FLORIDA DEPARTMENT OF EDUCATION



School Improvement Plan (SIP) Form SIP-1

2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Hollywood Academy of Arts & Science (Elem 5325& MS 5362)	District Name: Broward
Principal: Ms. Donte' Fulton-Collins	Superintendent: Mr. Robert W. Runcie
SAC Chair: Ms. Sherry Pallavicini	Date of School Board Approval:

Student Achievement Data:

The following links will open in a separate browser window.

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

K-12 Comprehensive Research Based Reading Plan

Highly Effective Administrators

List your school's highly effective administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide Assessment performance (Percentage data for Achievement Levels, Learning Gains, Lowest 25%), and Ambitious but Achievable Annual Measurable Objective (AMO) progress.

Position	Name	Degree(s)/	Number of	Number of Years	Prior Performance Record (include prior School Grades,		
		Certification(s)	Years at	as an	FCAT/Statewide Assessment Achievement Levels, Learning Gains,		
			Current School	Administrator	Lowest 25%), and AMO progress along with the associated school		
					year)		
Principal	Donte' Fulton-Collins	Bachelor of Arts in	6	7 th year	2006-2010 Elem A MS A		
		English			2011-2012		
		Master of Arts in			School Grade = Elem A MS A		
		Curriculum and Instruction			Read Prof. = Elem 67% MS 83%		
					Read Pts for Gains = $E \text{lem } 73 \text{ MS } 84$		
		Professional Educator's			Read Gains for Low 25% = Elem 83 MS 81		
		Certificate includes			Math Prof = $Elem 74\%$ MS 84%		
		English Grades 6-12			Math Pts for Gains = $Elem 69 MS 84$		
		/Educational Leadership			Math Gains for Low 25% = Elem 75 MS 83		
		(All Levels)			Science Prof = Elem 48% MS 66%		
					Writing Prof = Elem 75% MS 89%		

Elementary Assistant Principal	Sherry Pallavicini	Bachelor of Science in Elementary Education Master of Science in Educational Leadership Professional Educator's Certificate includes Elementary Education K- 6/Educational Leadership (All Levels)/ESOL Endorsement	6	2 nd year	2006-2010EI $2011-2012$ School Grade =Read Prof. =Read Pts for Gains =ERead Gains for Low 25% = EMath Prof =EMath Pts for Gains =EMath Gains for Low 25% = EScience Prof =EWriting Prof =E	Elem A Elem A Elem 67% Elem 73 Elem 83 Elem 74% Elem 69 Elem 75 Elem 48% Elem 75%	MS A MS A MS 83% MS 84 MS 81 MS 84% MS 84 MS 83 MS 66% MS 89%
Middle School Assistant Principal	Jacob Goldberg	Bachelor of Art in Business Administration Master of Science in Leisure Studies Master of Science in Educational Leadership Professional Educator's Certificate includes Business Education 6- 12/Social Science 6- 12/Educational Leadership (All Levels)	1 st year	1 st year			

Highly Effective Instructional Coaches

List your school's highly effective instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide Assessment performance (Percentage data for Achievement Levels, Learning Gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject	Name	Degree(s)/	Number of	Number of Years as	Prior Performance Record (include prior School Grades,		
Area		Certification(s)	Years at	an	FCAT/Statewide Assessment Achievement Levels, Learning		
			Current School	Instructional Coach	Gains, Lowest 25%), and AMO progress along with the		
					associated school year)		
Reading	Cynthia Gwyn	Bachelor's in Elementary	5	2 nd year	2011-2012		
		Education			School Grade = Elem A MS A		
					Read Prof. = Elem 67% MS 83%		

		Professional Educator's			Read Pts for Gains =	Elem 73	MS 84
		Certificate includes			Read Gains for Low 25% =	= Elem 83	MS 81
		Elementary Education K-			Math Prof =	Elem 74%	MS 84%
		6/ESOL Endorsement			Math Pts for Gains =	Elem 69	MS 84
					Math Gains for Low 25%	= Elem 75	MS 83
					Science Prof =	Elem 48%	MS 66%
					Writing Prof =	Elem 75%	MS 89%
Math &	Deborah Smith		2	1 st year	2011-2012		
Science					School Grade =	Elem A	MS A
					Read Prof. =	Elem 67%	MS 83%
					Read Pts for Gains =	Elem 73	MS 84
					Read Gains for Low 25% =	= Elem 83	MS 81
					Math Prof =	Elem 74%	MS 84%
					Math Pts for Gains =	Elem 69	MS 84
					Math Gains for Low 25% :	= Elem 75	MS 83
					Science Prof =	Elem 48%	MS 66%
					Writing Prof =	Elem 75%	MS 89%

<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	Not Applicable
			(If not, please explain why)
1. Interview Committee	Donte' Fulton-Collins	August 3, 2012	
	Sherry Pallavicini	-	
	Jacob Goldberg		
2. Recruitment Fairs	Donte' Fulton-Collins	April-June 2012	
	Sherry Pallavicini	-	
3. New Teacher Induction	CSUSA & HAAS	August 6-8, 2012	
4. Teacher Learning Community	Cynthia Gwyn	August 2012 - June 2013	

Non-Highly Effective Instructors

List all instructional staff and paraprofessionals who are teaching out-of-field and/or who are NOT highly effective.

Name Certification		Teaching Assignment	Professional Development/Support to Become Highly Effective

Staff Demographics

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

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

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
76	33% (25)	38% (29)	25% (19)	.03% (3)	25% (19)		.07% (5)	0%	53% (40)

Teacher Mentoring Program

Please describe the school's teacher mentoring program 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
Team Leaders	New Team Members	Experienced team leaders to new team members to provide support in school processes, procedures, lesson planning, child study, etc.	Team leaders and their team members meet in weekly team meetings. Team leaders are also available daily before and after school, and during planning periods to meet with team members as needed.

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 funding is utilized to hire additional staff members that are not allocated in our annual budget, which includes a Reading Coach and a Reading Support person. Services are provided to ensure students requiring additional remediation are assisted in push-in and pull-out programs in the school. The Reading Coach with the assistance of the Reading Support person develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum and intervention approaches; assists with the design and implementation of progress monitoring, data collection and data analysis of the FAIR testing and CSUSA Benchmark testing.; and participates in the design and delivery of professional development for the staff.

Title I, Part C- Migrant
Title I, Part D
Title II
Title III
Title X- Homeless
Supplemental Academic Instruction (SAI) Hollywood Academy of Arts and Science identifies students in need of academic support and offers supplemental academic instruction through a tutorial program. The tutorial program includes Reading, Mathematics, and Writing sessions and is scheduled after school in order to meet the needs of all students.
Violence Prevention Programs The school's curriculum incorporates programs and activities that promote non-violence and anti-drug prevention. The school also has a partnership with the Clarion Council which emphasizes character throughout the curriculum.
Nutrition Programs The National School Lunch Program is utilized at Hollywood Academy of Arts and Science. The School Food Service Program, school breakfast, school lunch, and aftercare snacks, follow the Healthy Food and Beverage Guidelines as per the District Wellness Policy. Also, Nutrition Education, as per state statute, is taught through health and physical education.
Housing Programs N/A
Head Start N/A
Adult Education N/A
Career and Technical Education N/A
Job Training N/A
Other N/A

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

 School-Based MTSS/RtI Team

 Identify the school-based MTSS Leadership Team.

 The school based RtI Leadership Team includes the school's administration, reading coach, and ESE specialist.

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

The school based RtI Team meets weekly to analyze and disaggregate formative data. The team reviews instructional focus calendars and creates intervention and remediation plans to aid students that are struggling with concepts and standards. The team also disaggregates data to ensure that enrichment is provided for students that have mastered concepts.

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

The RtI Leadership Team has an important role in the development and implementation of the SIP. The team analyzes and disaggregates data to help drive instruction. The team also monitors the plan to ensure that goals are being met and student achievement is positively impacted.

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. General education teachers and the RtI Leadership Team analyze benchmark data through Discovery Education and the CSUSA Student Information System (SIS) to house, categorize, and summarize student data.

Describe the plan to train staff on MTSS.

The RtI Leadership Team will train the staff on RtI during pre-planning week. The RtI Leadership Team will also provide follow-up training throughout the year to ensure that all staff understand and implement the RtI process.

Describe plan to support MTSS.

The RtI Leadership Team will provide ongoing support through administrative data chats, grade level team meetings, and Professional Learning Communities for support and assistance through the tiers of RtI process.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Donte' Fulton-Collins, Sherry Pallavicini, Cynthia Gwyn, and Reading Support

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

The school-based Literacy Leadership Team will meet on a weekly basis throughout the school year. The team will analyze and disaggregate data to determine content mastery and proficiency, as well as drive curriculum and instruction. Feedback will also be utilized to assist with the creation and facilitation of intervention and enrichment strategies that will be implemented, facilitated, and integrated across the curriculum: Data Chats, Classroom Walkthroughs, Professional Development, Curriculum Mapping, Assessment Planning, Teacher Support, and Curriculum Choices.

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

The analysis of RtI, differentiated instruction and student engagement will be the major initiatives of the school-based Literacy Leadership Team. The goal is for students to master specific standards which will positively affect their standardized test scores.

Public School Choice

• Supplemental Educational Services (SES) Notification

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

*Elementary Title I Schools Only: Pre-School Transition

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

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

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

Teaching reading strategies is the responsibility of every teacher. The school literacy team will ensure that every teacher is teaching reading strategies by conducting lesson plan reviews, classroom walkthroughs using walkthrough forms, and leadership team data chats.

*High Schools Only

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

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

N/A

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

N/A

Postsecondary Transition

Note: Required for High School- Sec. 1008.37(4), F.S. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the <u>High School Feedback Report</u>.

N/A

PART II: EXPECTED IMPROVEMENTS Elementary and Middle School Reading Goals

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

Read	ding 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		
1a. FCAT 2.0: Stu	dents scori	ng at	1a.1.	1a.1.	1a.1.	1a.1.	1a.1.		
Achievement Leve	el 3 in readi	ng.	Need for PD in the areas of lesson planning,	Create and revise PD calendar as needed for	Donte Fulton-Collins Sherry Pallavicini	PD Calendar PLC Data Chata	Benchmark assessments FCAT		
Reading Goal #1a:	2012 Current Level of	2013 Expected Level of	and student engagement.	PLCS.	Cynthia Gwyn Deborah Cardoso	Data Chats			
Enter narrative for the goal in this box.	Enter	Enter numerical							
Elem 45 % of students will score at a level 3 on the 2013 Reading FCAT.	numerical data for current level of performance in this box.	data for expected level of performance in this box.							
MS	Elem 27%	Elem 45%							
40% of students will score at a level 3 on the 2013 Reading FCAT	MS 37%	MS 40%							
			1a.2. Need for more implementation of researched based instructional strategies in lessons	1a.2. Create and revise PD calendar as needed for PLCs, conduct classroom walkthroughs and teacher observations.	1a.2. Donte Fulton-Collins Sherry Pallavicini Jacob Goldberg Cynthia Gwyn Deborah Cardoso	1a.2. Classroom walkthroughs and teacher observations with lesson plan reviews and follow-up.	1a.2. Walkthrough and observation form		
			la.3. Unknown student data on new students and those from private or home school. Need for RtI training and follow through.	 1a.3. Obtain students' cum folder and analyze student benchmark scores. Ongoing PD and ongoing child study team meetings to determine interventions in the tiers of the RtI process. 	la.3. Donte Fulton-Collins Sherry Pallavicini Jacob Goldberg Denise Strachan Classroom Teachers Cynthia Gwyn Deborah Cardoso	1a.3. Weekly assessments to monitor progress and child study teams tracking student benchmark data.	1a.3. Student progress and performance data.		
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading			1b.1. N/A	1b.1.	1b.1.	1b.1.	1b.1.		

