Florida Department of Education

DRAFT School Improvement Plan (SIP) Form SIP-1

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: Sheridan Hills Elementary	District Name: Broward
Principal: Josetta Cambell	Superintendent: Robert Runcie
SAC Chair: Gina Vasile	Date of School Board Approval:

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

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

K-12 Comprehensive Research Based Reading Plan

Administrators

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

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

Principal	Josetta Cambell	B.S. Early ChildhoodM.S. Educational Leadership	1	8	Fairway Elementary School2010-2011- School Grade CAYP: not met
					% Meeting High Standards in Reading: 61%
					% Meeting High Standards in Math: 59%
					% Meeting High Standards in Writing: 76%
					% Meeting High Standards in Science: 31%
					% Making Learning Gains in Reading: 64%
					% Making Learning Gains in Math: 58%
					% of Lowest 25% Making Learning Gains in Reading: 61%
					% of Lowest 25% Making Learning Gains in Math: 64%
					Fairway Elementary School2009-2010- School Grade CAYP:% Meeting High Standards in Reading: 64%
					% Meeting High Standards in Math: 63%
					% Meeting High Standards in Writing: 83%
					% Meeting High Standards in Science: 30%
					% Making Learning Gains in Reading: 59%
					% Making Learning Gains in Math: 57%
					% of Lowest 25% Making Learning Gains in Reading: 58%
					% of Lowest 25% Making Learning Gains in Math: 49%
					Fairway Elementary School 2008-2009- School Grade B AYP:
					% Meeting High Standards in Reading: 67%
					% Meeting High Standards in Math: 66%
					% Meeting High Standards in Writing: 90%
					% Meeting High Standards in Science: 28%
					% Making Learning Gains in Reading: 69%

					 % Making Learning Gains in Math: 66% % of Lowest 25% Making Learning Gains in Reading: 58% % of Lowest 25% Making Learning Gains in Math: 73%
Assistant Principal	Tara Zdanowicz	BS Elementary Education M. ED Leadership K-12 ESOL Endorsed	7	7	Sheridan Hills has maintained an "A" from 2006-2011 under Miss Zdanowicz's collaborative leadership. In 2005-2009, AYP was met in all subgroups except ESE. The percentage of high standards in Math 2010- 2011, and 2011-2012, was 87%. In 2009-2010, the percentage of students meeting high standards in Reading was 78%. In 2010-2011, and 2011-2012, the percentage in Reading was 83%.

Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Lisa Gomez	BS Elementary (1-6) M.ED Primary Education (K-3) National Board Certified Reading / Lang. Arts ESOL Endorsed Reading Endorsed	18	6	Under Mrs. Gomez's curriculum leadership From 2006-2012 Sheridan Hills has maintained "A" In 2009-2010, the percentage of high standards in Math, was 83%. In 2010-2011 and 2011-2012, the percentage of meeting high standards in Math was 87%. In 2009-2010, the percentage of meeting high standards in Reading was 78%. In 2010-2011 and 2011-2012, the percentage in Reading was 83%.

<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.

D	escription of Strategy	Person Responsible	Projected Completion Date	
1	Survey Faculty using letter of intent.	Administration	August 2012	
2	Certified, infield & highly qualified is a pre-requisite prior to the interview process	Administration	August 2012	

3.	Mentoring, coaching, professional development opportunities are provided	Leadership	On-going
		Team	
		National Board	
		Teachers	
		Ness Liaison	On-going
4.	Strong New Educator Support System		

Non-Highly Effective Instructors

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective

Staff Demographics

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

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

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Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

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Additional Requirements

Coordination and Integration-Title I Schools Only

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

Title I, Part A

The Title I liaison and Administration will see that Sheridan Hills is in compliance with all District and State Policies and Procedures. Two additional instructional positions have been created and maintained through Title 1 funding: Science teacher, Reading special teacher and fifty percent of a 4th grade teacher. Funds are also used to support monthly parent and staff trainings throughout the year. Our teachers also participate in district training activities during the year. Our school also receives support/materials from Multicultural resources.

Title I, Part C- Migrant
N/A
Title I, Part D
N/A
Title II
N/A
Title III
N/A

Title X- Homeless
N/A
Supplemental Academic Instruction (SAI)
SAI Funds are used to support a teacher working with Level 1& 2 Third Grade students.
Violence Prevention Programs
Broward County Anti-Bullying Program and Silence Hurts.
Nutrition Programs
N/A Housing Programs
N/A
Head Start
Our Head Start teacher and administration will oversee the program to assure we are in compliance with all District and State Policies and Procedures.
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 RTI Leadership Team includes the principal, assistant principal, ESE specialist, guidance counselor, reading and curriculum specialist, school psychologist, social worker, general education teacher, ESE teacher(s) & speech/language pathologist. The team will meet bi-monthly to monitor all cases and collaborate with teachers. For each student at Tier 2 and Tier 3, a Nationally Board Certified Teacher, Grade Level Chair, or CPS/RtI team member will be assigned as case manager. Each teacher along with the case manager will track and store all data collected during the intervention period.

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?

All personnel share the responsibility and accountability for positive outcomes for all students. Roles and responsibilities of team members vary based on the needs of the students and the knowledge and skills of team members. RTI Team Meetings are held throughout the year utilizing the Problem Solving Process (Defining the Problem, Problem Analysis, Plan Implementation and Evaluation) & Progress Monitoring.

This process includes:

- Identifying desired behaviors or outcomes
- Setting expectation levels
- Analyzing why behavior is not occurring
- Data collection to support reason
- Developing/implementing evidence-based interventions
- Evaluating effectiveness of interventions

The team will meet bi-monthly to monitor all cases and collaborate with teachers. For each student at Tier 2 and Tier 3, a Nationally Board Certified Teacher, Grade Level Chair, or CPS/RtI team member will be assigned as case manager. Each teacher along with the case manager will track and store all data collected during the intervention period.

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

The RTI Leadership Team will provide an overview of the Response to Intervention Process, Problem-Solving Process, and Progress Monitoring. All Instructional Staff are then expected to complete the Florida RTI Introductory Training Online Course. Each quarter the Tier 1 data (e.g., weekly behavior progress chart/parent communication sheet, benchmark scores, running records, grades), will be inspected in the areas of reading, math, writing, science, and behavior. This data is used to improve core curriculum and school-wide behavior (e.g., CHAMPS) and to identify students with either academics or behavioral concerns that may require more intensive Tier 2 and/or Tier 3 interventions. For Tier 1 success and a need to provide Tier 2 or

3 interventions we will be disaggregating data that will determine grade level expectations and growth. We will be tracking and recording data through weekly progress monitoring and analyzing graphs through excel. The evidence-based interventions we are using through our struggling reading chart include: Triumphs, Recipe for Reading, QAR, Rewards, and Phonics for Reading. For the struggling math chart we will use hands-on interventions through our Go Math series.

MTSS Implementation

Describe the plan to train staff on MTSS.

During the first week of pre-planning prior to the start of school the Leadership team will conduct an in-service training on RTI for all instructional personnel. Throughout the school year, teachers will be guided through the process of RTI during Collaborative Problem Solving meetings and Data Analysis meetings. Also, all staff will be trained in the online RTI Intervention course.

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The school-based Literacy Leadership Team consists of the team leaders, Reading Resource Specialist, Guidance Counselor, School Psychologist, ESE Specialist, Assistant Principal, and the Principal.

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

The Literacy Leadership Team meets monthly to discuss school wide initiatives, school data and individual class needs. The team then meets with teachers for data chats to identify struggling students and begin the RTI process. In addition, the team plans professional development and various parent and student activities throughout the year.

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

The major initiatives of the Literacy Leadership Team are to build capacity of all teachers to teach the many different strategies and skills our students need to be effective readers and writers. The reading coach and administration provide many opportunities for teachers to attend in-service trainings and observe mentor teachers. The reading coach models and co-teaches with teachers to support their instruction. We are committed to having our students develop a love of reading

and writing. The goal is supported by many of the motivational programs we have developed. Our students are encouraged to read daily, take AR tests, and read the Sunshine State Readers. They are rewarded for individual and class progress. Our AR store is a huge success and third through fifth grade students are invited to attend a Sheridan Hills sleepover. Our LLT strives to motivate not only students but teachers to achieve the highest level of success.

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.

During the 2012-2013 school year our school will house 2 Preschool Exceptional Education Specialized Classes and 1 Headstart program. Preschool teachers conduct ongoing assessments using data collection techniques according to the program requirements. Preschool teachers meet with the kindergarten teachers to share assessment data and assist in the transition process for the students who remain at the school. Both Preschool Programs meet with the receiving school to transition the students into the new school smoothly. Assessment data is passed to the incoming school through the ESE Specialist or the Cumulative folder. In May, all preschool and incoming kindergarten students and parents are invited to a "Kindergarten Roundup" to meet the teachers, tour the school, and receive information about registration and school policies. Prior to school starting in August 2012 parents and students attend a kindergarten screening where students are given readiness assessments to help with the transition into kindergarten. To ensure school readiness, the HeadStart program has implemented a new literacy, math, and science curricula in the 119 Headstart Classrooms. The program has aligned the literacy and math standards to improve educational outcomes. The transparent connection between curricula and child expectations has contributed to better prepare students to succeed in kindergarten. An end of the year Assessment Report (including Battelle, Teaching Strategies Gold, Concepts of Print) detailing students' levels, strengths and concerns, is placed in the students at the elementary schools, our Preschool Program Teachers meet during a Home Visit and clearly specify the necessary enrollment process and timelines to all families. The Sheridan Hills Family Support Team and Teachers provide ongoing guidance to our families by indicating the students corresponding home school, immunization requirements, and dates scheduled for Kindergarten Registrations at those schools.

**Grades 6-12 Only* Sec. 1003.413 (2)(b) F.S For schools with grades 6-12, how does the school ensure that every teacher contributes to the reading improvement of every student? N/A

*High Schools Only

Note: Required for High School-Sec. 1003.413(2)(g), (2)(j) F.S.

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

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

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

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

	Problem- Solving Process to Increase Student Achievem ent					
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	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 reading.	Students often have difficulty transferring skills from one subject to the other.	Reading skills and strategies will be taught across the content areas with 50% being informatio nal text.	Administration; Reading Coach		Evaluating collected data from Classroom Walkthroughs	

Level of	2013 Expected Level of Performance:*					
out of 236 students	By June 2013, 30% of students in grades 3-5 will achieve proficiency in reading.					
	IA.2. Not all students are fluent readers.	Students identified with phonics and fluency deficits receive additional instruction using phonics for reading foundations and/or rewards.	Classroom Teacher	2	Mini-Bats FCAT Reading BATS Treasures Unit Tests	
	1A.3.					

Atternatic Sudents scoring at Sessement: Students scoring at Levels 4, 5, and 5 in reading: Sudents scoring at Levels 4, 5, and 5 in reading: All student Reading Coach and will spend a sestant Principal infinitum of reading: Weekly monitoring of subient reports. FCAT Explorer, Success Yaker, Accelerated Reader reports reading: FCAT Explorer, Success week using reading: FCAT Explorer, Success Yaker, Accelerated Reader reports reading: FCAT Explorer, Success week using reading: FCAT Explorer, Success Yaker, Accelerated Reader reports reading: FCAT Explorer, Success week using reading: FCAT Explorer, Success Yaker, Accelerated Reader reports reading: FCAT Explorer, Success Week using reading: FCAT Explorer, Success Yaker, Accelerated Reader reports reading: FCAT Explorer, Success Yaker, Yaker, Accelerated Reader reports FCAT Explorer, Success Yaker, Yaker, Accelerated Reader reports reading: FCAT Explorer, Success Yaker, Yaker, Accelerated Reader reports FCAT Explorer, Success Yaker, Yaker, Yaker, Accelerated Reader reports reading: FCAT Explorer, Success Yaker, Yaker, Yak		1B.1.	1B.1.	1B.1.	1D 1	1D 1	
Assessment: Students scores bucels 4, 5, and 6 in reading. bucels 4, 5, and 6 in reading. bucels 4, 5, and 6 in tituing buch as buck as buck 4, 5, and 6 in tituing buck 4, 5, and 6, 5, 7, 7, 7, 7, 7, 7, 7, 7, 7, 7, 7, 7, 7,		10.1.	1D.1.	10.1.	10.1.	1D.1.	
Students scoring at Levels 4, 5, and 6 in reading. at billion reading. Student scoring at Levels 4, 5, and 6 in consistently tillizing school ger weak using promotion of min. during school ger weak using promotion our media center is open every Tuesday night from S-7 for families to use a computer a computer a computer a computer a computer a computer a computer a computer base been set up and classes are scheduled once a weak. totentified totents base been set up and classes are scheduled once a weak. totentified totents base been set up and classes are scheduled on an a weak. totentified totents base been set up and classes are scheduled on an mathemathemathemathemathemathemathemathe							
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actives w, ex, and of m utilizing minimum of reaching. b0 min. during school per week using FCAT Explorer and 1- addition, our media center is oppen every Tuesday night from S-7 for tamilies to use tachnology. Furthermore a computer a bard tag night from S-7 for tamilies to use tachnology. furthermore a computer a bard tag night from S-7 for tamilies to use tachnology. furthermore a computer a bard tag night from S-7 for tamilies to use tachnology take to and tag take to and tag take to and tag tages are tachnology	Students scoring at	are not	grades 3-5				
reading. buttony kethology. buttony buttony button and		consistently	will spend a	Assistant Principal		Reader reports	
Sources and Source		utilizing	minimum of				
during school per week using FCAT Explorer and 1- station for primary. In addition, aurimedia center is pene very Tuesday night from 5-7 for families to use technology. Furthermore a computer lab and lap top carts have been setup and classes are scheduled once a week. Identified students will participate in am extended day Fechnology.	gr	technology.	60 I				
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and I- station for primary. In addition, our media center is open every Fuesday injdht from 5-7 for families to use technology. Furthermore a computer ab and lap top carts have been set up and classes are scheduled once a week. Identified students will participate in an extended day Furchermore ab and ap top carts scheduled once a week. Identified students will participate in an extended day Furchermore ab and participate in an extended day							
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S-7 for families to use technology. Furthermore a computer lab and lap top carts have been set up and classes are scheduled once a week. Identified students will participate in an extended day Technology							
families to use use technology. Furthermore a computer lab and lap top carts have been set up and classes are scheduled once a week. Identified students will participate in an extended day Technology			night from				
use technology. Furthermore a computer ab and lap top carts have been set up and classes are scheduled once a week. Identified students will participate in an extended day Technology			5-7 TOP				
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lab and lap top carts have been set up and classes are scheduled once a week. Identified students will participate in an extended day Technology			a computer				
top carts have been set up and classes are scheduled once a week. Identified students will participate in an extended day Technology			lab and lap				
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will participate in an extended day Technology							
participate in an extended day Technology			students				
in an extended day Technology							
extended day Technology							
day Technology							
Technology							
			Technology				
Lab.			Lab.				

