FLORIDA DEPARTMENT OF EDUCATION



Meadowlawn Middle School School Improvement Plan (SIP) Form SIP-1

2012-2013

1

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: 2321.00 Meadowlawn Middle School	District Name: Pinellas County Schools	
Principal: : Claudius B. Effiom	Superintendent: John A. Stewart Ed.D	
SAC Chair: Deborah Whittemore	Date of School Board Approval: Pending: October 9, 2012	

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

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

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

High School Feedback Report

K-12 Comprehensive Research Based Reading Plan

Administrators

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)
Principal	Claudius B. Effiom	Masters in Educational Leadership	2	6	Principal 2011-12 at Meadowlawn Middle School School Grade: C 47% Mastery in Reading 42% Mastery in Mathematics 40% Mastery in Science 70% Mastery in Writing 56% Learning Gains in reading 53% Learning Gains in reading of the lowest 25% and 50% in math Principal 2010-11 at Meadowlawn Middle School School Grade: C 61% Mastery in Reading 50% Mastery in Mathematics 36% Mastery in Science 81% Mastery in Writing 55% Learning Gains in reading 56% Learning Gains in reading of the lowest 25% and 58% in math No subgroup met APY Principal 2009-2010 at John Hopkins Middle School School Grade: C 64% Mastery in Mathematics 34% Mastery in Mathematics 34% Mastery in Science 93% Mastery in Writing AYP not met Acting Principal 2008-2009 at Kennedy Middle School School Grade: B

					60% in Reading61% Mastery in Mathematics35% Mastery in Science98% Mastery in WritingAYP met for each sub group but Students economicallydisadvantagedAssistant Principal 2007-2008 at Safety Harbor MiddleSchoolSchool Grade: AAssistant Principal 2007-2008 at Kennedy Middle SchoolSchool Grade: B61% Mastery in Reading59% Mastery in Mathematics31% Mastery in Science88% Mastery in WritingAYP met for all subgroups but students economicallydisadvantagedAssistant Principal 2006-2007 at Kennedy Middle SchoolSchool Grade: B8% Mastery in Reading8% Mastery in Mathematics31% Mastery in WritingAYP met for all subgroups but students economicallydisadvantagedAssistant Principal 2006-2007 at Kennedy Middle SchoolSchool Grade: B88% Mastery in Mathematics84% Mastery in WritingAYP not metAssistant Principal 2005-2006 at Kennedy Middle SchoolSchool Grade : BAssistant Principal 2005-2006 at Kennedy Middle SchoolSchool Grade : BAssistant Principal 2011-12 at Meadowlawn Middle
Assistant Principal	Carolyn Underwood	Masters in Educational Leadership	2	6	School School Grade: C 47% Mastery in Reading 42% Mastery in Mathematics 40% Mastery in Science 70% Mastery in Writing 56% Learning Gains in reading 53% Learning Gains in math

r			
			58% Learning Gains in reading of the lowest 25% and
			50% in math
			Assistant Principal 2010-2011 at Meadowlawn Middle
			School
			School Grade: C
			61% Mastery in Reading
			50% Mastery in Mathematics
			36% Mastery in Science
			81% Mastery in Writing
			55% Learning Gains in reading
			56% Learning Gains in math
			62% Learning Gains in reading of the lowest 25% and
			58% in mathematics
			No subgroup made APY
			Assistant Principal 2009-2010 at Clearwater
			Fundamental Middle School
			School Grade: A
			88% Mastery in Reading
			86% Mastery in Mathematics
			61% Mastery in Science
			98% Mastery in Writing
			Met AYP for all subgroups but students economically
			disadvantaged
			Assistant Principal 2008-2009 at Coachman Fundamental
			Middle School.
			School Grade: A
			88% Mastery in Reading
			86% Mastery in Mathematics
			65% Mastery in Science
			100% Mastery in Writing
			AYP made met for all subgroups but African American.
			students in Science
			Assistant Principal 2007-2008 at Coachman Fundamental
			Middle School
	1	1	

					School Grade: B 87% Mastery in Reading 85% Mastery in Mathematics 69% Mastery in Science 99% Mastery in Writing AYP Met Assistant Principal 2006-2007 at Coachman Fundamental Middle School School Grade: A 87% Mastery in Reading 86% Mastery in Mathematics 70% Mastery in Science 98% Mastery in Writing Met AYP
Assistant Principal	Melissa Athanson	Masters in Educational Leadership	3	3	Assistant Principal 2011-12 at Meadowlawn Middle School School Grade: C 47% Mastery in Reading 42% Mastery in Mathematics 40% Mastery in Science 70% Mastery in Writing 56% Learning Gains in reading 53% Learning Gains in reading of the lowest 25% and 50% in math Assistant Principal 2010-2011 at Meadowlawn Middle School School Grade: C 61% Mastery in Reading 50% Mastery in Mathematics 36% Mastery in Science 81% Mastery in Writing 55% Learning Gains in Reading

					 56% Learning Gains in Math 62% Learning Gains in reading of the lowest 25% and 58% in math No subgroup made AYP Assistant Principal 2009-2010 at Meadowlawn Middle School School Grade C 66% Mastery in Reading 54% Mastery in Mathematics 33% Mastery in Science 99% Mastery in Writing No subgroup made AYP Assistant Principal 2011-12 at Meadowlawn Middle
Assistant Principal	Kristy Therrien	Masters in Educational Leadership	1	1	School School Grade: C 47% Mastery in Reading 42% Mastery in Mathematics 40% Mastery in Science 70% Mastery in Writing 56% Learning Gains in reading 53% Learning Gains in reading of the lowest 25% and 50% in math Reading Coach 2010-2011 Northeast High School 42% Mastery in Reading 67% Mastery in Mathematics 30% Mastery in Science 81% Mastery in Writing 48% Learning Gains in reading 71% Learning Gains in reading 71% Learning Gains in reading 66% in math

Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Roseann Izzo	Bachelor of Arts in Elem. Ed, Sp. Lrng. Dis., Ment. Hand., Reading Endorsed	1	3	Meadowlawn 2011-C Dunedin High-2011-B Dunedin High-2010-B

<u>Highly Effective Teachers</u>

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

Description of Strategy	Person Responsible	Projected Completion Date
1. Developed interviewing questions to align with mission/vision	Administrators/PLC Leaders	On going
2. Pair new teachers with/mentor/buddy	APC	On going
3. Give feedback regularly on performance	Administrators	On going
4. Avoid giving new teachers more than one prep if possible	APC	On going

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who are NOT highly effective. *When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
Three	Regular meetings to give feedback Recommending specific courses to take

Staff Demographics

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

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

Total Number of Instructional Staff	% of First- Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
68	4	14	28	22	19		19	4	33

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
Robert Wagner	Makra Brannon	Subject area, Leadership skills	Observation of mentee's instruction and providing
Jessica Scott	Robin Brown	Location, Experience	feedback; Planning lessons with
Jocee Kostka	Cynthia McDonald	Location, Subject area	mentee; Connecting lesson activities to content standards;
Crispin Cole	Jessica Scott	Location, Experience	Discussing student progress and analyzing student work; Modeling or co-teaching lessons

Additional Requirements

Coordination and Integration-Title I Schools Only

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

Title I, Part A

Title I, Part A funds are utilized, in conjunction with district operating funds and other federal resources, to support teaching and learning, parental engagement, and professional development. Title I services are coordinated and integrated with other resources through the Division of Teaching and Learning, Student Assignment, and Research and Accountability.

Title I, Part C- Migrant

NA in Pinellas

Title I, Part D

The district receives Title I, Part D funds which provide transition services from alternative education programs to zoned schools. In addition, a portion of Title I, Part A funds is reserved for services to neglected and delinquent students. Funds are targeted to support continuous education

services to students in neglected and delinquent facilities through tutoring, instructional materials and resources, and technology.

Title II

The district receives funds to increase student achievement through professional development for teachers and administrators. Title II funds provide math and science coaches, as required by Differentiated Accountability, in some of the district's lowest performing schools. A portion of Title I, Part A funds is used to provide additional reading and math coaches in targeted schools based on FCAT results.

Title III

Title III funds provide educational materials, bilingual translators, summer programs, and other support services to improve the education of immigrant and English Language Learners. Bilingual translators provide assistance with parent workshops and dissemination of information in various languages for Title I schools.

Title X- Homeless

The district receives funds to provide resources for students for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. A portion of Title I, Part A funds is also reserved to provide services to homeless students (social workers, a resource teacher, tutoring, and technology).

Supplemental Academic Instruction (SAI)

SAI funds are coordinated with Title I, Part A funds to provide extended learning opportunities for students before/during/after school and during the summer.

Violence Prevention Programs

Nutrition Programs

Title I coordinates with district food services to provide breakfast and lunch to students in Title I summer extended learning camps.

Housing Programs

Head Start

Title I, Part A funds are used to provide Pre-Kindergarten to Kindergarten transition services. Title I schools coordinate with staff from public and private preschool programs, including Head Start, to prepare students for a successful start to school. A portion of Title I, Part A funds is used to provide classes for 3 year olds at targeted elementary schools to support early literacy.

Adult Education

Career and Technical Education

Job Training

Other

Multi-Tiered System of Supports (MTSS) /Response to Instruction/Intervention (RtI) School-Based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Principal, Assistant Principals, Guidance Counselors, Social Worker, Psychologist, Behavior Specialist, Department PLC Leaders, Team Leaders, AVID Coordinator

Describe how the school-based MTSS leadership team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

-Facilitator - generates agenda and leads team discussions

-Data Manager(s)/Data Coach(es) – assist team in accessing and interpreting (aggregating/disaggregating) the data

-Technology Specialist - brokers technology necessary to manage and display data

-Recorder/Note Taker – documents meeting content and disseminates to team members in a timely manner as well as storing a hard copy in a binder for all teachers to access

-Time Keeper –helps team begin on time and ensures adherence to agreed upon agenda

Meeting time: One per month on Wednesday at 3:10 PM in the media center

Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the RtI problem-solving process is used in developing and implementing the SIP?

Instructional, administrative and support staff gave input or work on specific areas related on the school improvement plan, RtI meets monthly by grade level to problem solve and discuss and provide services for identified students.

MTSS Implementation

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

FCAT data is broken down by students who made gains, did not make gains, stayed the same level of 1 or 2 but made jumps developmentally. A weekly discipline report is given to faculty to problem solve on interventions. FAIR data and reading sorter is used to make academic placements

Describe the plan to train staff on MTSS.

Through PLC and professional development training

Describe the plan to support MTSS.

Assign roles and calendar and consistently meet to improve the process

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team Identify the school-based Literacy Leadership Team (LLT). Bernard, Bigham, Brachmann, Bringas, Herman, Hess, Izzo, Jacobs, McSorley, Owen, Rankin, Rexroad, Pabalan, Thomas, Zitelli, Therrien, Underwood, Effiom Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). Literacy Leadership Teams create capacity of reading knowledge within the school by focusing on the following areas of literacy concern: Support for text complexity Support for instructional skills to improve reading comprehension • Use of collaborative structures including reciprocal teaching. • Providing scaffolding that does not preempt or replace text reading by students • Developing and asking text dependent questions from a range of question types • Emphasizing students supporting their answers based upon evidence from the text • Providing extensive research and writing opportunities (claims and evidence) Support for implementation of Common Core State Standards for Literacy in Social Studies, Science, and Technical Subjects (a focus on text, task, and instruction). Support for researched based best practices. GRRM Support of the Standard based instruction through the use of common board configuration The team with meet after school on the first Wednesday of the month. They will provide professional development to their content area peers at PLC meetings. The district will provide training and tools for Literacy Leadership Teams. What will be the major initiatives of the LLT this year? Support for common board configuration Support for planning lessons using the GRRM. Support for use of collaborative structures including reciprocal reading Support for implementation of Common Core State Standards for Literacy in Social Studies, Science, and Technical Subjects

Public School Choice

• Supplemental Educational Services (SES) Notification

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

*Grades 6-12 Only Sec. 1003.413 (2)(b) F.S

For schools with grades 6-12, how does the school ensure that every teacher contributes to the reading improvement of every student?

