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: 3041.00 Osceola Middle School	District Name: Pinellas County Schools
Principal: Susan A Arsenault	Superintendent: John A. Stewart, Ed.D.
SAC Chair: Raquel Stiehler	Date of School Board Approval: Pending: October 19, 2012

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.

Principal	Susan Arsenault	BS in Admin. and Supervision	13	19	A school for 10 years; B grade in 2011-12
Assistant Principal	Suzanne Becker	Ed. Leadership	2	11	B school 2011-12

Assistant Principal	Chad Eiben	Ed, Leadership	1	8	B school 2011-12
------------------------	------------	----------------	---	---	------------------

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)
Literacy	Roseann Izzo	BA in Elem, EMH and SLD plus the reading endorsement	1	3	В

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 Teacher	Marcene Juergens	Ongoing throughout year
2. Recognition through weekly memos; staff appreciation at all faculty meetings; marquee	Principal/Aps	June 6, 2013
3. Share best practices	PLC Leaders	June 1, 2013

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	Provide the strategies that are being implemented to
out-of-field/ and who are not highly effective.	support the staff in becoming highly effective
2	Both teachers are training to receive the reading endorsement. Teachers are paired with a mentor who
	will model strategies in the classroom and provide
	support whenever necessary.

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
72	4% (2)	15% (11)	41% (30)	40% (29)	35% (24)	98% (70)	24% (18)	`3% (2)	8% (6)

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
--

Alison Blanco	Marcene Juergens	Content Area – AVID strategies	Observation of mentee's instruction and providing feedback; Planning lessons with mentee; Connecting lesson activities to content standards; Discussing student progress and analyzing student work; Modeling or co-teaching lessons
Brenda Young	Anne Todd	Content Area – AVID strategies	

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

School-Based MTSS/RtI Team

Identify the school-based MTSS leadership team. Arsenault, Principal; Eiben, AP; Becker AP; Ossenberg, VE; Lurie, Beh. Spec.; Turk, Center, Krupp – Counselors; Bauman SW; Arnold, Psych; Attendance Specialist – TBD; Parents and teachers invited when needed

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

- -Facilitator generates agenda and leads team discussions Counselors
- -Data Manager(s)/Data Coach(es) assist team in accessing and interpreting (aggregating/disaggregating) the data Discipline Eiben; Academics, Becker
- -Technology Specialist brokers technology necessary to manage and display data Turk
- -Recorder/Note Taker documents meeting content and disseminates to team members in a timely manner as well as storing a hard copy in a binder for all teachers to access Lurie
- -Time Keeper –helps team begin on time and ensures adherence to agreed upon agenda $\,$ Krupp

Meeting time:

Thursdays at 10:00 am. 2nd Thurs. Academics; 4th Thursday Discipline Wed PM (when necessary to have teachers, parents or other personnel)

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? Referrals are generated through the PLC. Counselors follow up with packet identifying the need(s) of the child. Team reviews data and Tier 1 strategies that have been applied. Tier 2 strategies are written and a time frame of 3-6 weeks is given before the progress is reviewed. Students are kept in the data base and reviewed monthly to determine status of whether or not to change strategies or continue to Tier 3 interventions.

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. EDS/Portal reports relating to grades, behavior and attendance; notes from previous MTSS meetings, initial folder with information listing concerns from the parents/teachers.

Describe the plan to train staff on MTSS. Principal and AP will be available at the bimonthly PLC meetings to facilitate the process.

Describe the plan to support MTSS. Weekly feedback in written form will be given to teachers as to next steps

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT). Suzanne Becker, Marisa Martino, Christy Eken, Ali Blanco, Rose Izzo, A. Blanco, S. Culp, L. Moore,

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

Literacy Leadership Teams create capacity of reading knowledge within the school by focusing on the following areas of literacy concern:

- Support for text complexity
- Support for instructional skills to improve reading comprehension
 - Ensuring that text complexity, along with close reading and rereading of texts, is central to lessons
 - Providing scaffolding that does not preempt or replace text reading by students
 - Developing and asking text dependent questions from a range of question types
 - Emphasizing students supporting their answers based upon evidence from the text
 - Providing extensive research and writing opportunities (claims and evidence)
- Support for implementation of Common Core State Standards for Literacy in Social Studies, Science, and Technical Subjects (a focus on text, task, and instruction).