Reading Goal #1B:	Level of	2013 Expected Level of Performance:*					
Enter narrative for the goal in this box.							
		By June 2013, 38% of students in grades 3-5 will achieve above proficiency in reading.					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

Based on the analysis of student 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 in reading.	Students need to develop higher- level critical thinking skills.	All teachers will read aloud with students daily using novel sets and "Think Aloud" techniqu es.	Reading Coach	Monitoring classroom teachers	Formal Assessments FCAT Reading	
Reading Goal #2A: Enter narrative for the goal in this box.	Level of	2013 Expected Level of Performance:*				

	out of 236 students	By June 2013, 38% of students in grades 3-5 will achieve above proficiency in reading.					
		are not familiar with a wide array of genres.	a variety of cross- curricular texts.		teachers	Formal Assessments FCAT Reading	
						2A.3.	
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.			2B.1.	2B.1.	2B.1.		
Reading Goal #2B:	Level of	2013 Expected Level of Performance:*					
Enter narrative for the goal in this box.							

data for current level of performance in this box.	this box.					
	2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
	2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

Based on the analysis of	Anticipated	Strategy	Person or Position	Process Used to Determine	Evaluation Tool	
student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Barrier		Responsible for Monitoring	Effectiveness of Strategy		
3A. FCAT 2.0: Percentage of students making learning gains in reading.	Building relations hips with teachers to make them more comfo rtable with co- teaching and modeling	During the school day will push in and co- teach with teachers utilizing intervent ions and strategies from the Struggling Readers Chart.			Classroom assessments Mini-Bat assessments DAR	
Reading Goal #3A: Enter narrative for the goal in this box.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				

	77%; 28 out of 36 students	By June 2013, 80% of students in lowest 25% in grades 4-5 will achieve learning gains in reading.					
		Time to differe	All teachers will utilize a variety of strategies in small groups to increase individual reading comprehension.	Classroom Teacher Reading Coach	Treasures Weekly Assessment Data Chats- teacher/ students	Treasures Weekly Assessment	
		3A.3.	3A.3.	3A.3.	3A.3.	3A.3.	
3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.		

Level of	<u>2013 Expected</u> Level of Performance:*					
Enter numerical data for current level of performance in this box.	performance in this box.					
	3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
	3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

		<u><u> </u></u>	D D IV			·
Based on the analysis of student achievement data	Anticipated Barrier	Strategy	Person or Position	Process Used to Determine	Evaluation Tool	
and reference to "Guiding						
Questions," identify and			Responsible for Monitoring	Effectiveness of Strategy		
define areas in need of						
improvement for the						
following group:						
4A. FCAT 2.0:	4A.1.	Students will	Administration and	Bi-weekly monitoring	BAT 1 & 2	
Percentage of		be eligible to	Classroom Teacher	of student assessments		
	More time	participate		and walk-throughs by		
25% making	is needed	in Dolphin			FCAT Reading	
learning gains in	to meet	Training Camp where		chats on weekly basis.		
reading.	student's	strategic				
reading.	munnuuai	interventions				
	needs.	will be used				
		to focus on				
		a particular				
		skill.				
		Double-				
		dosing will				
		be used				
		daily with				
		small group				
		learning contor				
		center activities for				
		assessment.				
Reading Goal #4A:	2012 Current	2013 Expected				
	Level of	Level of				
	Performance:*	Performance:*				
Enter narrative for the						
goal in this box.						
B ^V ···· ··· ····· ·····						
	•			•		

	students	By June 2013, 80% of students in lowest 25% in grades 4-5 will achieve learning gains in reading.					
		4A.2.	4A.2.	4A.2.	4A.2.	4A.2.	
		4A.3.	4A.3.	4A.3.	4A.3.	4A.3.	
Alternate Assessment: Percentage of students in lowest 25% making learning gains in reading.			4B.1.	4B.1.	4B.1.		
	Level of	2013 Expected Level of Performance:*					
gou in inis box.							

data for current level of performance in this box.	this box.					
	4B.2.	4B.2.	4B.2.	4B.2.	4B.2.	
	4B.3.	4B.3.	4B.3.	4B.3.	4B.3.	

Based on ambitious	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
but achievable Annual							
Measurable Objectives							
(AMOs), identify							
reading and mathematics							
performance target for the							
following years							

5A. In six years	Baseline data	In 2011 overall 63% of students	Target AMO for Reading in the year ending 2013 is 69%.			Target AMO	Target AMO for Reading in
school will reduce their achievement gap by 50%.	2010-2011	scored satisfactory in Reading, and overall 58% scored satisfactory in Reading for 2012.	year ending 2013 is 69%.	year ending 2014 is 72%.	year ending 2015 is 75%.	the year ending	the year ending 10 2017 is 82%.
		African American Subgroup in 2011 scored 60% in reading	Target AMO for Math in the year ending 2013 is 73%.	Target AMO for Math in the year ending 2014 is 75%.	Target AMO for Math in the year ending 2015 is 78%.	Target AMO for Math in the year	for Math in the
		Hispanic Subgroup in 2011 scored 59% in Reading	AMO Reading Subgroup Goals Year Ending 2013:	AMO Des dins Subserver Casta	AMO Des Jus Subserver Carls	ending 2016 is 81%.	year ending 2017 is 84%.
		White Subgroup in 2011 scored 67% in Reading	African American Subgroup in	AMO Reading Subgroup Goals Year Ending 2014:	AMO Reading Subgroup Goals Year Ending 2015:	AMO Reading Subgroup Goals	U U
		ELL subgroup in 2011 scored 39% in Reading		African American Subgroup in 2014 70%	African American Subgroup in 2015 73%		Goals Year Ending 2017:
		SWD subgroup in 2011 scored 29% in Reading	Hispanic Subgroup in 2013 66%			African	African
		Economically Disadvantaged in 2011 scored 56% in Reading	White Subgroup in 2013 73%	Hispanic Subgroup in 2014 69%	Hispanic Subgroup in 2015 73%	Subgroup in	American Subgroup in 2017 80%
		African American Subgroup in 2012 scored 58% in reading	ELL subgroup in 2013 49%	White Subgroup in 2014 75%	White Subgroup in 2015 78%	Hispanic	Hispanic
		Hispanic Subgroup in 2012 scored 49% in Reading		ELL subgroup in 2014 54%	ELL subgroup in 2015 59%	Subgroup in 2016 76%	Subgroup in 2017 80%
		White Subgroup in 2012 scored 65% in Reading	SWD subgroup in 2013 41%	SWD subgroup in 2014 47%	SWD subgroup in 2015 53%	White Subgroup in 2016 81%	White Subgroup in
		ELL subgroup in 2012 scored 38% in Reading	2013 63%	Economically Disadvantaged in	Economically Disadvantaged in		2017 84%
		SWD subgroup in 2012 scored 30% in Reading	AMO Math Subgroup Goals Year	2014 67%	2015 71%		ELL subgroup in 2017 70%
		Economically Disadvantaged in 2012 scored 51% in Reading	Ending 2013: African American Subgroup in 2013 72%	AMO Math Subgroup Goals Year Ending 2014:	AMO Math Subgroup Goals Year Ending 2015:	SWD subgroup in 2016 59%	SWD subgroup in 2017 65%
				African American Subgroup in	African American Subgroup in		

	Í	Hispanic Subgroup in 2013 68%	2014 75%	2015 77%	Economically	
	In 2011 overall 67% of students scored satisfactory in Math, and				Disadvantaged in 2016 74%	Economically Disadvantaged in 2017 78%
	overall 65% scored satisfactory in Math for 2012.	White Subgroup in 2013 75%	Hispanic Subgroup in 2014 72%		AMO Math	
	African American Subgroup in 2011 scored 66% in Math.	ELL subgroup in 2013 61%	White Subgroup in 2014 78%	White Subgroup in 2015 80%	2016:	AMO Math Subgroup Goals Year Ending 2017:
	Hispanic Subgroup in 2011 scored 62% in Math	SWD subgroup in 2013 48%	ELL subgroup in 2014 65%	ELL subgroup in 2015 69%	African American	African
	White Subgroup in 2011 scored 70% in Math	Economically Disadvantaged in 2013 67%	SWD subgroup in 2014 53%		Subgroup in 2016 80%	American Subgroup in 2017 83%
	ELL subgroup in 2011 scored 53% in Math					
	SWD subgroup in 2011 scored 37% in Math		Economically Disadvantaged in 2014 70%	2015 73%	Subgroup in 2016 78%	Hispanic Subgroup in 2017 81%
	Economically Disadvantaged in 2011 scored 60% in Math				White Subgroup in 2016 83%	White
	African American Subgroup in 2012 scored 60% in Math					Subgroup in 2017 85%
	Hispanic Subgroup in 2012 scored 61% in Math				ELL subgroup in 2016 73%	ELL subgroup in 2017 77%
	White Subgroup in 2012 scored 71% in Math				SWD subgroup in 2016 63%	
	ELL subgroup in 2012 scored 58% in Math					SWD subgroup in 2017 69%
	SWD subgroup in 2012 scored 43% in Math				Economically Disadvantaged in 2016 77%	Economically
	Economically Disadvantaged in 2012 scored 59% in Math					Disadvantaged in 2017 80%
L						

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Reading Goal #5A:						
Target AMO in Reading is 66%.						
Based on the analysis of	Anticipated Barrier	Strategy	Person or Position	Process Used to Determine	Evaluation Tool	
student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Responsible for Monitoring	Effectiveness of Strategy		
5B. Student	5B.1.	5B.1.	5B.1.	5B.1.	5B.1.	
subgroups by						
ethnicity (White,	Across all subgroups,	Analysis of student data		Mini-Bats	FCAT Results	
Black, Hispanic.		to align Small-group	Classroom			
Asian, American	Identifying Individual	differentiated instruction to		Weekly Assessments		
T 1' \ I -	Needs.	the needs of the student.	Teacher			
satisfactory progress	Neeas.					
in reading.						
Reading Goal #5B:		2013 Expected Level of Performance:*				
Enter narrative for the goal in this box.						
		By June 2013, 45% of Black students will meet AMO's.				

	5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
	5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

Based on the analysis of	Anticipated	Strategy	Person or Position	Process Used to Determine	Evaluation Tool	
student achievement data	Barrier					
and reference to "Guiding			Responsible for Monitoring	Effectiveness of Strategy		
Questions," identify and define areas in need of						
improvement for the						
following subgroup:						
5C. English	5C.1.	Students	Teacher/ Guidance	Classroom Walk-	IPT CELLA	
Language Learners		will	Counselor	Throughs		
	Limited	receive			FCAT Reading	
satisfactory progress	vocabulary	differe			i exti itedanig	
in reading.	KHOWIEGGE	ntiated				
in reading.		instructio n aligned				
		to				
		the ESOL				
		matrix				
		to build				
		vocabulary.				
Reading Goal #5C:	2012 Current	2013 Expected				
	Level of	Level of				
	Performance:*	Performance:*				
Enter narrative for the						
goal in this box.						
	700/ 11	D 1				
	73%; 11 out of 15	By June 2013, 75%				
	students	of ELL				
		students will				
		meet AMO's.				
		5C.2.				
·		•		•		

		Lea a	T		,	· · · · · · · · · · · · · · · · · · ·	
	1	5C.3.		/			
	1			/			
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
following subgroup: 5D. Students	5D.1.	Chudanta					
5D. Students with Disabilities		Students will	Classroom teacher and ESE teacher	Weekly progress monitoring using reading series	FCAT BAT 182		
		receive			Miri Data		
(SWD) not making satisfactory progress	independent	differe		/	Mini-Bats		
lin roading	application			/			
III I Cauing.		instruc tion for		/			
		compre		/			
		hension		/			
	<u> </u> '	strategies		Ļ′			
Reading Goal #5D:	2012 Current Level of	2013 Expected Level of		/			
		Performance:*		/			
	· · · · · ·			/			
Enter narrative for the	1			/			
goal in this box.	1			/			
5	1	1		/			
	1			/			
	1	1		/			
	1			/			
	1	1		/			
	1	1		/			
	70%; 21	By June		· · · · · · · · · · · · · · · · · · ·			
	out of 30	2013, 72%		/			
	students	of students with		/			
		disabilities in	- -	/			
		grades	1	/			
	1	5		/			
		3-5 will		/			
	<u> </u>	meet AMO's.		/			

struggle with numerous	Targeted ESE students will receive intervention strategies using the Wilson program. In addition ESE Teacher will provide training to classroom teachers on modifying and adjusting classwork to meet student needs.	teacher	monitoring using Wilson assessments Classroom Walk- Throughs	Wade BATs Mini-Bats FCAT Reading
Open communicat ion between classroom and ESE teachers so that strategies		teacher	monitoring Classroom Walk- Throughs Data Chat- grade level team	DAR, WADE, Treasures fluency probes BATs Mini-Bats FCAT Reading

Based on the analysis of	Anticipated	Strategy	Person or Position	Process Used to Determine	Evaluation Tool		[]
student achievement data	Barrier	Strategy		Tibless osed to Determine			
and reference to "Guiding	2000		D	T Constinue of Startone			
Questions," identify and			Responsible for Monitoring	Effectiveness of Strategy			
define areas in need of							
improvement for the							
following subgroup:							
	SE.1.	School will	Teacher; Reading	Assessments	FCAT Assessments		
Disadvantaged		provide					
students not making	Students	computer use by	Coach				
satisfactory progress	not having	opening					
in reading.	computers	up Media					
- C	at home	Center					
	or internet	every					
	use for	Tuesday					
	FCAT	from 5 to					
	Explorer.	7pm.					
Reading Goal #5E:	2012 Current	2013 Expected					
	Level of	Level of					
	Performance:*	Performance:*					
Enter narrative for the							
goal in this box.							
	400/ - 01						
		BY June 2013,					
	students	2013, 51% of					
		Economically					
		Disadvantag					
		ed will meet					
		AMO's.					
		5E.2.	5E.2.	5E.2.	5E.2.	5E.2.	
		5E.3.	5E.3.	5E.3.	5E.3.	5E.3.	

