intensive Math along	Teachers Administrators Academic Coaches FCIM/Interventior Teacher	Classroom WalkThroughs and observations Monitor use of Pacing Guides Differentiated Activities Check lesson plans weekly to ensure teachers are planning highly effective lessons	Quarterly OnTrack Assessments Mini-Assessments End of Course Exams Semester Exams Student Grades

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 Levels 4 and 5 in Algebra.

To increase the number of students scoring a Level 4 on the 2013 Algebra End of Course Exam by 25% (14)

Algebra Goal #2:

			 		<u> </u>	
2012	2012 Current Level of Performance:			2013 Expected Level of Performance:		
	3) of students scored a L f Course Exam		the 2013 Algeb	ra End of Course Exam b		
	PIO	olem-Solving Process t	o mcrease stude	III Achievement		
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
	Students maintaining proficiency levels Course offerings limited for advanced and gifted students due to	Offer enrichment courses based on student needs Offer online advanced courses	Teachers Principal Assistant Principal	Assign teacher and lab proctor to monitor student progress and administer assessments	Mini-assessments FAIR Assessments	
1	student enrollment	Offer Credit Retrieval (CROP), Florida Virtual School, and Alachua E- School online courses during the school day	SIG Principal Counselor Academic		End of Course Exams OnTrack Assessments	
		Offer Distance Learning - Partnership with Santa Fe College	Coaches FCIM/Intervention Teacher		Student Grades Semester and Final Exams	
	Students may have issues with word problem format of the End of Course Exam due to weak reading skills	Use sample test items from the State Test Item Specifications and the Florida Achieves! Website		Classroom WalkThroughs and observations Monitor use of Pacing Guides	Quarterly OnTrack Assessments Mini-Assessments	
2	Students may have basic skills and lack of experience with the application of basic and	Use of diverse instructional strategies (Kagan, Marzano)		Differentiated Activities	End of Course Exams	
	new mathematics skills	Use higher order questions identified in the District Pacing Guide		Check lesson plans weekly to ensure teachers are planning highly effective lessons	Semester Exams Student Grades	

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:

N/A

Problem-Solving Process to Increase Student Achievement

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

	d on the analysis of stude ed of improvement for the		ıd reference to "Gu	iiding Questions", identif	y and define areas
2. Students scoring at or above Achievement Levels4 and 5 in Geometry.Geometry Goal #2:		N/A			
2012	Current Level of Perfor	rmance:	2013 Expecte	d Level of Performance	Ð:
N/A			N/A		
	Prok	olem-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 maintaining proficiency levels Course offerings limited for advanced and gifted students due to student enrollment	Offer online advanced courses Offer Credit Retrieval (CROP), Florida Virtual School, and Alachua E-School online courses during the school day Offer Distance Learning - Partnership with	Teachers Principal Assistant Principal SIG Principal Counselor Academic Coaches FCIM/Intervention Teacher	Assign teacher and lab proctor to monitor student progress and administer assessments	Mini-assessments FAIR Assessments End of Course Exams OnTrack Assessments Student Grades Semester and Final Exams

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)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow- up/Monitoring	Person or Position Responsible for Monitoring
Lesson Study					
Florida Continuous Improvement Model					
Book Study - Follow up					

(Marzano Instructional Strategies)		Judith Cheng, Math Coach, Alachua County Public Schools			Weekly PLC Meetings	Administrators
Book Study - Kagan Instructional Strategies Differentiated Instruction	All Students Grades 6-12	FCIM/Intervention Teacher Administration Jack Berckemeyer	All Teachers Grades 6-12	August 2012 - June 2013	Data Chats Action Plans Teacher presentations on use of strategies	Academic Coaches FCIM/ Intervention Teacher
Effective Discipline Strategies		Technology Support – Alachua County Public Schools			and sharing best practices	Teachers
Close Reading & Comprehension Instructional Sequence Training						
Technology Training						

Mathematics Budget:

Evidence-based Program(s)/Ma	aterial(s)		
Strategy	Description of Resources	Funding Source	Available Amount
Targeted Extended Day	Remediation/tutor - 50 minutes	SIG Grant	\$45,000.00
Kagan & Marzano Strategies	Alachua County Public Schools	District Funded	\$0.00
Differentiated Instruction	Alachua County Public Schools	District Funded	\$0.00
Lesson Study	Alachua County Public Schools	District Funded	\$0.00
			Subtotal: \$45,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Smart Board Training	Alachua County Public Schools	District Funded	\$0.00
Smart Tools Training	Alachua County Public Schools	District Funded	\$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
FCIM Intervention Teacher		SIG Grant Funded	\$0.00
			Subtotal: \$0.00
			Grand Total: \$45,000.00

End of Mathematics Goals

Elementary and Middle School Science 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. FCAT2.0: Students scoring at Achievement Level 3 in science.

Increase the level of proficiency by 30% (15) on the

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

Science Goal #1a:	2013 FCAT Science Test
2012 Current Level of Performance:	2013 Expected Level of Performance:
	30% (15) of students will score a Level 3 on the 2013 FCAT Science Test

Problem-Solving Process to Increase Student Achievement

			ent Achievement	
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Students may have difficulty understanding science test items due to test format Students may have difficulty understanding science vocabulary Behavior	standards Use of Science Review Kits	Principal Assistant Principal SIG Principal Science Coach FCIM/Intervention Teacher Student Support Services Team Members Counselor	Review of Classroom Walk Through and observation data Data chats with students - goal setting and monitoring progress on accomplishing goals	and set up a plar to include school visits, teacher

		Interactive Notebooks			
	Students may have difficulty	Use District Pacing Guides to ensure	Teachers	Review of Classroom Walk Through and	End of Course Exam
	understanding science test items due to test		Administrators	observation data	Mini-
	format	Use of Science Review	SIG Principal	Data chats with students - goal setting	
	Students may have difficulty	Kits	Academic Coaches	and monitoring progress on	Semester and Final grades
	understanding science vocabulary	instructional strategies/FCIM with each standard more often	FCIM/Intervention Teacher	accomplishing goals Data chats with teachers to discuss updates and follow up with meeting notes	Quarterly OnTrack Assessments Algebra
		Use Great Explorations in Math and Science (GEMS) to provide inquiry- based		Monitor use of Pacing Guides with fidelity	Readiness Assessment Use of data from
		activities to increase student engagement and understanding of topics in science		Monitor Progress of Inquiry Labs and Reality Labs	Lesson Study to address strengths and weaknesses
		Use the FCAT 2.0 Grade 8 Test Specifications to clarify specific components of the benchmarks and the content limits to assist with lesson planning, and as a guide for assessing students		PLC/Science Coach weekly meetings to plan lessons and implementation of instructional strategies	Differentiated Activities
2		Trainings: Differentiated Instruction, Kagan, CRISS, Essential Questions, Text Complexity/Higher Order Thinking, Webb's Depth of Knowledge			
		Lesson Study			
		Targeted Extended Day			
		Set up Inquiry Labs & Reality Labs			
		Use CPALMS to implement lessons, activities, simulations, and teaching methods which are state approved for each standard			
		Use Biology 1 End of course Assessment Test Item Specifications to clarify the benchmarks and content limits that may be assessed			
		Use the Florida Biology Benchmark Review and Practice Test Prep book to assess standards readiness and mastery			