The district will provide training and tools for Literacy Leadership Teams.

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

Support for text complexity

- Support for instructional skills to improve reading comprehension
- Support for implementation of Common Core State Standards for Literacy in Social Studies, Science, and Technical Subjects

Public School Choice

• Supplemental Educational Services (SES) Notification

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

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

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

- The school Literacy Leadership Team is established to grow the use of literacy strategies in all disciplines. The Team is composed of a cross section of the faculty that act as liaisons to help grow department wide literacy strategies in all classrooms
- The school has a Student Literacy Team that assists in the development and implementation of classroom literacy strategies.
- Teacher evaluations include a provision for teaching reading strategies to students. The teacher summative evaluation, in most cases, uses reading data as a portion of teacher performance.

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a.FCAT 2.0:	1a.1.	1a.1.	1a.1.	1a.1.	1a.1.	
	Insufficient		AP who evaluates		Walkthrough & Lesson	
Students scoring		communicate		*Is aligned with a	Plans	
at Achievement		a purpose for	leacher	course standard or		
Level 3 in		learning and		benchmark and to		
reading.		learning goals		the district/school		
8 -		in each lesson		pacing guide		
	have not	iii cacii icssoii		*Begins with a		
	had ample			discussion of desired		
	practice			outcomes and		
	presenting			learning goals		
	learning			*Includes a learning		
	goals in		Budget and Finance	goal/essential		
	kid-friendly			question		
	language	Find funding		*Includes teacher		
		source		explanation of how		
				the class activities		
	2 Assistant			relate to the		
	Principals			learning goal and		
	in a school			to answering the		
	instead of 3			essential question		
	which is the			*Focuses and/or		
	instructiona			refocuses class		
	l model			discussion by		
				referring back to		
				the learning goal/		
				essential question		
				*Includes a scale or		
				rubric that relates		
				to the learning goal		
				is posted so that all		
				students can see it		
				*Teacher reference		
				to the scale or rubric		
D 1: 0 1 "1	2012 G	20125		throughout the lesson		
Reading Goal #1a:	2012 Current Level of	2013Expected Level of				
	Level of Performance:*					
improve current rever	criormance.	r criormance.				
of performance						

5.	Decrease level 1&2 from 43% To 33%				
	Insufficient standard based	Implement High	AVID site team; assistant principal	1a.2. Walkthrough	

1b. Florida 1b.			l1h ')	nh)	1h /	<u> </u>	
				1b.2. Determine:	1b.2. Walkthrough		
cta	andard		teacher	*Lesson focuses on	waikan ough		
Assessment: has		Instructional		essential learning			
Students scoring lins	struction			objectives and			
at Levels 4, 5,		_		goals by specifically			
and 6 in reading.			Budget and Finance	stating the purpose			
_ 2 <i>A</i>		Find funding		for learning, lesson			
		source		agenda and expected			
	a school			outcomes aligned to			
	stead of 3			access points when			
	hich is the			appropriate			
	structiona nodel			*Student readiness			
''	llouei			for learning occurs			
				by connecting instructional			
				objectives and			
				goals to students'			
				background			
				knowledge, interests,			
				and personal goals,			
				etc.			
				*Explicit Instruction;			
				Modeled Instruction;			
				Guided Practice with			
				Teacher Support			
				and Feedback;			
				Guided Practice			
				with Peer Support			
				and Feedback; and Independent Practice			
				occur			
				Jocean			
Reading Goal #1b: 201	12 Current	2013Expected					
Lev	evel of	Level of					
improve current lever	rformance:*	Performance:*					
of performance							
[14]		Decrease					
]	level 1,2,3					
<u> </u>							