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities

Please note that each strategy

does not require a professiona development or PLC activity. PD Content/Topic		PD Facilitator	PD Participants	Target Dates (e.g., early release) and Schedules (e.g., frequency of		Person or Position Responsible
and/or PLC Focus		and/or	(e.g., PLC, subject, grade level,	meetings)		for Monitoring
Common Core Standards	Pre-K to 5	PLC Leader Reading Resource Coach	or school-wide) Whole faculty	Pre-planning week	Lesson Plans and Classroom Walkthroughs	Administration
Rewards	4th	Rhonda Lane/ Melissa McAbee	Grade Level PLCs	September	Student data	Reading Coach
Common Core Institute				September -October	Grade level discussions and planning.	
	1 st and 2nd	District	1 st and 2 nd teachers		Observation of differentiated instruction within the classrooms.	Reading Coach
			K-5 teachers, leadership team and Reading Coach			
Data Chats	K-5	Administration		Quarterly	RTI data collection	Administration
Phonics for Reading		District	1st-3rd grade teachers	Pre-planning week	Grade level discussions and planning	
	1 st -3rd					Reading Coach

Grade level District Reading Trainings

anng mannings						
				September to	Grade level PLC	
	K-5	District	k-5 teachers	May as signed up	and CWT	Reading Coach

Reading Budget (Insert rows as needed)

Include only school funded activities/			
materials and exclude district funded			
activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Dolphin Training Camp	Extended Day Learning	PTO/Title 1	5,000
Rewards	Substitutes	Title 1/School	415
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Teach Town	Computer Program	Title 1	0
FCAT Explorer	Computer Program	District	0
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Common Core K-2	Substitutes	Title 1	420
Data Chats	Substitutes	Title 1	415
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Common Core	Appendices	Title 1	300
Subtotal:			
Total:			

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

CELLA Goals	Problem-Solving Process to Increase Language Acquisition					
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.		Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1. Students scoring proficient in listening/speaking.	practice listening skills.	1.1.Teachers will use one-on-one instruction when appropriate Teacher will provide meaningfull language practice	1.1.Teacher/ grade Chairs	1.1 and IPT-1,.Lesson plans Walk throughs	1.1.CELLA	
CELLA Goal #1:	2012 Current Percent of Students Proficient in Listening/Speaking:					
Enter narrative for the goal in this box.						
	Enter numerical data for current level of performance in this box.					
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.

Students read grade- level text in English in a	Anticipated Barrier	Strategy	Person or Position	Process Used to Determine	Evaluation Tool	
manner similar to non-ELL students.			Responsible for Monitoring	Effectiveness of Strategy		
2. Students scoring		2.1.Teachers will activate and/ or build on prior knowledge.		2.1. Lesson Plan and Walk Throughs	2.1. CELLA	
proncient in reading.	the prior lunearladge to			Ū.	FCAT Reading	
	understand all texts	Teachers will also explain key concepts during reading instruction.		BAT tests for grades 3-5		
CELLA Goal #2:	2012 Current Percent of Students			DATE COSTS FOR GRACES 5 5		
	Proficient in Reading:					
Enter narrative for the						
goal in this box.						
	Enter numerical data for current 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.

Students write in English at grade level in a manner		Strategy	Person or Position	Process Used to Determine	Evaluation Tool	
similar to non-ELL students.			Responsible for Monitoring	Effectiveness of Strategy		
3. Students scoring proficient in writing.	language skills in their home	3.1. Students may not have the language skills in their home language to write in English	3.1.Teachers		3.1. CELLA FCAT Writing	
CELLA Goal #3:	2012 Current Percent of Students Proficient in Writing :				Ĭ	
Enter narrative for the goal in this box.						
	Enter numerical data for current 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.

CELLA Budget (Insert rows as needed)

8 \				
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	
CCC Amazing English	Computer Program	District	0	
Subtotal:				
Professional Development				
Strategy	Description of Resources	Funding Source	Amount	
Data Chats	Substitutes	Title 1	625	
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 Mathematics Goals	Problem- Solving Process to Increase Student Achievem ent					
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

1A. FCAT 2.0:	1A.1	All teachers	Team Leader	Team Leaders will assist	Results of Math Blitz	
Students scoring at	17.1	will use		teachers in locating materials		
A chievement I evel 2				and implementation. Progress		
Achievement Level 3 in mathematics.		skill building		will be discussed during	Assessments.	
		drills for		Team Leader Day.		
	meeting			Team Leader Day.		
	interest of the	foundation				
	grade level	and number				
	skills	sense,				
		including				
		Math Blitz.				
		Students				
		will be given				
		additional				
		forms				
		for skills				
		assessment				
		(MINI				
		BATS/				
		Go Math				
		Assessments				
Mathamatics Carl	2012 Current) 2013 Expected				
Mathematics Goal	Level of	Level of				
<u>#1A:</u>	Performance:*	Performance:*				
Enter narrative for the						
goal in this box.						
	32%; 75	By June				
	out of 236	2013, 35%				
	students	of students				
		will achieve				
		proficiency in mathematics				
		r.				

		Not all students are able	Reinforcement of abstract skills through the utilization of manipulatives in a whole and small group setting		Lesson Plans, Classroom Walkthroughs	Go Math Assessment Tools	
		concrete level skills.	~		a t		
		meet with students who would benefit from enrichment activities.			Walkthroughs to monitor student engagement and higher ordering questioning. Lesson Plans, Data Chats focusing on Level 4 and 5 Students.	Go Math Assessments	
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		

Mathematics Go #1B:		2013 Expected Level of Performance:*					
Enter narrative for a goal in this box.	the						
	Enter numerical	Enter numerical					
	data for current level of performance in	enter numerical data for expected level of performance in this box.					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

Elementary School Mathematics Goals

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

<u> </u>			1	I	1	
	Problem-					
Mathematics	Solving					
Goals	Process to					
	Increase					
	Student					
	Achievem					
	ent					
Based on the analysis of	Anticipated	Strategy	Person or Position	Process Used to Determine	Evaluation Tool	
student achievement data	Barrier					
and reference to "Guiding Questions," identify and			Responsible for Monitoring	Effectiveness of Strategy		
define areas in need of						
improvement for the						
following group:						
1A. FCAT 2.0:	1A.1.	1A.1.	1A.1.	1A.1.	1A.1.	
Students scoring at						
Achievement Level 3						
in mathematics.						
Mathematics Goal	2012 Current Level of	2013 Expected Level of				
<u>#1A:</u>	Performance:*	Performance:*				
Enter narrative for the						
goal in this box.						

		•					
	data for current level of	Enter numerical data for expected level of performance in this box.					
		1A.2.	1A.2.	1A.2.	1A.2.	1A.2.	
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	
Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			1B.1.	1B.1.	1B.1.		
#1 B :	Level of	2013 Expected Level of Performance:*					
Enter narrative for the goal in this box.							
	data for current level of	Enter numerical data for expected level of performance in this box.					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

Based on the analysis of Anticipated Strategy Person or F				I
Dused on the analysis of Trincipated Stategy Terson of T	Process Used to Determine	Evaluation Tool	1	1
student achievement data Barrier		1	1	1
and reference to "Guiding Questions" identify and Responsible for	Monitoring Effectiveness of Strategy	1	1	
Questions," identify and define areas in need of		1	1	
improvement for the		1	1	
following group:			1	
2A. FCAT 2.0: 2A.1 Small group Team Leader, Cla	ssroom Classroom Walkthroughs to	Go Math Assessments	/	/
	monitor student engagement		1	
students scoring	and higher ordering		1	
			1	
Achievement with students be provided to	questioning. Lesson Plans, D	ata	1	
Levels 4 and 5 in who would the students	Chats focusing on Level 4 an	id .	1	
mathematics. benefit from weekly	5 Students.	1	1	
enrichment			1	
activities.				
Mathematics Goal 2012 Current 2013 Expected				
H2A. Level of Level of			1	
#2A. Performance:* Performance:*			1	
			1	
		1	1	
Enter narrative for the		1	1	
goal in this box,		1	1	
goui in mis box.		1	1	
		1	1	
		1	1	
		1	1	
			1	
			1	
			1	
			I	
33%; 78 By June			1	1
out of 236 2013, 40%			1	1
students of students		1	1	1
will achieve			1	1
above		1	1	1
proficiency in		1	1	1
mathematics			1	
				ļļ
2A.2. 2A.2.	2A.2.	2A.2.	2A.2.	
2A.3. 2A.3.	2A.3.	2A.3.	2A.3.	
			1	1

2B. Florida	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.	(
Alternate	ſ '	ſ ′	ſ′	ſ′	· · · · · · · · · · · · · · · · · · ·	1	1
Assessment:	1 '	1 '	1	1 '	1 '	1 '	1 1
Students scoring at	1 '	1 '	1	1 '	1 '	1 '	1 1
or above Level 7 in	1 '	1 '	1	1 '	1 '	1 '	1 1
	1 '	1 '	1	1 '	1 '	1 /	1 1
mathematics.	/	hold Fundated	 ′	 ′	↓ ′	↓ ′	4
	2012 Current Level of	2013 Expected Level of	1	1 '	1 '	1	1 1
<u>#2B:</u>	Performance:*	Performance:*	1	1 '	1 /	1	1 1
	/	ſ '	1	1 '	1 '	1 /	1 1
	1 '	1 '	1	1 '	1 '	1	1
The standard the	1 '	1 '	1	1 '	1 '	1 /	1 1
Enter narrative for the goal in this box.	1 '	1 '	1	1 '	1 '	1 /	1 1
goui in inis oos.	1 '	1 '	1	1 '	1 /	1	1
	1 '	1 '	1	1 '	1 '	1 '	1 1
	1 '	1 '	1	1 '	1 '	1 /	1
	1 '	1 '	1	1 '	1 /	1	1
	1 '	1 '	1	1 '	1 /	1	1
	1 '	1 '	1	1 '	1 '	1 '	1
	1 '	1 '	1	1 '	1 '	1 '	1
	Enter numerical	Enter numerical		· · · · · · · · · · · · · · · · · · ·	,,	· · · · · · · · · · · · · · · · · · ·	[]
	data for	data for	1	1 '	1 '	1 /	1
	current level of performance in	expected level of performance in	1	1 '	1 '	1 '	1
	this box.	this box.	<u> </u>	<u> </u>	<u> </u>	<u> </u>	
	ſ ′	2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
	1 '	1 '	1	1 '	1	1	1
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	
	1 '	ſ ′	, ,	[¹ .5.		20.5.	1 1
	1′	1′	1'	1′	1'	1!	1
	·			·	· · · · · · · · · · · · · · · · · · ·	·	

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
improvement for the following group:						
Percentage of students making learning gains in mathematics.	Not all students have mastered multiplicat ion facts	Students will participate in a Mad Minute Math Activity daily until all facts are mastered	Classroom Teacher	Student Progress Chart.	Keys to Math, Student Progress Chart	
Mathematics Goal_ #3A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
Enter narrative for the goal in this box.						

	78%; 114 out of 146 students.	By June 2013, 80% of students in grades 4-5 will achieve learning gains in mathematics					
		Time to Conduct Spiral Review Lessons	Utilize Questions from beginning of each Go Math Lesson (Show What you know) and discuss the vocabulary. Use Math Blitz and Skills practice (Drills).			Go Math Assessments, Skills Practice Data,	
		3A.3.	3A.3.	3A.3.	3A.3.	3A.3.	
3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.		

Mathematics Goal #3B:	Level of	2013 Expected Level of Performance:*					
Enter narrative for the goal in this box.							
	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

Based on the analysis of	Anticipated	Strategy	Person or Position	Process Used to Determine	Evaluation Tool	
student achievement data	Barrier					
and reference to "Guiding			Responsible for Monitoring	Effectiveness of Strategy		
Questions," identify and						
define areas in need of						
improvement for the						
following group:	4.4.1		C1 T 1			
	4A.1.	Utilization of	Classroom Teacher	Weekly and Bi-Weekly Reports		
Percentage of		Destination		and Assessments	Drill Practice Assessments.	
students in lowest	Low Reading	Success				
25% making	Levels will	for math				
learning gains in	impact student	vocabulary				
	ability to	concept				
mathematics.	complete	building				
	higher-level	problem				
	mathematical	solving.				
	problem	Incorporate				
	solving	the use of				
		the adopted				
		series glossary				
		with pictures				
		for visual				
		representation				
		(manipulative				
		s), and teacher				
		student				
		communi				
		cation and				
		dialogue.				
	2012 Current					
Mathematics Goal	Level of	2013 Expected Level of				
<u>#4A:</u>	Performance:*	Performance:*				
	r errormanee.	r errormance.				
Enter narrative for the						
goal in this box.						

	out of 37 students	By June 2013, 75% of students in grades 3- 5 will show learning gains in mathematics					
		Students Missing Foundational Mathematical Skills.	Students will use CCC success maker (primary level), and Florida achieves a minimum of three times a week for fifteen minutes.			CCC, Florida Achieves reports	
		4A.3.	4A.3.	4A.3.	4A.3.	4A.3.	
4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in mathematics.			4B.1.	4B.1.	4B.1.		
<u>Mathematics Goal</u> <u>#4B:</u> Enter narrative for the goal in this box.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

current level of performance in this box.	data for expected level of performance in this box.					
	4B.2.	4B.2.	4B.2.	4B.2.	4B.2.	
	4B.3.	4B.3.	4B.3.	4B.3.	4B.3.	