b. F	Torida Alternate Asses	ssment:			
Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:			increase the n	number of students scori Test by 2% (3)	ng a 7 on the
:012	? Current Level of Perf	ormance:	2013 Expecte	ed Level of Performand	ce:
	rudents scored a Level 7 nce Test	on the 2012 FCAT		number of students scori Test by 2% (3)	ng a 7 on the
	Prob	olem-Solving Process	to Increase Stude	ent Achievement	
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students may have difficulty understanding science test items due to test format	standards	Principal Assistant Principal	Data chats with	Individual teacher meetings to discuss lesson planning and implementation
		Use of Science Review Kits	Science Coach FCIM/Intervention Teacher Student Support Services Team Members Counselor	students - goal setting and monitoring progress on accomplishing goals	implementation Review of Data chats once every 9 weeks Teachers sharing best practices Student Grades Mini-assessments OnTrack Assessments Home visits will improve communication between school and home (i.e., discuss barriers and set up a plar to include school visits, teacher
		Set up Inquiry Labs & Reality Labs			

Students may have difficulty understanding science test items due to test format Students may have difficulty understanding science vocabulary	implement lessons, activities, simulations, and teaching methods which are state approved for each standard Interactive Notebooks Use District Pacing Guides to ensure coverage of all standards Use of Science Review Kits Use of effective instructional strategies/FCIM with each standard more often Use Great Explorations in Math and Science (GEMS) to provide inquiry- based activities to increase student engagement and understanding of topics in science	Teachers Administrators SIG Principal Academic Coaches FCIM/Intervention Teacher	Review of Classroom Walk Through and observation data Data chats with students - goal setting and monitoring progress on accomplishing goals Data chats with teachers to discuss updates and follow up with meeting notes Monitor use of Pacing Guides with fidelity Monitor Progress of Inquiry Labs and Reality Labs PLC/Science Coach weekly meetings to	End of Course Exam Mini- Assessments Semester and Final grades Quarterly OnTrack Assessments Algebra Readiness Assessment Use of data from Lesson Study to address strengths and weaknesses Differentiated
2	Grade 8 Test Specifications to clarify specific components of the benchmarks and the content limits to assist with lesson planning, and as a guide for assessing students Trainings: Differentiated Instruction, Kagan, CRISS, Essential Questions, Text Complexity/Higher Order Thinking, Webb's		implementation of instructional strategies	
	Depth of Knowledge Lesson Study Targeted Extended Day Set up Inquiry Labs & Reality Labs Use CPALMS to implement lessons, activities, simulations,			
	and teaching methods which are state approved for each standard Use Biology 1 End of course Assessment Test Item Specifications to clarify the benchmarks and content limits that may be assessed Use the Florida Biology			

Benchmark Review and		
Practice Test Prep		
book to assess		
standards readiness		
and mastery		

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 Level 4 in science. Science Goal #2a:	Increase the level of proficiency by 30% (15) on the 2013 FCAT Science Test		
2012 Current Level of Performance:	2013 Expected Level of Performance:		
No students scored a Level 4 on the 2012 FCAT Science Test	Increase the level of proficiency by 30% (15) on the 2013 FCAT Science Test		

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Too
Students may have difficulty understanding science test items due to test format Students may have difficulty understanding science vocabulary Behavior	Use District Pacing Guides to ensure coverage of all standards Use of Science Review Kits Use of effective instructional strategies/FCIM with each standard more often Use Great Explorations in Math and Science (GEMS) to provide inquiry- based activities to increase student engagement and understanding of	Monitoring Teachers Principal Assistant Principal Science Coach	Strategy Small group pull-outs Classroom Walk Through and observations Data Chats with students to set goals	Mini- Assessments OnTrack Assessments Student Grades End of Course
	and understanding of topics in science Use the FCAT 2.0 Grade 8 Test Specifications to clarify specific components of the benchmarks and the content limits to assist with lesson planning, and as a guide for assessing students		weekly meetings to discuss lesson planning and implementation of instructional strageties Differentiated Activities	
	Trainings: Differentiated Instruction, Kagan, CRISS, Essential Questions, Text Complexity/Higher Order Thinking, Webb's Depth of Knowledge Lesson Study			

Targeted Extended Day		
Set up Inquiry Labs & Reality Labs		
Use CPALMS to implement lessons, activities, simulations, and teaching methods which are state approved for each standard		
Interactive Notebooks		

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 science.

Science Goal #2b:

2012 Current Level of Performance:

No students scored a Level 7 on the 2012 Science
FCAT Test

Problem-Solving Process to Increase Student Achievement

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
Students may have difficulty understanding science test items due to test format Students may have difficulty understanding science vocabulary	coverage of all standards Use of Science Review	Teachers Principal Assistant Principal SIG Principal Counselor Academic Coaches	Review of Classroom Walk Through and observation data Data chats with students - goal setting and monitoring progress on accomplishing goals Data chats with teachers to discuss updates and follow up with meeting notes Monitor use of Pacing Guides with fidelity Monitor Progress of Inquiry Labs and Reality Labs PLC/Science Coach weekly meetings to plan lessons and implementation of instructional strategies	End of Course Exam Mini- Assessments Semester and Final grades Quarterly OnTrack Assessments Algebra Readiness Assessment Use of data from Lesson Study to address strengths and weaknesses Differentiated Activities

Differentiated Instruction, Kagan, CRISS, Essential Questions, Text Complexity/Higher Order Thinking, Webb's Depth of Knowledge Lesson Study Targeted Extended Day Set up Inquiry Labs & Reality Labs Use CPALMS to implement lessons, activities, simulations, and teaching methods which are state approved for each standard Interactive Notebooks	
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Florida Alternate Assessment High School Science Goals

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

Increase the number of students scoring a 4, 5, 6 by 30% (15) on the 2013 FCAT Science Test
30% (13) OIT the 2013 FOAT Science Test
2013 Expected Level of Performance:
Increase the number of students scoring a 4,5,6 by 30% (15) on the 2013 FCAT Science Test