		l	le -		L	
	1b.2.	16.2.	16.2.	1b.2.	16.2.	
	1b.3.	1b.3.	1b.3.	1b.3.	1b.3.	
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Effectiveness of Strategy			
Lack of different ation of nstruction	Provide formative assessments to inform differentiation in instruction Find funding source	AP who evaluates teacher Budget and Finance	Determine: *Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction *Teachers facilitate effective classroom discussions and tasks that elicit evidence of learning *Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle *Teachers utilize data to modify and adjust teaching practices and to reflect on the	Walkthrough		
	Anticipated Barrier 2 a.1. Lack of different ation of extruction 2 Assistant Principals extraction as school extraction of struction of the extraction of the extraction as	Anticipated Barrier 2a.1. 2a.1. Provide formative assessments to inform differentiation in instruction 2 Assistant Principals a school enstead of 3 which is the instruction	Anticipated Barrier Strategy Person or Position Responsible for Monitoring 2a.1. Provide formative assessments to inform differentiation in instruction Assistant Principals a school enstead of 3 which is the instruction 1b.3. Person or Position Responsible for Monitoring 2a.1. AP who evaluates teacher Budget and Finance Budget and Finance	Anticipated Barrier Strategy Person or Position Responsible for Monitoring Process Used to Determine Effectiveness of Strategy Person or Position Responsible for Monitoring Process Used to Determine Effectiveness of Strategy Person or Position Responsible for Monitoring Process Used to Determine Effectiveness of Strategy Person or Position Responsible for Monitoring Process Used to Determine Effectiveness of Strategy Person or Position Responsible for Monitoring Process Used to Determine Effectiveness of Strategy Person or Position Responsible for Monitoring Process Used to Determine Effectiveness of Strategy Person or Position Responsible for Monitoring Process Used to Determine Effectiveness of Strategy Person or Position Responsible for Monitoring Process Used to Determine Effectiveness of Strategy Person or Position Responsible for Monitoring Process Used to Determine Effectiveness of Strategy Person or Position Responsible for Monitoring Process Used to Determine Effectiveness of Strategy Process Used to Determine Effectiveness of Strategy Person or Position Responsible for Monitoring Process Used to Determine Effectiveness of Strategy Person or Position Responsible for Monitoring Process Used to Determine Effectiveness of Strategy Person or Position Responsible for Monitoring Process Used to Determine Effectiveness of Strategy Person or Position Responsible for Monitoring Process Used to Determine Effectiveness of Strategy Person or Position Responsible for Monitoring Process Used to Determine Effectiveness of Strategy Person or Position Process Used to Determine Test Process Used	Anticipated Barrier Strategy Person or Position Responsible for Monitoring Process Used to Determine Effectiveness of Strategy Process Used to Determine Teffectiveness of Strategy Process Used to Determine Effectiveness of Strategy Process Used to Determine Teffectiveness of Strategy Process Used Teffectiveness of Strategy Process Used Te	Anticipated Barrier Strategy Person or Position Responsible for Monitoring Process Used to Determine Effectiveness of Strategy Person or Position Responsible for Monitoring 2a.1. AP who evaluates teacher sasessments to inform differentiation in instruction Pracher's regularly assess students' readiness for learning and achievement of knowledge and skills during instruction Principals in a school source stead of 3 which is the instruction and informal data regarding students' learning and provide feedback regularly to students regarding students' learning and provide feedback regularly to students regarding their presonal progress throughout the lesson cycle *Teacher's regularly to students regarding their presonal progress throughout the lesson cycle *Teacher's teacher's regularly to students regarding their presonal progress throughout the lesson cycle *Teacher's teacher's regularly to students regarding their presonal progress throughout the lesson cycle *Teacher's teacher's regularly to students regarding their presonal progress throughout the lesson cycle *Teacher's teacher's regularly to students regarding their presonal progress throughout the lesson cycle *Teacher's teacher's regularly to students regarding their presonal progress throughout the lesson cycle *Teacher's teacher's regularly to students regarding their presonal progress throughout the lesson cycle *Teacher's teacher's regularly to students regarding their presonal progress throughout the lesson cycle *Teacher's teacher's regularly to students regarding their presonal progress throughout the lesson cycle *Teacher's teacher's reduction Tool *Teacher's regularly to students' readiness for learning and teacher's readiness for learning