• The school Literacy Leadership Team is established to grow the use of literacy strategies in all disciplines. The Team is composed of a cross section of the faculty that act as liaisons to help grow department wide literacy strategies in all classrooms

- The school has a Student Literacy Team that assists in the development and implementation of classroom literacy strategies.
- Teacher evaluations include a provision for teaching reading strategies to students. The teacher summative evaluation, in most cases, uses reading data as a portion of teacher performance.

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Reading Goals	Problem-Solving Process to Increase Student Achievement					
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
Achievement Level 3 in reading.	standard based instruction	1a.1. Set and communicate a purpose for learning and learning goals in each lesson	teacher	1a.1. Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion	1a.1. Walkthroughs Lesson Plans	

24% through use of a Decrease of desired outcomes and performance 276 common board learning goals level 1&2 from 53% configuration. *Includes a learning goal/essential question То 43% *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale or rubric throughout the lesson 1a.2. 1a.2. 1a.2. 1a.2. 1a.2. AP who evaluates Insufficient Implement High Determine: Walkthrough standard based Yield Instructional teacher *Lesson focuses on Lesson Plans Strategies. Teacher instruction essential learning will deliver lesson objectives and goals by using the GRRM. specifically stating the purpose for learning, lesson agenda and expected outcomes *Student readiness for learning occurs by connecting instructional

2012-2013 School Improvement Plan (SIP)-Form SIP-1

			objectives and goals to students' background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur	
instruction	1a.3. Increase instructional rigor through use of collaborative structures including reciprocal teaching.	1a.3. AP who evaluates teacher		1a.3. Walkthrough Teacher Appraisal Results

1b. Florida Alternate Assessment:	1b.2.	1b.2.	1b.2.	1b.2.	1b.2.
Students scoring at Levels 4, 5, and			AP who evaluates	Determine:	Walkthrough
	standard based	Yield Instructional		*Lesson focuses on	Lesson plans
		Strategies.	icacher	essential learning	
#1b: Current cted Level		Teachers will		objectives and goals by	
Level of df		develop lessons		specifically stating the	
		using GRRM.		purpose for learning, lesson	
Improve current Performa Performan level of nce:* ce:*		using OKKIVI.		agenda and expected	
	-			outcomes aligned to access	
performance 26% Decrease				points when appropriate	
5 level 1,2,3				*Student readiness for	
				learning occurs by	
				connecting instructional	
				objectives and goals to	
				students' background	
				knowledge, interests, and	
				personal goals, etc.	
				*Explicit Instruction;	
				Modeled Instruction;	
				Guided Practice with	
				Teacher Support and	
				Feedback; Guided Practice	
				with Peer Support and	
				Feedback; and Independent	
				Practice occur	
	1b.2.	1b.2.	1b.2.	1b.2.	1b.2.
	10.2.	10.2.	10.2.		
	1b.3.	1b.3.	1b.3.	1b.3.	1b.3.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2a.FCAT 2.0: Students scoring at or above Achievement Levels 4 and	2a.1. Lack of	2a.1. Provide formative	2a.1. AP who evaluates		2a.1. Walkthrough
5 in reading.	differentiation of instruction		teacher		Lesson plans
	2a.2.	2a.2.	2a.2.		2a.2.

	2a.3	2a.3	2a.3	2a.3	2a.3
2b. Florida Alternate Assessment:	2b.1.	2b.1.	2b.1.	2b.1.	2b1.
	Lack of	Provide formative			Walkthrough
7 in reading.		assessments to	teacher	*Teachers regularly assess	6
		inform		students' readiness for	
#2b: Current cted Level		differentiation in		learning and achievement	
Level of of		instruction		of knowledge and skills	
Improve current Performa Performan				during instruction	
level of $nce:*$				*Teachers facilitate	
performance 41% Increase	•			effective classroom	
level 7 by				activities and tasks that	
5%				elicit evidence of learning	
570				*Teachers collect both	
				formal and informal data	
				regarding students'	
				learning and provide	
				feedback regularly to	
				students regarding their	
				personal progress	
				throughout the lesson cycle	
				*Teachers utilize data to	
				modify and adjust teaching	
				practices and to reflect on	
				the needs and progress of	
				students aligned to FAA	
				access points	
	2b.2.	2b2.	2b.2.	2b.2.	2b.2.

			2b.3	2b.3	2b.3		2b.3
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		erence to ntify and l of	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3a. FCAT 2.0: P	0			3a.1.			3a.1.
students making	g Learning	-		Implement			School Summary of
reading.				collaborative	evaluates		observation section of teacher
		-	00	structures including	teacher		appraisal results
		cted Level		reciprocal teaching		learning *Teachers collect both	
		<u>of</u>					IPI data when available
Improve current		Performan				regarding students' learning	
		<u>ce:*</u>					State instructional walkthrough
performance	pending	100%				0 0	when applicable
						personal progress throughout the lesson cycle	
						*Models, examples and	
						questions are appropriately	
						scaffolded to meet the needs of	
						diverse learners *Teachers	
						provide small group instruction	
						to target specific learning	
						needs.	
						*These small groups are	

						flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	
			3a.2.	3a.2 Plan all lessons using the GRRM.	3a.2.	3a.2.*Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur	3a.2.
			3a.3.	3a.3.	3a.3.	3a.3.	3a.3.
3b. Florida Alte	rnate Ass	essment:	3b.1.	3b.1.	3b.1.	3b.1.	3b.1.
Percentage of st		0	Lack of	Differentiate	AP who	Content materials are	School Summary of
#3b: Improve current level of	2012 Current Level of	0	student engagement	Instruction	evaluates teacher	differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and	observation section of teacher appraisal results IPI data when available State instructional walkthrough when applicable

	3b.2. 3b.3.	3b.2. 3b.3.	3b.2. 3b.3.	questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty. 3b.2.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify an define areas in need of improvement for the following group: 4a.FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.	o Barrier	Strategy 4a.1. Differentiate Instruction	Person or Position Responsible for Monitoring 4a.1. AP who evaluates	4a.1.	Evaluation Tool 4a.1. Lesson Plans & Walkthrough

Reading Goal	2012	2013Expe	of instruction		teacher	interests, cultural background,	
#4a:		cted Level				prior knowledge of content,	
<u></u>		of				and skill level	
Improve current						*Content materials are	
1		ce:*				appropriately scaffolded to	
	58%	100%				meet the needs of diverse	
periormanee	5070	10070				learners (learning readiness	
						and specific learning needs)	
						*Models, examples and	
						questions are appropriately	
						scaffolded to meet the needs of	
						diverse learners *Teachers	
						provide small group instruction	
						to target specific learning	
						needs.	
						*These small groups are	
						flexible and change with the	
						content, project and	
						assessments	
						*Students are provided	
						opportunities to demonstrate or	
						express knowledge and	
						understanding in different	
						ways, which includes varying	
						degrees of difficulty.	
			4a.2.	4a.2.	4a.2.		4a.2.
					SBLT	*SBLT utilizes data to plan for	
				that support core		a sufficient number and variety	Lesson i fans & warkthoughs
				instructional goals		of intervention courses	
			11	and objectives		*Reading Intervention teachers	
			varying needs	and objectives		and core content area teachers	
			of students			communicate regularly	
						*Core content materials and	
			across				
June 2012			academic and			subject matter are integrated	

	engagement areas			within intervention courses *Intervention strategies are reinforced in core classes *Interventions are integrated and aligned across all providers *Effectiveness of intervention courses are evaluated by reviewing student success in core courses	
	4a.3	4a.3.	4a.3.	4a.3.	4a.3.
4b. Florida Alternate Assessme	nt: 4b.1.	4b.1.	4b.1.	4b.1.	4b.1.
Percentage of students in Lowe 25% making learning gains in reading. Reading Goal 2012 2013 #4b: Current cted I Level of of Improve current Performa Perfo level of nce:* ce:* performance pending 100%	differentiation of instruction <u>Expe</u> <u>evel</u>		AP who evaluates teacher	Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs.	Lesson Plans & Walkthrough

	to address the varying need of students across academic and engagement areas	1	4ab.2. SBLT	*SBLT utilizes data to plan for a sufficient number and variety of intervention courses *Intervention and core teachers communicate and plan together regularly *Intervention curriculum is aligned with core instructional goals/objectives *Core content materials and subject matter are integrated within intervention courses *Intervention strategies are reinforced in core classes *Interventions are integrated and aligned across all providers *Effectiveness of intervention courses are evaluated by reviewing student success in core courses	4b.2. Evidence of core teachers and intervention teachers communicating and planning; Lesson Plans & Walkthroughs
	4b.3	4b.3.	4b.3.	4b.3.	4b.3.

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. Ambitious Baseline data 2010- but Achievable 2011 Annual 58 Objectives 58 (AMOs). In six 58 year school will reduce their achievement gap by 50%. Reading Goal #5A: Enter narrative for the goal in this box.	65	72	79	86	93	100
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Eval	uation Tool
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making	White:	Differentiate Instruction	AP who evaluates	5b.1. Content materials are differentiated by student interests, cultural background,	5b.1. Lesson Plan	s & Walkthrough

#5B: Improve current level of performance	Current Level of Performa nce:* White:74 % 377 Black: 6% 30.00 Hispanic: 9%	Performan ce:* 100% of all subgroups to make a learning gain Increase proficienc y of all subgroups by 10%	American Indian:			prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.
Based on the a achievement da "Guiding Ques define ar	ata, and ref	ference to entify and	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

improvement		llowing					
sut	ogroup:						
5C. English Lan	iguage Le	arners	5c.1.	5c.1.	5c.1.	5c.1.	5c.1.
(ELL) not making	(ELL) not making satisfactory		Lack of	Differentiate	AP who	Content materials are	Lesson Plans & Walkthrough
progress in read	ling.		differentiation	Instruction	evaluates	differentiated by student	
Reading Goal	2012	2013Expe	of instruction		teacher	interests, cultural background,	
<u>#5C:</u>	Current	cted Level				prior knowledge of content,	
	Level of	of				and skill level	
Improve current	Performa					*Content materials are	
level of	nce:*	ce:*				appropriately scaffolded to	
performance	Pending	100% of				meet the needs of diverse	
		ELL				learners (learning readiness	
		students to				and specific learning needs)	
		make a				*Models, examples and	
		learning				questions are appropriately	
		gain				scaffolded to meet the needs of	
		An				diverse learners *Teachers	
		increase in				provide small group instruction	
		proficienc				to target specific learning	
		y by 10%				needs.	
						*These small groups are	
						flexible and change with the	
						content, project and	
						assessments	
						*Students are provided	
						opportunities to demonstrate or express knowledge and	
						understanding in different	
						ways, which includes varying	
						degrees of difficulty.	
		1	5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
				5C.3.	5C.3.	5C.3.	5C.3.

achievement data "Guiding Questi define area improvement f	Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with	ı Disabil	lities	5d.1.	5d.1.	5d.1.	5d.1.	5d.1.
(SWD) not makin	ng satisfa	actory	Lack of	Differentiate	AP who	Content materials are	Lesson Plans & Walkthrough
progress in reading	0		differentiation	Instruction	evaluates	differentiated by student	C
		2013	of instruction		teacher	interests, cultural background,	
#5D:	Current	Expected				prior knowledge of content,	
		Level of				and skill level	
Improve current	of	Performan				*Content materials are	
level of	Perfor	ce:*				appropriately scaffolded to	
performance	mance:					meet the needs of diverse	
	*					learners (learning readiness	
	20%	100% of				and specific learning needs)	
		all SWD				*Models, examples and	
		students to				questions are appropriately	
		make a				scaffolded to meet the needs of	
		learning				diverse learners *Teachers	
		gain				provide small group instruction	
		An				to target specific learning	
		increase in				needs.	
		proficiency				*These small groups are	
		by 10%				flexible and change with the	
						content, project and	
						assessments	
						*Students are provided	
						opportunities to demonstrate or	
						express knowledge and	
						understanding in different	
						ways, which includes varying	
June 2012						degrees of difficulty.	

