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: Martin Luther King, Jr. Elementary F.A.M.E. Academy	District Name: Duval
Principal: Kimberly N. Brown	Superintendent: Ed Pratt-Dannals
SAC Chair: Collana Sambolah	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)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/ statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)

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Principal	Kimberly Brown	BA – Elementary Education, University of North Florida; Master of Education – Educational Leadership, University of North Florida; Certification – State of Florida; School Principal (All Levels) Certification	4	4 (3 years as an assistant principal)	Assistant Principal/Principal of Martin Luther King Jr. Elementary 2011-2012: Overall School Grade D. Reading Proficiency 35%. Math Proficiency 42%. Reading learning gains 61%. Math learning gains 53%. Reading lowest 25% gains 66%. Math lowest 25% gains 64%. Assistant Principal of Martin Luther King Elementary in 2010-2011: Overall School Grade C. Reading Proficiency 64%. Math Proficiency 71%. Reading learning gains 66%. Math learning gains 64%. Reading lowest 25% gains 57%. Math lowest 25% gains 63%. Black subgroup did not make AYP in Math. 2009-2010: Overall School Grade A. Grade Reading Proficiency 58%. Math Proficiency 71%. Math learning gains 76%. Reading learning gains 63%. Lowest 25% gains in reading 66%, in math 84%. AYP 92%. Black and Economically Disadvantage did not make AYP in reading.
Assistant Principal					

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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	Vanessa Forbes-Brandon	Fisk University B.A. Elementary Education Certification K-6 American College of Education Masters in Educational Leadership	2	2	2011-2012: Grade D. Martin L. King Elementary Reading proficiency 35%. Reading Gains: 59%. Lowest Reading Gains: 62%. 88% proficiency in 4th grade writing. 2010-2011: Grade C. Pickett Elementary Reading proficiency: 41%. AYP 38%. Black and Economically Disadvantage did not make AYP in reading. 78% proficiency in 4th grade writing. 2009-2010: Grade B. Pickett Elementary Reading proficiency: 53%. Reading Gains: 33%. Lowest 25% Reading gains 45%. Black and Economically Disadvantage did not make AYP in reading. Writing proficiency 98% proficiency in 4th grade writing.
Science	Dwyane L. Kohn	BA – Elementary Education MS – Instructional Technology Certification K-6	0	3	2010-2011 – Long Branch Elementary (A) Science proficiency increased 20% to 23% 2009-2010 – Sallye B. Mathis Elementary (A) Science proficiency increased 36% to 62% 2008-2009-Sallye B, Mathis Elementary (C) Science proficiency decreased 18% from 44%
Math	Teia Anderson	BA- Elementary Education	1.5	1.5	2011 – 2012 Martin Luther King, Jr. (D) Math proficiency 42%. Math Gains53%. Lowest 25% math Gains 64%. 2010 – 2011 Martin Luther King, Jr. (C) Math proficiency 72%. Math Gains 64%. Lowest 25% Math Gains 63%. 2009 – 2010 Martin Luther King Jr. (Classroom Teacher) (A) Math Proficiency 81%. Math Gains 67%. Lowest 25% Math Gains 79%. Writing Proficiency 84%.

Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date
1. Mentor Monthly Meetings	Professional Development Facilitator	On-going
2. Bi-weekly Professional Development	Instructional Support Team	On-going
3. Teacher Mentoring Program	Professional Development Facilitator & Administrator	08/17/12
4. District Cadre/Teach For America Support	Administrator	On-going
5. *"Support Saturdays"*	Administrator and Coaches	On-going
6. District Support	District Reading, Math, and Science Coaches.	On-going

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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
22% (10)	Teacher Induction Program – MINT Instructional Support Team Support Mentor Teacher Collaboration Grade Level Collaboration Content Area Collaboration

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
45	22% (10)	24% (11)	27% (12)	27% (12)	42% (19)	69% (31)	7% (3)	0%	18% (8)

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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.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Nadege Richards	Teresa Toomer	Ms. Richards is a successful 5th grade teacher who is passionate about the success of others. Her background includes working with 2nd, 3rd, and 5th grade students and formerly a UF apprentice. Mrs. Toomer is a 1st year teacher who completed the UF apprenticeship program.	Intensive support with CHAMPs system to assist with classroom management. Provide lesson plan support for diverse learners. Shadowing and observing teachers. Assist with the completion of the MINT Program. Analyze student work to inform instruction. Monthly Mentoring Meetings.
Dwayne Kohn	Celeste Payne	Mr. Kohn is an exceptional educator. He has served many roles in the school system including a position as a District Cadre. As District Cadre he has mentored many teachers. He currently works as the Science Coach. Mrs. Payne is a 1st year teacher who completed the UF apprenticeship program.	Intensive support with CHAMPs system to assist with classroom management. Provide lesson plan support for diverse learners. Shadowing and observing teachers. Assist with the completion of the MINT Program. Analyze student work to inform instruction. Monthly Mentoring Meetings.
Lauren Apolito	Courtney Malcolm	Mrs. Apolito is a phenomenal teacher. She is a Teach for America Alumni. She successfully taught 1st grade for the past 3 years and is currently teaching 5th grade. Ms. Malcom is a Teach for America 1st year teacher.	Intensive support with CHAMPs system to assist with classroom management. Provide lesson plan support for diverse learners. Shadowing and observing teachers. Assist with the completion of the MINT Program. Analyze student work to inform instruction. Monthly Mentoring Meetings

Dwayne Kohn	Ashley Cabrera	Mr. Kohn is an exceptional educator. He has served many roles in the school system including a position as a District Cadre. As District Cadre he has mentored many teachers. He currently works as the Science Coach.	Intensive support with CHAMPs system to assist with classroom management. Provide lesson plan support for diverse learners. Shadowing and observing teachers. Assist with the completion of the MINT Program. Analyze student work to inform instruction. Monthly Mentoring Meetings
Lauren Brickse	Teia Anderson	Mrs. Anderson is a dynamic educator. Her current role is Math Coach. She has successfully taught 3rd, and 4th grade. Mrs. Anderson successfully mentored a first year teacher last year. Ms. Brickse is a 1st year teacher.	Intensive support with CHAMPs system to assist with classroom management. Provide lesson plan support for diverse learners. Shadowing and observing teachers. Assist with the completion of the MINT Program. Analyze student work to inform instruction. Monthly Mentoring Meetings
Teia Anderson	Stephanie Hite	Mrs. Anderson is a dynamic educator. Her current role is Math Coach. She has successfully taught 3rd, and 4th grade. Mrs. Anderson and Ms. Hite successfully worked together last year. Ms. Hite is a 2nd year teacher.	Intensive support with CHAMPs system to assist with classroom management. Provide lesson plan support for diverse learners. Shadowing and observing teachers. Assist with the completion of the MINT Program. Analyze student work to inform instruction. Monthly Mentoring Meetings