Reading Goal #1b: Enter narrative for the goal in this box. N/A	2012 Current Level of Performance:* Enter numerical data for current level of performance in this box. N/A	2013 Expected Level of Performance:* Enter numerical data for expected level of performance in this box. N/A					
			1b.2.	1b.2.	1b.2.	1b.2.	1b.2.
			1b.3.	1b.3.	1b.3.	1b.3.	1b.3.
Based on the analysis and reference to "Gui define areas in need of	of student achie ding Questions" improvement fo group:	evement data, ', identify and or the following	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2a. FCAT 2.0: Stud Achievement Level Reading Goal #2a:	lents scoring s 4 and 5 in 2012 Current	g at or above reading. 2013 Expected	2a.1. Need for PD in the areas of lesson planning, differentiated instruction	2a.1. Create and revise PD calendar as needed for PLCs.	2a.1. Donte Fulton-Collins Sherry Pallavicini Jacob Goldberg	2a.1. PD Calendar PLC Lesson plans	2a.1. Benchmark Assessments and FCAT
Enter narrative for the goal in this box.	Level of Performance:* Enter numerical data	Level of Performance:* Enter numerical data for expected	and student engagement.	implement challenging and engaging lessons.	Cynthia Gwyn Deborah Cardoso	weekiy assessments	
Elem 45% of students will score at a level 4 or a 5 on the 2013 Reading FCAT.	for current level of performance in this box. Elem 41%	level of performance in this box. Elem 45%					
MS 50% of students will	MS 46%	MS 50%					
on the 2013 Reading FCAT.			2a.2. Need for more implementation of researched based instructional strategies in lessons.	2a.2. Create and revise PD calendar as needed for PLCs, conduct classroom walkthroughs and teacher observations.	2a.2. Donte Fulton-Collins Sherry Pallavicini Jacob Goldberg Cynthia Gwyn Deborah Cardoso	2a.2. Classroom walkthroughs and teacher observations with lesson plan reviews and follow-up.	2a.2. Walkthrough and observation form
			2a.3. Students satisfied with	2a.3. Motivate students to set	2a.3. Classroom Teachers	2a.3. Classroom Assessments	2a.3. Benchmark Assessments and FCAT

			goals.	higher goals.			Benchmark Assessments	
2b. Florida Alterna	ate Assessme	ent:	2b.1.	2b.1.	2b.1.		2b.1.	2b.1.
Students scoring a	t or above L	evel 7 in	IN/A					
reading.								
Reading Goal #2b:	2012 Current Level of	2013 Expected Level of						
Enter narrative for the	Performance:*	Performance:*						
goal in this box.	Enter	Enter numerical						
N/A	numerical data for current	data for expected level of						
	level of	performance in						
	performance in	this box						
	inis Dox.							
	N/A	N/A.						
			0h 0	252	2h 2		2h 2	2h 2
			20.2.	202.	20.2.		20.2.	20.2.
			21. 2	a	at a			
			26.3	2b.3	26.3		26.3	26.3
Deced on the enclusio	of student ochi	avamant data	Anticipated Domion	Strate or	Domon on Desition	Dec	and Used to Determine Effectiveness of	Evolution Teel
and reference to "Gui	ding Ouestions"	identify and	Anticipated Barrier	Strategy	Responsible for	PIO	Strategy	Evaluation 1001
define areas in need of	improvement fo	r the following			Monitoring		Sumegy	
	group:		-	I .				
3a. FCAT 2.0: Per	centage of st	udents	3a.1. Need for DD in the	a.1. Tracta and ravisa DD	3a.1. Donto Eulton Colling	3a.1.	study tooms monitoring (tracking student	3a.1. Student progress and performance data
making Learning (Gains in read	ding.	areas of lesson	alendar as needed for	Sherry Pallavicini	progr	ess and benchmark data chats.	Student progress and performance data.
Paading Coal #2a:	2012 Current	2013 Expected	planning, differentiated	LCs.	Jacob Goldberg	1.0		
Reading Goal #5a.	Level of	Level of	instruction and student		Cynthia Gwyn			
Enter narrative for the	Performance:*	Performance:*	engagement.		Deborah Cardoso			
goal in this box.	Enter	Enter numerical						
Flom	numerical data	data for expected						
75% of students will	level of	ievei oj performance in						
make learning gains on	performance in	this box.						
the 2013 Reading	this box.							
FCAT.	Elem 73	Elem 75						
MS								
96% of students will	MS 94	MS 96						

make learning gains on the 2013 Reading FCAT.	Enter numerical data for current level of performance in this box. Elem 73 MS 94	Enter numerical data for expected level of performance in this box. Elem 75 MS 96					
			3a.2. Need for more implementation of researched based instructional strategies in lessons.	3a.2. Create and revise PD calendar as needed for PLCs, conduct classroom walkthroughs and teacher observations.	3a.2. Donte Fulton-Collins Sherry Pallavicini Jacob Goldberg Cynthia Gwyn Deborah Cardoso	3a.2. Classroom walkthroughs and teacher observations with lesson plan reviews and follow-up.	3a.2. Walkthrough and observation form
			3a.3. Need for RtI training and follow through.	3a.3. Ongoing PD and ongoing child study team meetings to determine interventions in tiers of the RtI process.	3a.3. Donte Fulton-Collins Sherry Pallavicini Jacob Goldberg Denise Strachan Classroom Teachers Cynthia Gwyn Deborah Cardoso	3a3. Child study teams monitoring/tracking student progress and benchmark data chats.	3a.3. Student progress and performance data
3b. Florida Alterna Percentage of stude Gains in reading.	ate Assessme ents making	ent: Learning	3b.1. N/A	3b.1.	3b.1.	3b.1.	3b.1.
Reading Goal #3b: Enter narrative for the goal in this box. N/A	2012 Current Level of Performance:* Enter numerical data for current level of performance in this box.	2013 Expected Level of Performance:* Enter numerical data for expected level of performance in this box.					
	N/A	N/A					
			3b.2.	3b.2.	3b.2.	3b.2.	3b.2.
			3b.3.	3b.3.	3b.3.	3b.3.	3b.3.
Based on the analysis and reference to "Guid define areas in need of	of student achie ding Questions' improvement for group:	evement data, ', identify and r the following	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

Reading Goal #4a	2012 Current	2013 Expected	planning, differentiated	PLCs.	Jacob Goldberg	Data Chats		
Reduing Gour # rd.	Level of	Level of	instruction and student		Cynthia Gwyn			
Enter narrative for the	Performance:*	Performance:*	engagement.		Deborah Cardoso			
goal in this box.	Entor	Enter numerical						
0	numerical data	data for expected						
Elem	for current	level of						
85% of students in the	level of	performance in						
lowest 25% will make	performance in	this box.						
learning gains on the	this box.							
2013 Reading FCAT.								
	Elem 83	Elem 85						
MS	MC 01	MC 02						
83% of students in the	NIS 01	NIS 65						
lowest 25% will make								
learning gains on the			4a.2.	4a.2.	4a.2.	4a.2.	4a.2.	
2013 Reading FCAT.			Need for more	Create and revise PD	Donte Fulton-Collins	Classroom walkthroughs and teacher	Walkthrough and	observation form
			implementation of	calendar as needed for	Sherry Pallavicini	observations with lesson plan reviews and		
			researched based	PLCs, conduct classroom	Jacob Goldberg	follow-up.		
			instructional strategies	walkthroughs and teacher	Cynthia Gwyn			
			in lessons.	observations.	Deborah Cardoso			
			4a.3.	4a.3.	4a.3.	4a.3.	4a.3.	
			Need for Rtl training	Ongoing PD and ongoing	Donte Fulton-Collins	Child study teams monitoring/tracking student	Student progress a	nd performance data
			and follow through.	child study team meetings to	Sherry Pallavicini	progress and benchmark data chats.		
				determine interventions in	Jacob Goldberg			
				the tiers of the Rtl process.	Denise Strachan			
					Classifooni Teachers			
					Cyliulla Gwyll Deborah Cardoso			
4h Florido Altorno			4b 1	4b 1	4h 1	4b 1	4h 1	
40. FIORIDA Alterna	tte Assessine	ant:	N/A	40.1.	40.1.	-0.1.	40.1.	
Percentage of stud	ents in Lowe	est 25%						
making learning ga	ains in readi	ng.						
Reading Goal #4b:	2012 Current	2013 Expected						
-	Level of	Level of						
Enter narrative for the	Performance:*	Performance:*						
goal in this box.	Enter	Enter numerical	1					
	numerical data	data for expected						
N/A	for current	level of						
	level of	performance in						
	performance in	this box						
	this box.							
	NT/A	NT/A						
	IN/A	$1N/A_{*}$						
			4h 2	4b 2	4h 2	4b 2	4h 2	
			TU.2.	TU.2.	т <i>0.2</i> .	10.2.	т 0. 2.	
			4h 3	4h 3	4h 3	4h 3	4h 3	
			10.5		т <i>0.</i>			
Based on Ambitiou	s but Achie	vable Annual	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Measurable Objectives	(AMOs), Read	ling and Math						
Performance Target								

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six years the school will reduce their achievement gap by 50%. Reading Goal #5A: Enter narrative for the g	Baseline dat	ta 2011-2012					
Based on the analysis and reference to "Guid define areas in need of	of student achie ding Questions" improvement fo ubgroup:	evement data, , identify and r the following	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5B. Student subgroup Black, Hispanic, As making satisfactory Reading Goal #5B: Enter narrative for the goal in this box. Elem & MS 93% of students, student subgroups by ethnicity (White, Black, Hispanic, Asian, and American Indian) will make satisfactory progress in reading.	bups by ethm ian, America y progress in 2012 Current Level of Performance:* Enter numerical data for current level of performance in this box. No Data available White: Black: Hispanic: Asian: American Indian:	icity (White, in Indian) not in reading. 2013 Expected Level of Performance:* Enter numerical data for expected level of performance in this box. Elem & MS White: 93% Black: 93% Hispanic: 93% Asian: 93% American Indian: 93%	5B.1. Need for PD in the areas of lesson planning, differentiated instruction and student engagement.	5B.1. Create and revise PD calendar as needed for PLCs.	5B.1. Donte Fulton-Collins Sherry Pallavicini Jacob Goldberg Cynthia Gwyn Deborah Cardoso	5B.1. PD Calendar PLC Data Chats	5B.1. Benchmark assessments and FCAT
			5B.2. Need for more implementation of researched based instructional strategies in lessons.	5B.2. Create and revise PD calendar as needed for PLCs, conduct classroom walkthroughs and teacher observations.	5B.2. Donte Fulton-Collins Sherry Pallavicini Jacob Goldberg Cynthia Gwyn Deborah Cardoso	5B.2. Classroom walkthroughs and teacher observations with lesson plan reviews and follow-up.	5B.2. Walkthrough and observation form
			5B.3. Need for RtI training and follow through	5B.3. Ongoing PD and ongoing child study team meetings to	5B.3. Donte Fulton-Collins Sherry Pallavicini	5B.3. Child study teams monitoring/tracking student progress and benchmark data chats.	5B.3. Student progress and performance data

				determine interventions in the tiers of the RtI process.	Jacob Goldberg Denise Strachan Classroom Teachers Cynthia Gwyn Deborah Cardoso		
and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Responsible for Monitoring	Strategy	Evaluation 1 ool	
5C. English Langu making satisfactor Reading Goal #5C: Enter narrative for the goal in this box. Elem & MS 93% of ELL students will make satisfactory progress in reading.	age Learner y progress in 2012 Current Level of Performance:* Enter numerical data for current level of performance in this box. No Data available	rs (ELL) not n reading. 2013 Expected Level of Performance:* Enter numerical data for expected level of performance in this box. Elem & MS 93%	5C.1. Need for PD in the areas of lesson planning, differentiated instruction and student engagement.	5C.1. Create and revise PD calendar as needed for PLCs, conduct classroom walkthroughs and teacher observations.	5C.1. Donte Fulton-Collins Sherry Pallavicini Jacob Goldberg Cynthia Gwyn Deborah Cardoso ELL Committee	5C.1. PD Calendar PLC Data Chats	5C.1. Benchmark assessments and FCAT
			5C.2. Need for more implementation of researched based instructional strategies in lessons.	5C.2. Create and revise PD calendar as needed for PLCs, classroom walkthroughs and teacher observations.	5C.2. Donte Fulton-Collins Sherry Pallavicini Jacob Goldberg Cynthia Gwyn Deborah Cardoso	5C.2. Classroom walkthroughs and teacher observations with lesson plan reviews and follow-up.	5C.2. Walkthrough and observation form
			5C.3. Need for RtI training and follow through.	5C.3. Ongoing PD and ongoing child study team meetings to determine interventions in the tiers of the RtI process.	5C.3. Donte Fulton-Collins Sherry Pallavicini Jacob Goldberg Denise Strachan Classroom Teachers Cynthia Gwyn Deborah Cardoso	5C.3. Child study teams monitoring/tracking student progress and benchmark data chats.	5C.3. Student progress and performance data
Based on the analysis and reference to "Gui define areas in need of si	of student achie ding Questions" improvement fo ubgroup:	evement data, ', identify and or the following	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with 1 making satisfactor Reading Goal #5D: Enter narrative for the	Disabilities (y progress in 2012 Curren Level of Performance *	SWD) not n reading.	5D.1. Need for PD in the areas of lesson planning, differentiated instruction and student engagement.	5D.1. Create and revise PD calendar as needed for PLCs.	5D.1. Donte Fulton-Collins Sherry Pallavicini Jacob Goldberg Denise Strachan Cynthia Gwyn Deborah Cardoso	5D.1. PD Calendar PLC Data Chats	5D.1. Benchmark assessments and FCAT
Based on the analysis and reference to "Gui define areas in need of 5D. Students with 1 making satisfactor Reading Goal #5D: <i>Enter narrative for the</i> <i>goal in this box.</i>	of student achi ding Questions' improvement fo ubgroup: Disabilities (y progress in <u>2012 Curren Level of</u> <u>Performance</u> -	evement data, , identify and or the following (SWD) not n reading. t 2013 Expected : Level of Performance: *	researched based instructional strategies in lessons. 5C.3. Need for RtI training and follow through. Anticipated Barrier 5D.1. Need for PD in the areas of lesson planning, differentiated instruction and student engagement.	PLCs, classroom walkthroughs and teacher observations. 5C.3. Ongoing PD and ongoing child study team meetings to determine interventions in the tiers of the RtI process. Strategy 5D.1. Create and revise PD calendar as needed for PLCs.	Jacob Goldberg Cynthia Gwyn Deborah Cardoso 5C.3. Donte Fulton-Collins Sherry Pallavicini Jacob Goldberg Denise Strachan Classroom Teachers Cynthia Gwyn Deborah Cardoso Person or Position Responsible for Monitoring 5D.1. Donte Fulton-Collins Sherry Pallavicini Jacob Goldberg Denise Strachan Cynthia Gwyn Deborah Cardoso	follow-up. 5C.3. Child study teams monitoring/tracking student progress and benchmark data chats. Process Used to Determine Effectiveness of Strategy 5D.1. PD Calendar PLC Data Chats	5C.3. Student progress and performance da Evaluation Tool 5D.1. Benchmark assessments and FCAT