			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			5D.3.	5D.3.	5D.3.	5D.3.	5D.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:		eference to entify and ed of	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically	· 1	antaged	5e.1.	5e.1.	5e.1.	5e.1.	5e.1.
students not mak		0	Lack of	Differentiate	AP who		Lesson Plans & Walkthrough
progress in reading			differentiation		evaluates	differentiated by student	-
			of instruction		teacher	interests, cultural background,	
<u>#5E:</u>		ted Level				prior knowledge of content,	
-		of D				and skill level	
1		Performan				*Content materials are	
level of performance		<u>ce:*</u>				appropriately scaffolded to meet the needs of diverse	
performance	mance: *					learners (learning readiness	
	41%	100% of				and specific learning needs)	
		economical				*Models, examples and	
	ly					questions are appropriately	
	disadvanta					scaffolded to meet the needs of	
		ged				diverse learners *Teachers	
		students				provide small group instruction	
		will				to target specific learning	
		learning				needs.	
		gain				*These small groups are	

An increas profici by 109	ency 6			flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate of express knowledge and understanding in different ways, which includes varying degrees of difficulty.	
	5E.2.	5E.2	5E.2.	5E.2.	5E.2.
	5E.3	5E.3	5E.3	5E.3	5E.3

Reading Professional Development

Profes	Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities Please note that each strategy does not require a professional development or PLC activity.									
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow- up/Monitoring	Person or Position Responsible for Monitoring				
Common Board Configuration	6-8 All Content Areas	Literacy Team Member	All content and Grade Level PLCs	9/12/12; 9/19/12; 9/26/12	LLT walkthroughs, Administrative walkthroughs, and peer to peer observations	Administrator responsible for Reading/LA				
Gradual Release of Responsibility	6-8 All Content Areas	Literacy Team Member	All content and Grade Level PLCs	10/3/12; 10/10/12; 10/17/12; 10/24/12	LLT walkthroughs, Administrative walkthroughs, and peer to peer observations	Administrator responsible for Reading/LA				
Collaborative Structures/ Reciprocal Teaching	6-8 All Content Areas	Literacy Team Member	All content and Grade Level PLCs		LLT walkthroughs, Administrative walkthroughs, and peer to peer observations	Administrator responsible for Reading/LA				

Reading Budget (Insert rows as needed)

Include only school funded activitie	es/materials and exclude district fu	inded activities/materials.		
Evidence-based Program(s)/Materia	als(s)			
Strategy	Description of Resources	Funding Source	Amount	
			Subto	otal:
Technology				
Strategy	Description of Resources	Funding Source	Amount	
			Subto	otal:
Professional Development				
Strategy	Description of Resources	Funding Source	Amount	
Common Board Configuration	Training Materials	SAC	\$100	
Gradual Release of Responsibility	Training Materials	SAC	\$150	
			Subtotal:	\$250
Other				
Strategy	Description of Resources	Funding Source	Amount	
			Subte	otal:
			Total:	5250

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

CELLA Goals	Problem-Solving Process to Increase Language Acquisition					
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
CELLA Goal #1: 2012 Current Percent of	differentiation of instruction	1.1. Provide formative assessments to inform differentiation in instruction	evaluates teacher			

				teaching practices and to reflect on the needs	
				and progress of students	
	2.1.	2.1.	2.1.	2.1.	2.1.
		Differentiate	AP who	Content materials are	Lesson Plans &
		Instruction	evaluates teacher		Walkthrough
	instruction			student interests,	v unkin ough
				cultural background,	
				prior knowledge of	
				content, and skill level	
				*Content materials are	
				appropriately	
				scaffolded to meet the	
				needs of diverse	
				learners (learning	
				readiness and specific	
				learning needs)	
				*Models, examples and	
				questions are	
				appropriately	
				scaffolded to meet the	
				needs of diverse	
				learners *Teachers	
				provide small group	
				instruction to target	
				specific learning needs.	
				*These small groups	
				are flexible and change	
				with the content, project	
				and assessments	
				*Students are provided	
				opportunities to	
				demonstrate or express	
T 2012				knowledge and	

		1.3.	1.3.	1.3.	understanding in different ways, which includes varying degrees of difficulty. 1.3.	1.3.
		1.3.	1.3.	1.5.	1.3.	1.3.
Students read in English at grade level text in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring pr CELLA Goal #2:		Insufficient	2.2. Implement High	2.2. AP who		2.2. Walkthrough
Improve current level	Students Proficient in	standard based instruction	Yield Instructional Strategies	evaluates teacher	*Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes *Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback;	

	2.2.				
		2.2.	2.2.	2.2.	2.2.
	2.3	2.3	2.3	2.3	2.3
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
urrent Percent of ts Proficient in	Insufficient standard based instruction	Set and communicate a purpose for learning and learning goals in	3.1. AP who evaluates teacher	3.1. Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or	3.1. Walkthrough & Lesson Plans
	grade level in a L students. t in Writing. furrent Percent of ts Proficient in	grade level in a L students.Anticipated Barriert in Writing.3.1.t in Writing.finsufficient standard based instruction	grade level in a L students.Anticipated BarrierStrategyt in Writing.3.1.3.1.t in Writing.3.1.Set and communicate a purpose for learning instruction	grade level in a L students. Barrier Strategy Person or Position Responsible for Monitoring 3.1. 3.1. Set and communicate a purpose for learning and learning goals in each lesson each lesson	grade level in a L students.Anticipated BarrierStrategyPerson or Position Responsible for MonitoringProcess Used to Determine Effectiveness of Strategyt in Writing. t in Writing.3.1.3.1.3.1.3.1.Surrent Percent of ts Proficient in 3.13.1.3.1.3.1.Set and communicate a purpose for learning and learning goals in each lesson3.1.3.1.BarrierSet and communicate a purpose for learning and learning goals in each lesson3.1.3.1.BarrierSet and communicate a purpose for learning goals in each lessonSet and communicate evaluates teacher *Is aligned with a course standard or benchmark and to the district/school pacing goals *Includes a learning goals *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question

				back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale or rubric throughout the lesson	
	2.2.	2.2.	2.2.		2.2.
	2.3	2.3	2.3	2.3	2.3

CELLA Budget (Insert rows as needed)

Include only school-bas	sed funded activities/materials and exclude dis	strict funded activities/materials.		
Evidence-based Program	m(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount	
				Subtotal:
Technology				
Strategy	Description of Resources	Funding Source	Amount	
				Subtotal:
Professional Developm	ent			
Strategy	Description of Resources	Funding Source	Amount	
				Subtotal:

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

End of CELLA Goals

Middle School Mathematics Goals

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

Middle School Mathematics Goals		Problem-Solvin	ng Process to Increas	se Student Achievement	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1a.FCAT 2.0: Students scoring at Achievement Level 3 in mathematicsMathematics20122013ExpGoal #1a:Currented LevelHard CurrentLevel ofPerformanImprove currentPerformane:*level ofce:*Decreaseperformance25%Decrease277level 1 an2 from59%to49%	<u>ct</u> standard based of instruction in	1a.1. Set and communicate a purpose for learning and learning goals in each lesson			1a.1. Walkthrough & Lesson Plans

	1					
					class activities relate to the	
					learning goal and to	
					answering the essential	
					question	
					*Focuses and/or refocuses	
					class discussion by	
					referring back to the	
					learning goal/essential	
					question	
					*Includes a scale or rubric	
					that relates to the learning	
					goal is posted so that all	
					students can see it	
					*Teacher reference to the	
					scale or rubric throughout	
					the lesson	
		1a.2.	1a.2.	1a.2.		1a.2.
			Implement High Yield	AP who evaluates		Walkthrough
			Instructional Strategies	teacher	*Lesson focuses on	warkinough
		instruction	instructional Strategies	teacher	essential learning	
		msudenon			objectives and goals by	
					specifically stating the	
					purpose for learning,	
					lesson agenda and	
					expected outcomes	
					*Student readiness for	
					learning occurs by	
					connecting instructional	
					objectives and goals to	
					students' background	
					knowledge, interests, and	
					personal goals, etc.	
					*Explicit Instruction;	
					Modeled Instruction;	
June 2012						

					Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur	
			1a.3. Increase instructional rigor	1a.3. AP who evaluates teacher	Evidence of: Teachers provide	1a.3. Walkthrough Teacher Appraisal Results
1b. Florida Alternate A		1b.2.	1b.2.	1b.2.	1b.2.	1b.2.
Students scoring at Levin mathematics.Mathematics2012Goal #1b:Current	2013Expect	standard based	1 0	AP who evaluates teacher	Determine: *Lesson focuses on essential learning objectives and goals by	Walkthrough

2012-2013 School Improvement Pla	n (SIP)-Form SIP-1
----------------------------------	--------------------

Improve current level of performance	<u>Level of</u> <u>Performan</u> <u>ce:*</u> 64%	Performanc e:* Decrease in level 1,2 and 3				specifically stating the purpose for learning, lesson agenda and expected outcomes aligned to access points when appropriate *Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur	
			1b.2.	1b.2.	1b.2.	1b.2.	1b.2.
			1b.3.	1b.3.	1b.3.	1b.3.	1b.3.

	Based on the analysis of student		Anticipated Barrier	Strategy	Person or Position	Process Used to Determine Effectiveness	Evaluation Tool
	achievement data, and reference to "Guiding Questions", identify and		Darrier		Responsible for Monitoring	of	
define areas in n	· · · · · ·	-			wiointornig	Strategy	
	lowing grou					Strategy	
2a.FCAT 2.0: Stu		-	2b.1.	2b.1.	2b.1.	2b.1.	2b1.
above Achievemen		0		Provide formative	AP who evaluates		Walkthrough
mathematics.				assessments to inform	teacher	*Teachers regularly assess	Ű,
Mathematics Goal	2012			differentiation in		students' readiness for	
#2a:		cted Level	or mstruction	instruction		learning and achievement	
$\pi \mathbf{\Delta a.}$		of		mstruction		of knowledge and skills	
Improve current	Performan					during instruction	
1		ce:*				*Teachers facilitate	
performance		<u>lncrease</u>				effective classroom	
1		level 4 and				activities and tasks that	
		5 by 5%				elicit evidence of learning	
		5 Uy 570				*Teachers collect both	
						formal and informal data	
						regarding students'	
						learning and provide	
						feedback regularly to	
						students regarding their	
						personal progress	
						throughout the lesson	
						cycle	
						*Teachers utilize data to	
						modify and adjust	
						teaching practices and to	
						reflect on the needs and	
						progress of students	
						aligned to FAA access	
						points	
			2a.2.	2a.2.	2a.2.	2a.2.	2a.2.