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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 Services are provided to ensure students receive additional remediation through after-school programs and/or summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Superintendent's Summer Academy is funded through this source which extends students learning opportunities.
Title I, Part C- Migrant
Title I, Part D District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs. Martin L. King Elementary is a designated center for S.T.A.R. Program.
Title II District receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement education programs. New technology in classrooms will increase the instructional strategies provided to students and new instructional software will enhance literacy and math skills of struggling students. The District purchased SuccessMaker and GIZMO licenses to integrate with instruction. In addition, professional development for SuccessMaker and GIZMO will be provided.
Title III
Title X- Homeless District Homeless Social Worker provides resources (clothing, school supplies, and social services referrals) for students identified as homeless under the Ribault Full Service Program and United Way to eliminate barriers for a free and appropriate education
Supplemental Academic Instruction (SAI) SAI funds will be coordinated with Title I funds to provide summer school for Level 1 and Level 2 students, along with primary students identified as below 65% according to FAIR. SAI funds will be used to pay for teacher salaries for Saturday School. Funds were also given to help supplement the STAR program.
Violence Prevention Programs Safe and Drug Free Schools: District provides funds for programs (Foundations/CHAMPS, etc.) that support prevention of violence in and around the school. These programs prevent the use of alcohol, tobacco, drugs and foster a safe, drug free learning environment supporting student achievement.

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Nutrition Programs Free breakfast is provided to every student at Martin Luther King, Jr. Elementary through "Breakfast in the Classroom" program.
Housing Programs N/A
Head Start N/A
Adult Education N/A
Career and Technical Education N/A
Job Training N/A
Other N/A
Multi-Tiered System of Supports (MTSS) /Response to Instruction/Intervention (RtI) School-Based MTSS/RtI Team

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Identify the school-based MTSS leadership team.
• Principal (Kimberly Brown): Provides a common vision for the use of data-based decision-making; ensures that the school-based team is implementing MTSS/ RtI; conducts assessment of MTSS/ RtI skills of school staff; ensures implementation of intervention support and documentation requirements; ensures adequate professional development to support MTSS/ RtI implementation; and communicates with parents regarding school-based MTSS/ RtI plans and activities.
• Academic Coaches (Anderson, Kohn, and Forbes-Brandon): Develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches; identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk"; assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans; and provides support for assessment and implementation monitoring.
• School Counselor (Cabrera): Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students; link community agencies to schools and families to support the child's academic, emotional, behavioral, and social success; provides consultation services to general and special education teachers, parents, and administrators; provides group and individual student interventions; and conducts direct observation of student behavior.
• General Education Teachers (Blank, Apolito, Richards, Hite): Provides information about core instruction; participates in student data collection; delivers Tier 1 instruction/interventions; collaborates with other staff to implement Tier 2 and/or Tier 3 interventions; and integrates Tier 1 materials/instruction with Tier 2/3 activities.
• Special Education Teacher (Sartin): Participates in student data collection; assists in determination for further assessment; integrates core instructional activities/ materials into Tier 2 and/or Tier 3 instruction; and collaborates with general education teachers through such activities as co-teaching, facilitation, and consultation.
• Foundations Team Chair (Brown): Provides information about school wide and class wide behavior curriculum and instruction; participates in behavioral data collection; provides professional development principles of Foundations to faculty and staff; and collaborates with staff to implement behavioral interventions.
• Technology Specialist (Mills/Blank): Develops or brokers technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display

Describe how the school-based MTSS leadership team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?
The MTSS Leadership Team will focus meetings around one question: How do we develop and maintain a problem-solving system to bring out the best in our schools, our teachers, and in our students?

The team meets biweekly to engage in the following activities: Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation

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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 MTSS Leadership Team leads the faculty in a review of the data and, with input from building instructional teams, develops the initial draft of the School Improvement Plan utilizing the template provided by the Department of Education. The draft SIP is then presented to the School Advisory Council for review and recommendations. The MTSS Leadership Team finalizes the plan. The School Improvement Plan becomes the guiding document for the work of the school. The MTSS Leadership Team should regularly revise and update the plan as the needs of students change throughout the school year. The plan includes a formal review process which demonstrates how the school has used MTSS/RtI to inform instruction and made mid-course adjustments as data are analyzed.

MTSS Implementation
Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior. Baseline data: Progress Monitoring and Reporting Network (PMRN), Florida Assessments for Instruction in Reading (FAIR), Diagnostic Reading Assessment-2 (DRA-2), District Benchmark Assessments as appropriate, Florida Comprehensive Assessment Test (FCAT), SuccessMaker, Behavior Checklist, BURKS Midyear: FAIR, DRA-2, SuccessMaker, Behavior Checklist, and District Benchmark Assessments as appropriate End of Year: FAIR, FCAT, DRA2, SuccessMaker, Behavior Checklist, Ongoing Progress Monitoring: PMRN, FAIR (ongoing formative assessments), Pearson Inform, mini-assessments, SuccessMaker Frequency of data review: Weekly and Bi-weekly reviews of data analysis
Describe the plan to train staff on MTSS. Training will occur during pre-planning, early dismissal, and faculty meetings, MTSS/RtI learning will be job embedded. The faculty and staff will incorporate MTSS/ RtI training in our Professional learning communities, grade level meetings, classroom observations, data chats, and book study.
Describe the plan to support MTSS. In order to support the Multi-Tiered Support System the staff will receive ongoing professional development in order to meet student needs. The school-wide calendar has been pre-populated with dates to ensure consistency of MTSS meetings and opportunities for teachers to receive support from the instructional support team.

Literacy Leadership Team (LLT)

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School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT).   Administrator: Principal Kimberly Brown   Academic Coach: Forbes-Brandon   Reading Interventionist: General Education Teachers: Emily Benedict- K, Estella Dixon-1st, Celeste Payne-2nd ,Ingrid Pitts-4th, and Nadege Richards-5th   Special Education Teacher: Amy Sartin
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).   In support of the district's reading goals and our school based reading goals, we have established a monthly literacy team data review meeting to assist us in aligning with DCPS Comprehensive K-12 Reading Plan. Team members, review current and longitudinal data to ensure the successful implementation of the core reading series and research based strategies for supporting students in the core curriculum.   We further meet to assess faculty professional development needs and to formulate plans on effective implementation of targeted reading goals within our surrounding community. Our main goal is to continuously address the instructional rigor in our reading curriculum and the manner in which it is being delivered across content and grade levels to provide next steps for improving the reading achievement of our students."
What will be the major initiatives of the LLT this year?   Our reading proficiency target for this school year is 50%. We will increase our learning gains from 61% to 70%. Our students in the bottom quartile will increase gains from 66% to 70%. The strategies that we will incorporate include: Six Essential Comprehension Strategies, SuccessMaker, Implementing text complexity and closed reading, Compass Odyssey, Florida Continuous Improvement Model, SES Tutoring, Team Up, Coaching and modeling support, PLCs, Book Study, and implementation of FCRR activities based upon school FAIR reports.

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.

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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.