		1			I		
Elem & MS 93% of students with disabilities will make satisfactory progress in reading.	Enter numerical data for current level of performance in this box. No Data	Enter numerical data for expected level of performance in this box. Flem & MS					
	availabla	020/					
		93%	5D.2. Need for more implementation of researched based instructional strategies in lessons. 5D.3. Need for RtI training and follow through.	5D.2. Create and revise PD calendar as needed for PLCs, conduct classroom walkthroughs and teacher observations. 5D.3. Ongoing PD and ongoing child study team meetings to determine interventions in the tiers of the RtI process.	5D.2. Donte Fulton-Collins Sherry Pallavicini Jacob Goldberg Cynthia Gwyn Deborah Cardoso 5D.3. Donte Fulton-Collins Sherry Pallavicini Jacob Goldberg Denise Strachan Classroom Teachers	 5D.2. Classroom walkthroughs and teacher observations with lesson plan reviews and follow-up. 5D.3. Child study teams monitoring/tracking student progress and benchmark data chats. 	5D.2. Walkthrough and observation form 5D.3. Student progress and performance data
					Cynthia Gwyn Deborah Cardoso		
Based on the analysis of and reference to "Guidin define areas in need of imp subg	student achiev g Questions", provement for group:	vement data, identify and the following	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Dis not making satisfacto reading.	advantage ory progres	d students is in	5E.1. Need for PD in the areas of lesson planning, differentiated	5E.1. Create and revise PD calendar as needed for PLCs.	5E.1. Donte Fulton-Collins Sherry Pallavicini Jacob Goldberg	5E.1. PD Calendar PLC Data Chats	5E.1. Benchmark assessments and FCAT
Reading Goal #5E: Enter narrative for the goal in this box. Elem & MS 93% of ED students will make satisfactory progress in reading.	2012 Current Level of Performance: * Enter numerical data for current level of performance in this box. No Data available	2013 Expected Level of Performance: * Enter numerical data for expected level of performance in this box. Elem & MS 93%	instruction and student engagement.		Cynthia Gwyn Deborah Cardoso		
			5E2. Need for more implementation of researched based instructional strategies	5E.2. Create and revise PD calendar as needed for PLCs, conduct classroom walkthroughs and teacher	5E.2. Donte Fulton-Collins Sherry Pallavicini Jacob Goldberg Cynthia Gwyn	5E.2. Classroom walkthroughs and teacher observations with lesson plan reviews and follow-up.	5E.2. Walkthrough and observation form

	in lessons.	observations.	Deborah Cardoso		
	5E.3.	5E.3.	5E.3.	5E.3.	5E.3.
	Need for RtI training	Ongoing PD and ongoing	Donte Fulton-Collins	Child study teams monitoring/tracking student	Student progress and performance data
	and follow through.	child study meetings to	Sherry Pallavicini	progress and benchmark data chats.	
		determine interventions in	Jacob Goldberg		
		the tiers of the RtI process.	Denise Strachan		
			Classroom Teachers		
			Cynthia Gwyn		
			Deborah Cardoso		

Reading 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/Subject	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 Follow-up/Monitoring	Person or Position Responsible for Monitoring					
Lesson planning, differentiated instruction and student engagement	K-8	Cynthia Gwyn, Reading Coach Deborah Cardoso, CRT & PD Coordinator Sherry Pallavicini, AP & PD Facilitator	K-2, 3-5, 6-8	Weekly	Weekly PLC Communication Form Weekly sign-in/out sheet End of course follow-up assignment 80% participation/attendance required	Deborah Cardoso					

Reading Budget (Insert rows as needed)

Include only school-based fund	ed activities/materials and exclude district fur	nded activities/materials.		
Evidence-based Program(s)/Mate	erials(s)			
Strategy	Description of Resources	Funding Source	Amount	
Elem Reading	Texts and consumables	General	\$54,258.74	
MS Reading			\$30,823.00	
				Subtotal: \$85,081.74
Technology				
Strategy	Description of Resources	Funding Source	Amount	
				Subtotal:
Professional Development				
Strategy	Description of Resources	Funding Source	Amount	
April 2012 Rule 6A-1.099811 Revised April 29, 2011				

Elem The Daily 5: Fostering Literacy	PLC study		325.00
MS Total Participation Techniques	PLC study		170.55
			Subtotal: \$495.55
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total: \$85,577.29

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

CELLA	A Goals	Problem-Solving Process to Increase Language Acquisition						
Students speak in English and ur level in a manner simil	derstand spoken English at grade ar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Students scoring proficie	ent in Listening/Speaking.	1.1. Vocabulary deficiency	1.1. Classroom teachers will utilize	1.1. Classroom Teachers	1.1. Classroom teacher's observation	1.1. IPT		
CELLA Goal #1: Enter narrative for the goal in this box. Elem: 51% of ELL students will score proficient in Listening/Speaking.	2012 Current Percent of Students Proficient in Listening/Speaking: Enter numerical data for current level of performance in this box. Elem 49% MS 75%	vocabilary deficiency	ESOL Strategies Matrix and implement specific ESOL vocabulary strategies in lesson plans and in instruction to increase students' vocabulary skills.	EISOL Coordinator ELL Committee	Vocabulary assessments	CELLA		
MS: 77% of ELL students will score proficient in Listening/Speaking.		1.2. Need for individualized assistance/instruction	1.2. Intervention in a small group setting (da Vinci Reading pull out) for individualized assistance/instruction	1.2. Classroom Teachers ESOL Coordinator ELL Committee	1.2. Classroom teacher's observation da Vinci Reading pull out	1.2. IPT CELLA		
		1.3.	1.3.	1.3.	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 proficient in Reading. CELLA Goal #2: 2012 Current Percent of Students Proficient in Reading :		2.1. Comprehension	2.1. Classroom teachers will utilize researched based instructional strategies to teach reading skills in order to increase students'	2.1. Classroom Teachers ESOL Coordinator ELL Committee	2.1. Classroom teacher's observation and reading comprehension assessments	2.1. Benchmark assessments IPT CELLA ECAT		
Enter narrative for the goal in this			approximation in moding					

box.	Enter numerical data for current level of performance in this box.		comprehension in reading.			
Elem: 36% of ELL students will	FI 2484					
score proficient in reading.	Elem 34%					
MS: 52% of ELL students will	MS 50%					
score proficient in reading.		2.2.	2.2.	2.2.	2.2.	2.2.
r · · · · · · · · · · · · · · · · · · ·		Need for individualized	Classroom teachers will utilize	Classroom Teachers	Classroom teacher's observation	Benchmark assessments
		assistance/instruction	researched based instructional	ESOL Coordinator	and reading comprehension	IPT
			strategies to teach reading skills	ELL Committee	assessments	CELLA
			in order to increase students			FCAT
		2.3	2 3	23	2 3	2.3
		2.5	2.5	2.5	2.5	2.5
Students write in English at grad	e level in a manner similar to non-	Anticipated Barrier	Strategy	Person or Position	Process Used to Determine	Evaluation Tool
ELL s	tudents.			Responsible for	Effectiveness of	
				Monitoring	Strategy	
3. Students scoring profici	ent in Writing.	2.1.	2.1.	2.1.	2.1.	2.1.
	C	Vocabulary deficiency	Classroom teachers will utilize	Classroom Teachers	Lesson plan reviews	Benchmark assessments
<u>CELLA Goal #3:</u>	2012 Current Percent of Students		ESOL Strategies Matrix and	ESOL Coordinator	Classroom teacher's observation	IPI'
	Proficient in Writing :		implement specific ESOL	ELL Committee	Vocabulary assessments	CELLA ECAT
Enter narrative for the goal in this		_	plans and in instruction to			ICAI
DOX.	Enter numerical data for current		increase students' vocabulary			
Elem: 43% of ELL students will	level of performance in this box.		skills.			
score proficient in writing.	Elem 41%					
MS: 52% of ELL students will	MS 50%					
score proficient in writing.		2.2.	2.2.	2.2.	2.2.	2.2.
		Cultural differences	Classroom teachers will utilize	Classroom Teachers	Lesson plan reviews	IPT
			researched based instructional	ESOL Coordinator	Classroom teacher's observation	CELLA
			strategies to teach reading skills	ELL Committee	Writing assessments	FCAT
			in order to increase students'			
		2.3	o a	0.3	2.3	2.3
		2.5	2.3	4.5	2.3	4.0

CELLA Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.										
Evidence-based Program(s)/M	Evidence-based Program(s)/Materials(s)									
Strategy	Description of Resources	Funding Source	Amount							
				Subtotal:						
Technology										
Strategy	Description of Resources	Funding Source	Amount							
April 2012 Rule 6A-1.099811				, ,						

				Subtotal:
Professional Development				
Strategy	Description of Resources	Funding Source	Amount	
		· · ·		Subtotal:
Other				
Strategy	Description of Resources	Funding Source	Amount	
		· · ·		Subtotal:
				Total:
End of CELLA Goals				

Elementary School Mathematics Goals

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

Elementary N	Mathematio	cs 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	
1a. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.		l a.1. Need for PD in the areas of lesson planning,	1a.1. Create and revise PD calendar as needed for PLCs.	1a.1. Donte' Fulton-Collins Sherry Pallavicini	1a.1. PD Calendar OLC	1a.1. Benchmark assessments and FCAT		
Mathematics Goal #1a:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	differentiated instruction and student engagement.		Jacob Goldberg Deborah Smith Lizzette Huston	Data Chats		
Enter narrative for the goal in this box.	Enter numerical data for current level of	Enter numerical data for expected level of						
38% of students will score at a level 3 on the 2013 Math FCAT.	performance in this box. 36%	performance in this box. 38%						
			1a.2. Need for more implementation of	1a.2. Create and revise PD calendar as needed for PLCs, conduct classroom	1a.2. Donte Fulton-Collins Sherry Pallavicini	1a.2. Classroom walkthroughs and teacher observations with lesson plan reviews	la.2. Walkthrough and observation form	

			researched based instructional strategies in lessons.	walkthroughs and teacher observations.	Cynthia wyn Deborah Smith Lizzette Huston	and follow-up.	
			1a.3. Need for RtI training and follow through.	1a.3. Ongoing PD and ongoing child study team meetings to determine interventions in the tiers of the RtI process.	1a.3. Donte Fulton-Collins Sherry Pallavicini Denise Strachan Classroom Teachers Deborah Smith Lizzette Huston	1a.3. Child study teams monitoring/tracking student progress and benchmark data chats.	1a.3. Student progress and performance data
1b. Florida Alternat scoring at Levels 4, 5	te Assessment 5, and 6 in m	t: Students athematics.	1b.1. N/A	1b.1.	1b.1.	1b.1.	1b.1.
<u>Mathematics Goal</u> #1b:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Enter narrative for the goal in this box. N/A	Enter numerical data for current level of performance in this box	Enter numerical data for expected level of performance in this box					
	N/A	N/A					
			1b.2.	1b.2.	1b.2.	1b.2.	1b.2.
			1b.3.	1b.3.	1b.3.	1b.3.	1b.3.
Based on the analysis or reference to "Guiding areas in need of improv	of student achieve Questions", ident vement for the fo	ment data, and tify and define llowing group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2a. FCAT 2.0: Stude Achievement Levels	ents scoring a 4 and 5 in m	nt or above athematics.	2a.1. Need for PD in the areas of lesson planning,	2a.1. Create and revise PD calendar as needed for PLCs.	2a.1. Donte Fulton-Collins Sherry Pallavicini	2a.1. PD Calendar PLC Date Chata	2a.1. Benchmark assessments and FCAT
Mathematics Goal #2a:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	and student engagement.		Deboran Smith	Data Chats	
Enter narrative for the goal in this box.	Enter numerica data for current level of performance in	l Enter numerical data for expected level of performance in					
at a level 4 or 5 on the 201 Math FCAT.	3 <i>this box.</i> 38%	<i>this box.</i> 40%					
			2a.2. Need for more implementation of researched based instructional strategies in lessons.	2a.2. Create and revise PD calendar as needed for PLCs, conduct classroom walkthroughs and teacher observations.	2a.2. Donte Fulton-Collins Sherry Pallavicini Cynthia Gwyn Deborah Smith	2a.2. Classroom walkthroughs and teacher observations with lesson plan reviews and follow-up.	2a.2. Walkthrough and observation form