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
	1	difficulty understanding science	Ü	Teachers Administrators	Walk Through and observation data	End of Course Exam
		test items due to test format	Use of Science Review	SIG Principal		Mini- Assessments
		Students may have difficulty understanding science	Kits Use of effective	Academic Coaches	and monitoring progress on accomplishing goals	Semester and Final grades
	,	vocabulary	instructional strategies/FCIM with each standard more often	FCIM/Intervention Teacher	Data chats with	Quarterly OnTrack Assessments
			Use Great Explorations in Math and Science (GEMS) to provide		with meeting notes	Algebra Readiness Assessment

	activ	ry- based ities to increase ent engagement	Monitor Progress of	Use of data from Lesson Study to address
	and ı	understanding of s in science	Reality Labs	strengths and weaknesses
	Grad Spec clarif comp benc conte with and a	the FCAT 2.0 le 8 Test difications to syspecific conents of the hmarks and the ent limits to assist lesson planning, as a guide for sssing students	weekly meetings to	Differentiated Activities
1	Diffe Instr CRIS Ques Comp Orde	nings: rentiated uction, Kagan, iS, Essential stions, Text plexity/Higher r Thinking, Webb's h of Knowledge		
	Lesso	on Study		
	Targo Day	eted Extended		
		up Inquiry Labs & ty Labs		
	imple activ and t which	CPALMS to ement lessons, ities, simulations, teaching methods h are state oved for each dard		
	cours Test Spec clarif and (Biology 1 End of se Assessment Item diffications to by the benchmarks content limits that be assessed		
	Benc Pract book stanc	the Florida Biology hmark Review and tice Test Prep to assess dards readiness mastery		

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. Florida Alternate Assessment: Students scoring at or above Level 7 in science.

Science Goal #2:

2012 Current Level of Performance:

No students scored a Level 7 on the 2012 FCAT Science Test by 2% (3)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Too
	Students may have difficulty understanding science test items due to test		Teachers Administrators	Review of Classroom Walk Through and observation data	End of Course Exam Mini-
	difficulty understanding science	Guides to ensure coverage of all standards Use of Science Review Kits Use of effective instructional strategies/FCIM with each standard more often Use Great Explorations in Math and Science (GEMS) to provide inquiry- based activities to increase student engagement and understanding of topics in science Use the FCAT 2.0 Grade 8 Test Specifications to clarify specific components of the benchmarks and the content limits to assist with lesson planning, and as a guide for assessing students Trainings:	Administrators SIG Principal Academic Coaches FCIM/Intervention Teacher	Walk Through and	Exam Mini- Assessments
1		Differentiated Instruction, Kagan, CRISS, Essential Questions, Text Complexity/Higher Order Thinking, Webb's Depth of Knowledge Lesson Study Targeted Extended Day			
		Set up Inquiry Labs & Reality Labs Use CPALMS to implement lessons, activities, simulations, and teaching methods which are state approved for each standard			
		Use Biology 1 End of course Assessment Test Item Specifications to clarify the benchmarks and content limits that may be assessed			
		Use the Florida Biology Benchmark Review and Practice Test Prep book to assess			

	standards readiness		
	and mastery		

Biology End-of-Course (EOC) Goals

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

Problem-Solving Process to Increase Student Achievement Anticipated Barrier Strategy Person or Position Responsible for Monitoring Student levels of academic performance Teacher use of the Gradual Release Model with fidelity to increase levels of Person or Position Determine Effectiveness of Strategy Evaluation To Classroom WalkThroughs		d on the analysis of studes in need of improvemer			Guiding Questions", ider	ntify and define	
N/A Problem-Solving Process to Increase Student Achievement Anticipated Barrier Strategy Person or Position Responsible for Monitoring Student levels of academic performance Student levels of academic performance Teacher use of the Gradual Release Model with fidelity to increase levels of N/A Person or Position Responsible for Monitoring Person or Position Responsible for Monitoring Strategy Teachers Check lesson plans Weekly to ensure WalkThroughs WalkThroughs	Biology.			N/A	N/A		
Problem-Solving Process to Increase Student Achievement Anticipated Barrier Strategy Person or Position Responsible for Monitoring Student levels of academic performance Teacher use of the Gradual Release Model with fidelity to increase levels of Person or Position Responsible for Monitoring Person or Position Responsible for Monitoring Teachers Check lesson plans Weekly to ensure WalkThroughs WalkThroughs	2012 Current Level of Performance:			2013 Expecte	ed Level of Performan	ce:	
Anticipated Barrier Strategy Person or Position Responsible for Monitoring Student levels of academic performance Teacher use of the Gradual Release Model with fidelity to increase levels of Anticipated Barrier Strategy Person or Process Used to Determine Effectiveness of Strategy Evaluation To Classroom WalkThroughs	N/A			N/A	N/A		
Anticipated Barrier Strategy Position Responsible for Monitoring Student levels of academic performance Teacher use of the Gradual Release Model with fidelity to increase levels of Anticipated Barrier Position Responsible for Monitoring Position Responsible for Monitoring Strategy Teachers Check lesson plans weekly to ensure teachers are planning highly effective lessons Classroom Classroom WalkThroughs		Prok	olem-Solving Process	to Increase Stude	ent Achievement		
academic performance Gradual Release Model with fidelity to increase levels of Gradual Release Model with fidelity to highly effective lessons Classroom WalkThroughs		Anticipated Barrier	Strategy	Position Responsible for	Determine Effectiveness of	Evaluation Tool	
Close Reading & Comprehension SIG Principal SIG Principal Feedback to teachers Data chats and goal setting witeachers Training Academic Coaches Counselor Counselor Data chats and goal setting witeachers Teacher Appraisals Appraisals Appraisals Academic Counselor Data chats and goal setting witeachers Counselor C	1		Gradual Release Model with fidelity to increase levels of academic performance Close Reading & Comprehension Instructional Sequence	Principal Assistant Principal SIG Principal Academic Coaches Counselor FCIM/Intervention	weekly to ensure teachers are planning highly effective lessons using the Gradual Release Model with fidelity, and providing feedback to teachers	WalkThroughs Classroom Observations Data chats and goal setting with teachers Teacher Appraisals Data chats and goal setting with	

1	d on the analysis of stud in need of improvemen			Guiding Questions", ider	ntify and define	
Students scoring at or above Achievement Levels 4 and 5 in Biology. Biology Goal #2:			N/A			
2012 Current Level of Performance:			2013 Expecte	2013 Expected Level of Performance:		
N/A			N/A	N/A		
	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	
	Students maintaining	Offer online advanced	Teachers	Assign teacher and lab	End of Course	

	proficiency levels	courses		1	Exams
		1		student progress, and	
	Course offerings limited	Offer Distance Learning		administer	Mini-assessments
	for advanced and	for students -	Assistant	assessments	
1	gifted students due to	Parternship with Santa	Principal		
- []	student enrollment	Fe College	•		Semester and
		_	Counselor		Final Exams
		Close Reading &			
		Comprehension	Academic		
		Instructional Sequence	Coaches		
		Training			