At Martin L. King, Jr. Elementary F.A.M.E. Academy, we have two Pre-Kindergarten classes which increase the transitional learning at the school base level. All incoming Kindergarten students are accessed upon entering school to assist in differentiated instruction, as well as intervention strategies and programs. All students are accessed using FLKRS/Echos, FAIR and the Houghton Mifflin Emergent Literacy Test in the areas of Basic Skills/School readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/Processing. Everyday Counts, Riverdeep and teacher-made tests are also used to track development over time and classroom grouping.

Screening data will be collected and aggregated by October 2012. Data will be used to plan daily instruction for all students; including those who may need intervention beyond core instruction. Teachers will provide differentiated instruction in small groups in order to meet students' needs. Instruction will include modeling, guided practice, and independent practice of all areas identified by screening data.

After data are gathered and analyzed, teachers will group students according to their needs. Students will work on the skills that were identified as weaknesses in order to move forward.

Screening tools will be re-administered mid-year and at the end of the year in order to determine student learning gains and instructional needs.

Incorporate an Adopt a Day-Care program where we invite the owners of local Day Care businesses to participate in hands-on instructional activities. This will bring awareness of Kindergarten expectations.

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?

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

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Postsecondary Transition

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

> N/A

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PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Reading Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.	1A.1. Lack of active student engagement/ participation	1A.1. Teachers will be provided with professional development opportunities on how to effectively engage students. (Marcia Tate) Engagement Module provided to select teachers by the Lastinger Center	1A.1. Administration Reading Coach Classroom Teacher Reading Interventionist	1A.1. Classroom Observations School-wide student engagement data observation tool	1A.1. Classroom walkthroughs and logs Engagement Data		
Reading Goal #1A: 50% (102) of the students in third, fourth, and fifth grades will score a level 3 on the 2013 Reading	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	35% (71)	50% (102)					

		1A.2. Teachers limited depth of content knowledge and abilities to plan rigorous lessons.	1A.2. An Instructional Focus Calendar will be developed to focus on content areas students are not mastering.\n\nVertical & horizontal articulation within grade level to enhance lesson planning skills	1A.2. Administration Reading Coach Classroom Teacher Reading Interventionist	1A.2. School-wide data monitoring system\n\nObservations	1A.2. Classroom Walkthroughs and logs
		1A.3. Limited text complexity and genre of texts exposed to students	1A.3. Create literature rich classrooms with an exposure to a variety of genres\n\nTrain teachers on text complexity and the types of text to expose students to.	1A.3. Administration Reading Coach Classroom Teacher Reading Interventionist	1A.3. FCIM Assessments IBM Reading Assessments	1A.3. Data Notebook
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.	
Reading Goal #1B:\n\n*Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	Enter numerical data for current level of performance in this box.	*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.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.	2a.1. Lack of time in the classroom schedules to meet the needs of all students	2a.1. An Instructional Calendar will be developed to ensure enrichment activities are provided to students meeting satisfactory performance Challenging projects to engage students critical thinking skills to maintain proficiency in reading	2a.1. Reading Coach Administration Reading Interventionist	2a.1. School-wide data monitoring system	2a.1. Student Work Student Data Chats		

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Reading Goal #2A: 26% of the students in the third, fourth and fifth grades will score a level 4 or 5 on the 2012 Reading FCAT	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	15% (28)	26% (48)					
		2a.2. Teachers limited depth of knowledge	2a.2. Professional development, inquiry, and book studies provided by academic coaches and teacher leaders to facilitate training on research-based strategies to help promote student achievement Explicit training on using appropriate text complexity	2a.2. Administration Academic Coaches District Coaches	2a.2. Classroom Observations Analysis of grade level data	2a.2. CAST-Classroom Observations Data Chats	
		2A.3. Teacher lack of in depth lesson planning	2A.3. Review teacher lesson plans weekly to ensure plans, level of complexity and daily instruction are aligned.	2A.3. Principal	2A.3. Classroom Observations	2A.3. Lesson Plan Review Form	
2B. Florida Alternate Assessment: **Students scoring at or above Level 7 in reading.**	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		

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Reading Goal #2B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3A. FCAT 2.0: Percentage of students making learning gains in reading.	3a.1. Lack of instructional support	3a.1. Push in support for tiered groups in reading provided by reading interventionist and reading coach	3a.1. Administration Reading Coach Reading Interventionist	3a.1. School wide data monitoring system	3a.1. Coaches Log		
Reading Goal #3A: 70% (128) of our students in third, fourth and fifth grades will make learning gains in reading on the 2012-2013 FCAT 2.0	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	61%(116)	70% (128)					

		3a.2. Teachers lack of knowledge in using data to drive instructional decisions	3a.2. Utilize the MTSS Problem Solving tool to analyze all data sources (i.e. FAIR, IBM, FCIM)	3a.2. Administration Reading Coach Reading Interventionist Classroom Teacher	3a.2. School wide data monitoring systems FAIR Data Analysis	3a.2. Data Chats/Data Notebooks	
		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.		
Reading Goal #3B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	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.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.	4a.1. Teachers lack of knowledge in using data to drive instruction	4a.1. Utilize the MTSS Problem Solving tool to analyze all data sources (i.e. FAIR, IBM, FCIM). Teachers differentiate lessons to reflect student needs based on data	4a.1. Administration Reading Coach Reading Interventionist	4a.1. FAIR data analysis School-wide monitoring data system	4a.1. Data Chats		
Reading Goal #4A: 70% (143) of our students in the bottom quartile will make learning gains	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	66% (125)	70%(143)					

		4a.2. Lack of time in the classroom schedule to meet the needs of all students	4a.2. Team Up Program will be an extension to the school day. Item Specification based lessons utilized. SuccessMaker utilized for 4th and 5th grade Supplemental Educational Services (after-school tutoring)	4a.2. Administration Academic Coaches Classroom Teachers Lead Team Up Teacher	4a.2. Compass Odyssey Reports SDRT/SDMT Success Maker reports Observations	4a.2. Data Notebook Data Chats	
		4A.3.	4A.3.	4A.3.	4A.3.	4A.3.	
4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in reading.	4B.1.	4B.1.	4B.1.	4B.1.	4B.1.		
Reading Goal #4B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical 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.	