Based on ambitious	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
but achievable Annual							
Measurable Objectives							
(AMOs), identify							
reading and mathematics							
performance target for the							
following years							

5A. In six years school will reduce their achievement	Baseline data 2010-2011	In 2011 overall 63% of students scored satisfactory in Reading, and overall 58% scored satisfactory in Reading for 2012.		Target AMO for Reading in the year ending 2014 is 72%.	year ending 2015 is 75%.	Target AMO for Reading in the year ending 2016 is 78%.	Target AMO for Reading in the year ending 2017 is 82%.
gap by 50%.		African American Subgroup in 2011 scored 60% in reading	Target AMO for Math in the year ending 2013 is 73%.	Target AMO for Math in the year ending 2014 is 75%.	Target AMO for Math in the year ending 2015 is 78%.	Target AMO for Math in the year	Target AMO for Math in the
		Hispanic Subgroup in 2011 scored 59% in Reading White Subgroup in 2011 scored 67% in Reading	AMO Reading Subgroup Goals Year Ending 2013:	AMO Reading Subgroup Goals Year Ending 2014:	AMO Reading Subgroup Goals Year Ending 2015:	ending 2016 is 81%. AMO Reading	2017 is 84%.
		ELL subgroup in 2011 scored 39% in Reading SWD subgroup in 2011 scored	African American Subgroup in 2013 67%	African American Subgroup in 2014 70%		Subgroup Goals Year Ending	
		29% in Reading Economically Disadvantaged in 2011 scored 56% in Reading	Hispanic Subgroup in 2013 66% White Subgroup in 2013 73%	Hispanic Subgroup in 2014 69%	Hispanic Subgroup in 2015 73%	Subgroup in	African American Subgroup in 2017 80%
		African American Subgroup in 2012 scored 58% in reading	ELL subgroup in 2013 49%	White Subgroup in 2014 75%	White Subgroup in 2015 78%	Hispanic	Hispanic
		Hispanic Subgroup in 2012 scored 49% in Reading	SWD subgroup in 2013 41%	ELL subgroup in 2014 54%		Subgroup in 2016 76%	Subgroup in 2017 80%
		White Subgroup in 2012 scored 65% in Reading ELL subgroup in 2012 scored 38%		SWD subgroup in 2014 47%		White Subgroup in 2016 81%	White Subgroup in 2017 84%
		in Reading SWD subgroup in 2012 scored 30% in Reading	2013 63% AMO Math Subgroup Goals Year	Economically Disadvantaged in 2014 67%	Economically Disadvantaged in 2015 71%		ELL subgroup in 2017 70%
		Economically Disadvantaged in 2012 scored 51% in Reading	Ending 2013: African American Subgroup in 2013 72%	AMO Math Subgroup Goals Year Ending 2014:	AMO Math Subgroup Goals Year Ending 2015:	SWD subgroup in 2016 59%	SWD subgroup in 2017 65%
				African American Subgroup in	African American Subgroup in		

	Hispania Subgroup in 2012 600/	2014 75%	2015 77%	Faanomiaalle	,
In 2011 overall 67% of students scored satisfactory in Math, and	Hispanic Subgroup in 2013 68%	2014 75%	2015 77%	Economically Disadvantaged in 2016 74%	Economically Disadvantaged in 2017 78%
overall 65% scored satisfactory in Math for 2012.	White Subgroup in 2013 75%	Hispanic Subgroup in 2014 72%		AMO Math	
African American Subgroup in 2011 scored 66% in Math.	ELL subgroup in 2013 61%	White Subgroup in 2014 78%	White Subgroup in 2015 80%	Subgroup Goals	AMO Math Subgroup Goals Year Ending 2017:
Hispanic Subgroup in 2011 scored 62% in Math	SWD subgroup in 2013 48%	ELL subgroup in 2014 65%	ELL subgroup in 2015 69%	African American	African
	Economically Disadvantaged in 2013 67%	SWD subgroup in 2014 53%		Subgroup in 2016 80%	American Subgroup in 2017 83%
ELL subgroup in 2011 scored 53% in Math					
SWD subgroup in 2011 scored 37% in Math		Economically Disadvantaged in 2014 70%	2015 73%	Subgroup in 2016 78%	Hispanic Subgroup in 2017 81%
Economically Disadvantaged in 2011 scored 60% in Math				White Subgroup	
African American Subgroup in 2012 scored 60% in Math					White Subgroup in 2017 85%
Hispanic Subgroup in 2012 scored 61% in Math				ELL subgroup in 2016 73%	ELL subgroup in 2017 77%
White Subgroup in 2012 scored 71% in Math				SWD subgroup in 2016 63%	III 2017 7770
ELL subgroup in 2012 scored 58% in Math					SWD subgroup in 2017 69%
SWD subgroup in 2012 scored 43% in Math				Economically Disadvantaged in 2016 77%	Economically
Economically Disadvantaged in 2012 scored 59% in Math					Disadvantaged in 2017 80%
				•	

Mathematics Goal #5A: Overall Target AMO in Math is 70%.						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American	Identifying Individual Needs of all	Assessments and data analysis will be used differentiate small group instruction		Mini BATS, Weekly Assessments	FCAT Results	

Mathematics Goal #5B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Enter narrative for the goal in this box.							
	39%; 37 out of 96 students	By June of 2013 45% of students will make progress in mathematics.		+			
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

suder advecement of data or deterence of vectors Barrier and eterence of vectors and barrier and eterence of vectors Barrier and eterence of vectors Chapter assessments, Mini BATS, BAT 1 and 2, FCAT Math Results For and 2, FCAT Math Results For and 2, FCAT Math Results Mathematics Goal of the sec. Vocabulary vectors Vocabulary analypula tives, and utilization of imagine learning. Imagine eterence vectors For any eterence vectors For any eterence v				i	i	·	
und reference to "Guiding Ouccises," idea areas in area of improvement trip and define areas in area of improvement trip and obting subgroup. SCI. Teach Content Students Classroom Teacher/ Content Sudents Observation and Weekly Assessments. Weekly Assessments. Imited vocabular vocabul	Based on the analysis of	Anticipated	Strategy	Person or Position	Process Used to Determine	Evaluation Tool	
Outstrike and drike avas in need of improvement for the following subjects SC. English Language Learners (ELJ) not making satisfactory progress in mathematics. SC. 1. SC. L. Subjects Teach Classroom Teacher/ ESOL Coordinator/ Guidance Counselor Observation and Weekly Assessments Mini BATS, BAT 1 and 2, FCAT Math Results Mathematics Goal SC. 5. Mathematics Goal SC. 5. Mathematics Goal (SC. 5. Mathematics Goal		Barrier					
define areas in need of inflorwing subgroup. Image: Language Learners (GLL) not making satisfactory progress in mathematics. SC.1. ESOL Coordinator/ mathematics in mathematics. Teach content subdrass Classroom Teacher/ Classroom Teacher/ Guidance Counselor Observation and Weekly Assessments, Guidance Counselor Mini BATS, BAT 1 and 2, FCAT Math Results Mathematics. Mathematics. main jula tives, and utilization Students See of the sec. Mathematics Goal #SC: U12Current evel of reformance* U12Current sector U12Current sector U12Current timance* Kater narrative for the goal in this hors. By June out of 15 By June 2013, 60% students By June 2013, 60% students By June 2013, 60% students				Responsible for Monitoring	Effectiveness of Strategy		
Indicating subgroup: Image: Image: Image: Image: Image: CL ragish Language Learners (ELL) not making satisfactory progress in mathematics. Sc.1. Teach content Classroom Teacher/ Guidance Counselor Observation and Weekly Assessments Chapter assessments, Mini BATS, BAT 1 and 2, FCAT Math Results mathematics. y, word vocabulary walls, manipula tives, and utilization of imagine learning. y, word vocabulary walls, manipula tives, and utilization of imagine Image: Image: Mathematics Goal #5C: Creater narrative for the goal in this bas: By June out of 15 students By June 2013, 60% of ELL students will By June 2013, 60% of ELL students will By June 2013, 60%	define areas in need of						
SC. English Language Learers (B1.1) not making satisfactory progress in mathematics. SC. 1. content specific naw Teach content (SOL Coordinator/ Guidance Counselor math manipula ives, and utilization of imagine learning. Observation and Weekly Assessments Main BATS, BAT 1 and 2, FCAT Math Results Mathematics Goal disC. Su2 Carset Level of Level of teel of students Dist Results Imagine learning. Mathematics for the goal in this boc. Six 8 bot, 615 students Vulne subscription Imagine learning. Imagine learning. Six 6 for the goal in this boc. Six 8 bot, 615 students Vulne students will Six 8 bot, 615 students will Vulne students will Six 8 bot, 615 students will Six 8 bot, 615 students will							
Language Learners (ELL) on making satisfactory progress in mathematics. Students specific specific in mathematics. ESOL Coordinator/ Guidance Counselor Weekly Assessments Mini BATS, BAT 1 and 2, FCAT Math Results Immathematics. have in mathematics. math inited vocabulary vocabulary vocabulary vocabulary ives, and utilization of imagine learning. ESOL Coordinator/ Guidance Counselor Weekly Assessments Mini BATS, BAT 1 and 2, FCAT Math Results Mathematics Goal #5C: Vocabulary reformance* Vocabulary efformance* Vocabulary efformance* ESOL Coordinator/ of imagine learning. Weekly Assessments Mini BATS, BAT 1 and 2, FCAT Math Results Mathematics Goal #5C: Vocabulary efformance* Vorde Vorde Vocabulary efformance* Esote Assessments Imagine learning. Enter narrative for the goal in this box. S3%; 8 students Sy June oligations Sy June cligations S3%; 8 students Sy June oligations Sidents							
(ELL) not making satisfactory progress have math limited vocabula academic ry, word vocabularywalls, manipula tives, and utilization of imagine learning. Guidance Counselor and 2, FCAT Math Results Mathematics Goal #SC 012 Current Vocabularywalls, manipula tives, and utilization of imagine learning. 012 Current Vocabularywalls, manipula tives, and utilization of imagine learning. 012 Current Vocabularywalls, manipula tives, and utilization of imagine learning. 012 Current Vocabularywalls, manipula tives, and utilization of imagine learning. Mathematics Goal goal in this box. 012 Current Vocabularywalls, tertormane: Vocabularywalls, manipula tives, and utilization of imagine learning. Imagine learning. State for the goal in this box. 012 Current Vocabularywalls, tudents will Vocabularywalls, manipula tives, and tudents will Vocabularywalls, manipula tives, and tudents will	5C. English						
(ELL) not making suisfactory progress in mathematics. Students have math imited vocabula academic vocabulary walls, manipula tives, and utilization of imagine learning. Guidance Counselor and 2, FCAT Math Results Mathematics Goal #SC: Vocabulary vocabulary terromance* Supported to specific promance* Guidance Counselor Mathematics Goal #SC: 2012 Current terromance* Dispecific performance* Supported to specific performance* Imited to specific performance* Enter narrative for the goal in this box. Signess By June students By June students By June students			content	ESOL Coordinator/	Weekly Assessments	Mini BATS, BAT 1	
Inductionality. limited academic academic vocabulary walls, manipula tives, and utilization of imagine learning. word word utilization of imagine learning. word word word utilization of imagine learning. Mathematics Goal #SC: 2012 Current Cereformance:* 2013 Expected cereformance:* word word performance:* Enter narrative for the goal in this box. 2013 Expected cereformance:* word word word word 53%; 8 out of 15 students will by June of Ella, 50% students will word word word word	(ELL) not making	Students					
Inductionality. limited academic academic vocabulary walls, manipula tives, and utilization of imagine learning. word word utilization of imagine learning. word word word utilization of imagine learning. Mathematics Goal #SC: 2012 Current Cereformance:* 2013 Expected cereformance:* word word performance:* Enter narrative for the goal in this box. 2013 Expected cereformance:* word word word word 53%; 8 out of 15 students will by June of Ella, 50% students will word word word word	satisfactory progress	have	1				
academic vy, word vocabulary walls, manipula ives, and utilization of imagine learning. Imagine learning. Mathematics Goal #SC: 2012 Current 2013 Expected Level of Level of Level of Evel of Students will will wall walls and the students will walls will wall walls and the students will walls will wall walls and the students will walls walls walls and the students will walls walls walls and the students will walls	m mathematics.					ixesuits	
wocabulary walls, manipula tives, and uicization of imagine learning. manipula tives, and uicization of imagine learning. manipula tives, and uicization learning. manipula tives, and uicization learning. Mathematics Goal #5C: 2012 Current learning. 2013 Expected verionmance* manipula tives, and uicization learning. manipula tives, and uicization learning. Enter nurrative for the goal in this box. 2012 Current learning. and learning. and learning. and learning. Enter nurrative for the goal in this box. Says; 8 out of 15 students By June Students will by June students will and learning. and learning.							
manipula tives, and utilization of imagine learning. manipula tives, and utilization of imagine learning. manipula tives, and utilization Mathematics Goal #SC: 2012 Current Level of Performance* 2013 Expected level of Performance* manipula Performance* Enter narrative for the goal in this box. 2013 Expected Performance* Performance* Solid in this box. S3%; 8 students By June out of 15 students will By June of ELL							
manipula tives, and utilization of imagine learning. manipula tives, and utilization of imagine learning. manipula tives, and utilization Mathematics Goal #SC: 2012 Current Level of Performance* 2013 Expected level of Performance* manipula Performance* Enter narrative for the goal in this box. 2013 Expected Performance* Performance* Solid in this box. S3%; 8 students By June out of 15 students will By June of ELL		vocabulary	walls,				
Mathematics Goal H=croimance.* 2012 Current learning. 2013 Expected Cevel of Performance.* 2013 Expected Level of Performance.* 2013 Conference.* Enter nurrative for the goal in this box. Performance.* Performance.* Performance.* Performance.* Solve, S Solve, S Solve, S Solve, S Solve, S Solve, S Solve, S Solve, S Solve, S Solve, S Solve, S Solve, S Solve, S Solve, S Solve, S Solve, S Solve, S Solve, S Solve, S Solve, S Solve, S Solve, S			manipula				
Mathematics Goal goal in this box. 2012 Current level of Performance* 2013 Expected evel of Performance* Enter narrative for the goal in this box.							
Mathematics Goal #SC: 012 Current Level of Performance* 013 Expected Level of Performance* 013 Expected Level of Performance* Enter narrative for the goal in this box. 03 %; 8 put of 15 students By June Contact will 010 magine Level of Performance* 010 magine Level of Performance*							
Image: Constraint of the goal in this box.Learning.Constraint of the goal in this box.2012 Current Level of Parformance.*2013 Expected Level of Parformance.*Pa							
Mathematics Goal 2012 Current. 2013 Expected. Level of Performance:* Performance:* Enter narrative for the goal in this box. Performance:* Signal in this box. Signal in this box. Signal in this box. Signal in this box. Berformance:* Performance:* Performance:* Performance:* Signal in this box. Signal in this box. Signal in this box. <							
#SC: Level of Performance:* Level of Performance:* Level of Performance:* Enter narrative for the goal in this box. Solution Solution Solution 53%; 8 out of 15 students By June out of 15 students will By June students will Solution Solution							
T-O. Performance* Performance* Performance* Performance* Enter narrative for the goal in this box. Image: Solution of the solution		2012 Current	2013 Expected				
Enter narrative for the goal in this box. Enter narrative for the goal in this box. Saw: By June Source Saw: Source Sou	<u>#5C:</u>						
goal in this box. Solution of 15 students will students w							
goal in this box. Solution of 15 students will students w							
goal in this box. Solution of 15 students will students w	Futer narrative for the						
out of 15 2013, 60% students of ELL students will	goal in this box.						
out of 15 2013, 60% students of ELL students will	~						
out of 15 2013, 60% students of ELL students will							
out of 15 2013, 60% students of ELL students will							
out of 15 2013, 60% students of ELL students will							
out of 15 2013, 60% students of ELL students will							
out of 15 2013, 60% students of ELL students will							
out of 15 2013, 60% students of ELL students will							
students of ELL students will							
students will							
			meet AMO's.				