Imp	rove current level erformance	Level of Performance:*	Level of Performance:*					
		329	Increase level 4 and 5 by 5%					
			2a.2.	2a.2.	2a.2.	2a.2.	2a.2.	
			2a.3	2a.3	2a.3	2a.3	2a.3	

21. El	2b.1.	2b.1.	2b.1.	2b.1.	2b1.		
		Provide		ZD.1.	Walkthrough		1
Aittinatt		formative	teacher		waikthrough		ı
		assessments		*Teachers regularly assess students'			1
Students scoring		to inform		readiness for learning			1
at or above Level	li isti uction	differentiation		and achievement of			1
7 in reading.		in instruction		knowledge and skills			1
/ in reading.		III IIISti uction		during instruction			1
				*Teachers facilitate			1
				effective classroom			1
				activities and tasks			1
				that elicit evidence of			
				learning *Teachers			
				collect both formal			
				and informal data			
				regarding students'			
				learning and provide			1
				feedback regularly to			
				students regarding			1
				their personal			
				progress throughout			
				the lesson cycle			
				*Teachers utilize data			
				to modify and adjust			
				teaching practices			
				and to reflect on the			
				needs and progress			
				of students aligned to			
				FAA access points			ı
Reading Goal #2b:	2012 Current	2013Expected					
	Level of	Level of					
Improve current level	Performance:*	Performance:*					
of performance							
	82%	Increase level					
		7 by 5%					
		21. 2	21.2	01.0	21. 2	01.0	
		2b.2.	2b2.	2b.2.	2b.2.	2b.2.	
			L	ļ	l		

		2b.3	2b.3	26.3	2b.3	2b.3	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

		1	1	i .	i	
3a. FCAT 2.0:		3a.1.	3a.1.		3a.1.	
Percentage of		Differentiate	AP who evaluates	Content materials	School Summary of	
students making	student	Instruction	teacher	are differentiated by	observation section of	
	engagemen			student interests,	teacher appraisal results	
Learning Gains	lt			cultural background,		
in reading.				prior knowledge of	IPI data when available	
	2 Assistant			content, and skill		
	Principals			level	State instructional	
	in a school			*Content materials	walkthrough when	
	instead of 3			are appropriately	applicable	
	which is the			scaffolded to meet	l · ·	
	instructiona			the needs of diverse		
	l model			learners (learning		
				readiness and specific		
				learning needs)		
				*Models, examples		
				and questions		
				are appropriately		
				scaffolded to meet		
				the needs of diverse		
				learners *Teachers		
				provide small group		
				instruction to target		
				specific learning		
				needs.		
				*These small groups		
				are flexible and		
				change with the		
				content, project and		
				assessments		
				*Students		
				are provided		
				opportunities to		
				demonstrate or		
				express knowledge		
				and understanding in		
	1			different ways, which		
	1			includes varying		
				degrees of difficulty.		
Reading Goal #3a:	2012 Current	2013Expected				1
	Level of	Level of				1
Improve current level	Performance:*	Performance:*				1
of performance						1
						1
						1
						1
			-	•	•	

ſ		100%					
L							
1		3a.2.	3a.2.	3a.2.	3a.2.	3a.2.	
Γ		3a.3.	3a.3.	3a.3.	3a3.	3a.3.	
1							
L							