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
Close Reading & Comprehension Instructional Sequence Training Florida Continuous Improvement Model Book Study - Follow up (Marzano Instructional Strategies) Book Study - Kagan Instructional Strategies Differentiated Instruction Effective Discipline Strategies Technology Training	All Students Grades 6-12	Alisha Williams, Science Coach, Alachua County Public Schools FCIM/Intervention Teacher Administration Jack Berckemeyer Technology Support - Alachua County Public Schools	All Teachers Grades 6-12	August 2012 - June 2013	Weekly PLC Meetings Data Chats Action Plans Teacher presentations on use of strategies and sharing best practices	Administrators Academic Coaches FCIM/Intervention Teacher Teachers

Science Budget:

Evidence-based Program(s)/Material(s)						
Strategy	Description of Resources	Funding Source	Available Amount			
Targeted Extended Day	Remediation/tutor - 50 minutes	SIG	\$45,000.00			
Differentiated Instruction	Alachua County Public Schools Curriculum Department	District Funded	\$0.00			
Lesson Study	Alachua County Public Schools Curriculum Department	District Funded	\$0.00			
Kagan & Marzano Strategies	Alachua County Public Schools	District Funded	\$0.00			

			Subtotal: \$45,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Smart Board Training	Alachua County Public Schools	District Funded	\$0.00
Smart Tools Training	Alachua County Public Schools	District Funded	\$0.00
		-	Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Close Reading &Comprehension Instructional Sequence Training	Alachua County Public Schools	District Funded	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
FCIM/Intervention Teacher		SIG Grant Funded	\$0.00
			Subtotal: \$0.00
			Grand Total: \$45,000.00

End of Science Goals

Writing Goals

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

10 FCAT 2 0. Studosts	ring at Aabiayamaatt	21/01			
1a. FCAT 2.0: Students sco 3.0 and higher in writing.	ring at Achievement Le	To increase the	To increase the level of proficiency in writing on the 2013 FCAT Writing Test by 50% (99)		
Writing Goal #1a:		T 6711 WITHING T	031 29 0070 (77)		
2012 Current Level of Perfo	ormance:	2013 Expecte	d Level of Performance	÷:	
62% (68) of students scored Writing Test	a Level 3 on the 2012 F		e level of proficiency in west by 50% (99)	riting on the 2013	
Pro	bblem-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	
Motivation Attendance Student levels of reading and writing	Check lesson plans weekly to ensure teachers are planning highly effective lessons and provide feedback to teachers	Principal Assistant Principal SIG Principal Reading Coach	Review of Walk Through and observation data PLC/Reading Coach weekly meetings to discuss data, planning, and follow up with	Individual teache meetings to discuss lesson planning and implementation FCIM Mini-	
Behavior Writing emphasis is not embedded in the READ	Writing Training School-wide Writing Plan Provide follow up	FCIMS/Intervention Teacher Teachers	meeting notes	assessments Writing - Monthly assessments through English/Language	
180 Program or Jamestown Navigator Program	training on how to write	Student Support Services Team Members	Monitor use of School- wide Writing Calendar Bi-weekly Student	Arts classes Student Grades	
	instructional strategies (Marzano, Kagan,		Support Services Team Meetings		

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas

1 1	CRISS)		
	CKI33)		
	Use of explicit		
1	instruction, slow release/scaffolding		
	Use of Webb's Depth of Knowledge		
	Knowledge		
	Lesson Study		
	Provide more		
	opportunities for		
	students to practice writing		
	_		
	Text Complexity/Higher Order Questioning		
	_		
	Close Reading & Comprehension		
	Instructional Sequence		
	Training		
	Targeted Extended		
	Time		

	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:			To increase the	e level of proficiency in w est by 50% (99)	riting on the 2013	
2012 Current Level of Performance:			2013 Expecte	d Level of Performance) :	
2% (2) of students scored a Level 4 or higher on the 2012 FCAT Writing Test				To increase the level of proficiency in writing on the 2013 FCAT Test by 50% (99)		
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	
	Motivation Attendance Student levels of reading and writing Behavior	Check lesson plans weekly to ensure teachers are planning highly effective lessons and provide feedback to teachers Writing Training School-wide Writing Plan Provide follow up training on how to write highly effective lesson plans Use of effective instructional strategies (Marzano, Kagan, CRISS) Use of explicit instruction, slow	Principal Assistant Principal SIG Principal Reading Coach FCIMS/Interventior Teacher Teachers Student Support Services Team Members	Review of Walk Through and observation data PLC/Reading Coach weekly meetings to discuss data, planning, and follow up with meeting notes Monitor use of FCIM Focus Calendar with fidelity Monitor use of Schoolwide Writing Calendar Bi-weekly Student Support Services Team Meeting	Individual teacher meetings to discuss lesson planning and implementation FCIM Miniassessments Writing - Monthly assessments through English/Language Arts classes Student Grades	

1	release/scaffolding
	Use of Webb's Depth of Knowledge
	Lesson Study
	Provide more opportunities for students to practice writing
	Writing Training
	Text Complexity/Higher Order Questioning
	Targeted Extended Time
	Close Reading & Comprehension Instructional Sequence Training

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
Writing Training Lesson Study Florida Continuous Improvement Model Book Study - Follow up (Marzano Instructional Strategies) Book Study - Kagan Instructional Strategies Differentiated Instruction Effective Discipline Strategies Close Reading &	All Students Grades 6-12	Dawn Newell, Reading Coach, Alachua County Public Schools FCIM/Intervention Teacher Administration Jack Berckemeyer Technology Support – Alachua County Public Schools			Teacher	Literacy Team Administrators Academic Coaches FCIM/Intervention Teacher
Comprehension Instructional Sequence Training						

Writing Budget:

Strategy	Description of Resources	Funding Source	Available Amount
Differentiated Instruction	Alachua County Public Schools Curriculum Department	District Funded	\$0.00
Kagan & Marzano Strategies	Alachua County Public Schools Curriculum Department	District Funded	\$0.00
Lesson Study	Alachua County Public Schools Curriculum Department	District Funded	\$0.00
		-	Subtotal: \$0.0
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Smart Board Training	Alachua County Public Schools	State Funded	\$0.00
Smart Tools Training	Alachua County Public Schools	District Funded	\$0.00
			Subtotal: \$0.0
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Close Reading & Comprehension Instructional Sequence Training	Alachua County Public Schools	District Funded	\$0.00
Writing Training	Alachua County Public Schools	District Funded	\$0.00
Webb's Depth of Knowledge Training	Alachua County Public Schools	District Funded	\$0.00
			Subtotal: \$0.0
Other			
Strategy	Description of Resources	Funding Source	Available Amount
FCIM/Intervention Teacher		SIG Grant	\$0.00
			Subtotal: \$0.0
			Grand Total: \$0.0