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. In six years school will reduce their achievement gap by 50%.	**Baseline data 2010-2011** 41%	46%	51%	56%	61%	66%	71%
Reading Goal #5A: In 2011- 2012 reading proficiency data was 46%. In order to reduce the achievement gap we will move 5% of our students each year to proficiency.							
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		

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5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in reading.**	5B.1. Teachers limited depth of content knowledge	5B.1. Professional development, inquiry, and book studies provided by academic coaches and teacher leaders to facilitate training on research-based strategies to help promote student achievement	5B.1. Administration Academic Coaches District Coaches	5B.1. Classroom Observations Analysis of grade level data	5B.1. CAST-Classroom Observations		
Reading Goal #5B: In 2011-2012 reading proficiency data was as follows: Black(34%), SWD(11%), and ED(34%). Our 2012-2013 reading proficiency goals are Black(49%), SWD(33%), and ED(50%)	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Black: 34% SWD: 11% ED: 34%	Black: 49% SWD: 33% ED: 50%					

		5B.2. Teachers lack of knowledge in using data to drive instruction	5B.2. Utilize the MTSS Problem Solving tool to analyze all data sources (i.e. FAIR, IBM, FCIM).Teachers differentiate lessons to reflect student needs based on data	5B.2. Administration Academic Coaches District Coaches	5B.2. Classroom Observations Analysis of grade level data	5B.2. Teacher Data Notebook Data Chats	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.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		
5C. English Language Learners (ELL) not making satisfactory progress in reading.	5C.1.	5C.1.	5C.1.	5C.1.	5C.1.		
Reading Goal #5C: *N/A*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following 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 reading.	5D.1. Lack of time in the classroom schedules to meet the needs of diverse learners	5D.1. VE Support Facilitation and Reading interventionist will be work with small groups of students providing them with small chunks of work at a time. They will also provide students multiple opportunities to practice reading skills.	5D.1. Reading Coach VE Resource Teachers Reading Interventionist	5D.1. Data Analysis during collaborative planning time and MTSS/RtI Academic Intervention Team Meeting	5D.1. Teacher Data Notebook Data Chats		
Reading Goal #5D: 88% of the students did not make satisfactory progress in reading	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	12% (2)	33% (4)					

| | | 5D.2.
Lack of active student engagement/ participation | 5D.2.
Teachers will be provided with professional development opportunities on how to effectively engage students. (Marcia Tate) | 5D.2.
Reading Coach
VE Resource Teachers
Reading Interventionist | 5D.2.
Classroom Observations | 5D.2.
Student data chats
CAST-Classroom Observations | |
| | | 5D.3. | 5D.3. | 5D.3. | 5D.3. | 5D.3. | |

Based on the analysis of student achievement data and reference to "Guiding Questions,"	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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identify and define areas in need of improvement for the following subgroup:							
5E. Economically Disadvantaged students not making satisfactory progress in reading.	5E.1. Teachers ability to differentiate instruction to meet the needs of diverse learners	5E.1. One-on-one push in support. Providing Multiple opportunities to practice skills and reading (repetition) Team Up Program will be an extension to the school day. Item Specification based lessons will be utilized.	5E.1. VE Resource Teacher Reading Coach Reading Interventionist	5E.1. School-wide monitoring system	5E.1. Teacher Data Notebook Data chats Observation Notes		
Reading Goal #5E: 40% (74) students will make satisfactory progress in reading	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	70% (113)	40% (74).					

		5E.2. Lack of active student engagement/ participation	5E.2 Teachers will be provided with professional development opportunities on how to effectively engage students. (Marcia Tate)	5E.2. Reading Coach VE Resource Teachers Reading Interventionist	5E.2. School wide engagement observations Data Analysis during collaborative planning	5E.2. CAST – Classroom Observations Student Data Chats	
		5E.3.	5E.3.	5E.3.	5E.3.	5E.3.	

<u>Reading Professional Development</u>

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

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or PD Activities Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Marcia Tate Seminar	Brain Research Engagement Activities	Marsha Tate/District Coaches	School-wide all grade levels	October 6, 2012	Administration, Reading Coach, Walkthroughs, Observation Methods	Administration, Reading Coach, District Coaches
Diagnostic Reading Assessment (DRA)	New/Novice Teachers/ Reading	Reading Coach	New/Novice Teachers	On-going	Observe implementation of the assessment	Reading Coach
Collaborative planning for developing effective and engaging lesson plans	School-wide/ Reading	Instructional Support Team	School-wide	On-going		

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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
Reading Mastery /Phonics Read	Instructional Support	Turnaround Funds	$2,235.67
Florida Ready (Reading/Math/ Science	Instructional materials	Turnaround Funds	$ 1,562.17
Subtotal:$3,797.84			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Success Maker Reading/Math	Computer based program for remediation	Turnaround Funds	$ 1, 156.00
Subtotal:$ 1,156.00			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Marcia Tate Seminar	Reading (Student Engagement)	Title 1	$ 2,000.00
Subtotal:$ 2,000.00			
Other			
Strategy	Description of Resources	Funding Source	Amount
Time for Kids Magazines	Reading (Instructional)	Turnaround Funds	$ 624.33
Subtotal: $ 624.33			
Total:$ 7,578.17			

End of Reading Goals

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Comprehensive English Language Learning Assessment (CELLA) Goals

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

CELLA Goals	Problem-Solving Process to Increase Language Acquisition					
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1. Students scoring proficient in listening/speaking.	1.1.	1.1.	1.1.	1.1.	1.1.	
CELLA Goal #1: *N/A*	2012 Current Percent of Students Proficient in Listening/Speaking:					
	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 manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
2. Students scoring proficient in reading.	2.1.	2.1.	2.1.	2.1.	2.1.	

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CELLA Goal #2: *Enter narrative for the goal in this box.*	2012 Current Percent of Students Proficient in Reading: *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.

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Students write in English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
3. Students scoring proficient in writing.	2.1.	2.1.	2.1.	2.1.	2.1.	
CELLA Goal #3: *Enter narrative for the goal in this box.*	2012 Current Percent of Students Proficient in Writing :					
	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.

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CELLA 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
N/A			
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of CELLA Goals

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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 Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.	1a.1. Teachers lack the pedagogical content knowledge	1a.1 Teachers attend on-going professional development at the school level, through coaching cycle and subject area collaboration.	1a.1. Math Coach, Instructional Support Team Math goal team	1a.1. Teachers will develop a rubric to rate observations and lessons done by coach or peers.	1a.1. Rubric created by math team		

Mathematics Goal #1A: 50% of students in 3rd, 4th and 5th grade will score at a level 3 or higher in mathematics	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	42% (79)	50% (103)					
		1a.2. Student attendance	1a.2. Create a reward system to increase student attendance	1a.2. Teachers Instructional support staff	1a.2. Attendance folders checked by teachers daily	1a.2. Genesis Attendance Data	
		1a.3. Teachers & students using data to drive instruction	1a.3. Data Notebooks school wide to track progress Data Chats	1a.3. Teachers Instructional support staff	1a.3. Increased scores on district benchmarks	1a.3. Data Notebook Data Chats	
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 Goal #1B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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	Enter numerical data for current level of performance in this box.	*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.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.	2a.1. Time to provide enrichment outside of the math workshop	2a.1. Resource or club that provides extra support and rigor with a focus on higher-order thinking.	2a.1. Teachers Math Coach Instructional Support Team	2a.1. Responsible person will monitor district and classroom assessment growth.	2a.1. Student data notebooks Conference logs		
Mathematics Goal #2A: 20% of the students in 3rd, 4th, and 5th grade will score at or above levels 4 and 5 in mathematics.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	10% (18)	20% (41)					