			2a.3 2a	a.3	2a.3	2a.3	2a.3
2b. Florida Alternate	Assessment	Students	2b.1. 21	b.1.	2b.1.	2b.1.	2b.1.
scoring at or above I	evel 7 in mat	thematics.	N/A				
Mathematics Goal	2012 Current	2013 Expected					
#2b [.]	Level of	Level of					
<u>11201</u>	Performance:*	Performance:*					
Enter narrative for the	Enter numerical	Enter numerical					
goal in this box.	data for current	data for expected					
	level of	level of					
N/A	performance in this hor	performance in this box					
	uus oox.	inus Dox.					
	N/A	N/A					
			2b.2. 21	b2.	2b.2.	2b.2.	2b.2.
			2b.3 21	h 3	2h 3	2h 3	2h 3
Based on the analysis of	student achiever	nent data, and	Anticipated Barrier	Strategy	Person or Position Responsible	Process Used to Determine	Evaluation Tool
reference to "Guiding Q	uestions", identi	fy and define	I		for Monitoring	Effectiveness of	
areas in need of improve	ement for the foll	owing group:				Strategy	
3a. FCAT 2.0: Percer	ntage of stud	ents making	3a.1.	3a.1.	3a.1.	3a.1.	3a.1.
Learning Gains in m	athematics	cinto intening	Need for PD in the areas of	f Create and revise PD calendar as	Donte Fulton-Collins	PD Calendar	Benchmark assessments and
Learning Gams in ma	athematics.		lesson planning,	needed for PLCs.	Sherry Pallavicini	PLC	FCAT
Mathematics Goal	2012 Current	2013 Expected	differentiated instruction		Deborah Smith	Data Chats	
#2 or	Level of	Level of	and student engagement.				
<u>#3a.</u>	Performance:*	Performance:*					
Enter narrative for the	Enter numerical	Enter numerical					
goal in this box.	data for current	data for expected					
5	level of	level of					
	performance in	performance in					
72% of students will mke	this dox.	tnis dox.					
learning gains on the 2013	69	72					
Math FCA1.		-	3a.2.	3a.2.	3a.2.	3a.2.	3a.2.
			Need for more	Create and revise PD calendar as	Donte Fulton-Collins	Classroom walkthroughs and teacher	Walkthrough and observation
			implementation of	needed for PLCs, conduct	Sherry Pallavicini	observations with lesson plan reviews	form
			researched based	classroom walkthroughs and	Cynthia Gwyn	and follow-up.	
			instructional strategies in	teacher observations.	Deborah Cardoso		
			3.9.3	39.3	39.3	3.9.3	39.3
			Need for RtI training and	Ongoing PD and ongoing child	Donte Fulton-Collins	Child study teams monitoring/tracking	Student progress and performance
			follow through.	study team meetings to determine	Sherry Pallavicini	student progress and benchmark data	data
				interventions in the tiers of the RtI	Denise Strachan	chats.	
				process.	Classroom Teachers		
					Deborah Smith		
					Lizzette Huston		
3b. Florida Alternate	Assessment	Percentage	3b.1.	3b.1.	3b.1.	3b.1.	3b.1.
of students making L	earning Gain	ns in	N/A				
mathematics.							

Mathematics Goal #3b: Enter narrative for the goal in this box. N/A	2012 Current Level of Performance:* Enter numerical data for current level of performance in this box. N/A	2013 Expected Level of Performance:* Enter numerical data for expected level of performance in this box. N/A					
			3b.2.	3b.2.	3b.2.	3b.2.	3b.2.
			3b.3.	3b.3.	3b.3.	36.3.	3b.3.
Based on the analysis of reference to "Guiding Q areas in need of improve	student achieven uestions", identif ment for the follo	nent data, and fy and define owing group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4a. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.			4a.1. Need for PD in the areas of lesson planning, differentiated instruction and student engagement.	4a.1. Create and revise PD calendar as needed for PLCs.	4a.1. Donte Fulton-Collins Sherry Pallavicini Deborah Smith Lizzette Huston	4a.1. PD Calendar PLC Data Chats	4a.1. Benchmark assessments and FCAT
Mathematics Goal #4a: Enter narrative for the goal in this box. 78% of students in Lowest 25% will make learning	2012 Current Level of Performance:* Enter numerical data for current level of performance in this box. 75	2013 Expected Level of Performance:* Enter numerical data for expected level of performance in this box. 78					
gains on the 2013 Math FCAT.			4a.2. Need for more implementation of researched based instructional strategies in lessons.	4a.2. Create and revise PD calendar as needed for PLCs, conduct classroom walkthroughs and teacher observations.	4a.2. Donte Fulton Collins Sherry Pallavicini Cynthia Gwyn Deborah Smith	4a.2. Classroom walkthroughs and teacher observations with lesson plan reviews and follow-up.	4a.2. Walkthrough and observation form
			4a.3. Need for RtI training and follow through.	4a.3. Ongoing PD and ongoing child study team meetings to determine interventions in the tiers of the RtI process.	4a.3. Donte Fulton-Collins Sherry Pallavicini Denise Strachan Classroom Teachers Deborah Smith Lizzette Huston	4a.3. Child study teams monitoring/tracking student progress and benchmark data chats.	4a.3. Student progress and performance data
4b. Florida Alternate of students in Lowest gains in mathematics	Assessment: 25% making	Percentage g learning	4b.1. N/A	4b.1.	4b.1.	4b.1.	4b.1.

Mathematics Goal #4b: Enter narrative for the goal in this box. N/A	2012 Current Level of Performance:* Enter numerical data for current level of performance in this box. N/A	2013 Expected Level of Performance:* Enter numerical data for expected level of performance in this box. N/A						
			4b.2.	4b.2.	4b.2.	4b.2.	4b.2.	
			4b.3.	4b.3.	4b.3.	4b.3.	4b.3.	
Based on Ambitious bu Objectives (AMOs), R Target	t Achievable Ann eading and Mat	ual Measurable h Performance	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. Ambitious but F Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%. Mathematics Goal #5 Enter narrative for the go	Baseline data 2 5 <u>A:</u> al in this box. N/A	2010-2011						
Based on the analysis of reference to "Guiding areas in need of improve	of student achiever Questions", identi ement for the follow	nent data, and fy and define wing subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluati	ion Tool
5B. Student subgrou Black, Hispanic, Asia making satisfactory Mathematics Goal #5B: Enter narrative for the goal in this box.	ups by ethnicit an, American I progress in m 2012 Current Level of Performance:* Enter numerical data a for current level of	ty (White, indian) not nathematics. 2013 Expected Level of Performance:* Enter numerical data for expected evel of performance in	5B.1. Need for PD in the areas of lesson planning, differentiated instruction and student engagement.	5B.1. Create and revise PD calendar as needed for PLCs.	5B.1. Donte Fulton-Collins Sherry Pallavicini Deborah Cardoso	5B.1. PD Calendar PLC Data Chats	5B.1. Benchmark asses FCAT	sments and

by ethnicity (White, Black, Hipanic, Asian, American Indian) not making satisfactory progress in mathematics will make satisfactory progress on the 2013 Math FCAT.	performance in this box. No Data available White: Black: Hispanic: Asian: American Indian:	this box. White: 93% Black: 93% Hispanic: 93% Asian: 93% American Indian: 93%	5B.2.	5B.2.	5B.2.	5B.2.	5B.2.
			Need for more implementation of researched based instructional strategies in lessons.	Create and revise PD calendar as needed for PLCs, conduct classroom walkthroughs and teacher observations.	Donte Fulton-Collins Sherry Pallavicini Cynthia Gwyn Deborah Smith	Classroom walkthroughs and teacher observations with lesson plan reviews and follow-up.	Walkthrough and observation form
			5B.3. Need for RtI training and follow through.	5B.3. Ongoing PD and ongoing child study team meetings to determine interventions in the tiers of the RtI process.	SB.3. Donte Fulton Collins Sherry Pallavicini Jacob Goldberg Denise Strachan Classroom Teachers Deborah Smith Lizzette Huton	5B.3. Child study teams monitoring/tracking student progress and benchmark data chats.	5B.3. Student progress and performance data
Based on the analysis of reference to "Guiding Q areas in need of improvem	student achieve uestions", iden ent for the folle	ement data, and tify and define owing subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Languag making satisfactory p	e Learners progress in 1	(ELL) not mathematics.	5C.1. Need for PD in the areas of lesson planning.	5C.1. Create and revise PD calendar as needed for PLCs	5C.1. Donte Fulton-Collins Sherry Pallavicini	5C.1. PD Calendar PLC	5C.1. Benchmark assessments and FCAT
Mathematics Goal #5C: Enter narrative for the goal in this box. 93% of English Language Learners (ELL) not making satisfactory progress in mathematics will make satisfactory progress on the	2012 Current Level of Performance: Enter numerical dat for current level of performance i this box. No Data	2013 Expected Level of * Performance:* Enter numerical data for expected level of performance in a this box 93%.	differentiated instruction and student engagement.		Deborah Cardoso Lizzette Huston	Data Chats	
2013 Math FCAT.	available	11	5C.2. Need for more implementation of researched based instructional strategies in lessons.	5C.2. Create and revise PD calendar as needed for PLCs, conduct classroom walkthroughs and teacher observations.	5C.2. Donte Fulton-Collins Sherry Pallavicini Cynthia Gwyn Deborah Cardoso	5C.2. Classroom walkthroughs and teacher observations with lesson plan reviews and follow-up.	5C.2. Walkthrough and observation form
			5C.3. Need for RtI training and follow through.	5C.3. Ongoing PD and ongoing child study team meetings to determine	5C.3. Donte Fulton-Collins Sherry Pallavicini	5C.3. Child study teams monitoring/tracking student progress and benchmark data	5C.3. Student progress and performance data

				interventions in the tiers of the RtI process.	Denise Strachan Deborah Smith	chats.	
				•	Lizzette Huston		
Based on the analysis of s	tudent achieven	nent data, and	Anticipated Barrier	Strategy	Person or Position Responsible	Process Used to Determine	Evaluation Tool
reference to "Guiding Questions", identify and define		y and define			for Monitoring	Effectiveness of	
areas in need of improvement for the following subgroup:					Strategy		
5D. Students with Dis	abilities (SW	D) not	5D.1. Need for PD in the greas of	5D.1. Create and revise PD calendar as	5D.1. Donte Fulton Collins	5D.1. PD Calendar	5D.1. Banchmark assassments and
making satisfactory p	rogress in m	athematics.	lesson planning.	needed for PLCs.	Sherry Pallavicini	PLC	FCAT
			differentiated instruction		Denise Strachan	Data Chats	
			and student engagement.		Deborah Cardoso		
					Lizzette Huston		
Mathematics Goal	2012 Current	2013 Expected					
#5D:	<u>Level of</u>	Level of					
	Performance:*	Performance:*					
Enter narrative for the	nter numerical	Enter numerical					
goal in this box.	evel of	level of					
93% of students with	erformance in	performance in					
Disabilities (SWD) not	his box.	this box.					
making satisfactory	No Data	93%					
progress in mathematics	vailable	2370					
nrogress on the 2013 Math			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
FCAT.			Need for more	Create and revise PD calendar as	Donte Fulton-Collins	Classroom walkthroughs and teacher	Walkthrough and observation
			implementation of	needed for PLCs, conduct	Sherry Pallavicini	observations with lesson plan reviews	form
			instructional strategies in	teacher observations	Deborah Cardoso	and ronow-up.	
			lessons.				
			5D.3.	5D.3.	5D.3.	5D.3.	5D.3.
Based on the analysis of s	tudent achieven	nent data, and	Anticipated Barrier	Strategy	Person or Position Responsible	Process Used to Determine	Evaluation Tool
reference to "Guiding Qu	estions", identif	fy and define			for Monitoring	Effectiveness of	
areas in need of improvement	ent for the follow	ving subgroup:				Strategy	
5E. Economically Disa	advantaged s	students not	5E.1. Need for DD in the error of	5E.1. Create and revies PD color day as	5E.1. Donto Eulton Collins	5E.1. PD Calendar	5E.1. Benchmorik assessments and
making satisfactory p	rogress in m	athematics.	lesson planning	needed for PLCs	Sherry Pallavicini	PD Calendar PLC	FCAT
Mathematics Goal	2012 Current	2013 Expected	differentiated instruction		Denise Strachan	Data Chats	
#5E:	Level of Derformences*	Level of Derformerses*	and student engagement.		Deborah Cardoso		
	Performance:*	Periormance:*			Lizzette Huston		
Enter narrative for the goal	Enter numerica	l Enter					
in this dox.	level of	for expected					
93% of ED students will	performance in	level of					
make satisfactory progress	this box.	performance in					
on the 2013 Math FCAT.	No data	unis Dox.					
	available	93%					
			5E.2.	5E.2.	5E.2.	5E.2.	5E.2.
			Need for more	Create and revise PD calendar as	Donte Fulton-Collins	Clasroom walkthroughs and teacher	Walkthrough and observation
			implementation of	needed for PLUS, conduct	Snerry Pallavicini	observations with lesson plan reviews	Iorm
			researched Dased	ciassiooni warkunougus allu	Cynuna Owyn	anu ionow-up.	