			2a.3	2a.3	2a.3	2a.3	2a.3
2b. Florida Altern Students scoring in mathematics. Mathematics Goal #2b: Improve current level of performance	at or above 2012 Current Level of Performan ce:* 14%	2013Expe cted Level of	Lack of differentiation of instruction	2b.1. Provide formative assessments to inform differentiation in instruction	2b.1. AP who evaluates teacher		

						teaching practices and to reflect on the needs and progress of students aligned to FAA access points	
			2b.2.	2b2.	2b.2.	2b.2.	2b.2.
			2b.3	2b.3	2b.3	2b.3	2b.3
Based on the a achievement dat "Guiding Quest define areas in no for the foll	ta, and refe tions", iden eed of improved owing grou	rence to tify and ovement ap:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3a. FCAT 2.0: Per	0		3a.1. Lack of student	3a.1. Differentiate	3a.1. AP who evaluates	3a.1. Content materials are	3a.1. School Summary of
Improve current level of performance	2012 Current Level of Performan ce:* 51% 530	2013Expe cted Level of	engagement	Instruction	teacher	differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning	observation section of teacher appraisal results IPI data when available

				*Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes	
				varying degrees of difficulty.	
	3a.2.	3a.2.	3a.2.	3a.2.	3a.2.
	3a.3.	3a.3.	3a.3.	3a3.	3a.3.
lents making		3b.1. Differentiate Instruction	3b.1. AP who evaluates teacher	3b.1. Content materials are differentiated by student interests, cultural background, prior	3b.1. School Summary of observation section of teacher appraisal results

Improve current level of performance	Level of Performan <u>ce:*</u> 37% 7	of Performan ce:* 100% of students will make learning gains				*Content materials are appropriately scaffolded to meet the needs of diverse learners (learning	IPI data when available State instructional walkthrough when applicable
						opportunities to demonstrate or express	
			3b.2.	3b.2.	3b.2.	3b.2.	3b.2.
			3b.3.	3b.3.	3b.3.	3b.3.	3b.3.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
in Lowest 25% making learning gains	Lack of student	4a.1. Differentiate Instruction	teacher	Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning	 4a.1. School Summary of observation section of teacher appraisal results IPI data when available State instructional walkthrough when applicable

				assessments	
				*Students are provided	
				opportunities to	
				demonstrate or express	
				knowledge and	
				understanding in different	
				ways, which includes	
				varying degrees of	
				difficulty.	
	4a.2.	4a.2.	4a.2.	4a.2.	4a.2.
	Insufficient	Create intervention	SBLT	*SBLT utilizes data to	Evidence of core
	intervention	that support core		plan for a sufficient	teachers and
		instructional goals and			intervention teachers
		objectives			communicating and
	varying needs of				planning;
	students across			teachers communicate and	
	academic and				Walkthroughs
	engagement areas			*Intervention curriculum	
				is aligned with core	
				instructional	
				goals/objectives	
				*Core content materials	
				and subject matter are	
				integrated within	
				intervention courses	
				*Intervention strategies	
				are reinforced in core	
				classes	
				*Interventions are	
				integrated and aligned	
				across all providers	
				*Effectiveness of	
				intervention courses are	
2012				evaluated by reviewing	

		4a.3	4a.3.	4a.3.	student success in core courses 4a.3.	4a.3.
making learning gamathematics.Mathematics20Goal #4b:LeImprove currentlevel ofe:*	te Assessment:ents in Lowest 25%ains in0122013Expeurrentcted Levelevel ofoferformancPerforman	4b.1. Lack of student	4b.1. Differentiate	4a.3. 4b.1. AP who evaluates teacher	4b.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning	4b.1. School Summary of observation section of teacher appraisal results IPI data when available State instructional walkthrough when applicable
					the content, project and assessments	

	-					
					*Students are provided	
					opportunities to	
					demonstrate or express	
					knowledge and	
					understanding in different	
					ways, which includes	
					varying degrees of	
					difficulty.	
		4b.2.	4b.2.	4b.2.	4b.2.	4b.2.
		Insufficient	Create intervention	SBLT	*SBLT utilizes data to	Evidence of core
		intervention	that support core		plan for a sufficient	teachers and
		supports exist to	instructional goals and		number and variety of	intervention teachers
			objectives		intervention courses	communicating and
		varying needs of	·			planning;
		students across			teachers communicate and	Lesson Plans &
		academic and			plan together regularly	Walkthroughs
		engagement areas			*Intervention curriculum	
					is aligned with core	
					instructional	
					goals/objectives	
					*Core content materials	
					and subject matter are	
					integrated within	
					intervention courses	
					*Intervention strategies	
					are reinforced in core	
					classes	
					*Interventions are	
					integrated and aligned	
					across all providers	
					*Effectiveness of	
					intervention courses are	
					evaluated by reviewing	
					student success in core	
June 2012					•	

				courses		
	4b.3	4b.3.	4b.3.	4b.3.	4b.3.	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. Ambitious Baseline data 2010- but Achievable but Achievable 2011 Annual 48.00 Objectives 48.00 (AMOs). In six year school will reduce their achievement gap by 50%. Mathematics Goal #5A: Improve current level of performance	52	57	61	65	70	74
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluati	on Tool

5B. Student subg	roups by e	ethnicity	5b.1.	5b.1.	5b.1.	5b.1.	5b.1.
(White, Black, His		•	White:		AP who evaluates	Content materials are	Lesson Plans &
American Indian)	not makin	ıg	Black:	Instruction	teacher	differentiated by student	Walkthrough
satisfactory prog		0	Hispanic:			interests, cultural	0
Mathematics Goal		2013Expect				background, prior	
#5B:	Current	ed Level of	American Indian:			knowledge of content, and	
		Performanc				skill level	
Improve current	Performa	e:*	differentiation of			*Content materials are	
level of	nce:*		instruction			appropriately scaffolded to	
performance	White:	100% of all				meet the needs of diverse	
	75%	subgroups				learners (learning	
	338	to make a				readiness and specific	
	Black:	learning				learning needs)	
	4%	gain				*Models, examples and	
	20					questions are	
		Increase				appropriately scaffolded to	
	Hispanic:	proficiency				meet the needs of diverse	
	8%	of all				learners *Teachers	
	37	subgroups				provide small group	
		by 10%				instruction to target	
	Asian:					specific learning needs.	
	9%					*These small groups are	
	40					flexible and change with	
	American					the content, project and	
	Indian:					assessments	
	0%					*Students are provided	
	2					opportunities to	
						demonstrate or express	
						knowledge and	
						understanding in different	
						ways, which includes	
						varying degrees of	
						difficulty.	
							5B.2.

5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	5B.3.
Based on the analysis of studen achievement data, and reference "Guiding Questions", identify ar define areas in need of improvem for the following subgroup:	o Barrier d	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (I not making satisfactory progress i	n Lack of	5c.1. Differentiate	5c.1. AP who evaluates		5c.1. Lesson Plans &
mathematics.Mathematics Goal #5C:2012 Current Level of nce:*2013 cted I cted I ofImprove current level of performancePerforma nce:*Perfor ce:*Pending I00% ELL studer make learni gain100% FLL studer make learni gain	man of ts to a ng se tenc LL ts	Instruction	teacher	differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided	

			5C.2.	5C.2.	5C.2.	opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty. 5C.2.	5C.2.
Pasad on the a	nolucie of	student	5C.3.	5C.3.	5C.3. Person or Position	5C.3. Process Used to	5C.3. Evaluation Tool
achievement dat "Guiding Quest define areas in ne	Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation 1 ool
5D. Students with	0 0	<u> </u>	5d.1.	5d.1.	5d.1.	5d.1.	5d.1.
(SWD)not making	satisfacto	ory	Lack of	Differentiate	AP who evaluates	Content materials are	Lesson Plans &
progress in mathe				Instruction	teacher		Walkthrough
Mathematics Goal	2012	2013	instruction			interests, cultural	
	<u>Current</u>	Expected				background, prior	
	Level of	Level of				knowledge of content, and	
1		Performan				skill level	
	<u>ce:*</u>	<u>ce:*</u>				*Content materials are	
performance	pending	100% of				appropriately scaffolded to	
		SWD				meet the needs of diverse	
		students to				learners (learning	
		make a				readiness and specific	
		learning				learning needs)	
		gain				*Models, examples and questions are	
		т				appropriately scaffolded to	
		Increase				meet the needs of diverse	
		proficienc				learners *Teachers	
		y of SWD				provide small group	
		students			<u> </u>	provide sman group	

			5D.2. 5D.3.	5D.2. 5D.3.		5D.2. 5D.3.
achievement da "Guiding Quest define areas in n	Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:		Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.			5e.1. Differentiate Instruction	5e.1. AP who evaluates teacher	Content materials are	5e.1. Lesson Plans & Walkthrough

Improve current	Performa	an Performa				skill level	
level of	<u>ce:*</u>	nce:*				*Content materials are	
performance	35%	100% of	-			appropriately scaffolded to	
1	35% 260	Economi				meet the needs of diverse	
	200	cally				learners (learning	
		Disadvan				readiness and specific	
						learning needs)	
		taged students				*Models, examples and	
						questions are	
		to make a				appropriately scaffolded to	
		learning				meet the needs of diverse	
		gain				learners *Teachers	
		Inoracca				provide small group	
		Increase proficien				instruction to target	
		cy of				specific learning needs.	
		Economi				*These small groups are	
		cally				flexible and change with	
		Disadvan				the content, project and	
		taged				assessments	
		students				*Students are provided	
		by 10%				opportunities to	
		0y 1070				demonstrate or express	
						knowledge and	
						understanding in different	
						ways, which includes	
						varying degrees of	
						difficulty.	
			5E.2	5E.2	5E.2	5E.2	5E.2.
			5E.3	5E.3	5E.3		5E.3

End of Middle School Mathematics Goals

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

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

Algebra	EOC Goals	5		Problem-Solving Process to Increase Student Achievement						
data, and reference identify and de improvement for	 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 			Strategy 1a.1.	Person or Position Responsible for Monitoring 1a.1.	Process Used to Determine Effectiveness of Strategy 1a.1.	Evaluation Tool			
Algebra. Algebra Goal #1: Improve current level of performance	2012 Current	2013Expected Level of Performance:*	Insufficient standard based instruction	Set and communicate a purpose for learning and learning goals in each lesson	teacher		Walkthrough & Lesson Plans			

				referring back to the	
				learning goal/essential	
				question	
				*Includes a scale or	
				rubric that relates to	
				the learning goal is	
				posted so that all	
				students can see it	
				*Teacher reference to	
				the scale or rubric	
				throughout the lesson	
	1a.2.	1a.2.	1a.2.	1a.2.	1a.2.
	Insufficient	Implement High	AP who evaluates	Determine:	Walkthrough
			teacher	*Lesson focuses on	C
	instruction	Strategies		essential learning	
		Ū.		objectives and goals	
				by specifically stating	
				the purpose for	
				learning, lesson	
				agenda and expected	
				outcomes	
				*Student readiness for	
				learning occurs by	
				connecting	
				instructional	
				objectives and goals to	
				students' background	
				knowledge, interests,	
				and personal goals,	
				etc.	
				*Explicit Instruction;	
				Modeled Instruction;	
				Guided Practice with	
				Teacher Support and	

				Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur	
		1a.3. Increase instructional rigor	teacher	Teachers provide instruction which is aligned with the cognitive complexity levels of standards and benchmarks The cognitive complexity of models, examples, questions, tasks, and assessments are appropriate given the cognitive complexity level of grade-level standards and benchmarks Students are provided with appropriate scaffolding and supports to access higher order questions	1a.3. Walkthrough Teacher Appraisal Results
Based on the analysis of student achievement	Anticipated	Strategy	Person or Position	and tasks Process Used to	Evaluation Tool
data, and reference to "Guiding Questions", identify and define areas in need of	Barrier		Responsible for Monitoring	Determine Effectiveness of	

improvement for	the followin	g group:				Strategy	
2. Students scoring at or above Achievement		2b.1.	2b.1.	2b.1.	2b.1.	2b1.	
Levels 4 and 5 in Alge	bra.		Lack of		AP who evaluates	Determine:	Walkthrough
Algebra Goal #2: Improve current level of performance	2012 Current Level of Performanc e: <u>*</u> 44%	Level of Performance:* Increase level 4 and 5 by 5%	instruction	inform differentiation in instruction		*Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction *Teachers facilitate effective classroom activities and tasks that elicit evidence of learning *Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students aligned to FAA access points	
			2.2.	2.2.	2.2.	2.2.	2.2.