		2a.2. Students exposure to rigorous tasks and lack of goal setting	2a.2. Data Notebooks school wide to track progress Student Data Chats and Goal Setting	2a.2. Teachers Instructional support staff	2a.2. District and classroom assessments	2a.2. Data Notebooks Data Chats	
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	
2B. Florida Alternate Assessment: **Students scoring at or above Level 7 in mathematics.**	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		
Mathematics Goal #2B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3A. FCAT 2.0: Percentage of students making learning gains in mathematics.	3a.1. Teachers who are new to math are not adequately trained on curriculum, resources and supple mentary materials.	3a.1 Coach will provide profes sional developm ent around lesson planning. Teachers will attend math department district PD.	3a.1. Math Coach Instructional support team member	3a.1. Classroom Observations and cycle of coach support	3a.1. CAST-Classroom Observation		
Mathematics Goal #3A: 65% of students will make learning gains	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	(52%)	65% (85)					

		3a.2. Students prior content knowledge and foundational skills	3a.2. Every Day Counts will be used to provide daily skills review. Teachers will align all elements to math NGSS standards.	3a.2. Math Coach Instructional support team member	3a.2. Teachers will create EDC folders to monitor daily completion and update of elements	3a.2. Student work folders Data chats	
		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: _Enter narrative for the goal in this box._	2012 Current Level of Performance:* _Enter numerical data for current level of performance in this box._	2013 Expected Level of Performance:* _Enter numerical data for expected level of performance in this box._					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.	4a.1. Lack of extra support resources.	4a.1. Tutoring through push-in support. Team Up extension of the learning school day	4a.1. Teachers, Instructional support team	4a.1. Monitor growth using district and classroom assessments	4a.1. Student and teacher data notebooks CAST-Observations		
Mathematics Goal #4A: 70% of the lowest 25% will make learning gains in mathematics.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	62% (40)	70% (55)					

		4a.2. Student displaying negative behaviors, student motivation, individualized support	4a.2. Positive reinforcement through mentoring program, positive referrals, and book study on positive discipline	4a.2. Teachers, Instructional support team	4a.2. Track student referral data	4a.2. Genesis Referral Data Report Data Notebooks	
		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.	4B.1.	4B.1.		
Mathematics Goal #4B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical 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.	

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. In six years school will reduce their achievement gap by 50%.	**Baseline data 2010-2011** 50%	54%	58%	63%	67%	71%	75%
Mathematics Goal #5A: In 2012 students performed at 42% proficiency. In order to reduce the achievement gap we will move 5% of our students each year to proficiency.							
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		

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5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in mathematics.**	5B.1. Black: Differentiation based on learning styles and interests	5B.1. Teachers will use interest inventories to plan engaging lessons Teachers will collaborate by content area to plan lessons Instructional support team will provided model lessons	5B.1. Classroom teacher Instructional support team	5B.1. Student engagement surveys, District and state assessments	5B.1. Data Notebook CAST-Classroom Observations		
Mathematics Goal #5B: In 2011-2012 mathematics proficiency data was as follows: Black(41%), SWD(16%), and ED(40%). Our 2012-2013 mathematics proficiency goals are Black(57%), SWD(38%), and ED(58%).	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Black: 41% SWD: 16% ED: 40%	Black: 57% SWD: 38% ED: 58%					
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	

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

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.	5C.1.	5C.1.	5C.1.	5C.1.	5C.1.		
Mathematics Goal #5C: *N/A*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	
Based on the analysis of student 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		

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5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.	5D.1. Collaboration and planning between the ESE resource teacher and classroom teacher	5D.1. ESE support will attend grade level planning meetings, IEP copies are provided for classroom teachers, student data chats	5D.1. Classroom teacher ESE support Administration	5D.1. Student conferences, goal setting, and IEP Meetings	5D.1. Data Chats Data Notebook		
Mathematics Goal #5D: 18% of students with disabilities will make satisfactory progress	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	6%(1)	25% (3)					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.	5E.1. Differentiation based on learning styles and interests	5E.1. Teachers will use interest inventories to plan engaging lessons Teachers will collaborate by content area to plan lessons Instructional support team will provided model lessons	5E.1. Classroom teacher, instructional support team	5E.1 Student engagement surveys, district benchmark data, PMA data, and FCIM data	5E.1. Data Notebook Data Chats		

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Mathematics Goal #5E: 50% of economically disadvantaged students will make satisfactory progress in mathematics.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	64% (103)	50% (93)				
		5E.2.	5E.2.	5E.2.	5E.2.	5E.2.
		5E.3.	5E.3.	5E.3.	5E.3.	5E.3.

End of Elementary School Mathematics Goals

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Middle School Mathematics Goals

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

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

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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 Goal #1B: *N/A*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*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.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.	2A.1.	2A.1.	2A.1.	2A.1.	2A.1.		
Mathematics Goal #2A: *N/A*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		2A.2.	2A.2.	2A.2.	2A.2.	2A.2.	
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		

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Mathematics Goal #2B: *N/A*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3A. FCAT 2.0: Percentage of students making learning gains in mathematics.	3A.1.	3A.1.	3A.1.	3A.1.	3A.1.		
Mathematics Goal #3A: *N/A*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		3A.2.	3A.2.	3A.2.	3A.2.	3A.2.	
		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.		

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Mathematics Goal #3B: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	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.	

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

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Mathematics Goal #4B: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	Enter numerical data for current level of performance in this box.	*Enter numerical 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.

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. In six years, school will reduce their achievement gap by 50%.	Baseline data 2010-2011						
Mathematics Goal #5A: *N/A*							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following 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 Indian) **not making satisfactory progress in mathematics.**	5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.		

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Mathematics Goal #5B: *N/A*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box. White: Black: Hispanic: Asian: American Indian:	*Enter numerical data for expected level of performance in this box.* White: Black: Hispanic: Asian: American Indian:					
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.	5C.1.	5C.1.	5C.1.	5C.1.	5C.1.		
Mathematics Goal #5C: *N/A*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	
Based on the analysis of student 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.	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.		

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| Mathematics Goal #5D:

N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	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.	

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

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Florida Alternate Assessment High School Mathematics Goals

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

High School Mathematics	Problem-Solving Process to Increase Student Achievement					
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1. Florida Alternate Assessment: **Students scoring at Levels 4, 5, and 6 in mathematics.**	1.1.	1.1.	1.1.	1.1.	1.1.	
Mathematics Goal #1: *N/A*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	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.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	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.	2.1.		
Mathematics Goal #2: *N/A*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	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.	

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

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4. **Florida Alternate Assessment:** **Percentage of students in lowest 25% making learning gains in mathematics.**	4.1.	4.1.	4.1.	4.1.	4.1.		
Mathematics Goal #4: *N/A*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		4.2.	4.2.	4.2.	4.2.	4.2.	
		4.3.	4.3.	4.3.	4.3.	4.3.	

End of Florida Alternate Assessment High School Mathematics Goals

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

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

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

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra 1.	2.1.	2.1.	2.1.	2.1.	2.1.		
Algebra Goal #2: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	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.	