	Ì	5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	
		SC.2.	DC.2.	DC.2.	00.2.	DC.2.	
		5C.3.	5C.3.	5C.3.	5C.3.	5C.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		
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.	Meeting the individual needs of students with disabilities.	Teachers will confer with the ESE specialist and ESE teacher to align classroom instruction with ESE strategies. Implementation of Go Math Series Reteach/ Interventions activities.		Conference with ESE team, to include teacher observations, administration, and parent feedback and input.	Classroom Assessments, TEMA- 3, Key Math 3		
Mathematics Goal_ #5D:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Enter narrative for the goal in this box.							
	out of 30 students	BY June of 2013 60% of students with SWD					

_	5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
	5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	

			.	.	i	
Based on the analysis of	Anticipated	Strategy	Person or Position	Process Used to Determine	Evaluation Tool	
student achievement data	Barrier	1 '				
and reference to "Guiding Questions," identify and		1 '	Responsible for Monitoring	Effectiveness of Strategy		
define areas in need of		1 '	1 -			
improvement for the		1 '				
following subgroup:		1 '				
	5E.1.	Access to Title	Reading Coach, Title 1	Teacher Observation and	FCAT Achievement Test,	
	5E.1.	1 resources	Liaison	Feedback	FCAT Achievement rest,	
Disadvantaged			Liaison			
students not making		through			BAT Assessment	
satisfactory progress	computers,	Tuesday				
in mathematics.	books and	Night Live				
	resources	and Dolphin				
		Training				
		Camp,				
		Morning				
		Computer				
		Lab Access,				
		scheduled				
		computer lab				
		time(s)				
Mathematics Goal	2012 Current	2013 Expected				
#5 <u>E:</u>	Level of	Level of				
	Performance:*	Performance:*				
		1 '				
		1 '				
Enter narrative for the		1 '				
goal in this box.		1 '				
gout in inis oon.		1 '				
		1 '				
		1 '				
		1 '				
		1 '				
		1 '				
		1 '				
	410/ 60			 		
	41%; 68	BY June				
	out of 167 students	2013, 50% of the				
		of the Economically				
		Disadvantag				
		ed will meet				
		AMO's.				
		APIU 5.				

Γ		5E.2.	5E.2.	5E.2.	5E.2.	
Γ		5E.3.	5E.3.	5E.3.	5E.3.	

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]).

School Mathema	iPs Godenha-					
	Solving Process to Increase Student Achievem ent					
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.			1A.1.	IA.1.	1A.1.	
<u>Mathematics Goal</u> #1A:	Level of	2013 Expected Level of Performance:*				
Enter narrative for the goal in this box.						

	i	i		i			
	data for	Enter numerical data for					
	current level of	expected level of					
	performance in this box.	performance in this box.					
		1A.2.	1A.2.	1A.2.	1A.2.	1A.2.	
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	
1B. Florida	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
Alternate							
Assessment:							
Students scoring at							
Levels 4, 5, and 6 in							
mathematics.							
	2012 Current	2013 Expected					
#1D.	Level of	Level of					
	Performance:*	Performance:*					
Enter narrative for the							
goal in this box.							
	Enter numerical	Enter numerical					
	data for current level of	data for expected level of					
	performance in	performance in					
ļ	this box.	this box.	10.0	10.2	10.0	10.0	
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	
L			l		l		

		•					
Based on the analysis of	Anticipated	Strategy	Person or Position	Process Used to Determine	Evaluation Tool		
student achievement data and reference to "Guiding	Barrier						
Questions," identify and			Responsible for Monitoring	Effectiveness of Strategy			
define areas in need of							
improvement for the							
following group:							
	2A.1.	2A.1.	2A.1.	2A.1.	2A.1.		
Students scoring							
at or above							
Achievement							
Levels 4 and 5 in							
mathematics.							
Mathematics Goal	2012 Current Level of	2013 Expected					
#2A:	Level of Performance:*	Level of Performance:*					
	i criormanee.	renormance.					
E (
Enter narrative for the goal in this box.							
goui in inis oom							
	Enter numerical data for	Enter numerical data for					
	current level of	expected level of					
	performance in this box.	performance in this box.					
	inis oox.		2A.2.	2A.2.	2A.2.	2A.2.	
		-					
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	
2B. Florida	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		
Alternate							
Assessment:							
Students scoring at							
or above Level 7 in							
mathematics.							
June 2012							

Rule 6A-1.099811

Revised April 29, 2011

Mathematics Goal #2B:	Level of	2013 Expected Level of Performance:*					
Enter narrative for the goal in this box.							
	data for current level of performance in this box.	performance in this box.					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

	A (1 1 4 1	<u><u> </u></u>	D D H				i
Based on the analysis of student achievement data	Anticipated Barrier	Strategy	Person or Position	Process Used to Determine	Evaluation Tool		
and reference to "Guiding							
Questions," identify and			Responsible for Monitoring	Effectiveness of Strategy			
define areas in need of							
improvement for the							
following group:							
	3A.1.	3A.1.	3A.1.	3A.1.	3A.1.		
Percentage of							
students making							
learning gains in							
mathematics.							
Mathematics Goal	2012 Current	2013 Expected					
#3A:	Level of	Level of					
	Performance:*	Performance:*					
Enter narrative for the							
goal in this box.							
	y	w					
	Enter numerical data for	Enter numerical data for					
	current level of	expected level of					
	performance in this box.	performance in					
	this dox.	this box.					
		3A.2.	3A.2.	3A.2.	3A.2.	3A.2.	
		011.2.	511.2.	511.2.	571.2.	511.2.	
		3A.3.	3A.3.	3A.3.	3A.3.	3A.3.	

3B. Florida	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.	· · · · · · · · · · · · · · · · · · ·	
Alternate	50	ſ '	j.i.	, , , , , , , , , , , , , , , , , , , ,	۲ ۲	1 '	1 1
	'	1 '	1 '	1 '	1 '	1 '	1 1
Assessment:	'	1 '	1 '	1 '	1 '	1 '	1 1
Percentage of	'	1 '	1 '	1 '	1 '	1 '	1 1
students making	'	1 '	1 '	1 '	1 '	1 '	1 1
learning gains in	'	1 '	1 '	1 '	1 '	1 '	1
mathematics.	′	 '	<u> </u>	<u> </u>	<u> </u>	<u> </u>	
	2012 Current	2013 Expected Level of	1	1 '	1 '	1 '	1 1
<u>#3B:</u>	Level of Performance:*	Level of Performance:*	1	1 '	1 '	1 '	1 1
	Performance:*	Performance.	1 '	1 '	1 '	1 '	1 1
	'	1 '	1 '	1 '	1 '	1 '	1 1
	'	1 '	1 '	1 '	1 '	1 '	1
Enter narrative for the	'	1 '	1 '	1 '	1 '	1 '	1
goal in this box.	'	1 '	1 '	1 '	1 '	1 '	1
	'	1 '	1 '	1 '	1 '	1 '	1
	'	1 '	1 '	1 '	1 '	1 '	1
	'	1 '	1 '	1 '	1 '	1 '	1
	'	1 '	1 '	1 '	1 '	1 '	1
	'	1 '	1 '	1 '	1 '	1 '	1
	'	1 '	1 '	1 '	1 '	1 '	1
	<u> </u>	<u> </u>	 '	 '	<u> </u>	←−−−− ′	{]
	Enter numerical data for	Enter numerical data for	1 '	1 '	1 '	1 '	1
	current level of	expected level of performance in	1 '	1 '	1 '	1 '	1
	performance in	performance in	1 '	1 '	1 '	1 '	1
	this box.	this box.	1 '	1 '	1 '	1 '	1
	'	1 '	1	1 '	1 '	1 '	1 1
	 '	3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	4
	'	3B.2.	3B.2.	3B.2.	3B.2.	^{3B.2.}	1 1
	'	1 '	1 '	1 '	1 '	1 '	1 1
	·	3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	1
	'	ſ ′′	ſ′	ſ′	ſ′	ſ'	1 1
	1	1 '	1	1′	<u> </u>	<u> </u>	<u> </u>

Based on the analysis of	Anticipated	Strategy	Person or Position	Process Used to Determine	Evaluation Tool		
student achievement data	Barrier						
and reference to "Guiding			Responsible for Monitoring	Effectiveness of Strategy			
Questions," identify and				8,			
define areas in need of							
improvement for the							
following group:							
4A. FCAT 2.0:	4A.1.	4A.1.	4A.1.	4A.1.	4A.1.		
Percentage of							
students in lowest							
25% making							
learning gains in							
mathematics							
mathematics.							
i i i i i i i i i i i i i i i i i i i	2012 Current	2013 Expected					
<u>#4A:</u>	Level of	Level of					
	Performance:*	Performance:*					
Enter narrative for the							
goal in this box.							
goui in inis box.							
	Enter numerical	Enter numerical					
	data for	data for					
	current level of	expected level of					
	performance in	performance in					
	this box.	this box.	14.2	14.2	44.2	44.2	
		4A.2.	4A.2.	4A.2.	4A.2.	4A.2.	
		4 4 - 2	4 4 . 2	4 4 2	4 4 2	4 4 2	
		4A.3.	4A.3.	4A.3.	4A.3.	4A.3.	

4B. Florida	4B.1.	4B.1.	4B.1.	4B.1.	4B.1.		
Alternate							
Assessment:							
Percentage of							
students in lowest							
25% making							
learning gains in							
mathematics.	2012 G						
	2012 Current Level of	2013 Expected					
<u>#4B:</u>	Performance:*	Level of Performance:*					
Friday and the form the							
Enter narrative for the goal in this box.							
5011 11 1115 00/11							
	Enter numerical	Enter numerical					
	data for current level of	data for expected level of					
	performance in	performance in					
	this box.	this box.					
		4B.2.	4B.2.	4B.2.	4B.2.	4B.2.	
		4B.3.	4B.3.	4B.3.	4B.3.	4B.3.	