		2.3	2.3	2.3	2.3	2.3	
			2.0			2.0	
Based on Ambitious	but Achievable Annual	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-
Measurable Objectives	(AMOs), Reading and						2017
Math Performance Targe	et						
3A. Ambitious but B	Baseline data 2010-2011	92%	93%	95%	97%	98%	100%
Achievable Annual							
Measurable	<u>92%</u>						
Objectives (AMOs).							
In six year school will							
reduce their							
achievement gap by							
50%.							
Algebra Goal #3A:							
T (1 1 C	C						
Improve current level of	performance						
Based on the analysis	of student achievement	Anticipated	Strategy	Person or Position	Process Used to	Evaluatio	n Tool
	"Guiding Questions",	Barrier	~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~	Responsible for	Determine		
	ne areas in need of			Monitoring	Effectiveness of		
-	e following subgroup:				Strategy		
3B. Student subgroups		5b.1.	5b.1.	5b.1.	5b.1.	5b.1.	
Black, Hispanic, Asian, A			Differentiate	AP who evaluates	Content materials are	Lesson Plar	ns &
making satisfactory pro	gress in Algebra.		Instruction	teacher	differentiated by	Walkthroug	<u></u> gh
		Lack of			student interests,		
Algebra Goal #3B:		differentiation of			cultural background,		
	Current ed Level of	instruction			prior knowledge of		
Improve current level of	Level of Performanc				content, and skill level		

	100% of all students subgroups by ethnicity to make a learning gain Increase				*Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the	
Indian: :	proficiency of all student subgroups by ethnicity by 10% :				needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which	
					includes varying degrees of difficulty.	3B.2.
		5B.3.	5B.3.	5B.3.	5B.3.	3B.3.

data, and reference to identify and define	Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3C. English Language L	<u> </u>	0 1	5c.1.	5c.1.	5c.1.	5c.1.	5c.1.
making satisfactory prog		· ·					Lesson Plans &
Algebra Goal #3C:	8		differentiation of			differentiated by	Walkthrough
Algebra Goal #3C.	Current	ed Level of				student interests,	
Improve current level of	Level of	Performanc				cultural background,	
performance	Performanc					prior knowledge of	
performance	e:*	<u>c. </u>				content, and skill level	
	pending	100% of				*Content materials are	
	1 0	ELL				appropriately	
		students to				scaffolded to meet the	
		make a				needs of diverse	
		learning				learners (learning	
		gain				readiness and specific	
		-				learning needs)	
		Increase				*Models, examples	
		proficiency				and questions are	
		of ELL				appropriately scaffolded to meet the	
		students by				needs of diverse	
		10%				learners *Teachers	
						provide small group	
						instruction to target	
						specific learning	
						needs.	
						*These small groups	
						are flexible and	
						change with the	
						content, project and	
						assessments	
						*Students are	

				5C.2. 5C.3.	5C.2. 5C.3.	provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty. 5C.2. 5C.3.	<u>3C.2.</u> 3C.3.
data, and reference to identify and define improvement for the	Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	× ,			5d.1.	5d.1.		5d.1.
making satisfactory prog Algebra Goal #3D: Improve current level of performance	2012 Current Level of Performanc e:* pending	2013 Expected Level of		Differentiate Instruction	AP who evaluates teacher		Lesson Plans & Walkthrough

				instructio specific le needs. *These sr are flexib change w content, p assessmer *Students provided to demon express k and under different includes v degrees o	mall groups le and ith the project and nts s are opportunities strate or nowledge rstanding in ways, which varying f difficulty.	
	5D.2.	5D.2. 5D.3.	5D.2. 5D.3.	5D.2. 5D.3.		3D.2.
	5D.3.	JU.S.	JU.J.	50.3.		3D.3.
Based on the analysis of student achier data, and reference to "Guiding Quest identify and define areas in need improvement for the following subg	tions", Barrier of roup:	Strategy	Person or Po Responsible for M	Ionitoring	Process Used to Determine Effectivenes s of Strategy	
3E. Economically Disadvantaged stude making satisfactory progress in Algebr		5e.1. Differentiate	5e.1. AP who evaluates		5e.1. Content	5e.1. Lesson Plans &

			differentiation of	Instruction	materials are Walkthrough
			instruction		differentiate
Algebra Goal #3E:	2012	2013Expect			d by student
Algebra Goal #5E.		ed Level of			interests,
Improve current level of		Performanc			cultural
performance	Performanc				background,
performance	e:*	<u>C. '</u>			prior
	<u>e.</u> pending	100% of			knowledge
		Economical			of content,
		-			and skill
		ly Disadvanta			level
		ged			*Content
		students to			materials are
		make a			appropriatel
		learning			y scaffolded
		gain			to meet the
		gam			needs of
		Increase			diverse
		proficiency			learners
		of			(learning
		Economical			readiness
		ly			and specific
		Disadvanta			learning
		ged			needs)
		students by			*Models,
		10%			examples
		1070			and
					questions are
					appropriatel
					y scaffolded
					to meet the
					needs of
					diverse
					learners

5E.3 5E.3 3E.3

End of Algebra EOC Goals

Geometry End-of-Course Goals

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

Geometr	y EOC Goal	s		Problem-Solving	Process to Increase	Student Achievement	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
Geometry.	s scoring at Achievement Level 3 in		Insufficient	1a.1. Set and communicate			1a.1. Walkthrough &
Geometry Goal #1: Improve current level of performance	Current Level of Performanc e:*	<u>Level of</u> Performance:*	instruction	a purpose for learning and learning goals in each lesson		*Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering	

	 			-	
	standard based	1 0	1a.2. AP who evaluates teacher	*Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes	1a.2. Walkthrough
				objectives and goals by specifically stating the purpose for learning, lesson agenda and expected	

				*Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur	
I s	nsufficient	1a.3. Increase instructional rigor	teacher	Teachers provide	1a.3. Walkthrough Teacher Appraisal Results

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of	Evaluation Tool
improvement for the following group:					Strategy		
0			2b.1.		2b.1.	2b.1.	2b1.
Levels 4 and 5 in Geometry.			Lack of			Determine:	Walkthrough
Improve current level	<u>Current</u> <u>Level of</u> <u>Performanc</u> <u>e:*</u>	Level of Performance:*	instruction	assessments to inform differentiation in instruction		*Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction *Teachers facilitate effective classroom activities and tasks that elicit evidence of learning *Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students aligned to FAA access points	

		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	
Decel on Autitions		2011 2012	2012 2012	2012 2014	2014 2015	2015 2016	2016
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016- 2017
Math Performance Tar							-017
	Baseline data 2010-2011						
Achievable Annual							
Measurable							
Objectives (AMOs). In six year school will							
reduce their							
achievement gap by							
50%.							
Geometry Goal #3A:							
Improve current level of performance							
Based on the analysis	s of student achievement	Anticipated	Strategy	Person or Position	Process Used to	Evaluatio	n Tool
	to "Guiding Questions",	Barrier		Responsible for	Determine		
identify and define areas in need of				Monitoring	Effectiveness of		
-	ne following subgroup:	71 4			Strategy	71 4	
3B. Student subgroups		5b.1. White:	5b.1. Differentiate	5b.1. AP who evaluates	5b.1.	5b.1. Lesson Plan	- P -
Black, Hispanic, Asian, making satisfactory pr	,		Instruction	AP who evaluates teacher	Content materials are differentiated by	Lesson Plan Walkthroug	
Geometry Goal #3B:	2012 2013Expect				student interests,		,11
Improve current level of		-			cultural background,		

performance	Level of	Performanc	American Indian:		prior knowledge of
	Performanc		Lack of		content, and skill level
	e:*		differentiation of		*Content materials are
		100% of all	instruction		appropriately
	White:	student			scaffolded to meet the
	Black:	subgroups			needs of diverse
	Hispanic:	to make a			learners (learning
	Asian:	learning			readiness and specific
	American	gain			learning needs)
	Indian:	-			*Models, examples
		Increase			and questions are
		proficiency			appropriately
		of all			scaffolded to meet the
		student			needs of diverse
		subgroups			learners *Teachers
		by 10%			provide small group
		:			instruction to target
					specific learning
					needs.
					*These small groups
					are flexible and
					change with the
					content, project and
					assessments
					*Students are
					provided opportunities
					to demonstrate or
					express knowledge
					and understanding in
					different ways, which
					includes varying
					degrees of difficulty.
					3B.2.

		5B.3.	5B.3.	5B.3.	5B.3.	3B.3.
data, and reference to identify and defin improvement for the	Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:		Strategy	Person or Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
3C. English Language L	. ,	5c.1.	5c.1.	5c.1.	5c.1.	5c.1.
making satisfactory pro	gress in Geometry.	Lack of differentiation of	Differentiate Instruction	AP who evaluates teacher	-	Lesson Plans & Walkthrough
Geometry Goal #3C: Improve current level of performance	20122013ExpCurrented LevelLevel ofPerformancPerformance:*e:*100% ofELLstudentsmake alearninggainIncreaseproficierof of ELstudents10%	to L			student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the	

						content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	
					5C.2.		3C.2.
					5C.3.		3C.3.
data, and reference to " identify and define	Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3D. Students with Disabi	lities (SWD)) not	5d.1.	5d.1.	5d.1.	5d.1.	5d.1.
making satisfactory prog	ress in Geor	e e	Lack of differentiation of		AP who evaluates teacher	differentiated by	Lesson Plans & Walkthrough
Improve current level of	<u>Current</u> <u>Level of</u> <u>Performanc</u> <u>e:*</u>	Expected Level of	instruction			student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately	

	of SWD students by 10%				scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	
		5D.2.	5D.2.	5D.2.	5D.2.	3D.2.
		5D.3.	5D.3.	5D.3.	5D.3.	3D.3.
Based on the analysis of data, and reference to " identify and define improvement for the f	Guiding Questions", areas in need of	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