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 Civics. 50% (26) of students will score a Level 3 on the Civics Civics Goal #1: End of Course Exam 2012 Current Level of Performance: 2013 Expected Level of Performance: 0% (0) of students have taken the Civics End of Course 50% (26) of students will score a Level 3 on the Civics Exam End of Course Exam Problem-Solving Process to Increase Student Achievement Person or Process Used to Position Determine **Anticipated Barrier** Strategy **Evaluation Tool** Responsible for Effectiveness of Monitoring Strategy Review of Walk Through Individual teacher Motivation Close Reading & Principal meetings to Comprehension and observation data

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

	Attendance	Instructional Sequence Training	· ·	PLC/Reading Coach	discuss lesson planning and
	Student levels of			weekly meetings to	implementation
	reading and writing	Check lesson plans weekly to ensure	SIG Principal	discuss data, planning, and follow up with	Mini-assessments
	Behavior	teachers are planning highly effective lessons	Reading Coach	meeting notes	Willin ussessificities
		and provide feedback to teachers	Teacher	Monitor use of FCIM Focus Calendar with fidelity	End of Course Exam
		Teacher to ask higher order, text specific	Teachers	Tidenty	Student Grades
1		questions and require complex tasks and assignments		Weekly Department Meetings	
		Teacher to require students to support answers to questions with evidence from the text			
		Use of effective instructional strategies (Marzano, Kagan, CRISS)			
		Use of explicit instruction, slow release/scaffolding			
		Use of Webb's Depth of Knowledge			

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:				4 on the Civics
Current Level of Perfo	rmance:	2013 Expecte	ed Level of Performance	e:
0% (0) of students have taken the Civics End of Course Exam			10% (5) of students will score a Level 4 on the Civics End of Course Exam	
Pro	blem-Solving Process t	to Increase Stude	ent Achievement	
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Motivation Attendance Student levels of reading and writing Behavior	Close Reading & Comprehension Instructional Sequence Training Check lesson plans weekly to ensure teachers are planning highly effective lessons and provide feedback to teachers Use of effective instructional strategies (Marzano, Kagan, CRISS) Use of explicit	SIG Principal Reading Coach	PLC/Reading Coach weekly meetings to discuss data, planning, and follow up with meeting notes	Individual teacher meetings to discuss lesson planning and implementation Mini-assessments End of Course Exam Student Grades
	ed of improvement for the udents scoring at or als is in Civics. S Goal #2: Current Level of Perform O) of students have take Pro Anticipated Barrier Motivation Attendance Student levels of reading and writing	Anticipated Barrier Motivation Attendance Student levels of reading and writing Behavior Behavior Close Reading & Comprehension Instructional Sequence Training Check lesson plans weekly to ensure teachers are planning highly effective lessons and provide feedback to teachers Use of effective instructional strategies (Marzano, Kagan, CRISS)	adents scoring at or above Achievement Levels is 5 in Civics. Social #2: Current Level of Performance: Problem-Solving Process to Increase Stude Problem-Solving Process to Increase Stude Anticipated Barrier Strategy Person or Position Responsible for Monitoring Motivation Attendance Student levels of reading and writing Behavior Close Reading & Comprehension Instructional Sequence Training Check lesson plans weekly to ensure teachers are planning highly effective lessons and provide feedback to teachers Use of effective instructional strategies (Marzano, Kagan, CRISS) Use of explicit Use of explicit	and of improvement for the following group: Addents scoring at or above Achievement Levels Is in Civics. In Civics. In Course Exam In Course

	release/scaffolding		
	Use of Webb's Depth of Knowledge		

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)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow- up/Monitoring	Person or Position Responsible for Monitoring
Close Reading & Comprehension Instructional Sequence Training School-wide Writing Training Florida Continuous Improvement Model Integration of and use of technology based supports and interventions as part of instruction Lesson Study Text Complexity/Higher Order Questioning	All Grades 6-12	Alachua County Public Schools Curriculum Department Academic Coaches	All teachers	Fall 2012 to June 2013	Weekly PLC meetings Reading Coach- Writing Training Teacher Presentations on strategies and sharing best practices	Principal Assistant Principal SIG Principal Reading Coach FCIM/Intervention Teacher Teachers

Civics Budget:

aterial(s)		
Description of Resources	Funding Source	Available Amount
Alachua County Public Schools Curriculum Department	District Funded	\$0.00
Alachua County Public Schools Curriculum Department	District Funded	\$0.00
Alachua County Public Schools Curriculum Department	District Funded	\$0.00
		Subtotal: \$0.00
Description of Resources	Funding Source	Available Amount
Alachua County Public Schools	District Funded	\$0.00
Alachua County Public Schools	District Funded	\$0.00
		Subtotal: \$0.00
	Description of Resources Alachua County Public Schools Curriculum Department Alachua County Public Schools Curriculum Department Alachua County Public Schools Curriculum Department Description of Resources Alachua County Public Schools	Description of Resources Alachua County Public Schools Curriculum Department District Funded District Funded Description of Resources Funding Source Alachua County Public Schools District Funded

Strategy	Description of Resources	Funding Source	Available Amount
Webb's Depth of Knowledge Training	Alachua County Public Schools	District Funded	\$0.00
Writing Training	Alachua County Public Schools	District Funded	\$0.00
Close Reading & Comprehension Instructional Sequence Training	Alachua County Public Schools	District Funded	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
FCIM/Intervention Teacher		SIG Grant	\$0.00
		-	Subtotal: \$0.00
			Grand Total: \$0.00

End of Civics Goals

U.S. History End-of-Cource (EOC) Goals

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

assignments

text

Teacher to require students to support answers to questions with evidence from the

Use of effective instructional strategies (Marzano, Kagan,

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 Achievement Level 3 in U.S. History. U.S. History Goal #1:			50% (30) of s	students will score a Leve Course Exam	3 on the U.S.
2012	Current Level of Perfo	rmance:	2013 Expect	ed Level of Performance	9:
0% (0) of students have taken the U.S. History End of Course Exam			, ,	50% (30) of students will score a Level 3 on the U.S. History End of Course Exam	
Problem-Solving Process to I			to Increase Stud	ent Achievement	
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Motivation Attendance Student levels of reading and writing	Close Reading & Comprehension Instructional Sequence Training Check lesson plans weekly to ensure teachers are planning highly effective lessons and provide feedback to teachers Teacher to ask higher order, text specific questions and require complex tasks and	Principal Assistant Principal SIG Principal Reading Coach FCIM/Interventio Teacher Teachers	Review of Walk Through and observation data PLC/Reading Coach weekly meetings to discuss data, planning, and follow up with meeting notes Monitor use of FCIM Focus Calendar with fidelity Weekly Department Meetings	Individual teacher meetings to discuss lesson planning and implementation Mini-assessments End of Course Exam Student Grades

CRISS)		
Use of explicit instruction, slow release/scaffolding		
Use of Webb's Depth of Knowledge		

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 Levels
4 and 5 in U.S. History.