	instructional strategies in	teacher observations.	Deborah Cardoso		
	lessons.				
	5E.3.	5E.3.	5E.3.	5E.3.	5E.3.
	Need for RtI training and	Ongoing PD and ongoing child	Donte Fulton-Collins	Child study teams monitoring/tracking	Student progress and performance
	follow through.	study team meetings to determine	Sherry Pallavicini	progress and benchmark data chats.	data
	-	interventions in the tiers of the RtI	Denise Strachan	-	
		process.	Classroom Teachers		
		-	Cynthia Gwyn		
			Deborah Cardoso		

End of Elementary School Mathematics Goals

Middle School Mathematics Goals

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

Middle School	Mathemat	tics 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	
1a. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.			1a.1. Need for PD in the areas of lesson planning,	1a.1. Create and revise PD Calendar as needed for PLCs.	1a.1. Donte Fulton-Collins Jacob Goldberg	1a.1. PD Calendar PLC Date Chata	1a.1. Benchmark Assessments FCAT	
Mathematics Goal #1a:	2012 Current 2013 Expected Level of Level of Performance:* Performance:*		and student engagement.		Deboran Cardoso	Data Chats		
Enter narrative for the goal in this box.	Enter numerical data for current level of	Enter numerical data for expected level of						
33% of students will score at a level 3 on the 2013 Math FCAT.	this box. 27%	this box. 33%						
			la.2. Need for more implementation of researched based instructional strategies in lessons.	1a.2. Create and revise PD Calendar as needed for PLCs, conduct classroom walkthroughs and teacher observations.	1a.2. Donte Fulton-Collins Jacob Goldberg Deborah Cardoso	1a.2. Classroom walkthroughs and teacher observations with lesson plan reviews and follow-up.	1a.2. Walkthrough and observation form	
			1a.3. Need for RtI training and follow through.	1a.3. Ongoing PD and ongoing child study team meetings to determine interventions in the tiers of the RtI process.	1a.3. Donte Fulton-Collins Jacob Goldberg Deborah Cardoso Denise Strachan	1a.3. Child study teams monitoring/tracking student progress and benchmark data chats.	1a.3. Student progress and performance data.	
1b. Florida Alternat scoring at Levels 4, :	e Assessment 5, and 6 in m	t: Students athematics.	1b.1. N/A	1b.1.	1b.1.	1b.1.	1b.1.	

Mathematics Goal #1b: Enter narrative for the goal in this box. N/A	2012 Current Level of Performance:* Enter numerical data for current level of performance in this box. N/A	2013 Expected Level of Performance:* Enter numerical data for expected level of performance in this box. N/A	lb.2.	1b.2.	16.2.	1b.2.	1b.2.
			11.2	11.2	11. 2	11.2	11. 2
Based on the analysis of reference to "Guiding C areas in need of improv	f student achiever Questions", ident ement for the fol	ment data, and ify and define lowing 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 5 in mathematics.			2a.1. Need for PD in the areas of lesson planning, differentiated	2a.1. Create and revise PD Calendar as needed for PLCs.	2a.1. Donte Fulton-Collins Jacob Goldberg Debergh Cardoso	2a.1. PD Calendar PLC Data Chata	2a.1. Benchmark Assessments FCAT
Mathematics Goal #2a:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	instruction, and student engagement.		Deboran Cardoso	Data Chais	
Enter narrative for the goal in this box.	Enter numerical data for current level of	Enter numerical data for expected level of	ſ				
60% of students will score at a level 4 or 5 on the 2013 Math FCAT.	this box.	this box. 60%					
			2a.2. Need for more implementation of researched based instructional strategies in lessons.	2a.2. Create and revise PD Calendar as needed for PLCs, conduct classroom walkthroughs and teacher observations.	2a.2. Donte Fulton-Collins Jacob Goldberg Deborah Cardoso	2a.2. Classroom walkthroughs nd teacher observations with lesson plan reviews and follow-up.	2a.2. Walkthrough and observation form
			2a.3	2a.3	2a.3	2a.3	2a.3
2b. Florida Alternate scoring at or above I	e Assessment Level 7 in ma	: Students thematics.	2b.1. N/A	2b.1.	2b.1.	2b.1.	26.1.
<u>Mathematics Goal</u> #2b:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Enter narrative for the goal in this box.	Enter numerical data for current level of	Enter numerical data for expected level of	r				
N/A	performance in this box.	performance in this box.					

	N/A	N/A					
		Į	2b.2. 2	b2.	2b.2.	2b.2.	2b.2.
			2b.3 2	b.3	2b.3	2b.3	2b.3
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
3a. FCAT 2.0: Percen Learning Gains in ma	ntage of stud athematics.	ents making	3a.1. Need for PD in the areas of lesson planning,	3a.1. f Create and revise PD Calendar as needed for PLCs.	3a.1. Donte Fulton-Collins Jacob Goldberg Deboreh Cordoso	3a.1. PD Calendar PLC Data Chata	3a.1. Benchmark Assessments FCAT
<u>Mathematics Goal</u> #3a:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	and student engagement.		Deboran Cardoso	Data Chats	
Enter narrative for the goal in this box.	Enter numerical data for current level of performance in	Enter numerical data for expected level of performance in					
87% of students will make learning gains on the 2013 Math FCAT	this box.	this box.					
	84%	87%					
			Need for more implementation of researched based instructional strategies in lessons.	Create and revise PD Calendar as needed for PLCs, conduct classroom walkthroughs and teacher observations.	Donte Fulton-Collins Jacob Goldberg Deborah Cardoso	Classroom walkthroughs and teacher observations with lesson plan reviews and follow-up.	Walkthrough and observation form
			3a.3.	3a.3.	3a.3.	3a3.	3a.3.
3b. Florida Alternate of students making L mathematics.	Assessment earning Gain	Percentage	3b.1. N/A	3b.1.	3b.1.	3b.1.	3b.1.
<u>#3b:</u>	Level of Performance:*	Level of Performance:*					
Enter narrative for the goal in this box. N/A	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
	N/A	N/A	21-2	21- 2	21-2	21- 2	
			30.2.	3D.2.	30.2.	3D.2.	30.2.
			3b.3.	3b.3.	36.3.	3b.3.	3b.3.
Based on the analysis of reference to "Guiding Q areas in need of improve	student achiever puestions", identi ement for the foll	nent data, and fy and define lowing group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

 4a. FCAT 2.0: Percellowest 25% making mathematics. Mathematics Goal #4a: Enter narrative for the goal in this box. 86% of students in Lowest 25% will make learning gains on the 2013 Math ECAT 	2012 Current Level of Performance:* Enter numerical data for current level of performance in this box. 83%	ents in ns in 2013 Expected Level of Performance:* Enter numerical data for expected level of performance in this box. 86%	4a.1. Need for PD in the areas of lesson planning, differentiated instruction and student engagement.	4a.1. Create and revise PD calendar as needed for PLCs.	4a.1. Donte Fulton-Collins Sherry Pallavicini Jacob Goldberg Deborah Cardoso	4a.1. PD Calendar PLC Data Chats	4a.1. Benchmark Asse FCAT	ssments and
FCAT.			4a.2. Need for more implementation of researched based instructional strategies in lessons. 4a.3. Need for RtI training and follow through.	 4a.2. Create and revise PD calendar for PLCs, conduct classroom walkthroughs and teacher observations. 4a.3. Ongoing PD and ongoing child study team meetings to determine interventions in the tiers of the RtI process. 	4a.2. Donte Fulton-Collins Sherry Pallavicini Jacob Goldberg Cynthia Gwyn Deborah Cardoso 4a.3. Donte Fulton-Collins Denise Strachan Classroom Teachers	 4a.2. Classroom walkthroughs and teacher observations with lesson plan reviews and follow-up. 4a.3. Child study teams monitoring/tracking student progress and benchmark data chats. 	4a.2. Walkthrough and form 4a.3. Student progress data	l observation
4b. Florida Alternat of students in Lower gains in mathematics Mathematics Goal #4b: Enter narrative for the goal in this box. N/A	e Assessment st 25% makin ss. 2012 Current Level of Performance:* Enter numerical data for current level of performance in this box. N/A	Enter numerical data for expected level of Performance:* Enter numerical data for expected level of performance in this box. N/A	4b.1. N/A	4b.1.	4b.1.	4b.1.	4b.1.	
			4b.2. 4b.3	4b.2. 4b.3.	4b.2. 4b.3.	4b.2. 4b.3.	4b.2. 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 but I Achievable Annual Measurable	Baseline data 2	2010-2011						

Objectives (AMOs). In six year school will reduce their achievement gap by 50%. Mathematics Goal #5A: Enter narrative for the goal in this box. N/A						
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluat	ion Tool
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.Mathematics Goal #5B:2012 Current Level of2013 Expected Level of Performance:*Enter narrative for the goal in this box.2012 Current Level of2013 Expected Level of Performance:*93% of students by ethnicity (White, Black, Hispanic, Asian, American Indian) will make satisfactory progress on the 2013 Math FCATEnter 	5B.1. Need for PD in the areas of lesson planning, differentiated instruction and student engagement.	5B.1. Create and revise PD calendar as needed for PLCs.	5B.1. Donte Fulton-Collins Jacob Goldberg Deborah Cardoso	5B.1. PD Calendar PLC Data Chats	5B.1. Benchmark Asse FCAT	ssments and
	5B.2. Need for more implementation of researched based instructional strategies in lessons.	5B.2. Create and revise PD calendar as needed for PLCs, conduct classroom walkthroughs and teacher observations.	5B.2. Donte Fulton-Collins Jacob Goldberg Cynthia Gwyn Deborah Cardoso	5B.2. Classroom walkthroughs and teacher observations with lesson plan reviews and follow-up.	5B.2. Walkthrough and form	lobservation
	5B.3. Need for RtI training and follow through	5B.3. Ongoing PD and ongoing child study team meetings to determine interventions in the tiers of the RtI process.	5B.3. Donte Fulton-Collins Jacob Goldberg Denise Strachan Deborah Cardoso	5B.3. Child study teams monitoring/tracking student progress and benchmark data chats.	5B.3. Student progress data	and performance

Based on the analysis of a reference to "Guiding Qu	student achieven uestions", identif	nent data, and Ty and define	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of	Evaluation Tool
areas in need of improvem	ent for the follow	ving subgroup:				Strategy	
5C. English Language	e Learners (l	ELL) not	5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
making satisfactory p	orogress in m	athematics.	Need for more	Create and revise PD calendar as	Donte Fulton-Collins	Classroom walkthroughs and teacher	Walkthrough and observation
Mathematics Goal	2012 Current	2013 Expected	researched based	classroom walkthroughs and	Deborah Cardoso	and follow-up	IOIIII
#5C'	Level of	Level of	instructional strategies in	teacher observations	Deborari Cardoso	and follow up.	
<u></u>	Performance:*	Performance:*	lessons.				
Enter narrative for the goal	Enter numerica	l Enter					
in this box.	data for current	numerical data					
	level of	for expected					
93% of ELL students will	performance in	level of					
make satisfactory progress	this dox.	performance in this box					
on the 2013 Math FCAT.	No data	inis Dox.					
	available	93%					
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of	student achieven	nent data, and	Anticipated Barrier	Strategy	Person or Position Responsible	Process Used to Determine	Evaluation Tool
reference to "Guiding Qu	uestions", identif	fy and define			for Monitoring	Effectiveness of	
areas in need of improvem	ent for the follow	ving subgroup:				Strategy	
5D. Students with Dis	abilities (SW	D) not	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.
making satisfactory n	rogress in m	athematics.	Need for more	Create and revise PD calendar as	Donte Fulton-Collins	Classroom walkthroughs and teacher	Walkthrough and observation
Mathematics Coal	2012 Current	2013 Expected	implementation of	needed for PLCs, conduct	Jacob Goldberg	observations with lesson plan reviews	form
Wathematics Goal	Level of	Level of	researched based	classroom walkthroughs and	Deborah Cardoso	and follow-up.	
<u>#5D:</u>	Performance:*	Performance:*	Instructional strategies in lessons.	teacher observations.			
Enter narrative for the	Enter numerical	Enter numerical					
goal in this box.	data for current	data for expected	l				
	level of	level of					
93% of SWD will make	performance in	performance in					
satisfactory progress on the	ιπις υυλ	mus Dox.					
2013 Math FCAT.	No data	93%					
	available.						
			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 achieven	nent data, and	Anticipated Barrier	Strategy	Person or Position Responsible	Process Used to Determine	Evaluation Tool
reference to "Guiding Qu	reference to "Guiding Questions", identify and define				for Monitoring	Effectiveness of	
areas in need of improvement for the following subgroup:					Strategy		
5E. Economically Dis	advantaged s	students not	5E.1.	5E.1.	5E.1.	5E.1.	5E.1.
making satisfactory p	orogress in m	athematics.	Need for Rtl training and	Ungoing PD and ongoing child	Donte Fulton-Collins	Child study teams monitoring/tracking	Student progress and performance