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
3A. In six years, school will reduce their achievement gap by 50%.	**Baseline data 2010-2011**						
Algebra 1 Goal #3A: *N/A.*							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in Algebra 1.**	3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.		

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Algebra 1 Goal #3B: *N/A*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box. White: Black: Hispanic: Asian: American Indian:	*Enter numerical data for expected level of performance in this box.* White: Black: Hispanic: Asian: American Indian:					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3C. English Language Learners (ELL) not making satisfactory progress in Algebra 1.	3C.1.	3C.1.	3C.1.	3C.1.	3C.1.		
Algebra 1 Goal #3C: *N/A*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of 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 student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra 1.	3D.1.	3D.1.	3D.1.	3D.1.	3D.1.		

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Algebra 1 Goal #3D: *N/A*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*				
		3D.2.	3D.2.	3D.2.	3D.2.	3D.2.
		3D.3.	3D.3.	3D.3.	3D.3.	3D.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3E. Economically Disadvantaged students not making satisfactory progress in Algebra 1.	3E.1.	3E.1.	3E.1.	3E.1.	3E.1.		
Algebra 1 Goal #3E: *N/A*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		3E.2.	3E.2.	3E.2.	3E.2.	3E.2.	
		3E.3.	3E.3.	3E.3.	3E.3.	3E.3.	

End of Algebra 1 EOC Goals

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

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

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

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

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017		
3A. In six years, school will reduce their achievement gap by 50%.	**Baseline data 2011-2012**						
Geometry Goal #3A: *N/A*							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in Geometry.**	3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.		

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Geometry Goal #3B: N/A.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box. White: Black: Hispanic: Asian: American Indian:	*Enter numerical data for expected level of performance in this box.* White: Black: Hispanic: Asian: American Indian:					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3C. English Language Learners (ELL) not making satisfactory progress in Geometry.	3C.1.	3C.1.	3C.1.	3C.1.	3C.1.		
Geometry Goal #3C: *N/A*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of 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 student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.	3D.1.	3D.1.	3D.1.	3D.1.	3D.1.		

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Geometry Goal #3D: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*				
		3D.2.	3D.2.	3D.2.	3D.2.	3D.2.
		3D.3.	3D.3.	3D.3.	3D.3.	3D.3.

Based on the analysis of student 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		
3E. Economically Disadvantaged students not making satisfactory progress in Geometry.	3E.1.	3E.1.	3E.1.	3E.1.	3E.1.		
Geometry Goal #3E: *N/A0*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		3E.2.	3E.2.	3E.2.	3E.2.	3E.2.	
		3E.3.	3E.3.	3E.3.	3E.3.	3E.3.	

End of Geometry EOC Goals

Mathematics Professional Development

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

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or PD Activities Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Lesson Planning using item specifications/ Common Core Standards	All	Math Coach	School-Wide	Quarterly meetings	Walk-through observation (on-going), Math goal team meetings (quarterly)	Math Coach, Administration
Differentiated Instruction	3rd grade	Math Coach	3rd grade	Grade level meetings	Teacher observation and grade level collaboration	Classroom teachers, Math coach

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Mathematics 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
Push-In small group support	Florida Ready books for all 3rd -5th graders	Turnaround Funds	$2,500.00
Subtotal: $2,500.00			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Skill building – fact fluency	Reflex – game based system that motivates students to develop recall of basic facts	SAI/Turnaround Funds	$1,200.00
Every day Counts	Every day Counts: Calendar Math Complete Digital Kit 3rd -5th grade	Turnaround Funds	$1,200.00
Subtotal:$2,400.00			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Grade level collaboration/Vertical articulation	Teacher time allotted to curriculum plan/ vertical articulation	Title I Funds	$500.00
Engagement Seminar	Marcia Tate	Title I Funds	$1,500.00
Subtotal:$2,000.00			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:6,900.00			
Total:6,900.00			

End of Mathematics Goals

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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 Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1A. FCAT 2.0: Students scoring at Achievement Level 3 in science.	1A.1. Students lack of previous science concepts knowledge.	1A.1. Focus Calendar implementation that focuses on the AA benchmarks Science Related Field Trips Team-Up Science Intervention (STAR BOOTCAMP)	1A.1. 5th grade science teacher Science coach	1A.1. Analyzing data of formative and summative assessments.	1A.1. Data Chats Data Notebook		

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Science Goal #1A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
15% of the students scored at Achievement Level 3 in science. Our goal for 2013 is to have at least 30% of the students score at Achievement Level 3 in science.						
	15%[10]	30%[20]				
		1A.2. Reading Comprehension	1A.2. Inclusion of science content during reading block Thematic Units that incorporate reading, science, and math	1A.2. 5th grade teachers Science coach	1A.2. Analyzing data of formative and summative assessments.	1A.2. Data Chats Data Notebook
		1A.3. Teacher new to grade level	1A.3. District and School-based Professional Development and Support	1A.3. District science coaches Science coach	1A.3. Classroom observations Training follow-up	1A.3. CAST-Observations
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.	

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Science Goal #1B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*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.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.	2A.1. Exposure to science content outside of the classroom setting.	2A.1 Participate in science related field trips.	2A.1. 5th grade teachers Science coach	2A.1. Research grade and content appropriate field trips. Coordinate science field trips and seek sponsors to donate related costs. Align all field trips with the NGSSS science standards. Administer an exit ticket or mini-assessment to determine effectiveness.	2A.1. Exit tickets Data Chats Data Notebook		

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Science Goal #2A: In 2012, 1% of the students scored at or above Achievement Levels 4 and 5 in science. Our goal for 2013 is to have at least 5% of the students score at or above Achievement Levels 4 and 5 in science.	2012 Current Level of Performance:*	2013Expected Level of Performance:*				
	1%[1]	5%[4]				
		2A.2. Applying acquired science knowledge to real-world situations.	2A.2. Participate in a school-based and/or district-based science fair.	2A.2. Science Team	2A.2. Coordinate school-wide science fair. Solicit celebrity judges. Quality of projects presented determines effectiveness of the strategy.	2A.2. Science fair projects Data Chats Data Notebooks

		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	
		Exposure to people in science related fields.	Engage students with science related guest speakers and presentations	Science Team	Research and coordinate science related guest speakers and presentations. The discussion/ presentation will be aligned with the NGSSS science standards. Administer an exit ticket or mini-assessment to determine effectiveness	Exit tickets Observations	
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science.	2B.1. Difficulty processing	2B.1. Content presented in smaller increments	2B.1. ESE teacher 5th Grade Teacher Science Coach	2B.1. Implementing IEP with fidelity Analyzing informal and formal assessments	2B.1. Informal and formal assessments Data Notebook		

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Science Goal #2B:	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
For the 2012 FCAT 1 student was administered the Florida Alternate Assessment for science. That student earned at or above Level 7. For the 2013 administration of the Florida Alternate Assessment for science 1 student is eligible to take the Florida Alternate Assessment for science. Our goal is to have this student score at or above Level 7 in science.							
	100% [1]	100% [1]					
		2B.2 Time Constraints	2B.2. Extended time to complete assignments and tasks	2B.2. ESE teacher 5th Grade Teacher Science Coach	2B.2. Implementing IEP with fidelity Analyzing informal and formal assessments	2B.2. Informal and formal assessments Data Notebook	

| | | 2B.3 Retention of Content | 2B.3. Exposure to content incorporating various learning styles | 2B.3. ESE teacher 5th Grade Teacher Science Coach | 2B.3. Implementing IEP with fidelity

Lesson plans that incorporate various learning styles

Analyzing informal and formal assessments | 2B.3. Informal and formal assessments

Data Notebook | |

End of Elementary and Middle School Science Goals

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Florida Alternate Assessment High School Science Goals

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

High School Science Goals	Problem-Solving Process to Increase Student Achievement					
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.	1.1.	1.1.	1.1.	1.1.	1.1.	
Science Goal #1: *N/A*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	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.