3E. Economically Disadv	vantaged stu	idents not	5e.1.	5e.1.	5e.1.	5e.1.	5e.1.
making satisfactory prog	0		Lack of	Differentiate	AP who evaluates	Content materials are	Lesson Plans &
			differentiation of	Instruction	teacher	differentiated by	Walkthrough
Geometry Goal #3E:	2012	2013Expect	instruction			student interests,	
	Current	ed Level of				cultural background,	
Improve current level of	Level of	Performanc				prior knowledge of	
performance	Performanc	e:*				content, and skill level	1
-	e:*					*Content materials are	e
		100% of				appropriately	
		Economical				scaffolded to meet the	
		ly				needs of diverse	
		Disadvanta				learners (learning	
		ged				readiness and specific	
		students to				learning needs)	
		make a				*Models, examples	
		learning				and questions are	
		gain				appropriately	
						scaffolded to meet the	
		Increase				needs of diverse	
		proficiency				learners *Teachers	
		of				provide small group	
		Economical				instruction to target specific learning	
		ly				needs.	
		Disadvanta				*These small groups	
		ged students by				are flexible and	
		10%				change with the	
		1070				content, project and	
						assessments	
						*Students are	
						provided opportunities	5
						to demonstrate or	
						express knowledge	
						and understanding in	

	5E.2	5E.2		different ways, which includes varying degrees of difficulty. 5E.2	3E.2.
	5E.3	5E.3	5E.3		3E.3

End of Geometry EOC Goals

Mathematics Professional Development

Profes	Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities Please note that each strategy does not require a professional development or PLC activity.								
PD Content/Topic and/or PLC Focus	Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow- up/Monitoring	Person or Position Responsible for Monitoring			
Common Board Configuration	6-8 All Content Areas	Literacy Team Member	All Math Teachers at all Grade Levels	9/12/12; 9/19/12	LLT walkthroughs, Administrative walkthroughs, and peer to peer observations	Administrator Responsible for Math PLC			
Gradual Release of Responsibility	6-8 All Content Areas	Literacy Team Member	All Math Teachers at all Grade Levels	10/3/12; 10/10/12	LLT walkthroughs, Administrative walkthroughs, and peer to peer observations	Administrator Responsible for Math PLC			
Collaborative Structures/Reciproc al Teaching	6-8 All Content Areas	Literacy Team Member	All Math Teachers at all Grade Levels	11/7/12	LLT walkthroughs, Administrative walkthroughs, and peer to peer observations	Administrator Responsible for Math PLC			

<u>Mathematics Budget</u> (Insert rows as needed)

Include only school-based funded a	activities/materials and exclude dis	trict funded activities /materials.		
Evidence-based Program(s)/Materi	ials(s)			
Strategy	Description of Resources	Funding Source	Amount	
				Subtotal:
Technology				
Strategy	Description of Resources	Funding Source	Amount	
				Subtotal:
Professional Development				
Strategy	Description of Resources	Funding Source	Amount	
Common Board Configuration	Training Materials	SAC	\$150	
Reciprocal Teaching	Training Materials	SAC	\$100	
				Subtotal:\$250
Other				
Strategy	Description of Resources	Funding Source	Amount	
				Subtotal:
				Total: \$250

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Elementary and M	iddle Scieno	ce Goals	Problem-Solving Process to Increase Student Achievement				
data, and reference to identify and defin improvement for the	Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		Anticipated Barrier 1a.1.	Strategy	Person or Position Responsible for Monitoring 1a.1.	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1a.FCAT 2.0: Student Achievement Level 3 i	n science.	2012Evmoot	Insufficient standard based	1a.1. Set and communicate a purpose for learning and learning goals in	AP who	1a.1. Determine Lesson: *Is aligned with a course standard or	Walkthrough & Lesson Plans
Science Goal #1a: Improve current level of performance	<u>Current</u> <u>Level of</u> <u>Performanc</u> <u>e:*</u> 29.6% 109	2013Expect ed Level of Performanc e:* Decrease the number of level 1 and 2		and learning goals in each lesson		course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring	

			back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale or rubric throughout the lesson	
1a.2. Insufficient standard based instruction	1a.2. Implement High Yield Instructional Strategies	1a.2. AP who evaluates teacher	1a.2. Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes *Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent	1a.2. Walkthrough

			Increase instructional	AP who evaluates teacher	Teachers provide instruction which is aligned with the cognitive complexity levels of standards and benchmarks The cognitive complexity of models, examples, questions, tasks, and assessments are appropriate given the cognitive complexity level of	1a.3. Walkthrough Teacher Appraisal Results
1b.Florida Alternate Assess scoring at Level 4, 5, and 6Science Goal #1b:2012CurredImprove current levelof performancePerformance	in science. 2013Expect ent ed Level of	standard based instruction	1b.1. Set and communicate a purpose for learning and learning goals in each lesson	1b.1. AP who evaluates teacher	grade-level standards and benchmarks Students are provided with appropriate scaffolding and supports to access higher order questions and tasks 1b.1. Determine Lesson:	1b.1. Walkthrough & Lesson Plans

	75% Decrea the nu of leve and 3 to	mber el 1,2,			discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale or rubric	
					throughout the lesson	
		1b.2.	1b.2.	1b.2.	1b.2.	1b.2.
		1b.3.	1b.3.	1b.3.	1b.3.	1b.3.
Based on the analysis of data, and reference to			Strategy	Person or Position	Process Used to Determine	Evaluation Tool

identify and defin improvement for th					Responsible for Monitoring	Effectiveness of Strategy	
2a. FCAT 2.0: Student	s scoring at	or above	2b.1.	2b.1.	2b.1.	2b.1.	2b1.
Achievement Levels 4	Achievement Levels 4 and 5 in science.		Lack of	Provide formative		Determine:	Walkthrough
Improve current level of performance	<u>Current</u> <u>Level of</u> <u>Performanc</u> <u>e:*</u> 7.9% 29	ed Level of Performanc	differentiation of instruction	assessments to inform differentiation in instruction		assess students' readiness for learning and achievement of knowledge and skills during instruction *Teachers facilitate effective classroom activities and tasks that elicit evidence of learning *Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students aligned to FAA access	
			2a.2.	2a.2.	2a.2.	points 2a.2.	2a.2.
			2a.3	2a.3	2a.3	2a.3	2a.3

2b. Florida Alternate	Assessment	Students	2b.1.	2b.1.	2b.1.	2b.1.	2b1.
scoring at or above Le	vel 7 in scie	ence.	Lack of	Provide formative	AP who	Determine:	Walkthrough
Science Goal #2b:	2012	2013Expect	differentiation of	assessments to inform	evaluates teacher		C C
belence Goar #20.	Current	ed Level of	instruction	differentiation in		assess students'	
Improve current level	Level of	Performanc		instruction		readiness for learning	
of performance	Performanc					and achievement of	
or performance	e:*	<u> </u>				knowledge and skills	
	13%	Increase				during instruction	
	1370	the level 7				*Teachers facilitate	
		by 5%				effective classroom	
		09070				activities and tasks that	
						elicit evidence of	
						learning *Teachers	
						collect both formal and	
						informal data regarding	
						students' learning and	
						provide feedback	
						regularly to students	
						regarding their personal	
						progress throughout the	
						lesson cycle	
						*Teachers utilize data	
						to modify and adjust	
						teaching practices and to reflect on the needs	
						and progress of students aligned to EAA access	
						aligned to FAA access points	
			2b.2.	2b.2.		2b.2.	2b.2.
			20.2.	20.2.	20.2.	20.2.	20.2.
			2b.3	2b.3	2b.3	2b.3	2b.3

End of Elementary and Middle School Science Goals

Science Professional Development

Profes					Learning Community (PLC) velopment or PLC activity.	or PD Activity
PD Content /Topic and/or PLC Focus	Grade Level/Subje	PD Facilitator	PD Participants (e.g., PLC, subject, grade	Target Dates (e.g., Early Release) and	Strategy for Follow-	Person or Position Responsible for Monitoring
	1	l	I I			<u> </u>

Science Budget (Insert rows as needed)

Include only school-base	ed funded activities/materials and exclude dis	strict funded activities/materials.		
Evidence-based Program	n(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount	
				6 14 4 1
				Subtotal:
Technology				
Strategy	Description of Resources	Funding Source	Amount	
				Subtotal:
Professional Development	nt			
Strategy	Description of Resources	Funding Source	Amount	

			Subtotal:
Description of Resources	Funding Source	Amount	
Science Fair Materials	SAC	\$250	
			Subtotal:\$250
			Total:\$250
-	*		

End of Science Goals

Writing Goals

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

W	riting Goals			Problem-Solving Pr	rocess to Increas	e Student Achievement	,
Based on the anal	on the analysis of student achievement Anticipated			Strategy	Person or	Process Used to	Evaluation Tool
data, and referen	ce to "Guiding	Questions",	Barrier		Position	Determine	
identify and	define areas in	need of			Responsible for	Effectiveness of	
improvement	for the followi	ng group:			Monitoring	Strategy	
1a. FCAT: Stude	nts scoring at		1a.1.	1a.1.	1a.1.	1a.1.	1a.1.
Achievement Lev	el3.0 and high	ner in	Insufficient standard	Set and communicate	AP who	Determine Lesson:	Walkthrough
writing.			based instruction	a purpose for learning	evaluates teacher	*Is aligned with a	Lesson Plans
Writing Goal #1a:	2012 Current	2013Expecte		and learning goals in		course standard or	
Improve current	Level of	d Level of		each lesson through		benchmark and to the	
level of	Performance:	Performance:		the use of a common		district/school pacing	
performance	*	*		board configuration.		guide	
	69%	Decrease				*Begins with a	
	251	level 1,2 and				discussion of desired	
		3				outcomes and learning	
	Level 4 and					goals	
	above					*Includes a learning	
	17%					goal/essential question	
	63					*Includes teacher	

Image: second	 					
Insufficient standard based instructionImplement High Yield Instructional Strategies. Creating 					class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question	
Insufficient standard Implement High based instruction Strategies. Creating lessons that follow the GRRM.		1a.2.	1a.2.	1a.2.	1a.2.	1a.2.
based instruction Strategies. Creating lessons that follow the GRRM. Buryose for learning, lesson agenda and expected outcomes *Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback;		Insufficient standard				
		based instruction	Yield Instructional Strategies. Creating lessons that follow	evaluates teacher	*Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes *Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer	Ū.

				and Independent Practice occur	
	1a.3.	1a.3.	1a.3.	1a.3.	1a.3.
	Insufficient standard	Increase instructional	AP who	Evidence of:	Walkthrough
	based instruction	rigor. Use of	evaluates teacher	Teachers provide	Teacher Appraisal
		collaborative			Results
		structures including		aligned with the	
		reciprocal teaching.		cognitive complexity	
				levels of standards and	
				benchmarks	
				The cognitive	
				complexity of models,	
				examples, questions,	
				tasks, and assessments	
				are appropriate given	
				the cognitive	
				complexity level of grade-level standards	
				and benchmarks	
				Students are provided	
				with appropriate	
				scaffolding and	
				supports to access	
				higher order questions	
				and tasks	
1b. Florida Alternate Assessment: Students	1b.1.	1b.1.	1b.1.	1b.1.	1b.1.
scoring at 4 or higher in writing.	Insufficient standard	Set and communicate	AP who	Determine Lesson:	Walkthrough
Writing Goal #1b:2012 Current 2013Expecte	based instruction	a purpose for learning	evaluates teacher	*Is aligned with a	Lesson Plans
Level of d Level of		and learning goals in		course standard or	
Improve current Performance: Performance:		each lesson through		benchmark and to the	
level of <u>*</u>		the use of a common		district/school pacing	

Level 4,5, and 6 63% Level 7, 8, 9 38%	Decrease level 1,2 and 3		board configuration.		guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question	
		1b.2.	1b.2.	1b.2.	1b.2.	1b.2.
		1b.3.	1b.3.	1b.3.	1b.3.	1b.3.