Mathematics Goal	2012 Current	2013 Expected	follow through.	study team meetings to determine	Jacob Goldberg	progress and benchmark data chats.	data
#5E.	Level of	Level of		the interventions in the tiers of the	Denise Strachan		
<u>"51.</u>	Performance:*	Performance:*		RtI process.	Deborah Cardoso		
Enter narrative for the goal	Enter numerical	Enter					
in this box.	data for current	numerical data					
	level of	for expected					
93% of ED students will	performance in	level of					
make satisfactory progress	this box.	performance in					
on the 2013 Math FCAT.		this box					
	No data	0.20/					
	available	93%.					
			5E.2.	5E.2	5E.2.	5E.2.	5E.2.
			5E.3	5E.3	5E.3	5E.3	5E.3

End of Middle School Mathematics Goals

Florida Alternate Assessment High School Mathematics Goals

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

High School M	Iathemati	cs 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		
1. Florida Alternate A	Assessment:	Students	1.1.	1.1.	1.1.	1.1.	1.1.		
scoring at Levels 4, 5,	, and 6 in m	athematics.	N/A						
Mathematics Goal #1:	2012 Current Level of	2013 Expected Level of							
Enter narrative for the	Performance:*	Performance:*							
goal in this box.	Enter	Enter numerical							
N/A	numerical data	data for expected							
14/21	level of	performance in							
	performance in	this box.							
	this box.								
	N/A	N/A							
			1.2.	1.2.	1.2.	1.2.	1.2.		
		1.3.	1.3.	1.3.	1.3.	1.3.			
Based on the analysis of reference to "Guiding Q areas in need of improve	student achieve uestions", ident	ment data, and ify and define	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of	Evaluation Tool		
areas in need of improve	then for the for	nowing group.				Suategy			

2. Florida Alternate a scoring at or above I Mathematics Goal #2:	Assessment: S Level 7 in mat	Students thematics.	2.1. 2 N/A	.1.	2.1.	2.1.	2.1.
Enter narrative for the goal in this box. N/A	Level of Performance:* Enter numerical data for current level of performance in this box.	Level of Performance:* Enter numerical data for expected level of performance in this box.					
	N/A	N/A					
			2.2. 2		2.2.	2.2.	2.2.
			2.3 2		2.3	2.3	2.3
Based on the analysis of reference to "Guiding Q areas in need of improve	' student achiever Questions", identi ement for the foll	nent data, and fy and define owing group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Florida Alternate of students making I mathematics.	Assessment: Learning Gain	Percentage ns in	3.1. N/A	3.1.	3.1.	3.1.	3.1.
Mathematics Goal #3:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Enter narrative for the goal in this box.	Enter numericat data for current level of performance in	Enter numericat data for expected level of performance in	,				
N/A	this box. N/A	this box. N/A					
			3.2.	3.2.	3.2.	3.2.	3.2.
			3.3.	3.3.	3.3.	3.3.	3.3.
Based on the analysis of reference to "Guiding Q areas in need of improve	student achiever Questions", identi ement for the foll	nent data, and fy and define owing group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4. Florida Alternate	Assessment:	Percentage	4.1. N/A	4b.1.	4b.1.	4b.1.	4b.1.
of students in Lowes	1 25% makin	glearning					
gains in mathematics	6. 0012 Cumont	b012 Exposts d					
Mathematics Goal 4 #4: I	Level of Performance:*	Level of Performance:*					
Enter narrative for the goal in this box.	Enter numerical lata for current evel of	Enter numerical data for expected level of					

N/A	performance in this box.	performance in this box.					
	N/A	N/A					
		-	4.2.	4.2.	4.2.	4.2.	4.2.
			4.3.	4.3.	4.3.	4.3.	4.3.

End of Florida Alternate Assessment High School Mathematics Goals

Algebra End-of-Course (EOC) Goals

* 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					
Based on the analysis of studen "Guiding Questions", identify and for the fol	t achievement dat d define areas in r llowing group:	a, and reference to need of improvement	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Students scoring at Achievement Level 3 in Algebra.			1.1. Align new standards	1.1. Teacher training on standards & curriculum	1.1. Donte' Fulton-Collins Jacob Goldberg	1.1. PD/PLCs Benchmark assessments	1.1. Benchmark assessments EOC		
Algebra Goal #1: Enter narrative for the goal in this	2012 Current Level of Performance:*	2013 Expected Level of Performance:*			Teachers	Data Chats			
<i>box.</i> 85% of students will score a level 3 on the 2013 Algebra EOC.	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.							
	83%	85%							
			1.2. Pacing of standards/curriculum	1.2. Create IFC Differentiate instruction	1.2. Donte' Fulton-Collins Jacob Goldberg Teachers	1.2. PD/PLCs Benchmark assessments Data Chats	1.2. Benchmark assessments EOC		
			1.3.	1.3.	1.3.	1.3.	1.3.		
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool			
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra.		ement Levels 4	2.1. Align new standards	2.1. Teacher training on standards & curriculum	2.1. Donte' Fulton-Collins Jacob Goldberg	2.1. PD/PLCs Benchmark assessments			
Algebra Goal #2: Enter narrative for the goal in this	Algebra Goal #2: 2012 Current Level of <u>Performance:*</u> 2013 Expected Leve				i eachers	Data Unats			

<i>box.</i> 15% of students will score at or above level 4and 5 on the 2013 Algebra EOC.	Enter numerical data for current level of performance in this box. 10%	Enter numerical data for expected level of performance in this box.						
	1070	1578	22. Pacing of standards/curriculum	22. Create IFC Differentiate instruction	22. Donte' Fulton-Collins Jacob Goldberg Teachers	2.2. PD/PLCs Benchmark assessments Data Chats	22. Benchmark asses EOC	ssments
Based on Ambitious but Achie	evable Annual M	easurable Objectives	23. 2011-2012	23. 2012-2013	23. 2013-2014	23. 2014-2015	23. 2015-2016	2016-2017
3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%. Algebra Goal #3A: <i>Enter narrative j</i>	Baseline data for the goal in this N/A	2010-2011 box.						
Based on the analysis of stude "Guiding Questions", identify an for the foll	nt achievement dat ad define areas in r owing subgroup:	a, and reference to need of improvement	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluatio	on Tool
3B. Student subgroups by Hispanic, Asian, American E progress in Algebra. <u>Algebra Goal #3B:</u> Enter narrative for the goal in this box. N/A	y ethnicity (Wl Indian) not ma 2012 Current Level of Performance: Enter numerio data for curren level of performance i this box. No Data White: Black: Hispanic:	hite, Black, king satisfactory 2013 Expected Level of Performance:* cal Enter numerical data for expected level of performance in this box. White: Black: Hispanic: Asian:	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.	

	Asian: American Indiar American Indian:					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3C. English Language Learners (ELL) not making satisfactory progress in Algebra.		3C.1.	3C.1.	3C.1.	3C.1.	3C.1.
<u>Algebra Goal #3C:</u> Enter narrative for the goal in this box. N/A	2012 Current 2013 Expected Level of Performance:* Performance:* Performance:* Enter numerical Enter numerical data for current data for expected level of level of performance in performance in this box. this box.					
		3C.2.	3C.2.	3C.2.	3C.2.	3C.2.
		3C.3.	3C.3.	3C.3.	3C.3.	3C.3.
Based on the analysis of student ac "Guiding Questions", identify and do for the following	hievement data, and reference to fine areas in need of improvement ng subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3D. Students with Disabilities satisfactory progress in Algeb	(SWD) not making ra.	3D.1.	3D.1.	3D.1.	3D.1.	3D.1.
<u>Algebra Goal #3D:</u> Enter narrative for the goal in this box. N/A	2012 Current 2013 Expected Level of Performance:* Penformance:* Performance:* Enter numerical Enter numerical data for current data for expected level of level of performance in performance in this box. this box.					
		3D.2.	3D.2.	3D.2.	3D.2.	3D.2.
		3D.3.	3D.3.	3D.3.	3D.3.	3D.3.
Based on the analysis of student ac "Guiding Questions", identify and do for the following	hievement data, and reference to fine areas in need of improvement ng subgroup:	Anticipated Barrier	Strategy	Person or Position Responsion Monitoring	onsible for Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3E. Economically Disadvanta satisfactory progress in Algeb	ged students not making ra.	3E.1.	3E.1.	3E.1.	3E.1.	3E.1.

Algebra Goal #3E: Enter narrative for the goal in this box. N/A	2012 Current Level of Performance:* Enter numerical data for current level of performance in this box. No Data	2013 Expected Level of Performance:* Enter numerical data for expected level of performance in this box.					
		1	3E.2.	3E.2	3E.2.	3E.2.	3E.2.
			3E.3	3E.3	3E.3	3E.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)).

Geometry EOC 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	
1. Students scoring at Achievement Level 3 in Geometry.			1.1. Align new standards	1.1. Teacher training on standards & curriculum	1.1. Donte' Fulton-Collins Jacob Goldberg	1.1. PD/PLCs Benchmark assessments	1.1. Benchmark assessments EOC	
Geometry Goal #1: Enter narrative for the goal in this box. 70% of students in Geometry will score at level 3 on the EOC.	2012 Current Level of Performance:* Enter numerical data for current level of performance in this box. 66%	2013 Expected Level of Performance:* Enter numerical data for expected level of performance in this box. 70%			reachers			
			1.2. Pacing of standards/curriculum	1.2. Create IC Differentiate Instruction	1.2. Donte' Fulton-Collins Jacob Goldberg Teachers	1.2. PD/PLCs Benchmark assessments Data Chats	1.2. Benchmark assessments EOC	
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:		1.3. Anticipated Barrier	1.3. Strategy	1.3. Person or Position Responsible for Monitoring	1.3. Process Used to Determine Effectiveness of Strategy	1.3. Evaluation Tool		
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.		2.1. Align new standards	2.1. Teacher training on standards & curriculum	2.1. Donte' Fulton-Collins Jacob Goldberg	2.1. PD/PLCs Benchmark assessments	2.1. Benchmark assessments EOC		

~ ~	2012 G	D010 E 1 I I			m 1			
Geometry Goal #2:	2012 Current	2013 Expected Level			Teachers	Data Chats		
	Level of Performance:*	of Performance:*						
Enter narrative for the goal in this	<u>r errormance. ·</u>							
20% of students in Coomstry will	Enter numerical	Enter numerical data						
score a level 4 or 5 on the	data for current level of	for expected level of						
Geometry EOC	nevel of performance in	box.						
	this box.							
	0%	30%						
			2.2	2.2		2.2	2.2	
			Z.Z. Pacing of	2.2. Create IEC	2.2. Donte Fulton-Collins	2.2. PD/PLCs	2.2. Benchmark asses	semente
			standards/Curriculum	Differentiate instruction	Jacob Goldberg	Benchmark assessments	EOC	ssments
			Standards, Carriedian		Teachers	Data Chats	200	
			23.	23.	23.	23.	23.	
Based on Ambitious but Achie	evable Annual M	easurable Objectives	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
(AMOs), Reading and Math Perfo	ormance Target							
3A. Ambitious but	Baseline data	a 2010-2011						
Achievable Annual								
Measurable Objectives								
(AMOs). In six year								
school will reduce their								
achievement gap by 50%.								
Geometry Goal #3A:	•							
Enter narrative for the goal in this	box.							
	N/A							
Based on the analysis of studen	nt achievement dat	a, and reference to	Anticipated Barrier	Strategy	Person or Position	Process Used to Determine	Evaluatio	on Tool
for the foll	owing subgroup.	ieed of improvement			Responsible for Monitoring	Strategy		
	4l • - • A (W/	1.'. D1. 1	2D 1	2P 1	2D 1	2D 1	2D 1	
SB. Student subgroups by	ethnicity (w	nite, Black,	5D.1.	35.1.	5 B .1.	5B.1.	5 D .1.	
Hispanic, Asian, American I	Indian) not ma	iking satisfactory						
progress in Geometry.			-					
Geometry Goal #3B:	2012 Current	2013 Expected						
Frederic and the free days of the second state	Performance:	* Performance.*						
Enter narrative for the goal in this	r errormance.		4					
N/A	Enter numerio	cal Enter numerical						
1 1/ 2 2	level of	level of						
	performance i	in performance in						
	this box.	this box.		1	1			