U.S. History Goal #2:

2012 Current Level of Performance:

2013 Expected Level of Performance:

2013 Expected Level of Performance:

10% (6) of students will score a Level 4 on the U.S. History End of Course Exam

10% (6) of students will score a Level 4 on the U.S. History End of Course Exam

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	Motivation Attendance Student levels of reading and writing	Close Reading & Comprehension Instructional Sequence Training Check lesson plans weekly to ensure teachers are planning highly effective lessons and provide feedback to teachers Teacher to ask higher order, text specific questions and require complex tasks and assignments Teacher to require students to support answers to questions with evidence from the text Use of effective instructional strategies (Marzano, Kagan, CRISS) Use of explicit instruction, slow release/scaffolding Use of Webb's Depth of Knowledge	Principal Assistant Principal SIG Principal Reading Coach FCIM/Intervention Teacher Teachers	Review of Walk Through and observation data PLC/Reading Coach weekly meetings to discuss data, planning, and follow up with meeting notes Monitor use of FCIM Focus Calendar with fidelity Weekly Department Meetings	Individual teacher meetings to discuss lesson planning and implementation Mini-assessments End of Course Exam Student Grades

(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)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow- up/Monitoring	Person or Position Responsible for Monitoring
Close Reading & Comprehension Instructional Sequence Training School-wide Writing Training Florida Continuous Improvement Model Integration of and use of technology based supports and interventions as part of instruction Lesson Study Text Complexity/Higher Order Questioning	All Grades 6-12	Alachua County Public Schools Curriculum Department Academic Coaches	All Teachers	August 2012- June 2013	Weekly PLC meetings Reading Coach- Writing Training Teacher Presentations on strategies and sharing best practices	Principal Assistant Principal SIG Principal Reading Coach FCIM/Intervention Teacher Teachers

U.S. History Budget:

Evidence-based Program(s)/Ma	torial(a)		
5		Funding Course	Available
Strategy	Description of Resources	Funding Source	Amount
Differentiated Instruction	Alachua County Public Schools Curriculum Department	District Funded	\$0.00
Lesson Study	Alachua County Public Schools Curriculum Department	District Funded	\$0.00
Kagan & Marzano Strategies	Alachua County Public Schools Curriculum Department	District Funded	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Smart Board Training	Alachua County Public Schools	District Funded	\$0.00
Smart Tools Training	Alachua County Public Schools	District Funded	\$0.00
		•	Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Webb's Depth of Knowledge Training	Alachua County Public Schools	District Funded	\$0.00
Writing Training	Alachua County Public Schools	District Funded	\$0.00
Close Reading & Comprehension Instructional Sequence Training	Alachua County Public Schools	District Funded	\$0.00
		•	Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount

End of U.S. History EOC 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:				
Attendance Attendance Goal #1:	To increase the attendance rate to 93%			
2012 Current Attendance Rate:	2013 Expected Attendance Rate:			
87%	93%			
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)			
31 (10%)	15 (5%)			
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)			
13 (4%)	8 (2%)			

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
	Motivation	Review School Climate Surveys	Principal	Monitor student attendance	School Climate Survey data (for
	Parental Support	from prior school year	Assistant Principal	Discuss student	students, staff, and parents)
	Value of Education	Survey students about school, their interests, Pros and Cons	SIG Principal FCIM/Intervention	Leadership Team	Weekly Attendance Data
		Home Visits	Teacher	Weekly Attendance	
		Continue to offer school clubs/club day, and	Deans	Reports	
		extracurricular activities		Home Visits	
1			Counselor	Parent Conferences	
		Continue offering CROP - College Out Reach Program/Partnership with the University of Florida & Santa Fe College	District Attendance Officer	Create a positive school climate for students, staff and parents	
		Continue to offer educational field trips			

	Positive Referrals		
I	Dream Dollars (PBS)		

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
Infinite Campus Training Updates Student Services Data (discipline, attendance)	All grade levels	School Staff Student Support Services Team District Staff	All staff	August 2012- June 2013	Teacher Data chats with students that are in the top 10% 353 Intervention Plan Attendance - Parent Notification	Principal Assistant Principal Counselor Deans Check & Connect Coordinator FCIM/Intervention Teacher

Attendance Budget:

Evidence-based Program(s)/Ma	terial(s)		
Strategy	Description of Resources	Funding Source	Available Amount
Infinite Campus Updates	Alachua County Public Schools	District Funded	\$0.00
Student Services Team Meeting Trainings	Alachua County Public Schools	District Funded	\$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

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify a of improvement:					ne areas in need	
1. Su	spension		Paduca tha nu	Reduce the number of Out-of-School Suspensions by		
Suspension Goal #1:				sed on 325 students)	uspensions by	
2012	Total Number of In-So	chool Suspensions	2013 Expecte	ed Number of In-School	Suspensions	
(132)	40%		(66) (20%)	(66) (20%)		
2012	Total Number of Stude	ents Suspended In-Sch	2013 Expecte School	ed Number of Students	Suspended In-	
(132)	40%		(66) 20%			
2012	Number of Out-of-Sch	nool Suspensions	2013 Expecte Suspensions	2013 Expected Number of Out-of-School Suspensions		
(126)	39%		(63) 19%	(63) 19%		
2012 Scho		ents Suspended Out-of	- 2013 Expecte of-School	2013 Expected Number of Students Suspended Out- of-School		
(126)	39%		(63) 19%	(63) 19%		
	Pro	blem-Solving Process t	to Increase Stude	ent Achievement		
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
	Recidivism	School-wide Tier I and Tier II Positive Behavior	Principal	Data Chats	Collaboration with	
	Defiance Support Program Ass		Assistant Principa	(Attendance, and Discipline)	all stakeholders weekly	
			Deans	Data Chats with Ambassadors	Classroom visits	
		Positive Referrals	Counselor	PBS Meetings bi-weekly	Club Day visits	
1		School Ambassadors	Teachers	i meenige at treeting		
Mentoring and Tu		Mentoring and Tutorials	Staff	Monitor attendance of clubs		

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.