Writing Professional Development

Profess	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/Subje	PD Facilitator and/or PLC Leader	(e.g., PLC, subject, grade	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow- up/Monitoring	Person or Position Responsible for Monitoring		

Writing Budget (Insert rows as needed)

Evidence-based Program(s)/M	laterials(s)			
Strategy	Description of Resources	Funding Source	Amount	
			Su	ıbtotal
Technology				
Strategy	Description of Resources	Funding Source	Amount	
Glencoe on line writing	Discs/flash drives	SAC	\$250	
			Subtot	al:\$25(
Professional Development				-
Strategy	Description of Resources	Funding Source	Amount	
			Su	ibtotal:
Other				
Strategy	Description of Resources	Funding Source	Amount	
			Su	ibtotal
			Tot	al:\$250

End of Writing Goals

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

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

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

Civics EOC Goals		Problem-Solving l	Process to Increase	Student Achievement		
data, and reference to "Guiding identify and define areas in improvement for the following	Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievem Civics. Civics Goal #1: 2012 Establish baseline level Level of of performance Performance e:* pending	2013Expected Level of Performance:*	standard based instruction	1a.1. Set and communicate a purpose for learning and learning goals in each lesson	teacher		1a.1. Walkthrough & Lesson Plans

					referring back to the	
					learning goal/essential	
					question	
					*Includes a scale or	
					rubric that relates to	
					the learning goal is	
					posted so that all	
					students can see it	
					*Teacher reference to	
					the scale or rubric	
					throughout the lesson	
		1a.2.	1a.2.	1a.2.	1a.2.	1a.2.
		Insufficient	Implement High	AP who evaluates	Determine:	Walkthrough
				teacher	*Lesson focuses on	C C
		instruction	Strategies		essential learning	
					objectives and goals	
					by specifically stating	
					the purpose for	
					learning, lesson	
					agenda and expected	
					outcomes	
					*Student readiness for	
					learning occurs by	
					connecting	
					instructional	
					objectives and goals to	
					students' background	
					knowledge, interests,	
					and personal goals,	
					etc.	
					*Explicit Instruction;	
					Modeled Instruction;	
					Guided Practice with	
					Teacher Support and	
0010						

				Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur	
		1a.3. Increase instructional rigor	1a.3. AP who evaluates teacher	Teachers provide	1a.3. Walkthrough Teacher Appraisal Results
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring		Evaluation Tool

improvement for	improvement for the following group:					Strategy	
improvement for 2. Students scoring a Levels 4 and 5 in Civic Civics Goal #2: Establish baseline level of performance	t or above A cs. 2012 Current Level of Performanc e:* not	chievement 2013Expected Level of Performance:*	2a.1. Insufficient standard based instruction	Set and communicate	teacher	2a.1. Determine Lesson:	
						the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Teacher reference to	

				the scale or rubric throughout the lesson	
	2.2.	2.2.	2.2.	2.2.	2.2.
	2.3	2.3	2.3	2.3	2.3

Civics Professional Development

Profes	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/Subje	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow- up/Monitoring	Person or Position Responsible for Monitoring		
Common Board Configuration	7 th Grade; 6 th and 8 th Grades	Literacy Team Member	All Social Studies PLC members 6-8	9/26	LLT walkthroughs, Administrative walkthroughs, and peer to peer observations	Administrator Responsible for Social Studies PLC		
Gradual Release of Responsibility	6^{th} and 8^{th}	Team	All Social Studies PLC members 6-8	10/24/12	LLT walkthroughs, Administrative walkthroughs, and peer to peer observations	Administrator Responsible for Social Studies PLC		
Reciprocal	6^{th} and 8^{th}	Team	All Social Studies PLC members 6-8	11/21/12	LLT walkthroughs, Administrative walkthroughs, and peer to peer observations	Administrator Responsible for Social Studies PLC		

Civics Budget (Insert rows as needed) Include only school-based funded activities/materials and exclude district funded activities /materials.

Evidence-based Program(s)/Materials(s)

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

End of Civics Goals

Attendance Goal(s)

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

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

1. Attendance			1.1.	1.1.	1.1.		1.1.
			Lack of student	Positive behavior	SBLT		Decrease in
Attendance Goal	2012 Current	2013 Expected		supports are in place		Expectations are clearly	
<u>#1:</u>	Attendance	Attendance		in the form of an		and positively defined	
	Rate:*	Rate:*		effective school wide		Behavioral expectations	
Improve current				behavior plan		are taught and reviewed	1
level of	91%	Greater than					Number of out-of-
performance		prior year					school suspensions
	2012 Current	2013 Expected				11 1	Number of Students
	Number of	Number of					suspended out-of-
	Students with	Students with					school
	Excessive	Excessive				1 V	Number of alternative
	Absences	Absences				A database for keeping	
	(10 or more)	(10 or more)				U	Number of students
						decisions is established	
	633	10% decrease				Data-based monitoring	bell schedule
		from prior				and adaptations to the	
		year				plan are regularly	
	2012 Current	2013Expected				conducted	
	Number of	Number of					
	Students with	Students with					
	Excessive	Excessive					
	Tardies (10 or	Tardies					
	more)	(10 or more)					
	0	10% decrease					
		from prior					
		year					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Profes	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	1	PD Facilitator	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules	Strategy for Follow-	Person or Position Responsible for Monitoring			
Overcoming Obstacles	6-8 All Content Areas	Overcoming Obstacles Staff Trainer; Administrati ve team.	All Content and Grade Level PLCs	8/14/12; On -going	Administrative walkthroughs; peer to peer observations. Suspension Data	All Administrators; Attendance Specialist			

Attendance Budget (Insert rows as needed)

Include only school-based fu	inded activities/materials and exclude dis	trict funded activities /materials.					
Evidence-based Program(s)/	Materials(s)						
Strategy	Description of Resources	Funding Source	Amount				
				Subtotal:			
Technology							
Strategy	Description of Resources	Funding Source	Amount				
June 2012							

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

End of Attendance Goals

Suspension Goal(s)

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

Suspe	ension Goal(s		Problem-solving Process to Decrease Suspension					
Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1. Suspension		1.1. Lack of Student	1.1. Positive behavior	1.1. SBLT		1.1. Decrease in		
Improve current State level of State performance State	lumber of In School uspensions	2013 Expected Number of In- School Suspensions 10% decrease		supports are in place in the form of an effective school wide behavior plan		staff	Suspension Number of Students suspended In-School Number of out-of- school suspensions	
14		10% decrease from prior					school suspension Number of Stude	

	year					suspended out-of-
2012Total	2013					school
Number of	Expected [Variable]				1 2	Number of alternative
Students	Number of				A database for keeping	
Suspended	Students				U	Number of students
In-School	Suspended				decisions is established	
	In -School				Data-based monitoring	bell schedule
326	10% decrease				and adaptations to the	
	from prior				plan are regularly	
	year				conducted	
2012Number	<u>2013</u>					
of Out-of-	Expected					
<u>School</u>	Number of					
Suspensions	Out-of-School					
	Suspensions					
2020	10% decrease					
	from prior					
	year					
<u>2012Total</u>	<u>2013</u>					
Number of	Expected					
Students	Number of					
Suspended	Students					
<u>Out- of-</u>	Suspended					
<u>School</u>	<u>Out- of-</u>					
	<u>School</u>					
255	10% decrease					
	from prior					
	year					
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.

Suspension Professional Development

Suspension Profes		<u>.</u>					
Profes			aligned with Strategies t				or PD Activity
	1	lease note that	t each Strategy does not re	<u> </u>	velopment or PL	C activity.	
PD Content /Topic and/or PLC Focus	Grade Level/Subje ct	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for up/Moni		Person or Position Responsible for Monitoring
Overcoming Obstacles	6-8 All content areas	Overcoming Obstacles Staff Trainer; Administrati ve team.	All Content and Grade Level PLCs	8/14/12	Administrative v peer to peer obse Suspension Data	ervations.	All Administrators, Behavior Specialist
Suspension Budge				<u>, () 1 1 , () () (</u>	. • 1		
•			aterials and exclude distric	ct funded activities /ma	terials.		
Evidence-based Pro	ogram(s)/Mat	~ /					
Strategy		Descripti	ion of Resources	Funding Source		Amount	
<u> </u>							
							Subtotal:
Technology							
Strategy		Descript	ion of Resources	Funding Source		Amount	
						l	Subtotal:
Professional Devel	opment						

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

End of Suspension Goals

Dropout Prevention Goal(s) Note: Required for High School- F.S., Sec. 1003.53

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

Dropout Prevention Goal(s)		Problem-sol	ving Process to D	ropout Prevention	
Based on the analysis of parent invol	-	Strategy	Person or	Process Used to	Evaluation Tool
data, and reference to "Guiding Que identify and define areas in need	r		Position Responsible for	Determine Effectiveness of	
improvement:	01		Monitoring	Strategy	
1. Dropout Prevention	1.1. Students look skills	1.1.		1.1.	1.1. Wellsthrough and
Dropout Prevention Goal #1:	Students lack skills to plan for future	Yield Instructional	Principal		Walkthrough and teacher appraisal
*Please refer to the percentage of stua dropped out during the 2011-2012 sch		Strategies			
Improve current20122013Improve currentCurrentExpectlevel ofDropoutDropoutperformanceRate:*Rate:10% offromyear	ecrease				

Current Graduation Rate:*	2013 Expected Graduation Rate:* Improve rate from prior year					
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.

Dropout Prevention Professional Development

Profes	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/Subje	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g., Early Release) and Schedules (e.g., frequency of meetings)		Person or Position Responsible for Monitoring				

Dropout Prevention Budget (Insert rows as needed)

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

				Subtotal:
Technology				
Strategy	Description of Resources	Funding Source	Amount	
				Subtotal:
Professional Development	nt			
Strategy	Description of Resources	Funding Source	Amount	
				Subtotal:
Other				
Strategy	Description of Resources	Funding Source	Amount	
				Subtotal:
				Total:
End of Dropout Provention	on Coal(a)			

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

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

Parent Involvement Goal(s)		Problem-solving Process to Parent Involvement				
Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1. Parent Involvement	1.1.	1.1.	1.1.	1.1.	1.1	
	Lack of frequent	Provide frequent	SBLT	Parent and Student	Attendance at school	
Parent Involvement Goal #1:	home-school	home-school		Surveys.	activities.	

*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.			variety of formats, and allows for families to support	variety of formats, and allows for families to support			
			and supervise their				
Improve current level	Current	Expected	child's educational	child's educational			
of performance	level of	level of	progress	progress			
	Parent	Parent []					
		Involveme					
parents	<u>nt:*</u>	<u>nt:*</u>					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Parent Involvement Professional Development

Profes	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	(e.g., FLC, subject, grade)	Target Dates and Schedules (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow- up/Monitoring	Person or Position Responsible for Monitoring			

Parent Involvement Budget

Include only school-based funded	l activities/materials and exclude dis	strict funded activities /materials.		
Evidence-based Program(s)/Mate	rials(s)			
Strategy	Description of Resources	Funding Source	Amount	
				Subtotal:
Technology				
Strategy	Description of Resources	Funding Source	Amount	
				Subtotal:
Professional Development				
Strategy	Description of Resources	Funding Source	Amount	
				Subtotal:
Other				
Strategy	Description of Resources	Funding Source	Amount	
Parent Education and Activity	Presenters	SAC	\$1,000	
Nights				
				Subtotal:\$1,000
				Total:\$1,000

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 next to the percentage (e.g. 70% (35)).