	No Data White: Black: Hispanic: Asian: American Indian:	White: Black: Hispanic: Asian: American Indian:	3B 2	3B 2		3B 2	3B 0	3R 2
			2D 2	2D 2		2D 2	2D 2	3D.2.
Based on the analysis of student ac "Guiding Questions", identify and d for the followi	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	58.5.	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3C. English Language Learne satisfactory progress in Geon	ers (ELL) not netry.	making	3C.1.	3C.1.		3C.1.	3C.1.	3C.1.
Geometry Goal #3C: Enter narrative for the goal in this box.	2012 Current Level of Performance:* Enter numerical data for current level of	2013 Expected Level of Performance:* Enter numerical data for expected level of						
N/A	performance in this box. No Data	performance in this box.						
			3C.2.	3C.2.		3C.2.	3C.2.	3C.2.
Based on the analysis of student ad "Guiding Questions", identify and d for the followi	chievement data, an efine areas in need ng subgroup:	nd reference to of improvement	3C.3. Anticipated Barrier	3C.3.	Strategy	3C.3. Person or Position Responsible for Monitoring	3C.3. Process Used to Determine Effectiveness of Strategy	3C.3. Evaluation Tool
3D. Students with Disabilities satisfactory progress in Geon	s (SWD) not m netry.	aking	3D.1.	3D.1.		3D.1.	3D.1.	3D.1.
Geometry Goal #3D: Enter narrative for the goal in this box. N/A	2012 Current Level of Performance:* Enter numerical data for current level of performance in this box. No Data	2013 Expected Level of Performance:* Enter numerical data for expected level of performance in this box.		20.2		20.2	20.2	2D 2
			3D.2.	3D.2.		3D.2.	3D.2.	3D.2.
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:			3D.3. Anticipated Barrier	3D.3.	Strategy	3D.3. Person or Position Responsible for Monitoring	3D.3. Process Used to Determine Effectiveness of Strategy	3D.3. Evaluation Tool

3E. Economically Disadvantaged students not making satisfactory progress in Geometry.		3E.1.	3E.1.	3E.1.	3E.1.	3E.1.	
Geometry Goal #3E: Enter narrative for the goal in this box. N/A	2012 Current Level of Performance:* Enter numerical data for current level of performance in this box. No Data	2013 Expected Level of Performance:* Enter numerical data for expected level of performance in this box.					
			3E.2.	3E.2	3E.2.	3E.2.	3E.2.
			3E.3	3E.3	3E.3	3E.3	3E.3

End of Geometry EOC Goals

Mathematics Professional Development

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/Subject	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 Follow-up/Monitoring	Person or Position Responsible for Monitoring							
Lesson planning, differentiated instruction and student engagement	6-8	Sherry Pallavicini, PD Facilitator Deborah Cardoso, PLC Coordinator	School wide	Weekly throughout the school year	Weekly PLC Communication Form Weekly sign-in/out sheet End of course follow-up assignment 80% participation/attendance required	Deborah Cardoso							

Mathematics Budget (Insert rows as needed)

Include only school-based funded	l activities/materials and exclude district fur	nded activities /materials.		
Evidence-based Program(s)/Materia	als(s)			
Strategy	Description of Resources	Funding Source	Amount	
Elem Math	Texts and consumables	General	\$45,428.39	
MS Math	Texts and consumables	General	\$21,471.00	
			Subtotal:	\$66,899.39

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: \$66,899.39								

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Elementary and M	iddle Scien	ce 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		
1a. FCAT 2.0: Students scoring at Achievement Level3 in science.		1a.1. Lack of prior knowledge Language barrier	la.1. Discovery by individual exploration Differentiated instruction	1a.1. Science team	1a.1. Observations Technology Created Assessments	la.1. Benchmark Assessments Portfolio FCAT			
Science Goal #1a: Enter narrative for the goal in this box. Elem: 40% of students will score at achievement level 3 on the 2013 Science FCAT.	2012 Current Level of Performance:* Enter numerical data for current level of performance in this box.	2013 Expected Level of Performance:* Enter numerical data for expected level of performance in this box.				Science Fair			
MS: 70% of students will score at achievement level 3 on the 2013 Science FCAT.	Elem: 38% (28/74) MS: 63% (41/65)	Elem: 40% (55/138) MS: 70% (70/100)							

			1a.2. Concept Comprehension	 1a.2. Technology use Reinforcement of abstract concepts Experts in the field Hands on labs 	1a.2. Classroom teacher	1a.2. Data review of benchmarks Concept assessments	1a.2. Benchmarks Minibenchmarks Teacher observations
			1a.3. Vocabulary	1a.3. Interactive word wall	1a.3. Classroom teacher	1a.3. Pre & post tests	1a.3. Pre & post tests
1b. Florida Alternate Asses Level 4, 5, and 6 in science.	ssment: Stude	nts scoring at	1b.1. N/A	16.1.	1b.1.	16.1.	16.1.
Science Goal #1b: Enter narrative for the goal in this box. N/A	2012 Current Level of Performance:* Enter numerical data for current level of performance in this box.	2013 Expected Level of Performance:* Enter numerical data for expected level of performance in this box.					
	N/A	N/A					
			1b.2.	1b.2.	1b.2.	1b.2.	1b.2.
		1 6	1b.3.	1b.3.	1b.3.	1b.3.	1b.3.
"Guiding Questions", identi improvement for the	fy and define areas the following group	s in need of	Anncipated Barrier	Strategy	Responsible for Monitoring	Effectiveness of Strategy	Evaluation 1001
2a. FCAT 2.0: Students sco Achievement Levels 4 and	oring at or abo 5 in science.	ove	2a.1. Lack of prior knowledge	2a.1. Discovery by individual exploration	2a.1. Science team	2a.1. Observations Technology Created Assessments	2a.1. Benchmark Assessments FCAT Portfolio
Science Goal #2a: Enter narrative for the goal in this box. Elem: 15% of students will score at or above achievement levels 4 and 5 on the 2013 Science FCAT. MS: 10% of students will score at or above achievement levels 4 and 5 on the 2013 Science FCAT.	Level of Performance:* Enter numerical data for current level of performance in this box. Elem: 9% (7/74) MS: 3% (2/65)	Level of Performance:* Enter numerical data for expected tevel of performance in this box. Elem: 15% (21/138) MS: 10% (10/100)				Science Fair	
			2a.2.	2a.2.	2a.2.	2a.2.	2a.2.

			Language barrier	Differentiated Instruction	Science team	Observations Technology Created Assessments Science Fair 2a.3	Benchmark Assessments FCAT Portfolio 2a.3
2b. Florida Alternate Asses or above Level 7 in science.	ssment: Stude	nts scoring at	2b.1. N/A	2b.1.	2.1.	2b.1.	2b.1.
Science Goal #2b: Enter narrative for the goal in this	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
box. N/A	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
	N/A	N/A					
			2b.2.	2b.2.	2b.2.	2b.2.	2b.2.
			2b.3	2b.3	2b.3	2b.3	2b.3

End of Elementary and Middle School Science Goals

Florida Alternate Assessment High School Science Goals

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

High School	Science Goa	als	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		
1. Florida Alternate Assess Level 4, 5, and 6 in science.	ment: Studen	ts scoring at	1.1. N/A	1.1.	1.1.	1.1.	1.1.		
Science Goal #1: Enter narrative for the goal in this	<u>2012 Current</u> Level of Performance:*	2013 Expected Level of Performance:*							
box. N/A	Enter numerical data for current level of performance in this box. N/A	Enter numerical data for expected level of performance in this box. N/A							

			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Florida Alternate Assess	ment: Student	ts scoring at	2.1.	2.1.	2.1.	2.1.	2.1.
or above Level 7 in science.		N/A					
Science Goal #2:	2012 Current Level of	2013Expected Level of					
Enter narrative for the goal in this	Performance:*	Performance:*					
box.	Enter numerical	Enter numerical					
N/A	level of	level of					
	performance in this box.	performance in this box.					
	N/A	N/A					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3

End of Florida Alternate Assessment High School Science Goals

Biology End-of-Course (EOC) Goals

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

Biology EOC 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
1. Students scoring at Achievement Level 3 in Biology			1.1. N/A	1.1.	1.1.	1.1.	1.1.
Biology Goal #1: Enter narrative for the goal in this box. N/A	2012 Current Level of Performance:* Enter numerical data for current level of performance in this box.	2013 Expected Level of Performance:* Enter numerical data for expected level of performance in this box.					
	N/A	N/A					
			1.2.	1.2.	1.2.	1.2.	1.2.

			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
 Students scoring at or above Achievement Levels 4 and 5 in Biology. 		2.1. N/A	2.1.	2.1.	2.1.	2.1.	
Biology Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
box.	Enter numerical data for current	Enter numerical data for expected					
N/A	level of performance in this box.	level of performance in this box.					
	N/A	N/A					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3

End of Biology EOC Goals

Science 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/Subject	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 Follow-up/Monitoring	Person or Position Responsible for Monitoring					
Teacher mentor/shadow Technology training Content brainstorming & sharing	5 & 8	Deborah Cardoso	All science teachers	Two times per quarter	Team meetings	Science team					

Science Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.							
Evidence-based Program(s)/Materials(s)							
Strategy	Description of Resources	Funding Source	Amount				
Elem Science Texts, consumables, lab materials General \$80,489							

MS Science	Texts, consumables, lab materials	General	\$21,244				
		·		Subtotal: \$101,733.00			
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: \$101.733.00							

End of Science Goals

Writing Goals

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

Writing 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	
1a. FCAT: Students s 3.0 and higher in wri Writing Goal #1a: Enter narrative for the goal in this box. 4 th : 80% of students will score at an achievement	scoring at Achiev ting. 2012 Current Level of Performance:* Enter numerical data for current level of performance in this box.	2013 Expected Level of Performance:* Enter numerical data for expected level of performance in this box.	1a.1. Language	1a.1. Graphic organizers Differentiated instruction	la.1. Ms. Mallinson Ms. Fransblau Ms. McNeil Mr. Gerhardt	la.1. Observations Weekly & monthly writing prompts	1a.1. Writing benchmarks FCAT	
level 3.0 and higher on the 2013 Writing FCAT.	4 th : 76% (57/75)	4 th : 80% (110/138)						

8th: 91% of students will score at an achievement level 3.0 and higher on the 2013 Writing FCAT.	8 th : 89% (58/65)	8 th : 91% (91/100)					
			1a.2. Behavior	1a.2. Modeling Redirection Technology	la.2. Ms. Mallinson Ms. Fransblau Ms. McNeil Mr. Gerhardt	1a.2. Skills based assessment	1a.2. Writing benchmarks FCAT
			1a.3.	1a.3.	1a.3.	1a.3.	1a.3.
1b. Florida Alternate at 4 or higher in writ Writing Goal #1b: Enter narrative for the goal in this box. N/A	Assessment: Stu ing. 2012 Current Level of Performance:* Enter numerical data for current level of performance in this box. N/A	2013 Expected Level of Performance:* Enter numerical data for expected level of performance in this box. N/A	1b.1. N/A	1b.1.	1b.1.	1b.1.	1b.1.
			1b.2.	1b.2.	1b.2.	1b.2.	1b.2.
			1b.3.	1b.3.	1b.3.	1b.3.	1b.3.