3b. Florida	3b.1.	3b.1.	3b.1.	3b.1.	3b.1.		
		Differentiate	AP who evaluates		School Summary of		
Alternate		Instruction	teacher		observation section of		
Assessment:	engagemen		ccacifei	student interests,	teacher appraisal results		
Percentage of	t			cultural background,	leacher appraisar results		
students making	ľ				IPI data when available		
Learning Gains				content, and skill	In I data when available		
in reading.				level	State instructional		
in reading.				*Content materials	walkthrough when		
				are appropriately	applicable		
				scaffolded to meet	1		
				the needs of diverse			
				learners (learning			
				readiness and specific			
				learning needs)			
				*Models, examples			
				and questions			
				are appropriately			
				scaffolded to meet			
				the needs of diverse			
				learners *Teachers			
				provide small group			
				instruction to target			
				specific learning			
				needs.			
				*These small groups			
				are flexible and			
				change with the			
				content, project and			
				assessments			
				*Students			
				are provided			
				opportunities to demonstrate or			
				I .			
				express knowledge and understanding in			
				different ways, which			
				includes varying			
				degrees of difficulty.			
			L	juegrees or unricuity.	<u> </u>	ļ.	

Reading Goal #3b: Improve current level of performance	Level of	2013Expected Level of Performance:*					
	pending	100%					
						3b.2.	
		3b.3.	3b.3.	3b.3.	3b.3.	3b.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

4a.FCAT	4a.1.	4a.1.	4a.1.	4a.1.	4a.1.	
		Differentiate	AP who evaluates	Content materials	Lesson Plans &	
2.0:Percentage		Instruction	teacher		Walkthrough	
of students in	iation of	Instruction	teacher	student interests,	Walktillough	
Lowest 25%	instruction			cultural background,		
making learning	linstruction			prior knowledge of		
gains in reading.				content, and skill		
gams in reading.				level		
				*Content materials		
				are appropriately		
				scaffolded to meet		
				the needs of diverse		
				learners (learning		
				readiness and specific		
				learning needs)	1	
				*Models, examples		
				and questions		
				are appropriately		
				scaffolded to meet		
				the needs of diverse		
				learners *Teachers		
				provide small group		
				instruction to target		
				specific learning		
				needs.		
				*These small groups		
				are flexible and		
				change with the		
				content, project and		
				assessments		
				*Students		
				are provided		
				opportunities to		
				demonstrate or		
				express knowledge		
				and understanding in		
				different ways, which		
				includes varying		
				degrees of difficulty.		

Reading Goal #4a: Improve current level of performance	Level of Performance:*	Level of Performance:*					
	pending	100%					
		Insufficient intervention supports exist to address the varying needs of students across academic and engagement areas	Create intervention that support core instructional goals and objectives	SBLT	*SBLT utilizes data to plan for a sufficient number and variety of intervention courses *Intervention and core teachers communicate and plan together regularly *Intervention curriculum is aligned with core instructional goals/ objectives *Core content materials and subject matter are integrated within intervention courses *Intervention strategies are reinforced in core classes *Interventions are integrated and aligned across all providers *Effectiveness of intervention courses are evaluated by reviewing student success in core courses	4a.2. Evidence of core teachers and intervention teachers communicating and planning; Lesson Plans & Walkthroughs	
		4a.3	4a.3.	4a.3.	4a.3.	4a.3.	

4b. Florida	4b.1.	4b.1.	4b.1.	4b.1.	4b.1.	
	Lack of	Differentiate	AP who evaluates	Content materials	Lesson Plans &	
Alternate		Instruction	teacher		Walkthrough	
Assessment:	iation of	I i i Sti uction	teacher	student interests,	Walktillough	
Percentage	instruction			cultural background,		
of students in	IIISU UCUOII			prior knowledge of		
Lowest 25%				content, and skill		
making learning				level *Content materials		
gains in reading.						
				are appropriately		
				scaffolded to meet		
				the needs of diverse		
				learners (learning		
				readiness and specific		
				learning needs)		
				*Models, examples		
				and questions		
				are appropriately scaffolded to meet		
				the needs of diverse		
				learners *Teachers		
				provide small group		
				instruction to target specific learning		
				needs.		
				*These small groups		
				are flexible and		
				change with the		
				content, project and		
				assessments		
				*Students		
				are provided		
				opportunities to		
				demonstrate or		
				express knowledge		
				and understanding in		
				different ways, which		
				includes varying		
				degrees of difficulty.		