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	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 science.**	2.1.	2.1.	2.1.	2.1.	2.1.		
Science Goal #2: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	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.	

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**					

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	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.	1.1.		
Biology 1 Goal #1: *N/A*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	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. Students scoring at or above Achievement Levels 4 and 5 in Biology 1.	2.1.	2.1.	2.1.	2.1.	2.1.		

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Biology 1 Goal #2: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	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.	

End of Biology 1 EOC Goals

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 and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Intro to New Textbooks	ALL	D. Kohn	School-wide	Pre-Planning 8/15/12	Classroom Observations	D. Kohn
Lesson Planning & Implementation	ALL	D. Kohn	School-wide	Early Release Day 10/17/12	Classroom Observations	D. Kohn

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Scientific Inquiry	ALL	D. Kohn	School-wide	Teacher Planning Day 1/18/13	Classroom Observations Science Fair Projects	D. Kohn

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
Team-Up Science Intervention (STAR BOOTCAMP)	This intervention uses games to reinforce the science benchmarks.	Unknown	$1, 500
Florida Ready Book (Science) (if available)	This resource unpacks the benchmarks for the students in a student friendly manner. The lessons follow the "I do", "We do", "You do" Model of instruction.	Unknown	$650
Subtotal: $2,150			
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
Science Related Field Trips	MOSH Marine Science Center IMAX STARBASE	Unknown	$1,500 (Bus transportation and fee, if needed)

Subtotal: $1,500			
Total: $3,650			

End of Science Goals

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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 Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.	1a.1. Newly placed teachers in the fourth grade.	1a.1. The Reading Coach will provide daily push-in support to facilitate guided writing, conferences, and co-teach.	1a.1. Administration	1a.1 Daily classroom monitoring by administration. Monthly analysis of student writing taken from writing prompts.	1a.1. CAST-Observation Coaches Log		

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Writing Goal #1A: 90% (44 students) of fourth grade students will achieve levels 3.5 or higher on FCAT 2.0 writing assessment.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	88% (68)	90% (44)					
		1a.2. Teachers limited knowledge with analyzing writing data	1a.2. Teachers will administer monthly writing prompts using previous FCAT prompts to review student growth and revise instructional plans for appropriate differentiation. Essays will be scored using the 6 point rubric provided by the FLDOE.	1a.2. Administration, Reading Coach	1a.2. Monthly analysis of writing prompt data, monitoring of lesson plans	1a.2. CAST-Observation Student data chats/ conferences Data Notebook	
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	
1B. Florida Alternate Assessment: **Students scoring at 4 or higher in writing.**	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		

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Writing Goal #1B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*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.	

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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 or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
FCAT Writing 2.0 Instruction and Scoring Workshop	Fourth Grade Writing	FLDOE	Administration, Academic Coaches, and the fourth grade teachers.	Once (TDE)	Monitoring of monthly writing assessment scores.	Administration, Academic Coaches
Implementation of FCAT Writing 2.0 Rubric	Fourth Grade Writing	Reading and Standards Coach	Academic Coaches and 4th grade writing Teachers	Once monthly during grade level collaboration planning	Monitoring of monthly writing assessment scores. Samples of student work.	Administration, Academic Coaches

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
Write Score Writing Assessment (2) administrations	Write Score Inc. Company provides writing prompts and data analysis according to the state standards	School Instructional Funds/ Turnaround Funds	$ 457.80

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Subtotal:$ 457.80			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Writing Goals

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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]).

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

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

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Civics Professional Development

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

Civics Budget (Insert rows as needed)

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

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

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

End of Civics Goals

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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]).

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

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.	2.1.	2.1.	2.1.	2.1.	2.1.		
U.S. History Goal #2: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	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.	

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U.S. History Professional Development

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

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

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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 Attendance						
Based on the analysis of attendance data and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Attendance	1.1. Parental Support	1.1. Mandatory parent meetings for those who have 5 or more absences or tardies	1.1. Guidance Counselor Administrator	1.1. Attendance Folders	1.1. Genesis Attendance Records		
Attendance Goal #1: 85% of the students will attend school daily and arrive on time	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*					
	80% (346)	85% (374)					

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	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)				
	20% (88)	15% (66)				
	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)				
	10% (45)	7% (31)				
		1.2. Student Motivation	1.2. Incentive Program for classes that have the least tardies and absences. Classes rewarded with intrinsic and extrinsic incentives	1.2. Guidance Counselor Administrator	1.2. Attendance Folders	1.2. Genesis Attendance Records	
		1.3.	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						

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Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Parent Trainings	ALL	Guidance Counselor	School – wide	Quarterly Meeting	Genesis Attendance Report	Guidance Counselor

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
Student Motivation	Incentives	Fundraiser (student incentives)	$300.00
Subtotal:$300.00			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount

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PT Counselor	Attendance Interventionist. Contacting and Conferencing with parents to avoid truancy		22,536.00
Subtotal:$22,536.00			
Total:$22,836.00			

End of Attendance Goals

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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		
1. Suspension	1.1. Student Discipline	1.1. School wide discipline procedures. Incentive program for students who follow the Guidelines to Success	1.1. Guidance Counselor Administration Office Clerk	1.1. Track Positive Referrals Track Discipline Referrals	1.1. Genesis Data Spreadsheet		
Suspension Goal #1: In 2012-2013 we will reduce the suspension rate from 138 out of school suspensions to 98 out of school suspensions	2012 Total Number of In –School Suspensions	2013 Expected Number of In- School Suspensions					

	4	20				
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In -School				
	4	*20*				
	2012 Total Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions				
	138	90				
	2012 Total Number of Students Suspended Out- of- School	2013 Expected Number of Students Suspended Out- of-School				
	67	45				
		1.2. Lack of Student Motivation	1.2. Students who follow the character traits for the month will be honored. Students receive rewards for exhibiting positive behaviors	1.2. Administrator Guidance Counselor	1.2. Positive Referral data vs. Negative Referral data	1.2. Genesis Excel Data Spreadsheet	
		1.3.	1.3.	1.3.	1.3.	1.3.