Writing Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity										
PD Content /Topic and/or PLC Focus	PD Content /Topic and/or PLC Focus PD Facilitator Level/Subject PD Facilitator and/or PLC Leader PD Participants (e.g., PLC, subject, grade level, or school-wide) Target Dates and Schedules (e.g., Farly Release) and Schedules (e.g., frequency of meetings) Strategy for Follow-up/Monitoring Person or Position Respondent Monitoring									
Expert writing teacher	Writing	Ms. Kirkland	Writing teachers	August 9, 2012	Lesson plan review and observations	Cynthia Gwyn				

Writing Budget (Insert rows as needed)

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

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

Strategy	Description of Resources	Funding Source	Amount					
Elem Writing	Texts and consumables	General	\$1,135.00					
MS Writing	Texts and consumables	General	\$10,354.00					
			Sı	ıbtotal: \$11,489.00				
Technology								
Strategy	Description of Resources	Funding Source	Amount					
				Subtotal:				
Professional Development								
Strategy	Description of Resources	Funding Source	Amount					
				Subtotal:				
Other								
Strategy	Description of Resources	Funding Source	Amount					
				Subtotal:				
Total:								

End of Writing Goals

Civics End-of-Course (EOC) Goals

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

Civics 1	EOC 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
1. Students scoring at Achievement Level 3 in Civics.			1.1. Lack of interest	1.1. Technology	1.1. Teachers and leaders	1.1. Class participation	1.1. Tests
Civics Goal #1: Enter narrative for the goal in this	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	Lack of prep for new subject	Media coverage Project based assess		Benchmark assessments	
ox. Enter numerical data data for current level of expected level of performance in this							

goals.	performance in this box. 75%	box. 80%	1.2. 1.3.	1.2.	1.2.	1.2.	1.2.
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
 Students scoring at or above Achievement Levels 4 and 5 in Civics. 		2.1. Not challenging enough	2.1. Scaffolding Bloom's Taxonomy	2.1. Teachers & leaders	2.1. Benchmark assessments & assessments with a focus on exceeding them	2.1. Class participation Tests Work	
Civics Goal #2: 2012 Current 2013 Expected Level of Performance:* Enter narrative for the goal in this box. Performance:* 2013 Expected Level of Performance:* Students will score 80% on EOC goals. Enter numerical data for current level of performance in this box. Enter numerical for expected level of performance in this box.							
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3

Civics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity											
	Please note that each Strategy does not require a professional development or PLC activity.										
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring					
SS	7/Civics	Deborah Cardoso	MS Teachers	Weekly	Weekly	Deborah Cardoso					

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

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

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

End of Civics Goals

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

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

U.S. History EOC 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
1. Students scoring at Achievement Level 3 in U.S. History.	1.1. Lack of interest	 1.1. Use of visuals Nonlinguistic representation 	1.1. Teachers & leaders	1.1. Rubrics Projects	1.1. EOC
U.S. History Goal #1: 2012 Current Level of Performance:* 2013 Expected Level of Performance:*				Assessments	

<i>box.</i> Students will score an 80% on US History EOC.	Enter numerical data for current level of performance in this box. 70%	Enter numerical data for expected level of performance in this box. 80%					
			1.2. Analysis of complex information	1.2. Alternative assessment	1.2. Teachers	1.2. Rubrics Projects	1.2. EOC
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		a, and reference to eed of improvement	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or al 5 in U.S. History.	oove Achieven	nent Levels 4 and	2.1. Lack of interest	2.1. Nonlinguistic representation Differentiate instruction	2.1. Teachers & leaders	2.1. Rubrics Projects	2.1. EOC
U.S. History Goal #2: Enter narrative for the goal in this box.	2012 Current Level of Performance:* Enter numerical data for current	2013 Expected Level of Performance:* Enter numerical data for expected level of				Assessments	
Students will score at least an 80% on the EOC.	level of performance in this box. 75%	performance in this box.					
			2.2. Analysis of complex information	2.2. Alternative assessment	2.2. Teachers	2.2. Rubrics Projects	2.2. EOC
			2.3	2.3	2.3	2.3	2.3

U.S. History Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity								
PD Content /Tonic	r	r	Please note that each Strategy does no	Target Dates and Schedules	ent of PLC activity.			
and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	(e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring		
MS	8/US History	Deborah Cardoso	MS History Teachers	weekly	Weekly study	Deborah Cardos		

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

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

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

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

End of U.S. History Goals

Attendance Goal(s)

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

Attendance Goal(s)				Problem-solvi	ing Process to In	crease Attendance	
Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1. Attendance			1.1. Communication about the	1.1. The importance of students	 1.1. Lakees Calvert, Registrar 	1.1. Tracking student attendance	1.1. Attendance in SIS
Attendance Goal #1:	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*	attending school each day between teachers and	be communicated regularly. Ways to disseminate the	Administration	administrative staff.	Terms
Enter narrative for the goal in this box. Elem The goal is to	Enter numerical data for current attendance rate in this box.	Enter numerical data for expected attendance rate in this box.	students, parents, and school information dissemination.	Antormation can be through the HAAS Update, parent phone calls by teachers and administrative staff. The District			

increase attendance in				social worker may also be			
order to maximize	Elem 95%	Elem 97%		utilized as a strategy to enforce			
instructional time from				attendance.			
95% to at least 97% in the	MS 93%	MS 95%					
2012-2013 school year.	2012 Current	2013 Expected					
	Number of Students	Number of Students					
MS The goal is to increase	with Excessive	with Excessive					
attendance in order to	Absences	Absences					
maximize instructional	(10 or more)	(10 or more)					
time from 93% to 95% in							
the 2012-2013 school	Enter numerical data	Enter numerical data					
year.	for current number of	for expected number of					
	absences in this box	absences in this box.					
	2012 Current	2013 Expected					
	Number of	Number of					
	Students with	Students with					
	Excessive Tardies	Excessive Tardies					
	(10 or more)	(10 or more)					
	E. (The formation of the Later					
	Enter numericai aata	Enter numericai aata					
	jor current number oj 	for expected number of					
	siuaenis iaray in inis	siuaenis iaray in inis box					
	002.	001.	1.2	1.2	1.2	1.2	1.2
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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

Attendance 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	ategy Description of Resources Funding Source Amount							
N/A	N/A							

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

Suspension Goal(s)

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

Sus	pension Goal(s)		Problem-solvi	ing Process to De	ecrease Suspension	
Based on the analysis of suspension data, and reference to "Guiding Ouestions" identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool
		a or mprovementi			Monitoring	Strategy	
1. Suspension			1.1.	1.1.	1.1.	1.1.	1.1.
•			Increased enrollment from the	Clear communication about	Administration	Number of referrals that result in	SIS
	2012 T-4-1 Normhan	2012 E	previous school year and	expected behaviors according to		internal and external suspensions	
Suspension Goal	2012 Total Number	2015 Expected	increase in the number of new	the school district's matrix and			
#1:	$\frac{\text{of } \ln -\text{School}}{2}$	Number of	teachers.	the school's student/parent			
	Suspensions	In- School	There is a need for clear and	handbook.			
Enter narrative for the		Suspensions	consistent communication	Communication is provided			
goal in this box.	Enter numerical data	Enter numerical data	between administration,	through classroom discussion,			
0	for current number of	for expected number of	teachers, students and parents	student agenda, and the			
The goal is to reduce the	in-school suspensions	in-school suspensions	about appropriate classroom	parent/student handbook.			
number of suspensions in	56	55	and school behavior and				
order to increase class	30	55	consequences.				
attendance and			Consistency in enforcement				
			of the school's discipline plan				

participation to achieve academic success.	2012 Total Number of Students Suspended Out- of- School 67	2013 Expected Number of Students Suspended Out- of-School 65	of the school's discipline plan by teachers and administration.				
	Enter numerical data for current number of students suspended out- of- school	Enter numerical data for expected number of students suspended out- of- school					
	, i i i i i i i i i i i i i i i i i i i	• ¥	1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Suspension 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/Subject	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 Follow-up/Monitoring Person or Po		Person or Position Responsible for Monitoring		
Suspension Budge	et (Insert row)	s as needed)	1	I					
Include only school-ba	sed funded activ	vities/materials	and exclude district funded ac	tivities /materials.					
Evidence-based Program	n(s)/Materials(s)								
Strategy		Description	of Resources	Funding Source		Amount			
N/A									
							Subtotal:		
Technology									
Strategy		Description	of Resources	Funding Source		Amount			
	Subtotal:								

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

End of Suspension Goals

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

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

Dropout P	Prevention Goal(s)		Problem-solv	ing Process to D	ropout Prevention	
Based on the analysis of pa "Guiding Questions", i	rent involvement data, and reference to identify and define areas in need of mprovement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Dropout Prevention Dropout Prevention Goa *Please refer to the per- out during the 2011-201	1 <u>al #1:</u> centage of students who dropped 12 school year .	1.1. N/A	1.1.	1.1.	1.1.	1.1.
Enter narrative for the goal in this box. N/A	Enter narrative for the goal 2012 Current Dropout Rate:* 2013 Expected Dropout Rate:* N/A Enter numerical data for dropout rate in this box. Enter numerical for expected dropout rate in this box. 2012 Current Graduation Rate:* 2013 Expected Graduation Rate:* Enter numerical data for graduation rate in this box. Enter numerical data for expected graduation rate in this box		1.2	1.2	1.2	1 2
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.

Dropout Prevention Professional Development

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

Dropout Prevention Budget (Insert rows as needed)

Include only school-based funded activ	vities/materials and exclude district fun	ded activities /materials.		
Evidence-based Program(s)/Materials(s)				
Strategy	Description of Resources	Funding Source	Amount	
N/A				
				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 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 Involv	Parent Involvement Goal(s) Problem-solving Process to Parent Involvement						
Based on the analysis of parent in "Guiding Questions", identity improv	nvolvement data, a fy and define areas vement:	and reference to s in need of	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Parent Involvement <u>Parent Involvement Goal #1:</u> *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.		1.1. Parents' working hours	1.1. At home/at work activities to earn volunteer hours	1.1. Lameshia Austin	1.1. Quarterly check of hours	1.1. Halfway mark goal EOY	
<i>Enter narrative for the goal in this box.</i> 100% of parents will meet volunteer hours.	2012 Current level of Parent Involvement:* Enter numerical data for current level of parent involvement in this box. 98.5%	2013 Expected level of Parent Involvement:* Enter numerical data for expected level of parent involvement in this box. 100%					
			1.2. Language	1.2. Provide translator/translation for communication	1.2. Lameshia Austin Teachers	1.2. Parent Survey	1.2. Parent Survey
			1.3. Child care	1.3. Provide child care for evening meetings	1.3. Lameshia Austin	1.3. Parent Survey	1.3. Parent Survey

Parent Involvement Professional Development

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

		PLC Leader	school-wide)	Schedules (e.g., frequency of meetings)		
Keeping parents informed	K-8	Ms. Cardoso	School wide	Early Release	Survey Monkey and comments & feedback	HR Teachers

Parent Involvement Budget

Include only school-based funde	d activities/materials and exclude district fu	nded activities /materials.		
Evidence-based Program(s)/Mater	ials(s)			
Strategy	Description of Resources	Funding Source	Amount	
Elem Parent Involvement	Parent events	Title 1	\$1,693.00	
MS Parent Involvement	Parent events	Title 1	\$ 883.00	
	L		i	Subtotal: \$2,576.00
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: \$2,576.00

End of Parent Involvement Goal(s)

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

STEM Goal(s)		Problem-Solving P	rocess to Increas	se Student Achievemen	t
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
STEM Goal #1: Increase integration of technology in math and science classes.	1.1. Limited technology	1.1. Increase the use of technology programs/educational websites in classroom lessons and homework. Example: BrainPop/Study Island	1.1. Admin Team	1.1. Needs assessment Observation data	1.1. SIS walkthrough form SSOT form Science and Math FCAT
	1.2. Teacher limited knowledge of teaching strategies	1.2. PD	1.2. PD Facilitator	1.2. Needs assessment and PLC meetings	1.2. SIS walkthrough form SSOT form Science and Math FCAT
	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)).

STEM 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	nt 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 and Schedules (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring		
Lesson planning, differentiated instruction and student engagement	K-8	Cynthia Gwyn, Reading Coach Deborah Cardoso, CRT & PD Coordinator Sherry Pallavicini, AP & PD Facilitator	K-2, 3-5, 6-8	Weekly	Weekly PLC Communication Form Weekly sign-in/out sheet End of course follow-up assignment 80% participation/attendance required	Deborah Cardoso		

STEM Budget (Insert rows as needed)

Include only school-based funde	ed activities/materials and exclude district fun	ded activities /materials.		
Evidence-based Program(s)/Mate	erials(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 STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

CTE Goal(s)		Problem-Solving Process to Increase Student Achievement			t
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:	1.1.	1.1.	1.1.	1.1.	1.1.
Enter narrative for the goal in this box.	N/A				
N/A					
	1.0	1.0	1.0	1.2	1.0
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

CTE Professional Development

Profes	Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	Please note that each Strategy does not 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	

CTE Budget (Insert rows as needed)

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

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

End of CTE Goal(s)

Additional Goal(s)

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

Addition	al 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	
1. Additional Goal		1.1.	1.1.	1.1.	1.1.	1.1.	
Additional Goal #1:	2012 Current Level :*	2013 Expected Level :*					
Enter narrative for the goal in this box.	Enter numerical	Enter numerical					
	data for current goal in this box.	data for expected goal in this box.					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Additional Goals Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.							
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 and Schedules (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring	

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

Include only school-based	funded activities/materials and exclude district fun	ded 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: Elem \$54,258.74
	MS \$30,823.00
Mathematics Budget	
	Total: Elem \$45,428.39
	MS \$21,471.00
Science Budget	
	Total: Elem \$80,489.00
	MS \$21,244.00
Writing Budget	
	Total: Elem \$1,135.00
Attendence Dedect	MS \$10,354.00
Attendance Budget	
	Total:
Suspension Budget	
	Total:
Dropout Prevention Budget	
	Total:
Parent Involvement Budget	
	Total: \$2,576.00
Additional Goals	
	Total:
	Grand Total:

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

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

School Differentiated Accountability Status

Priority Focus Prevent

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

School Advisory Council (SAC)

SAC Membership Compliance

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

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 School Advisory Council meets monthly to review academics and engage in strategic planning efforts. SAC Committees (Reading, Math, Science, and Writing) plan creative academic enhancements that teachers implement in the classrooms with students, discuss current strategies for meeting set goals, and report data.

Describe the projected use of SAC funds.	Amount
N/A	N/A