Reading Goal #4b: Improve current level of performance	Level of	2013Expected Level of Performance:*					
		Insufficient intervention supports exist	Create intervention that support core instructional goals and objectives	SBLT	*SBLT utilizes data to plan for a sufficient number and variety of	4b.2. Evidence of core teachers and intervention teachers communicating and planning; Lesson Plans & Walkthroughs	
		4b.3	4b.3.	4b.3.	4b.3.	4b.3.	

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Baseline data 2010- 2011 69	74	79	85	90	95	100
Reading Goal #5A: Enter narrative for the goal in this box.							
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

5B. Student	5b.1.	5b.1.	5b.1.	5b.1.	5b.1.	
subgroups		Differentiate	AP who evaluates	Content materials	Lesson Plans &	
	Black:	Instruction	teacher	are differentiated by	Walkthrough	
by ethnicity	Hispanic:			student interests,	_	
(White, Black,	Asian:			cultural background,		
Hispanic, Asian,	American			prior knowledge of		
American Indian)	Indian:			content, and skill		
not making	Lack of			level		
satisfactory	different			*Content materials		
progress in	iation of			are appropriately		
	instruction			scaffolded to meet		
reading.				the needs of diverse		
				learners (learning		
				readiness and specific		
				learning needs)		
				*Models, examples		
				and questions		
				are appropriately		
				scaffolded to meet		
				the needs of diverse		
				learners *Teachers		
				provide small group instruction to target		
				specific learning		
				needs.		
				*These small groups		
				are flexible and		
				change with the		
				content, project and		
				assessments		
				*Students		
				are provided		
				opportunities to		
				demonstrate or		
				express knowledge		
				and understanding in		
				different ways, which		
				includes varying		
				degrees of difficulty.		

Reading Goal #5B: Improve current level of performance	Level of	2013Expected Level of Performance:*					
	506 Black: 3% 21.00 Hispanic: 12%	100% of all subgroups to make a learning gain Increase proficiency of all subgroups by 10%					
		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	5c.1.	5c.1.	5c.1.	5c.1.	5c.1.	
		Differentiate	AP who evaluates	Content materials	Lesson Plans &	
Language		Instruction	teacher		Walkthrough	
Learners (ELL)	iation of	Instruction	teacher	student interests,	Walktillough	
not making	instruction					
satisfactory	instruction			cultural background,		
				prior knowledge of		
progress in				content, and skill		
reading.				level		
				*Content materials		
				are appropriately		
				scaffolded to meet		
				the needs of diverse		
				learners (learning		
				readiness and specific		
				learning needs)		
				*Models, examples		
				and questions		
				are appropriately		
				scaffolded to meet		
				the needs of diverse		
				learners *Teachers		
				provide small group		
				instruction to target		
				specific learning		
				needs.		
				*These small groups		
				are flexible and		
				change with the		
				content, project and		
				assessments		
				*Students		
				are provided		
				opportunities to		
				demonstrate or		
				express knowledge		
				and understanding in		
				different ways, which		
				includes varying		
				degrees of difficulty.		

Reading Goal #5C: Improve current level of performance	Level of	2013Expected Level of Performance:*					
		100% of ELL students to make a learning gain An increase in proficiency by 10%					
						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	5d.1.	5d.1.	5d.1.	5d.1.	5d.1.	
with Disabilities		Differentiate	AP who evaluates	Content materials	Lesson Plans &	
		Instruction	teacher		Walkthrough	
(SWD)not	iation of			student interests,		
making	instruction			cultural background,		
satisfactory				prior knowledge of		
progress in				content, and skill		
reading.				level		
reading.				*Content materials		
				are appropriately		
				scaffolded to meet		
				the needs of diverse		
				learners (learning		
				readiness and specific		
				learning needs)		
				*Models, examples		
				and questions		
				are appropriately		
				scaffolded to meet		
				the needs of diverse		
				learners *Teachers		
				provide small group		
				instruction to target		
				specific learning		
				needs.		
				*These small groups		
				are flexible and		
				change with the content, project and		
				assessments		
				*Students		
				are provided		
				opportunities to		
				demonstrate or		
				express knowledge		
				and understanding in		
				different ways, which		
				includes varying		
				degrees of difficulty.		