Promote joining school clubs, athletics, and extracurricular activities

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
Infinite Campus Training Updates Student Services Data (discipline, attendance)	All grade levels	School Staff Student Support Services Team District Staff	All staff	August 2012- June 2013	Weekly Data chats - Leadership Team and PLC's Teacher Data chats with students that are in the top 10% 353 Intervention Plan Attendance - Parent Notification Home Visits Parent Conferences	Principal Assistant Principal Counselor Deans Check & Connect Coordinator FCIM/Intervention Teacher

Suspension Budget:

Evidence-based Program(s)/	'Material(s)		
Strategy	Description of Resources	Funding Source	Available Amount
PBS Training (Follow up)	Alachua County Public Schools	District Funded	\$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
Jack Berkemeyer Discipline Training	SIG Grant	Federal Funded	\$15,000.00
			Subtotal: \$15,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$15,000.00

End of Suspension Goal(s)

Dropout Prevention Goal(s)

Dropout Prevention Goal #1:

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

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

1. Dropout Prevention

*Please refer to the percentage of students who dropped out during the 2011-2012 school year.

4% (12)

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

2012 Current Dropout Rate:	2013 Expected Dropout Rate:		
4% (12)	Decrease the Dropout Rate by 60% in 2012-2013		
2012 Current Graduation Rate:	2013 Expected Graduation Rate:		
71%	Increase graduation rate to 80%		
Droblem Calving Droppes to Ingress Student Ashiovement			

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	Failed academic courses in 9th, 10th or 11th grades Student unable to pass one or more parts of the FCAT in reading or math Motivation	Implementation of ACT/SAT Preparation online course on campus Extended Day Remediation Period Check & Connect Program for 9th graders to prevent students from dropping out of school School-wide Check & Connect Advocate Clusters by grade levels Reading, Math, Science Coaches on site for teacher and student support (student pullouts in small groups) Goal Setting for Success & Action Plans Offer additional courses that are rigorous (Advanced Placement) and high interest for students Emphasize parental involvement Establish and maintain mentor programs Offer technology based courses (Digital Design)	Deans FCIM/Intervention Teacher	Use of charts and graphs to motivate students and monitor progress of student goal setting	OnTrack Assessments Stanford 10 Check & Connect Assessments Behavior Plan FAIR Assessments SAT/ACT data

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD 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
Discipline Data Chats with students and teachers Positive Behavior Support Training (ongoing)	All Subjects Grades 6-12	PBS Team Leader Deans FCIM/Intervention Teacher Counselor Administrators	All teachers and staff	Bi-weekly meetings of the Student Support Services Team August 2012- June 2013	Leadership Meeting, PLC meetings and faculty meetings Discipline Data	Principal Assistant Principal PBS Team Deans FCIM/Intervention Teacher Check & Connect Coordinator

Dropout Prevention Budget:

Strategy	Description of Resources	Funding Source	Available Amount
Check & Connect Coordinator	Grant Funded	Unied Way & AT&T Grant	\$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
		C	Grand Total: \$0.00

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in 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.	45% (146)			
2012 Current Level of Parent I nvolvement:	2013 Expected Level of Parent Involvement:			
45% (146)	55% (179)			

	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	Motivation Lack of education Value of education Transportation	Increase parent participation through volunteerism, athletics and our music program Parent Portal - Parents online access to monitoring student progress and communicating with teachers and staff School Advisory Council sets up a table at athletic events with student and parent information Host parent literacy nights and parent conference nights Encourage school staff involvement in community activities	Principal Assistant Principal	Survey parents, communicate with	Surveys Monitor parent involvement School Volunteer Applications and parent participation			

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
Ready to Learn Workshop Goal Setting for Student Success Parental Support	All grade levels	Guest Speakers School Staff District Staff	School-wide	August 2012- June 2013	Newsletters and telephone homes Data chats with parents Family Literacy Nights (reading, math, science)	School Administration School Advisory Council Teachers Academic Coaches FCIM Coordinator/Intervention Teacher

Parent Involvement Budget:

Strategy	Description of Resources	Funding Source	Available Amount
Additional Dates/times for Parent Conferences	Alachua County Public Schools	District Funded	\$0.00
			Subtotal: \$0.00

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
		•	Subtotal: \$0.00
Professional Developm	ent		
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 Parent Involvement Goal(s)

Science, Technology, Engineering, and Mathematics (STEM) 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. STEM Increase the level of proficiency of all students in science, math and technology by 25% (14) STEM Goal #1: Problem-Solving Process to Increase Student Achievement Process Used to Person or Position Determine Responsible for Anticipated Barrier Strategy **Evaluation Tool** Effectiveness of Monitoring Strategy Students levels of Teacher use of the Teachers Classroom Miniacademic performance Gradual Release Model Walkthroughs and assessments in the areas of math with fidelity to Administrators observations and science increase levels of Quarterly academic performance Academic Coaches Data chats with OnTrack Skill levels in the area students and teachers Assessments of technology **FCIM** Focused instruction in Coordinator/Intervention to set goals and Lesson Study Extended Day Program Teacher monitor student progress Student grades Integration of technology-based supports as part of instruction Intervention classes to target Geometry and measurement benchmarks

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
Math & Science Institutes	All Students - Grades 6-12	School Staff Guest Speakers Student Support Services Team District Staff	All staff - Grades 6-12	Muduet 20112 luno	Student Field Trips	Principal Assistant Principal Counselor Teachers Deans Check & Connect Coordinator FCIM/Intervention Teacher

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)

	Based on the analysis of school data, identify and define areas in need of improvement:						
1. CTE CTE Goal #1:				90% of the students taking the Digital Design course passed the CTE Exam and earned college credit.			
	Pro	blem-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		
Ī	Student levels of	Increase the number of	Teacher	Classroom Walkthroughs	Student grades		

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

		technology	Administration		CTE Exam
	Students may not have			Teacher lesson plans	
	access to a computer	Increase the number of			Student Projects
1	at home	students taking digital		Monitor progress of	
		design and journalism		students	School
					publications:
				Student surveys	school
					newsletters,
					school yearbook

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
Career & Technology Training	All Students - Grades 6-12	School Staff Student Support Services Team District Staff	Grades 6-12	August 2012- June 2013	Career Day Club/Career Planning Day	Administrators Counselor Teachers Deans Check & Connect Coordinator FCIM/InterventionTeacher

CTE Budget:

			Available
Strategy	Description of Resources	Funding Source	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 Developn	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