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement					
Based on the analysis of school data, identify and define	Anticipated Barrier	Strategy	Person or Position	Process Used to Determine	Evaluation Tool	
June 2012						

areas in need of improvement:			Responsible for Monitoring	Effectiveness of Strategy	
STEM Goal #1:	1.1.	1.1.	1.1.	1.1.	1.1.
Enter narrative for the goal in this box.					
	1.0			1.0	
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.
		1.2. 1.3.			1.2. 1.3.

STEM Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subje	PD Facilitator	PD Participants	Target Dates and Schedules	Strategy for Follow-	Person or Position Responsible for Monitoring

STEM Budget (Insert rows as needed)

Include only school-bas	sed funded activities/materials and exclude dis	trict funded activities /materials.		
Evidence-based Progra	m(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount	
				Subtotal:
Technology				
Strategy	Description of Resources	Funding Source	Amount	
				Subtotal:
Professional Developm	nent			
Strategy	Description of Resources	Funding Source	Amount	
				Subtotal:
Other				
Strategy	Description of Resources	Funding Source	Amount	
				Subtotal:
				Total:

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

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

CTE Professional Development

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

	PLC Leader	and Schedules (e.g., frequency of meetings)	

CTE Budget (Insert rows as needed)

Include only school-bas	sed funded activities/materials and exclude dis	trict funded activities /materials.		
Evidence-based Program	m(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount	
T 1				Subtotal:
Technology				
Strategy	Description of Resources	Funding Source	Amount	
				Subtatal
Duefessional Develorm				Subtotal:
Professional Developm				
Strategy	Description of Resources	Funding Source	Amount	
				Subtotal:
Other				Subtotal:
Strategy	Description of Resources	Funding Source	Amount	
				Subtotal:
				Total:

Additional Goal I Wellness (s)

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

			Problem-Solving Process to Increase Student Achievement				
Additional Goal(s)							
Based on the analysis	s of school da	ta, identify	Anticipated	Strategy	Person or	Process Used to	Evaluation Tool
and	define		Barrier		Position	Determine	
areas in need	of improvem	ent:			Responsible for	Effectiveness of	
					Monitoring	Strategy	
1. Additional Goal: V	Wellness		1.1.	1.1.	1.1.	1.1.	1.1.
				1 0	A: Healthy	1	A: Evaluate Healthy
Additional Goal #1:	<u>2012</u>	<u>2013</u>	-	Schools Program 6		Step of the Healthy	School Inventory
Improve current level	Current		Team.	Step Process online	(school	School Program online	
of performance	Level :*	Level :*			administrator,		
	A Data	A: Meeting		ergeneration.org/	physical		
	Meeting	Bronze			education		
	Bronze	Level on			teacher, cafeteria		
	Level on	Healthy			manager, health		
	Healthy	Schools			teacher, parents		
	Schools	Inventory			students, school		
	Inventory				nurse)		
		2 2			1 •	B:Compare Pre and	B: Fitness gram
	B Data:		students and upload	_	education	Post Being Fit	student assessments
		Matters/Fit		U	teachers	0	results
	Matters/Fitn	Brann		student assessments		student assessments	
	ess gram		gram data	and upload data		results	
	Data:	School will					
		improve					
		students'					
		scores on					

£	Fitness gram Assessment scores:					
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.

Additional Wellness Goals Professional Development

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

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

Include only school-based funded activities/materials and exclude district funded activities /materials.							
Evidence-based Program(s)/Materials(s)							
Strategy	Description of Resources	Funding Source	Amount				
June 2012	•	•	•				

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

Additional Goal II Bradley MOU (s)

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

	Problem-Solving Process to Increase Student Achievement						
Additional Goal(s)							
Based on the analysis of school data, identify	Anticipated	Strategy	Person or	Process Used to	Evaluation Tool		
and define	Barrier		Position	Determine			
areas in need of improvement:			Responsible for	Effectiveness of			
			Monitoring	Strategy			
1. Additional Goal: Black Academic	1.1.	1.1.	1.1.	1.1.	1.1.		
Achievement	Lack of	Differentiate	AP who	Content materials are	Lesson Plans &		
	differentiation of	Instruction	evaluates teacher	differentiated by	Walkthrough		

Additional Goal #1:	2012	2013	instruction			student interests,	
	Current	Expected				cultural background,	
There will be an	Level :*	Level :*				prior knowledge of	
increase in black						content, and skill level	
student achievement		All black				*Content materials are	
		students to				appropriately	
		make				scaffolded to meet the	
		learning				needs of diverse	
		gains in				learners (learning	
		reading and				readiness and specific	
		math				learning needs)	
						*Models, examples and	
						questions are	
						appropriately	
						scaffolded to meet the	
						needs of diverse	
						learners *Teachers	
						provide small group	
						instruction to target	
						specific learning needs.	
						*These small groups	
						are flexible and change	
						with the content,	
						project and assessments	
						*Students are provided	
						opportunities to	
						demonstrate or express	
						knowledge and	
						understanding in	
						different ways, which	
						includes varying	
						degrees of difficulty.	
			1.2.	1.2.	1.2.	1.2.	1.2.

June 2012 Rule 6A-1.099811

1.3.	1.3.	1.3.	1.3.	1.3.	

Additional MOU Goals Professional Development

Profes		· · · · ·	8 8	0	Learning Community (PLC)	or PD Activity
		lease note that	it each Strategy does not re	<u>+</u> +	velopment or PLC activity.	
PD Content /Topic and/or PLC Focus	Grade Level/Subje ct	PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow- up/Monitoring	Person or Position Responsible for Monitoring
Overcoming Obstacles	6-8 Grades; All Content Areas	or I Heracy	All Content and Grade Level PLCs	8/14/12	Administrative walkthroughs; Peer to peer observations; Guidance Credit Checks	All Administrators
Common Board Configuration	,	or. I iteracy	All Content and Grade Level PLCs		Administrative walkthroughs; Peer to peer observations; Guidance Credit Checks	All Administrators
Gradual Release of Responsibility	6-8 Grades; All Content Areas	or liferacy	All Content and Grade Level PLCs	10/3/12; 10/10/12; 10/17/12; 10/24/12	Administrative walkthroughs; Peer to peer observations; Guidance Credit Checks	All Administrators
Collaborative Structures/ Reciprocal Teaching	6-8 Grades; All Content Areas	or liferacy	All Content and Grade Level PLCs		Administrative walkthroughs; Peer to peer observations; Guidance Credit Checks	All Administrators

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

Include only school-ba	sed funded activities/materials and exclude dis	trict funded activities /materials.		
Evidence-based Progra	nm(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount	
				Subtotal:
Technology				
Strategy	Description of Resources	Funding Source	Amount	
				Subtotal:
Professional Developm	nent			
Strategy	Description of Resources	Funding Source	Amount	
				Subtotal:
Other				
Strategy	Description of Resources	Funding Source	Amount	
				Subtotal:
				Total:

Additional Goal III Bradley MOU (s)

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

	Problem-Solving Process to Increase Student Achievement
Additional Goal(s)	

Based on the analysis		ata, identify	Anticipated	Strategy	Person or	Process Used to	Evaluation Tool
	and define		Barrier		Position	Determine	
areas in need of	areas in need of improvement:				Responsible for	Effectiveness of	
					Monitoring	Strategy	
1. Additional Goal: S	tudent Eng	agement	1.1.	1.1.	1.1.	1.1.	1.1.
for Black Students			Lack of Student	Positive behavior	SBLT	Determine:	Decrease in
			Engagement	supports are in place		Expectations are clearly	Number of In-School
Additional Goal #1:	2012	2013		in the form of an		and positively defined	1
	Current	Expected		effective school wide		Behavioral expectations	
There will be an	Level :*	Level :*		behavior plan		are taught and reviewed	-
increase in black	73% of	Decrease					Number of out-of-
student engagement	Black	the percent					school suspensions
	students	of Black				11 1	Number of Students
	received a	students				Ũ	suspended out-of-
	referral	receiving					school
		referrals,				proactively corrected	
		and				A database for keeping	
		Receiving				records and making	
		in school				decisions is established	
		and out of				Data-based monitoring	
		school				and adaptations to the	
		suspension				plan are regularly	
		by 10%				conducted	
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Additional MOU II Goals Professional Development

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

ct	and/or	level, or school-wide)	(e.g., Early Release)	
	PLC Leader		and Schedules (e.g.,	
			frequency of	
			meetings)	

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

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

Additional Goal IV Bradley MOU (s)

	Problem-Solving Process to Increase Student Achievement					
Additional Goal(s)						
Based on the analysis of school data, identify	Anticipated	Strategy	Person or	Process Used to	Evaluation Tool	
and define	Barrier		Position	Determine		
areas in need of improvement:			Responsible for	Effectiveness of		
			Monitoring	Strategy		
1. Additional Goal: Black graduation rate	1.1.	1.1.	1.1.	1.1.	1.1.	
Additional Goal #1: 2012 2013						
Current Expected						
Level :* Level :*						
	1.2.	1.2.	1.2.	1.2.	1.2.	
	1.3.	1.3.	1.3.	1.3.	1.3.	

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

Additional MOU Goals Professional Development

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

	•		-	£

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

Evidence-based Progr	am(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount	
				Subtotal:
Technology				
Strategy	Description of Resources	Funding Source	Amount	
				Subtotal:
Professional Develop	nent			Subtotal:
Strategy	Description of Resources	Funding Source	Amount	
~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~				
				Subtotal:
Other				
Other Strategy	Description of Resources	Funding Source	Amount	
	Description of Resources	Funding Source	Amount	
	Description of Resources	Funding Source	Amount	
	Description of Resources	Funding Source	Amount	Subtotal: Total:

#### Additional Goal V Bradley MOU (s)

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

Additional Goal(s)		Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:		Anticipated Barrier 1.1.	Strategy	Person or Position Responsible for Monitoring 1.1.	Process Used to Determine Effectiveness of Strategy 1.1.	Evaluation Tool
Coursework		Lack of differentiation of	Differentiate Instruction	AP who	Content materials are differentiated by	Lesson Plans & Walkthrough
There will be anCurrentIncrease percent ofBase Lineblack students enrolledData	2013 Expected Level :* increase from prior year	instruction			prior knowledge of	Professional Development includes equity and cultural responsiveness

				*Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

#### Additional MOU Goals Professional Development

Profes	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/Subje	PD Facilitator and/or PLC Leader	(e.g., PLC, subject, grade	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)		Person or Position Responsible for Monitoring	

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

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

Evidence-based Program(s)/Materials(s)

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

End of Additional Goal(s)

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

Please provide the total budget from each section.	
Reading Budget	
	Total: \$250
CELLA Budget	
	Total:
Mathematics Budget	
	Total:\$250

Science Budget	
	Total:\$250
Writing Budget	
	Total:\$250
Civics Budget	
	Total:
U.S. History Budget	
	Total:
Attendance Budget	
	Total:
Suspension Budget	
	Total:
Dropout Prevention Budget	
	Total:
Parent Involvement Budget	T 4 1 01 000
CTEM Dead and	Total:\$1,000
STEM Budget	Total:
CTE Budget	10tai:
	Total:
Additional Goals	1 otai.
	Total:
	10000
	Grand Total:\$2,000
	• /

### **Differentiated Accountability**

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

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

School Differentiated Accountability Status					
Priority	Focus	Prevent			

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

#### School Advisory Council (SAC)

#### SAC Membership Compliance

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

# Yes No

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

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

The SAC will focus on identifying, establishing and improving all modes of communication available to ensure that all stakeholders are connected to the schools' goals, activities and improvement measures.

Describe the projected use of SAC funds.	Amount
Teacher Professional Development	\$1,000
Parent/Student Involvement	\$1,000