# 5 D.	Level of	2013 Expected Level of Performance:*					
	complete in the pre- populated version	100% of all SWD students to make a learning gain An increase in proficiency by 10%					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3.		5D.3.		5D.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

5E. Economically	l5 ₀₋₁	5e.1.	5e.1.	5e.1.	5e.1.	
D'andered and	Lack of	Differentiate	AP who evaluates	Content materials	Lesson Plans &	
Disauvantageu			teacher		Walkthrough	
students	iation of	Instruction	teacher	student interests,	Walkerii ougri	
	instruction			cultural background,		
satisfactory	li isti decion			prior knowledge of		
progress in				content, and skill		
				level		
reading.				*Content materials		
				are appropriately scaffolded to meet		
				the needs of diverse		
				learners (learning		
				readiness and specific		
				learning needs)	1	
				*Models, examples		
				and questions		
				are appropriately		
				scaffolded to meet		
				the needs of diverse		
				learners *Teachers		
				provide small group		
				instruction to target		
				•		
				and understanding in		
				specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.		

#5E.	Level of	2013Expected Level of Performance:*					
	complete in the pre- populated version	100% of economically disadvantaged students will learning gain An increase in proficiency by 10%					
		5E.2.	5E.2	5E.2.	5E.2.	5E.2.	
		5E.3	5E.3	5E.3	5E.3	5E.3	

Reading Professional Development

Professional					
Development					
(PD) aligned with					
Strategies through					
Professional					
Learning					
Community (PLC)					
or PD Activities					
Please note that each					
strategy does not require a 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)	Person or Position Responsible for Monitoring

Literacy Strategies	6-8	Signey Webb Danielle Campbell	District Professional development days.	Reading Coach Teachers	PLC conversations and sharing of best practices.	Teachers

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
WICOR	Avid Site Team	0	0
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Gradual Release Model	Literacy Cadre will give the training	0	0
K-12 Comprehensive Research	Platforms #1-#9	0	0
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

CELLA Goals	Problem-Solving Process to Increase Language Acquisition					
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	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.	instruction		AP who evaluates teacher			

CELLA Goal #1: Improve current level of performance	2012 Current Percent of Students Proficient in Listening/Speaking:					
			Differentiate Instruction	AP who evaluates teacher	2.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes	2.1. Lesson Plans & Walkthrough
		1.3.	1.3.	1.3.	varying degrees of difficulty. 1.3.	1.3.

Students read in English at	Anticipated Barrier	Strategy	Person or Position Responsible	Process Used to	Evaluation Tool	
grade level text in a manner	•		for Monitoring	Determine Effectiveness		
similar to non-ELL students.				of		
2 Students seeming	2.2.	2.2.	2.2.	Strategy 2.2.	2.2.	
- · · · · · · · · · · · · · · · · · · ·		Implement High Yield	AP who evaluates teacher		Walkthrough	
midicient in Keauing.	instruction	Instructional Strategies	7 ii Wilo evaluates teacher	*Lesson focuses on	Walkern ough	
				essential learning		
				objectives and		
				goals by specifically		
				stating the purpose		
				for learning,		
				lesson agenda and		
				expected outcomes *Student readiness		
				for learning occurs		
				by connecting		
				instructional		
				objectives and		
				goals to students'		
				background		
				knowledge,		
				interests, and		
				personal goals, etc.		
				*Explicit Instruction; Modeled		
				Instruction; Guided		
				Practice with		
				Teacher Support		
				and Feedback;		
				Guided Practice		
				with Peer Support		
				and Feedback;		
				and Independent		
				Practice occur		
CELLA Goal #2:	2012 Current Percent of Students					
CLEET Goal 112.	Proficient in Reading:					
Improve current level of						
performance						
		l		l		