Based on ambitious	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
but achievable Annual	2011-2012	2012-2015	2015-2014	2014-2013	2013-2010	2010-2017	1
Measurable Objectives	1	1 '	1	1 '	1 '	1 '	1
(AMOs), identify	1	1 '	1	1 '	1 '	1 '	1
reading and mathematics		1 '	1	1 '	1 '	1 '	1
performance target for the	1	1 '	1	1 '	1 '	1 '	1
following years		In 2011 63% of students scored	Target AMO for Reading in the	Transt AMO for Deading in the	T AMO for Deading in the	T-rest AMO	Target AMO
J)							for Reading in
school will reduce		scored satisfactory in Reading for		year chung 2014 13 7270.	year chung 2015 is 7570.	the year ending	the year ending
their achievement		2012.	1	1 '	1 '	2016 is 78%.	2017 is 82%.
gap by 50%.	1	1 '	1	1 '	1 '	1 '	1 '
	1	1 '	Target AMO for Math in the year	Target AMO for Math in the	Target AMO for Math in the	1 '	1
· ·	1		ending 2013 is 73%.	year ending 2014 is 75%.	year ending 2015 is 78%.	1 '	1 '
	1	In 2011 67% of students scored	1	1 '		Target AMO for	
		satisfactory in Math, and 65%	1	1 '	1 '	Math in the year	for Math in the
		scored satisfactory in Math for 2012.	1	1 '		ending 2016 is 81%.	2016 is 84%.
1	1	, 2012.	1	1 '	1 '	01/0.	2010 15 0470.
1	1	1 '	1	1 '	1 '	1 '	1
Mathematics Goal		· · · · · · · · · · · · · · · · · · ·				· · · · · · · · · · · · · · · · · · ·	
#5A:	1	1 '	1	1 '	1 '	1 '	1
<u>"'''''</u> '''''''''''''''''''''''''''''''	1	1	1	1 '	1	1 '	1
	1	1	1	1	1	1 '	1
· ·	1	1 '	1	1 '	1 '	1 '	1
Enter narrative for the	1	1 '	1	1 '	1 '	1 '	1
goal in this box.	1	1 '	1	1 '	1 '	1 '	1
· · · · · · · · · · · · · · · · · · ·	1	1 '	1	1 '	1 '	1 '	1
	1	1 '	1	1 '	1 '	1 '	1
· ·	1	1 '	1	1 '	1 '	1 '	1
· ·	1	1 '	1	1 '	1 '	1 '	1
	1	1 '	1	1 '	1 '	1 '	1
· ·	1	1 '	1	1 '	1 '	1 '	1
	·	·′	·	<u> </u>	<u> </u>	 '	4]
Based on the analysis of	Anticipated Barrier	Strategy	Person or Position	Process Used to Determine	Evaluation Tool	1 '	1
student achievement data		1 '	1	1 '	1 '	1 '	1
and reference to "Guiding Questions," identify and	1	1 '	Responsible for Monitoring	Effectiveness of Strategy	1 '	1 '	1
define areas in need of	1	1 '	1	1 '	1 '	1 '	1
improvement for the	1	1	1	1	1	1 '	1
following subgroups:	1	1′	1	<u> </u>	<u> </u>	<u> </u>	

5B. Student	5B.1.	5B.1.	5B.1.	5B.1.	5B.1.	Í	
subgroups by			[
ethnicity (White,	White:						
Black Hispania							
Asian, American	Black:						
Indian) not making	Hispanic:						
satisfactory progress	Asian:						
in mathematics.	Asian.						
	American Indian:						
Mathematics Goal	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<u>#5B:</u>	r errormance.						
Enter narrative for the							
goal in this box.							
	··· · · · · · · ·	··· · · · · · · · · · · · · · · · · ·					
	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.	l l				
	U L U	<i>v x v</i>					
	White:	White:					
	Black:	Black:					
	Hispanic:	Hispanic:					
	Asian:	Asian:					
	American Indian:	American Indian:					
	1		5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

	· · · · · · ·						·
Based on the analysis of	Anticipated	Strategy	Person or Position	Process Used to Determine	Evaluation Tool	1 '	1
student achievement data	Barrier	1 '	1	1 '	1 '	1 '	1
and reference to "Guiding	!	1 '	Responsible for Monitoring	Effectiveness of Strategy	1 '	1 '	1
Questions," identify and define areas in need of	!	1 '	1 - ,		1 '	1 '	1
improvement for the	!	1 '	1	1 '	1 '	1 '	1
following subgroup:	!	1 '	1	1 '	1 '	1 '	1
5C. English	5C.1.	5C.1.	5C.1.	5C.1.	5C.1.	ł'	<u> </u>
SC. English Language Learners	50.1.	JC.1.	50.1.	50.1.	50.1.	1	
(ELL) not making	!	1 '	1	1 '	1	1 '	1
	1	1 '	1	1 '	1 '	1 '	1
satisfactory progress	!	1 '	1	1 '	1	1 '	1
in mathematics.		<u> </u>	 '	↓′	↓ '	↓ '	I
in a line in a l	2012 Current	2013 Expected	1	1 '	1 '	1 '	1
#5C:	Level of	Level of	1	1 '	1 '	1 '	1
	Performance:*	Performance:*	1	1 '	1 '	1 '	1
	!	1 '	1	1 '	1 '	1 '	1
	!	1 '	1	1 '	1 '	1 '	1
Enter narrative for the	1	1 '	1	1 '	1	1 '	1
goal in this box.	!	1 '	1	1 '	1 '	1 '	1
0	/	1 '	1	1 '	1 '	1 '	1
	!	1 '	1	1 '	1 '	1 '	1
	/	1 '	1	1 '	1 '	1 '	1
	/	1 '	1	1 '	1 '	1 '	1
	!	1 '	1	1 '	1 '	1 '	1
	!	1 '	1	1 '	1 '	1 '	1
	!	1 '	1	1 '	1 '	1 '	1
	1	1 '	1	1 '	1 '	1 '	1
1	Enter numerical	Enter numerical	ʻt'	(′	ł'	ί'	i1
	data for	data for	1	1 '	1 '	1 '	1
		expected level of	1	1 '	1 '	1 '	1
	performance in this box.	performance in this box.	1	1 '	1 '	1 '	1
			5C.2.	5C.2.	5C.2.	5C.2.	<u> </u>
	1	JC.2.	50.2.	рс. <u>г</u> .	, , , , , , , , , , , , , , , , , , , ,	pc.2.	1
		L'	'	<u> </u>	<u> </u> '	'	
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	
		'	1	1	'	1	
Based on the analysis of	Anticipated	Strategy	Person or Position	Process Used to Determine	Evaluation Tool	f'	t
student achievement data	Barrier	Sumpy	r erson of r ostiton			1 '	1
and reference to "Guiding		1 '			1 '	1 '	1
Questions," identify and	!	1 '	Responsible for Monitoring	Effectiveness of Strategy	1 '	1 '	1
define areas in need of	!	1 '	1	1 '	1 '	1 '	1 1
improvement for the	!	1 '	1	1 '	1 '	1 '	1 1
following subgroup:		<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>

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

			i	· · · · · · · · · · · · · · · · · · ·	·	· · · · · · · · · · · · · · · · · · ·	
Based on the analysis of	Anticipated	Strategy	Person or Position	Process Used to Determine	Evaluation Tool		
student achievement data	Barrier						
and reference to "Guiding			Responsible for Monitoring	Effectiveness of Strategy			
Questions," identify and							
define areas in need of							
improvement for the following subgroup:							
5E. Economically	5E.1.	5E.1.	5E.1.	5E.1.	5E.1.		
Disadvantaged							
students not making							
satisfactory progress							
in mathematics.							
	2012 Current	2013 Expected					
<u>#5E:</u>	Level of	Level of					
	Performance:*	Performance:*					
Enter narrative for the							
goal in this box.							
5011 11 1113 00.							
	Enter numerical	Enter numerical					
	data for current level of	data for expected level of					
	performance in	performance in					
	this box.	this box.					
		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]).

hool Mathemat	t BrGolets - Solving Process to Increase Student Achievem ent	D				
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:	Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.		1.1.	1.1.	1.1.	1.1.	
Mathematics Goal #1: Enter narrative for the goal in this box.	Level of	2013 Expected Level of Performance:*				

		r	i	i	i	i	
	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
		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 Assessment: Students scoring at or above Level 7 in mathematics.		2.1.	2.1.	2.1.	2.1.		
Enter narrative for the	<u>2012 Current</u> Level of Performance:*	2013 Expected Level of Performance:*					
goal in this box.							
	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

		<u> </u>					
Based on the analysis of	Anticipated	Strategy	Person or Position	Process Used to Determine	Evaluation Tool		
student achievement data and reference to "Guiding	Barrier	1 '	1 '		1		
Questions," identify and		1 '	Responsible for Monitoring	Effectiveness of Strategy	1		
define areas in need of		1 '	1 '		1		
improvement for the		1 '	1 '		1		
following group:		<u> </u>	<u> </u>				
3. Florida Alternate	3.1.	3.1.	3.1.	3.1.	3.1.		
Assessment:		1 '	1 '				
Percentage of		1 '	1 '		1		
students making		1 '	1 '		1		
learning gains in		1 '	1 '				
mathematics.		<u> </u>	l′				
Mathematics Goal #3:	2012 Current	2013 Expected	· · · · · · · · · · · · · · · · · · ·				
	Level of	Level of	1 '		1		
	Performance:*	Performance:*	1 '		1		
		1 '	1 '		1		
Enter narrative for the		1 '	1 '		1		
goal in this box.		1 '	1 '		1		
		1 '	1 '		1		
		1 '	1 '		1		
		1 '	1 '		1		
		1 '	1 '		1		
		1 '	1 '		1		
		1 '	1 '		1		
	Enter numerical	Enter numerical	├ ───′				
	data for	data for	1 '				
	current level of	expected level of	1 '		1		
		performance in this box.	1 '		1		
	11115 000	11115 0000	1 '		1		
		1 '	1 '				
		3.2.	3.2.	3.2.	3.2.	3.2.	
		1 '	1				
	l	3.3.	3.3.	3.3.	3.3.	3.3.	
		ſ ''	ſ,				
		<u> </u>	<u> </u>				

Based on the analysis of	Anticipated	Strategy	Person or Position	Process Used to Determine	Evaluation Tool		
student achievement data	Barrier						
and reference to "Guiding			Responsible for Monitoring	Effectiveness of Strategy			
Questions," identify and define areas in need of							
improvement for the							
following group:							
4. Florida Alternate	4.1.	4.1.	4.1.	4.1.	4.1.		
Assessment:							
Percentage of							
students in lowest							
25% making							
learning gains in							
mathematics.							
Mathematics Goal #4:	2012 Current	2013 Expected					
	Level of	Level of					
	Performance:*	Performance:*					
Enter narrative for the							
goal in this box.							
	Enter numerical	Enter numerical					
	data for	data for					
	current level of performance in	expected level of performance in					
	this box.	this box.					
		4.2.	4.2.	4.2.	4.2.	4.2.	
		4.3.	4.3.	4.3.	4.3.	4.3.	
					1		

End of Florida Alternate Assessment High School Mathematics Goals

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

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

	Solving Process to Increase Student Achievem ent					
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1. Students scoring at Achievement Level 3 in Algebra 1.			1.1.	1.1.	1.1.	
Algebra 1 Goal #1:	Level of	2013 Expected Level of Performance:*				
Enter narrative for the goal in this box.						
	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.				

	1	•	•		•	Í.	
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
		1.3.	1.5.	1.5.	1.5.	1.5.	
Based on the analysis of	Anticipated	Strategy	Person or Position	Process Used to Determine	Evaluation Tool		
student achievement data	Barrier						
and reference to "Guiding			Responsible for Monitoring	Effectiveness of Strategy			
Questions," identify and define areas in need of			Grand Contraction of Contraction Contracti				
improvement for the							
following group:							
2. Students scoring	2.1.	2.1.	2.1.	2.1.	2.1.		
at or above							
Achievement Levels							
4 and 5 in Algebra 1.							
	2012 Current	2013 Expected					
<u> </u>	Level of	Level of					
	Performance:*	Performance:*					
Enter narrative for the							
goal in this box.							
	Enton num out1	Enton usun oui1					
	Enter numerical data for	Enter numerical data for					
	current level of	expected level of					
	performance in this box.	performance in this box.					
<u> </u>	unis dox.		2.2.	2.2.	2.2.	2.2.	
		_ · - ·					
		2.3.	2.3.	2.3.	2.3.	2.3.	

	2011 2012	2012 2012	2012 2014	2014 2015	2015 2017	2016 2017	
Based on ambitious but achievable Annual	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
Measurable Objectives							
(AMOs), identify							
reading and mathematics							
performance target for the following years							
3A. In six years ,	Baseline data 2010-2011						
school will reduce	Daschlit uata 2010-2011						
their achievement							
gap by 50%.							
gap by 50 /0.							
Algebra 1 Goal #3A:							
Enter narrative for the goal in this box.							
goai in inis DOX.							
		<u> </u>	D'.'				
Based on the analysis of student achievement data	Anticipated Barrier	Strategy	Person or Position	Process Used to Determine	Evaluation Tool		
and reference to "Guiding							
Questions," identify and			Responsible for Monitoring	Effectiveness of Strategy			
define areas in need of							
improvement for the following subgroups:							
	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.		
subgroups by							
	White:						
Black Hispanic							
Asian, American	Black:						
	Hispanic:						
satisfactory progress							
in Algebra 1.	Asian:						
	American Indian:						
	American mulan.						

Algebra 1 Goal #3B:	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 performance in this box.	Enter numerical data for expected level of performance in this box.					
	White:	White:					
	Black:	Black:					
	Hispanic:	Hispanic:					
	Asian:	Asian:					
	American Indian:	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	Anticipated	Strategy	Person or Position	Process Used to Determine	Evaluation Tool		
student achievement data	Barrier						
and reference to "Guiding			Responsible for Monitoring	Effectiveness of Strategy			
Questions," identify and				8,			
define areas in need of							
improvement for the							
following subgroup:	0.1	201	26.1		hG 1		
e et English	3C.1.	3C.1.	3C.1.	3C.1.	3C.1.		
Language Learners							
(ELL) not making							
satisfactory progress							
in Algebra 1.							
Algebra 1 Goal #3C:	2012 Current	2013 Expected					
	Level of	Level of					
	Performance:*	Performance:*					
Enter narrative for the							
goal in this box.							
gout in this box.							
	Enter numerical	Enter numerical					
	data for current level of	data for expected 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.	
Decident de la c	A	C tare t	Daman a D 't'	Dragon Hard (D ()	Eveluati T I		
Based on the analysis of	Anticipated	Strategy	Person or Position	Process Used to Determine	Evaluation Tool		
student achievement data and reference to "Guiding	Barrier						
Questions," identify and			Responsible for Monitoring	Effectiveness of Strategy			
define areas in need of							
improvement for the							
following subgroup:							
ionowing subgroup.							