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Progr	am(s)/Material(s)	Decementary of		
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Targeted Extended Day	Remediation/Tutor 50 minutes	SIG Grant	\$45,000.00
Reading	Kagan & Marzano Strategies	Alachua County Public Schools	District Funded	\$500.00
Reading	Lesson Study	Alachua County Public Schools Curriculum Department	District Funded	\$0.00
CELLA	N/A			\$0.00
Mathematics	Targeted Extended Day	Remediation/tutor - 50 minutes	SIG Grant	\$45,000.00
Mathematics	Kagan & Marzano Strategies	Alachua County Public Schools	District Funded	\$0.00
Mathematics	Differentiated Instruction	Alachua County Public Schools	District Funded	\$0.00
Mathematics	Lesson Study	Alachua County Public Schools	District Funded	\$0.00
Science	Targeted Extended Day	Remediation/tutor - 50 minutes	SIG	\$45,000.00
Science	Differentiated Instruction	Alachua County Public Schools Curriculum Department	District Funded	\$0.00
Science	Lesson Study	Alachua County Public Schools Curriculum Department	District Funded	\$0.00
Science	Kagan & Marzano Strategies	Alachua County Public Schools	District Funded	\$0.00
Writing	Differentiated Instruction	Alachua County Public Schools Curriculum Department	District Funded	\$0.00
Writing	Kagan & Marzano Strategies	Alachua County Public Schools Curriculum Department	District Funded	\$0.00
Writing	Lesson Study	Alachua County Public Schools Curriculum Department	District Funded	\$0.00
Civics	Differentiated Instruction	Alachua County Public Schools Curriculum Department	District Funded	\$0.00
Civics	Lesson Study	Alachua County Public Schools Curriculum Department	District Funded	\$0.00
Civics	Kagan & Marzano Strategies	Alachua County Public Schools Curriculum Department	District Funded	\$0.00
U.S. History	Differentiated Instruction	Alachua County Public Schools Curriculum Department	District Funded	\$0.00
U.S. History	Lesson Study	Alachua County Public Schools Curriculum Department	District Funded	\$0.00
U.S. History	Kagan & Marzano Strategies	Alachua County Public Schools Curriculum Department	District Funded	\$0.00
Attendance	Infinite Campus Updates	Alachua County Public Schools	District Funded	\$0.00
Attendance	Student Services Team Meeting Trainings	Alachua County Public Schools	District Funded	\$0.00
Suspension	PBS Training (Follow up)	Alachua County Public Schools	District Funded	\$0.00
Dropout Prevention	Check & Connect Coordinator	Grant Funded	Unied Way & AT&T Grant	\$0.00
Parent Involvement	Additional Dates/times for Parent Conferences	Alachua County Public Schools	District Funded	\$0.00
				Subtotal: \$135,500.00
Гесhnology		Deceription		
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Smart Board Training	Alachua County Public Schools	District Funded	\$0.00

1				
Reading	Smart Tools Training	Alachua County Public Schools	District Funded	\$0.00
Mathematics	Smart Board Training	Alachua County Public Schools	District Funded	\$0.00
Mathematics	Smart Tools Training	Alachua County Public Schools	District Funded	\$0.00
Science	Smart Board Training	Alachua County Public Schools	District Funded	\$0.00
Science	Smart Tools Training	Alachua County Public Schools	District Funded	\$0.00
Writing	Smart Board Training	Alachua County Public Schools	State Funded	\$0.00
Writing	Smart Tools Training	Alachua County Public Schools	District Funded	\$0.00
Civics	Smart Board Training	Alachua County Public Schools	District Funded	\$0.00
Civics	Smart Tools Training	Alachua County Public Schools	District Funded	\$0.00
U.S. History	Smart Board Training	Alachua County Public Schools	District Funded	\$0.00
U.S. History	Smart Tools Training	Alachua County Public Schools	District Funded	\$0.00
				Subtotal: \$0.00
Professional Develop	pment			
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Close Reading & Comprehension Instructional Sequence Training	Alachua County Public Schools	District Funded	\$0.00
Science	Close Reading &Comprehension Instructional Sequence Training	Alachua County Public Schools	District Funded	\$0.00
Writing	Close Reading & Comprehension Instructional Sequence Training	Alachua County Public Schools	District Funded	\$0.00
Writing	Writing Training	Alachua County Public Schools	District Funded	\$0.00
Writing	Webb's Depth of Knowledge Training	Alachua County Public Schools	District Funded	\$0.00
Civics	Webb's Depth of Knowledge Training	Alachua County Public Schools	District Funded	\$0.00
Civics	Writing Training	Alachua County Public Schools	District Funded	\$0.00
Civics	Close Reading & Comprehension Instructional Sequence Training	Alachua County Public Schools	District Funded	\$0.00
U.S. History	Webb's Depth of Knowledge Training	Alachua County Public Schools	District Funded	\$0.00
U.S. History	Writing Training	Alachua County Public Schools	District Funded	\$0.00
U.S. History	Close Reading & Comprehension Instructional Sequence Training	Alachua County Public Schools	District Funded	\$0.00
Suspension	Jack Berkemeyer Discipline Training	SIG Grant	Federal Funded	\$15,000.00
				Subtotal: \$15,000.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	FCIM Intervention Teacher		SIG Grant Funded	\$45,000.00
Reading	Kaplan SAT/ACT Preparation		SIG Grant Funded	\$1,100.00
Mathematics	FCIM Intervention Teacher		SIG Grant Funded	\$0.00
Science	FCIM/Intervention Teacher		SIG Grant Funded	\$0.00
Writing	FCIM/Intervention Teacher		SIG Grant	\$0.00
Civics	FCIM/Intervention Teacher		SIG Grant	\$0.00

Subtotal: \$46,100.00

Grand Total: \$196,600.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

jn Priority	jn Focus	jn Prevent	jn NA

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.

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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.

Projected use of SAC Funds	Amount
The School Advisory Council has planned the following activities for the 2012-2013 school year: school supplies, Family Literacy Night, Positive Behavior Support, supporting administration, increasing school volunteerism.	\$600.00

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

School supplies, Family Literacy Nights, Positive Behavior Support

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

Alachua School District HAWTHORNE MI DDLE/HI GH SCHOOL 2010-2011						
	Reading	Math	Writing		Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	36%	37%	62%	32%	167	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	51%	63%			111	3 ways to make gains: Improve FCAT Levels Maintain Level 3, 4, or 5 Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	67% (YES)	79% (YES)				Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					427	
Percent Tested = 97%						Percent of eligible students tested
School Grade*					(.	Grade based on total points, adequate progress, and % of students tested

Alachua School District HAWTHORNE MI DDLE/HI GH SCHOOL 2009-2010						
	Reading	Math	Writing		Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	38%	36%	83%	33%	190	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	45%	54%			99	3 ways to make gains: Improve FCAT Levels Maintain Level 3, 4, or 5 Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	47% (NO)	51% (YES)			98	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					387	
Percent Tested = 97%						Percent of eligible students tested
School Grade*					D	Grade based on total points, adequate progress, and % of students tested