Suspension Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning						

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Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Discipline Procedures	ALL	Administrator	School-wide	Pre-Planning; Monthly	Data Spreadsheet	Administrator/Guidance Counselor
Learning for Life	ALL	Guidance	School-wide	Monthly	Data Spreadsheet	Guidance

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
Student Motivation	Student Incentives	Fundraiser (Student incentives)	$500.00
Subtotal:$500.00			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			

Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:$500.00			
Total:$500.00			

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: N/A *Please refer to the percentage of students who dropped out during the 2011-2012 school year.*	2012 Current Dropout Rate:*	2013 Expected Dropout Rate:*					

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	Enter numerical data for dropout rate in this box.	*Enter numerical data for expected dropout rate in this box.*				
	2012 Current Graduation Rate:*	2013 Expected Graduation Rate:*				
	Enter numerical data for graduation rate in this box.	*Enter numerical data for expected graduation rate in this box.*				
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Dropout Prevention Professional Development

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

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

End of Dropout Prevention Goal(s)

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

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

Parent Involvement Goal(s)	Problem-solving Process to Parent Involvement						
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Parent Involvement	1.1. Lack of a flexible time schedule for parent conferences and workshops.	1.1. The school will offer flexible times in the am and pm for parent conferences and workshops.	1.1. Administrator Parent Liaison Academic Coaches Classroom Teachers	1.1. The number of parents attending conferences and workshops.	1.1. Parent Surveys Sign-In sheets		
Parent Involvement Goal #1: 25% of parents will participate in school-wide conferences, trainings, and parental involvement functions at the school	2012 Current Level of Parent Involvement:*	2013 Expected Level of Parent Involvement:*					
	15% (50)	25% (92)					

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		1.2. Lack of sharing knowledge of school processes and happenings at the school	1.2. Weekly email newsletters by school principal, Grade level monthly newsletters, Classroom websites, Use of Parent Link to disseminate necessary information.	1.2. Administrator Parent Liaison Classroom Teachers	1.2. Parents will complete a quarterly survey to determine the effectiveness of the strategies used to disseminate information.	1.2. Parent Survey	
		1.3. Lack of curriculum materials for parent use.	1.3. Develop a parent resource center with curriculum for parents to check out for home use with students.	1.3. Administrator Parent Liaison	1.3. The number of materials checked-out by parents.	1.3. Parent Survey	

Parent Involvement Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or							

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PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Conducting Effective Parent Conferences	All	Administrator Academic Coaches	All teachers	By October 15, 2012	Parent Conference Surveys	Administrator
Developing Classroom Websites	All	Teacher	All teachers	By November 1, 2012	Feedback from Parents and administration	Administrator

Parent Involvement Budget

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
Provide at home curriculum for parent check out.	Edupress home activity sets: Phonics, Sight Words, My Own Books, Read With Me, Early Learning Beginning Reading	Turnaround	$500.00
Subtotal:$500.00			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount

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Effectively Communicating with Parents and Building Parental Relationships	School, Family, Community Partnerships by Joyce Epstein	Turnaround	$25.00 each copy
Subtotal:$200.00			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:$700.00			
Total:$700.00			

End of Parent Involvement Goal(s)

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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: *N/A*	1.1.	1.1.	1.1.	1.1.	1.1.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

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					

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

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

End of STEM Goal(s)

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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
<u>CTE Goal #1:</u> *N/A*	1.1.	1.1.	1.1.	1.1.	1.1.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

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					

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

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CTE 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
N/A			
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of CTE Goal(s)

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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 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		
Additional Goal- Safety Goal Establish a safe and respectful school, which is centered on the district's core belief that all schools can be safe learning environments where every student and adult is valued and respected.	1.1. Students and adults accurately reporting incidents	1.1. Annual instruction on bullying prevention is available to all students and adults in our schools.	1.1. Foundations Team Principal	1.1. School Crime and Violence Incident Report Data (DIS018) and Climate Survey will be analyzed monthly and annually respectively.	1.1. Student Climate Survey School Crime an Violence Incident Report (DIS018) Informal/Formal Observations using the CAST instrument Domain 2		

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Additional Goal #1: To significantly decrease incidents of fighting, battery, bullying, harassment and intimidation among all students. Eliminate the School Crime and Violence incidents by half.	2012 Current Level :*	2013 Expected Level :*				
	68	10 or less				
		1.2. Implementing program with fidelity due to lack of understanding and/or training.	1.2. CHAMPs is a proactive approach to classroom management. This program is a district-wide initiative and will be implemented by all teachers.	1.2. Instructional Leadership Team Principal Assistant Principal Foundations Team	1.2. Administrator Observations using CHAMPs Walk-through instrument in various rooms daily and monitor discipline records analyzing data quarterly.	1.2. CHAMPs Walk-Through instrument Student Discipline Records (
		1.3. Implementing program with fidelity due to lack of understanding and/or training.	1.3. Second Step Program is a proactive approach to making wise choices and bully-free	1.3. Instructional Leadership Team Principal Assistant Principal Foundations Team	1.3. Administrator Observations	1.3. Student Discipline Records

Additional Goals Professional Development

Professional						

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Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
CHAMPs	All	Schultz	School –wide	Monthly	● CAST Observations ● Student Discipline Records ● CHAMPs Walk-Through Instrument ● Climate Survey	Instructional Leadership Team Principal Assistant Principal Foundations Team
Second Step	All	Guidance	School-wide	Bi-weekly	Student Discipline Records	Instructional Leadership Team Principal Assistant Principal Foundations Team

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)			
Strategy	Description of Resources	Funding Source	Amount
N/A			
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount

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

End of Additional Goal(s)

Final Budget (Insert rows as needed)

Please provide the total budget from each section.
Reading Budget
Total:$7,578.17
CELLA Budget
Total:
Mathematics Budget
Total:$6,900.00
Science Budget
Total:$3,650
Writing Budget
Total:$457.80
Civics Budget
Total:
U.S. History Budget

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	Total:
Attendance Budget	
	Total:$22,836.00
Suspension Budget	
	Total:$500.00
Dropout Prevention Budget	
	Total:
Parent Involvement Budget	
	Total:$700.00
STEM Budget	
	Total:
CTE Budget	
	Total:
Additional Goals	
	Total:
	Grand Total:$42,921.97

Differentiated Accountability

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

School Differentiated Accountability Status		
Priority	Focus	Prevent

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

School Advisory Council (SAC)

SAC Membership Compliance

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

Yes   No

If No, describe the measures being taken to comply with SAC requirements.
Describe the activities of the SAC for the upcoming school year.
The SAC will meet every third Tuesday @ 5:00 pm to discuss the school improvement plan and the achievement of the students. Data will be shared with the committee and strategies will be developed to ensure the success of all students.

Describe the projected use of SAC funds.	Amount
SAC Funds will be utilized to help supply necessary research-based resources to students. These resources will be utilized to ensure student achievement.	