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

				i	í		
Based on the analysis of	Anticipated	Strategy	Person or Position	Process Used to Determine	Evaluation Tool		
student achievement data	Barrier						
and reference to "Guiding			Responsible for Monitoring	Effectiveness of Strategy			
Questions," identify and define areas in need of							
improvement for the							
following subgroup:							
3E. Economically	3E.1.	3E.1.	3E.1.	3E.1.	3E.1.		
J	51.1.	51.1.	51.1.	52.1.	52.1.		
Disadvantaged							
students not making							
satisfactory progress							
in Algebra 1.							
Algebra 1 Goal #3E:		2013 Expected					
	Level of	Level of					
	Performance:*	Performance:*					
Enter narrative for the							
goal in this box.							
	Enter numerical	Enter numerical					
	data for	data for					
	current level of performance in	expected level of performance in					
	this box.	this box.					
			3E.2.	3E.2.	3E.2.	3E.2.	
		3E.3.	3E.3.	3E.3.	3E.3.	3E.3.	

End of Algebra 1 EOC Goals

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

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

Geometry EOC Goals	Problem- Solving Process to Increase Student Achievem ent					
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
	1.1.	1.1.	1.1.	1.1.	1.1.	
		2013 Expected Level of Performance:*				
Enter narrative for the goal in this box.						
	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.				

		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	Anticipated	Strategy	Person or Position	Process Used to Determine	Evaluation Tool		
student achievement data	Barrier	Suuregy					
and reference to "Guiding			Responsible for Monitoring	Effectiveness of Strategy			
Questions," identify and			Responsible for Monitoring	Effectiveness of Sualegy			
define areas in need of							
improvement for the following group:							
	2.1.	2.1.	2.1.	2.1.	2.1.		
	2.1.	2.1.	2.1.	2.1.	2.1.		
at or above							
Achievement Levels							
4 and 5 in Geometry.							
Geometry Goal #2:	2012 Current Level of	2013 Expected Level of					
	Level of Performance:*	Level of Performance:*					
	renormance.	renormance.					
Enter narrative for the							
goal in this box.							
	Enter numerical	Enter numerical					
	data for	data for					
	current level of	expected level of					
	performance in this box.	performance in this box.					
			2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	
L							

	2012-2013 Baseline data 2011-	2013-2014	2014-2015	2015-2016	2016-2017	
their achievement gap by 50%.	2012					
Geometry Goal #3A:						
Enter narrative for the goal in this box.						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

3B. Student	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.	ſ	[]
subgroups by	50.1.	50.11	50.11	55.1.	50.1.		
ethnicity (White,	White:						
Plaak Higponia							
Asian, American	Black:						
	Hispanic:						
satisfactory progress	mspanie.						
in Geometry.	Asian:						
	American						
	American Indian:						
	2012 Current	2013 Expected					
	Level of	Level of					
	Performance:*	Performance:*					
Enter narrative for the goal in this box.							
goui in inis box.							
	Enter numerical	Enter numerical					
	data for current level of	data for expected level of					
	performance in	expected level of performance in					
	this box.	this box.					
	NT 71 - 4	10 71 °.					
	White:	White:					
	Black:	Black:					
	Hispanic:	Hispanic:					
	Asian:	Asian:					
	American	Amoricon					
	American Indian:	American Indian:					
			3B.2.	3B.2.	3B.2.	3B.2.	

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

		-					
Based on the analysis of	Anticipated	Strategy	Person or Position	Process Used to Determine	Evaluation Tool		
student achievement data	Barrier						
and reference to "Guiding			Responsible for Monitoring	Effectiveness of Strategy			
Questions," identify and			responsible for womoning	Encenveness of Strategy			
define areas in need of							
improvement for the							
following subgroup:							
e et English	3C.1.	3C.1.	3C.1.	3C.1.	3C.1.		
Language Learners							
(ELL) not making							
satisfactory progress							
in Geometry.							
Geometry Goal #3C:	2012 Current	2013 Expected					
	Level of	Level of					
	Performance:*	Performance:*					
Enter narrative for the							
Enter narrative for the goal in this box.							
goui in inis box.							
	Enter numerical	Enter numerical					
	data for	data for					
	current level of performance in	expected level of performance in					
	performance in this box.	performance in this box.					
		3C.2.	3C.2.	3C.2.	3C.2.	3C.2.	
		3C.3.	3C.3.	3C.3.	3C.3.	3C.3.	
			[[
Based on the analysis of	Anticipated	Strategy	Person or Position	Process Used to Determine	Evaluation Tool		
student achievement data	Barrier						
and reference to "Guiding	2						
Questions," identify and			Responsible for Monitoring	Effectiveness of Strategy			
define areas in need of							
improvement for the							
following subgroup:							

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

Based on the analysis of	Anticipated	Strategy	Person or Position	Process Used to Determine	Evaluation Tool		
student achievement data	Barrier	1					
and reference to "Guiding		1	Responsible for Monitoring	Effectiveness of Strategy			
Questions," identify and							
define areas in need of		1					
improvement for the		1					
following subgroup:							
	3E.1.	3E.1.	3E.1.	3E.1.	3E.1.		
Disadvantaged		1					
students not making		1					
satisfactory progress		1					
in Geometry.							
Geometry Goal #3E:		2013 Expected					
	Level of	Level of					
	Performance:*	Performance:*					
		1					
Enter narrative for the		1					
goal in this box.		1					
S * *** * * * * * * *		1					
		1					
		1					
1		1					
	Enter numerical	Enter numerical					
		data for					
	current level of	expected level of					
		performance in					
		this box. 3E.2.	3E.2.	3E.2.	3E.2.	3E.2.	
		5E.2.	3E.2.	5E.2.	5E.2.	3E.2.	
		3E.3.	3E.3.	3E.3.	3E.3.	3E.3.	

End of Geometry EOC Goals

Mathematics Professional Development

Professional Development

(PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities						
Please note that each strategy does not require a professiona development or PLC activity. PD Content/Topic	l Grade Level/	PD Facilitator	PD Participants	Target Dates (e.g., early release)		Person or Position Responsible
and/or PLC Focus	Subject	and/or	(e.g., PLC, subject, grade level,	and Schedules (e.g., frequency of meetings)		for Monitoring
Common Core		PLC Leader	or school-wide)	September-October	Grade level learning communities and monitoring and feedback of benchmark assessments	
Grade Level PLCs	K-2 K-5	District Team Leaders	K-2 teachers k-5 teaches	August -June	Lesson Plans and Walkthroughs	Administration Administration

<u>Mathematics Budget</u> (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
Dolphin Training Camp	Teacher Salaries	PTO/Afterschool Program	5,0000
Common Core Standards	Appendices	Title 1	300
Subtotal: 5,300			
Technology			
Strategy	Description of Resources	Funding Source	Amount
FCAT Explorer	Computer Program	District	0
Subtotal: 0			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Common Core Standards	Substitutes	Title 1	1,250
Subtotal: 1,250			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total: 6,550			

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Elementary and Middle Science Goals	Problem- Solving Process to Increase Student Achievem ent					
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1A. FCAT 2.0: Students scoring at Achievement Level 3 in science.	Students often have difficulty transferring skills from one subject to the other	Cross curricular K-5 instruction of science through level readers in Fusion and reading strategies instruction in science.	Administration; Reading Coach	Weekly monitoring	Evaluating collected data from Classroom Walkthroughs	

					÷		*,
Science Goal #1A:	Level of	2013 Expected Level of Performance:*					
Enter narrative for the goal in this box.							
	out of 74 students	By June 2013, 40% of students will achieve proficiency in science.					
		Going from seven strands to four bodies of knowledge.	new District Instructional Focus Calendars to match K-5 benchmarks. Also, K- 2 will incorporate common- core on a weekly basis. Also, implementing the 5E model, use of Hands on Kits, and Virtual Labs.	Classroom Teacher	Throughs Lesson Plans	Instructional Focus Calendar Performance Assessments BATS FCAT Science	
	,			1A.3.	1A.3.	1A.3.	
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.		IB.1.	1B.1.	1B.1.	1B.1.		

Science Goal #1B:	Level of	Level of					
Enter narrative for the goal in this box.							
	out of 74 students	By June 2013, 30% of students will achieve above proficiency in science					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

Deced on the small in C	Autician t	Strete	Daman an Daaitian	Deserved Used to Determ	Etion Tool	
Based on the analysis of student achievement data	Anticipated Barrier	Strategy	Person or Position	Process Used to Determine	Evaluation Tool	
and reference to "Guiding	Darrier					
Questions," identify and			Responsible for Monitoring	Effectiveness of Strategy		
define areas in need of						
improvement for the						
following group:						
	2A.1.	All 5th	Science Chair, Reading	Classroom Walkthroughs	FCAT Explorer	
Students scoring		students	Coach, and Classroom	Weekly Review Reports	·	
at or above	Students are	will utilize	Teacher	Lesson Plans	Reports Mini Bats	
Achievement Levels	unfamiliar	FCAT			BATS	
4 and 5 in science	with science-	Explorer Science a				
	based	minimum			FCAT Science	
	questions	of 30 min.				
		per week,				
	to new	Florida				
	benchmarks,	Achieves,				
	vocabulary,	an				
	and	Interactive				
	concepts.	Word Wall,				
	concepts.	and keep				
		a science				
		journal to				
		monitor				
		progress.				
Science Goal #2A:	2012 Current	2013Expected				
	Level of	Level of				
	Performance:*	Performance:*				
Enter narrative for the						
goal in this box.						
50m m mus 00m						

	1	i	i	1	1	1	
	20%; 15	By June					
	out of 74	2013, 30%					
	students	of students					
		will achieve					
		above					
		proficiency					
		in science					
		2A.2.	2A.2.	2A.2.	2A.2.	2A.2.	
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	
	2B.1.	2B.1.	DD 1	00.1	2B.1.		
2B. Florida	2 B .1.	2 B .1.	2B.1.	2B.1.	2B.1.		
Alternate							
Assessment:							
Students scoring at							
or above Level 7 in							
science.							
	2012 Current	2013Expected					
Science Goal #2B:	Level of	Level of					
		Performance:*					
	r errormance.	r errormance.					
Enter narrative for the							
goal in this box.							
	Enter numerical	Enter numerical					
	data for	data for					
	current level of	expected level of					
	performance in	performance in					
	this box.	this box. 2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2 B .2.	2B.2.	2B.2.	2B.2.	2B.2.	
	1	2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	
	1						
End of Elow outow	1 1 1 1 11	0 1 10	· C 1	•	•	•	

End of Elementary and Middle School Science Goals

Florida Alternate Assessment High School Science Goals

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

				·		
High School	Problem-					
Science Goals	Solving					
Science Goals						
	Process to					
	Increase					
	Student					
	Achievem					
	ent					
Based on the analysis of	Anticipated	Strategy	Person or Position	Process Used to Determine	Evaluation Tool	
student achievement data	Barrier	Strategy	1 61501 01 1 051001	ricess osci to Determine	Evaluation 1001	
and reference to "Guiding			Responsible for Monitoring	Effectiveness of Strategy		
Questions," identify and			Responsible for Monitoring	Effectiveness of Strategy		
define areas in need of						
improvement for the						
following group:	1 1	1.1.	1.1.	1.1.	1.1.	
1. Florida Alternate	1.1.	1.1.	1.1.	1.1.	1.1.	
Assessment:						
Students scoring at						
Levels 4, 5, and 6 in						
science.						
Science Goal #1:	2012 Current	2013 Expected				
	Level of Performance:*	Level of Performance:*				
	r enformance:**	r en tormance:**				
Enter narrative for the						
goal in this box.						

	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
		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:		Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Florida Alternate Assessment: Students scoring at or above Level 7 in science.			2.1.	2.1.	2.1.		
	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
Enter narrative for the goal in this box.							
	data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
						2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

End of Florida Alternate Assessment High School Science Goals

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

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

Biology 1 EOC Goals	Problem- Solving Process to Increase Student Achievem ent					
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1. Students scoring at Achievement Level 3 in Biology 1.		1.1.	1.1.	1.1.	1.1.	
<u>Biology 1 Goal #1:</u>	2012 Current Level of	2013 Expected Level of Performance:*				
Enter narrative for the goal in this box.						

		•			*		
	Enter numerical data for	Enter numerical data for					
	current level of	expected level of					
	performance in	performance in					
	this box.	this box. 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.	
	A 15 5 1 1	<u></u>		Process Used to Determine			
Based on the analysis of student achievement data	Anticipated Barrier	Strategy	Person or Position	Process Used to Determine	Evaluation Tool		
and reference to "Guiding	Barrier						
Questions," identify and			Responsible for Monitoring	Effectiveness of Strategy			
define areas in need of							
improvement for the							
following group:							
	2.1.	2.1.	2.1.	2.1.	2.1.		
at or above							
Achievement Levels							
4 and 5 in Biology 1.							
Biology 1 Goal #2:	2012 Current	2013 Expected					
	Level of	Level of					
	Performance:*	Performance:*					
Enter narrative for the							
goal in this box.							
		Enter numerical					
	data for current level of	data for expected level of					
	performance in	performance in					
	this box.	this box.					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

End of Biology 1 EOC Goals June 2012

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Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity. PD Content /Topic	Grade Level/	PD Facilitator	PD Participants	Target Dates (e.g. , Early	Strategy for Follow-up/Monitoring	Person or Position Responsible for
and/or PLC Focus	Subject	and/or	(e.g., PLC, subject, grade level, or school-wide)	Release) and Schedules (e.g., frequency of meetings)		Monitoring
Science Instructional Materials Workshop		PLC Leader Science			Lesson Plans and Walkthroughs	
	K-5	Teacher	School-wide	August-June		Administration
Digital		District	Teachers K-5 and support staff	5		
	K-5	District	reachers is a na support stall	August 24, 2011	Lesson Plans	Administration
Science Lab		Trainers				

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	
Fusion	Text and workbook	District	0	

Subtotal:				
Technology				
Strategy	Description of Resources	Funding Source	Amount	
Florida Achieves	Internet Program	District	0	
Subtotal:				
Professional Development				
Strategy	Description of Resources	Funding Source	Amount	
Common Core Training	Substitutes	Title 1	625.00	
Subtotal:				
Other				
Strategy	Description of Resources	Funding Source	Amount	
Subtotal:				
Total:				

End of Science Goals

Writing Goals

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

Writing Goals	Problem- Solving Process to Increase Student Achievem ent					
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.	Different writing skill levels in each classroom.	All students will participa te in bi- weekly writing seminars through whole- group instruct ion and conferenc ing.	Classroom Teacher	writing portfolios through writing prompts. Classroom	Daily use of and weekly monitoring of student writing portfolios Classroom Walk- Throughs Lesson Plan	

			-	*			
	Level of	2013 Expected Level of Performance:*					
Enter narrative for the goal in this box.							
5							
		By June 2013, 90% of students will achieve					
		proficiency in writing.					
		1A.2.	1A.2.	1A.2.	1A.2.	1A.2.	
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	
1B. Florida Alternate	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
Assessment: Students scoring at 4							
or higher in writing.	2012 Current	2013 Expected					
Writing Goal #1B:	Level of Performance:*	2013 Expected Level of Performance:*					
Enter narrative for the goal in this box.							
9							

data curr perfi	a for rrent level of formance in p	Enter numerical lata for expected level of performance in this box.					
	1	1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
	1	1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

Writing Professional Development

Professional
Development
(PD) aligned with
Strategies through
Professional
Learning
Community (PLC)
or PD Activity

Please note that each Strategy does not require a

professional development o PLC activity. PD Content /Topic		PD Facilitator	PD Participants	Target Dates (e.g., Early Release) and Schedules (e.g.,	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
and/or PLC Focus		and/or	(e.g., PLC, subject, grade level, or school-wide)	frequency of meetings)		
		PLC Leader	,			
Parent Trainings and Staff Workshops through Sheridan Hills.		Reading		Planning week and throughout school year.	Lesson Plans and Walkthroughs	
5	K-5	Coach and 4th grade team	Parents and staff			Administration
Summer Writing Institute and School wide follow-up.		Reading Coach and institute participants		August - Sept on select Tuesdays from 2-3PM.		
	K-5		K-5 Teachers		Writing Journals	Administration

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

Writing Fundamentals	Writing Fundamental Kits	District	0
Mentor Texts	Books	District	0
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Common Core Training	Substitutes	Title 1	1250.00
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Writing Goals

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

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

Goals	Problem- Solving Process to Increase Student Achievem ent					
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
	1.1.	1.1.	1.1.	1.1.	1.1.	
<u>Civics_Goal #1:</u>	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 performance in this box.	Enter numerical data for expected level of performance in this box.				

	Í .	•	•			Í.	
		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	Anticipated	Strategy	Person or Position	Process Used to Determine	Evaluation Tool		
student achievement data	Barrier						
and reference to "Guiding Questions," identify and			Responsible for Monitoring	Effectiveness of Strategy			
define areas in need of							
improvement for the							
following group:	2.1.	2.1.	2.1.	2.1.	2.1.		
2. Students scoring at or above	2.1.	2.1.	2.1.	۷.1.	۷.1.		
Achievement Levels							
4 and 5 in Civics.							
	2012 Current	2013 Expected					
	Level of	Level of					
	Performance:*	Performance:*					
Enter narrative for the goal in this box.							
goui in inis oox.							
	Enter numerical	Enter numerical					
	data for current level of	data for expected level of					
	performance in	performance in					
	this box.	this box. 2.2.	2.2.	2.2.	2.2.	2.2.	
		£.2.	<i>2.2</i> .	2.2.	2.2.	£.£.	
		2.3.	2.3.	2.3.	2.3.	2.3.	
L		.			.		

Civics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC or PD Activity	1					
Please note that each Strategy does not require a professional development on PLC activity.						
PD Content /Topic	Grade Level/ Subject	PD Facilitator	PD Participants	Target Dates (e.g., Early Release) and Schedules (e.g.,	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
and/or PLC Focus		and/or PLC Leader	(e.g., PLC, subject, grade level, or school-wide)	frequency of meetings)		
Use of Florida Studies	K-5	K-5 District trained Teachers	K-5 Teachers	Planning Days	Reflections/Walkthroughs/Teacher Evaluations	In-service Facilitator/Reading Coach/Administration

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
Florida Studies	Text and workbooks	District	0
Subtotal:			

[
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Teacher Led District Trainings	Teacher Salaries	District	0
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Civics Goals

U.S. History End-of-Course (EOC) Goals (required in year 2013-2014)

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

EOC Goals	Problem- Solving Process to Increase Student Achievem ent					
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1. Students scoring at Achievement Level 3 in U.S. History.			1.1.	1.1.	1.1.	
U.S. History Goal #1: Enter narrative for the goal in this box.	Level of	2013 Expected Level of Performance:*				
5						

	î		·	•		i	
	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
		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		
at or above Achievement Levels 4 and 5 in U.S. History.			2.1.	2.1.	2.1.		
U.S. History Goal #2: Enter narrative for the	<u>2012 Current</u> Level of Performance:*	2013 Expected Level of Performance:*					
goal in this box.							
	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

U.S. History Profe Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity	ssional Dev	velopment				
Please note that each Strategy does not require a professional development or PLC activity. PD Content /Topic	Grade Level/	PD Facilitator	PD Participants	Targat Datas (a.g. Farly	Strategy for Follow-up/Monitoring	Darson or Desition Desponsible for
PD Content / Topic	Subject	PD Facilitator	PD Participants	Target Dates (e.g., Early Release) and Schedules (e.g.,	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
and/or PLC Focus		and/or	(e.g., PLC, subject, grade level, or school-wide)	frequency of meetings)		
		PLC Leader				

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 (e.g., 70% [35]).

Attendance Goal(s)	Problem- solving Process to Increase Attendan ce					
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	
	understand the importance of getting	addressed in each classroom during open house.	1.1. Assistant Principal	1.1. Pinnacle	1.1. Attendance Data	

			-			
Attendance Goal #1:	2012 Current	2013 Expected				
	Attendance	Attendance				
	Rate [.] *	Rate:*				
	runo.	tuto.				
Frederic and the free disc						
Enter narrative for the						
goal in this box.						
	95%	Char				
	73/0	Sher				
		idan Hills will				
		Hills				
		will				
		vviii				
		reduce the				
		the				
		numb				
		er of				
		studen				
		ts with				
		exce ssive				
		ssivo				
		55176				
		tardies				
		and				
		absen				
		coc by				
		and absen ces by 25%.				
		25%.				
		-				
		June of 2013				
		attendance				
		will improve				
		will improve				
		will improve by 97%	l	l		
	2012 Current	2013 Expected				
	Number of	Number of				
	Students with	Number of Students with				
	Students With	Students with				
	Excessive	Excessive				
	Absences	Absences				
	(10 or more)	(10 or more)				
	1					

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30 students	40 students		['	1		
Number of Students with Excessive Tardies (10 or	2013 Expected Number of Students with Excessive Tardies (10 or more)					
150	113					
	Motivating Students to arrive on time.	setting and motivational program for students.			1.2. Attendance Data	
		1.3.	1.3.	1.3.	1.3.	

Attendance Professional Development

Professional
Development
(PD) aligned with
Strategies through
Professional
Learning
Community (PLC)
or PD Activity

Please note that each Strategy does not require a professional development or PLC activity. PD Content /Topic Grade Level/ PD Facilitator PD Participants Target Dates (e.g., Early Strategy for Follow-up/Monitoring Person or Position Responsible for Release) and Schedules (e.g., Subject Monitoring frequency of meetings) and/or PLC Focus (e.g., PLC, subject, grade level, or and/or school-wide) PLC Leader Champs Pre K-5 In-service School-wide all Planning Week-Classroom Assistant Refresh Facilitator faculty August 2012 Walkthroughs Principal

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	Description of Resources	Funding Source	Amount
Subtotal:			

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

End of Attendance Goals

Suspension Goal(s)

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

Suspension Goal(s)	Problem- solving Process to Decrease Suspension					
Based on the analysis of suspension data, and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
	implementatio n of classroom management.	counseling with guidance counselor and school social work.	^{1.1.} Assistant Principal,Guidance Counselor, and Classroom Teacher		^{1.1.} Suspension Data Records and Discipline Matrix	
Suspension Goal #1: Enter narrative for the goal in this box.	2012 Total Number of In School Suspensions	2013 Expected Number of In- School Suspensions				

9	6					
of Students	2013 Expected Number of Students Suspended					
 In-School	In -School					
	T					
Number of Out-of- School Suspensions	2013 Expected Number of Out-of-School Suspensions					
б	3					
of Students	2013 Expected Number of Students Suspended					
Out- of- School	<u>Out- of-School</u>					
5	2					
	1.2.	1.2.	1.2.	1.2.	1.2.	
	1.3.	1.3.	1.3.	1.3.	1.3.	

Suspension Profess Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity	ional Deve	lopment				
Please note that each Strategy does not require a professional development or PLC activity. PD Content /Topic	Grade Level/ Subject	PD Facilitator	PD Participants	Target Dates (e.g. , Early Release) and Schedules (e.g.,	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
and/or PLC Focus	5	and/or PLC Leader	(e.g., PLC, subject, grade level, or school-wide)	frequency of meetings)		č

Suspension Budget (Insert rows as needed)

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

Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Conscious Discipline	Substitutes for Teacher Training	Title 1	0
Brain Gym	Substitutes for Teacher Training	Title 1	0
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Suspension Goals

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

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

Dropout Prevention Goal(s)	Problem- solving Process to Dropout Prevention					
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1. Dropout Prevention	1.1.	1.1.	1.1.	1.1.	1.1.	

Dropout Prevention Goal #1:	2012 Current. Dropout Rate:*	2013 Expected Dropout Rate:*			
Enter narrative for the goal in this box.					
*Please refer to the percentage of students who dropped out during the 2011-2012 school year.					
	data for dropout rate in this box.	Enter numerical data for expected dropout rate in this box.			
	Enter numerical data for graduation rate in	2013 Expected Graduation Rate:* Enter numerical data for expected graduation rate in this box.			
		1.2. 1.3.		1.2. 1.3.	

Dropout Prevention Professional Development

Professional Development (PD) aligned with

June 2012 Rule 6A-1.099811 Revised April 29, 2011

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

Dropout Prevention Budget (Insert rows as needed)

Include only school-based funded				
activities/materials and exclude district				
funded activities /materials.				
Evidence-based Program(s)/Materials(s)				
Strategy	Description of Resources	Funding Source	Amount	
Subtotal:				
Technology				
	Description of Resources	Eunding Source	Amount	
Strategy	Description of Resources	Funding Source	Amount	
Subtotal:				
Professional Development				
Strategy	Description of Resources	Funding Source	Amount	
Conscious Discipline	Salaries for Teacher Participants	Title 1	0	
Brain Gym	Salaries for Teacher Participants	Title 1	0	
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 Involvement Goal(s)	Problem- solving Process to Parent Involveme nt					
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

1. Parent Involvement	1.1.	1.1.	1.1.	1.1.	1.1.	
	Parents have difficulty attending school	Families will have the opportunity to visit	Administration and Leadership Team	Sign in Sheets	^{1.1.} Teacher and parent surveys	
	during the school day due to work	the media center every Tuesday night from 5:00 to				
		7:00 during "Tuesday Night Live" (an extended media access program).				

Parent Involvement Goal #1:	2012 Current Level of Parent Involvement:*	2013 Expected Level of Parent Involvement:*					
Enter narrative for the goal in this box.							
*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.							
	0.80 (N					
	85%	During the 2012- 13 school year, Sheridan will increase parent involvement by 5%.					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		parents up	School functions will be advertised through our	Website Coordinator	Parent Surveys	Parent Surveys and Feedback	
		informed on school	school's web site, marquee, and				
			district's Parent Link call out system.				
		1.3.	1.3.	1.3.	1.3.	1.3.	

Parent Involvement Professional Development

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

Parent Involvement Budget

Include only school besed funded				
Include only school-based funded				
activities/materials and exclude district funded activities /materials.				
Evidence-based Program(s)/Materials(s)				
Strategy	Description of Resources	Funding Source	Amount	
Parent Trainings	Teacher Salaries	Title 1	679	
Communication Tool	Agendas	Title 1	1800	
Subtotal: 2,479				
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	
Annual Parent Seminar	Registration	Title 1	80	
Subtotal: 80				
Total: 2,559				

End of Parent Involvement Goal(s)

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

STEM 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
STEM Goal #1:	1.1.	1.1.	1.1.	1.1.	1.1.
Enter narrative for the goal in this box.					
	1.2	10	1.2	1.0	1.0
	1.2.	1.2.	1.2.	1.2.	1.2.

1.3.	1.3.	1.3.	1.3.	1.3.

STEM Professional Development

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

STEM 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 STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

1.3.	1.3.	1.3.	1.3.	1.3.

CTE Professional Development

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

CTE Budget (Insert rows as needed)

8-(
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 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)).

Additional Goal(s)	Problem- Solving Process to Increase Student Achieveme nt					
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.	

Ad	lditional Goal #1:	2012 Current Level :*	2013 Expected Level :*					
Ent this	ter narrative for the goal in 5 box.							
		data for current	Enter numerical data for expected goal in this box.					
			1.2.	1.2.	1.2.	1.2.	1.2.	
			1.3.	1.3.	1.3.	1.3.	1.3.	

Additional Goals Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

June 2012 Rule 6A-1.099811 Revised April 29, 2011

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

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

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

End of Additional Goal(s)

Total: 6,550
10000 0,000
Total:
Total: 6,550
Total:
Total: 2,559
Total:
Total:
Total:
Grand Total:

June 2012 Rule 6A-1.099811 Revised April 29, 2011

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.

 \Box Yes \Box No

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

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

SAC will focus on school-wide initiatives to ensure academic success of all students through data supported curricular interventions and programs, as well as the disbursement of appropriate funds to the school for parent and teacher involvement.

Describe the projected use of SAC funds.	Amount