	40% 2					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3
Students write in English at grade level in a manner 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	3.1.	3.1.	3.1.	3.1.	3.1.	
proficient in Writing.	Insufficient standard based	Set and communicate			Walkthrough & Lesson Plans	
proficient in writing.	instruction	a purpose for learning		*Is aligned with a		
		and learning goals in		course standard or		
		each lesson		benchmark and to		
				the district/school		
				pacing guide		
				*Begins with		
				a discussion of		
				desired outcomes		
				and learning goals		
				*Includes a learning		
				goal/essential		
				question		
				*Includes teacher		
				explanation of how		
				the class activities		
				relate to the		
				learning goal and		
				to answering the		
				essential question		
				*Focuses and/or		
				refocuses class		
				discussion by		
				referring back to		
				the learning goal/		
				essential question *Includes a scale or		
				rubric that relates		
				to the learning goal		
				is posted so that all		
				students can see it		
				*Teacher reference		
				to the scale or		
				rubric throughout		
				the lesson		
CELLA Goal #3:	2012 Current Percent of Students					
CLLLA Goal #3.	Proficient in Writing:					
Improve current level of						
performance						
r						
		!	!			

20% 1					
	2.2.	2.2.	2.2.	2.2.	2.2.
	2.3	2.3	2.3	2.3	2.3

CELLA Budget (Insert rows as needed)

Include only school based founded)			
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 CELLA Goals

Middle School Mathematics Goals

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

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

1a.FCAT 2.0:	1a.1.	1a.1.	1a.1.	1a.1.	1a.1.	
Students scoring at	Insufficient	Set and	AP who evaluates	Determine Lesson:	Walkthrough & Lesson	
Students scoring at	standard	communicate		*Is aligned with a course	Plans	
AchievementLevel	based	a purpose for		standard or benchmark and		
3 in mathematics.	instruction		Teachers	to the district/school pacing		
		learning goals		guide		
		in each lesson		*Begins with a discussion		
				of desired outcomes and		
				learning goals		
				*Includes a learning goal/ essential question		
				*Includes teacher		
				explanation of how the		
				class activities relate to		
				the learning goal and to		
				answering the essential		
				question		
				*Focuses and/or refocuses class discussion by referring		
				back to the learning goal/		
				essential question		
				*Includes a scale or rubric		
				that relates to the learning		
				goal is posted so that all		
				students can see it		
				*Teacher reference to the scale or rubric throughout		
				the lesson		
Mathematics Goal	2012 Current	2013Expected				
#1a:	Level of	Level of				
	Performance:*	Performance:*				
Improve current level of						
performance						
	27%	Decrease in				
	312	level 1 and 2				
		from				
		45%				
		to				
		35%				

Insufficient standard based		1a.2. AVID site team; assistant principal	1a.2. Use of Cornell Notes, Socratic Seminars, Critical Reading, WICOR	1a.2. Walkthrough	
Insufficient	1a.3. Increase instructional rigor	1a.3. AP who evaluates teacher		1a.3. Walkthrough Teacher Appraisal Results	

Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.		Implement High Yield Instructional Strategies	AP who evaluates teacher	1b.2. Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes aligned to access points when appropriate *Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur			
Mathematics Goal #1b: Improve current level of performance	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	41%	Decrease in level 1,2 and					
		1b.2.	1b.2.	lb.2.	lb.2.	1b.2.	
		1b.3.	1b.3.	lb.3.	1b.3.	1b.3.	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy 2b.1.	Person or Position Responsible for Monitoring 2b.1.	Process Used to Determine Effectiveness of Strategy 2b.1.	Evaluation Tool 2b1.	
2a.FCAT 2.0:Students scoring at or above AchievementLevels 4 and 5 in mathematics.	Lack of different iation of instruction	Provide formative assessments to inform differentiation in instruction	AP who evaluates teacher		Walkthrough	
Mathematics Goal #2a: Improve current level of performance	2012 Current Level of Performance:*	2013Expected Level of Performance:* Increase level				
	334	4 and 5 by 5%				

			2a.2. 2a.3	2a.2. 2a.3	2a.2. 2a.3	2a.2. 2a.3	
Alternate Assessment:	Lack of different iation of	Provide	teacher	*Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction *Teachers facilitate effective classroom activities and tasks that elicit evidence of learning *Teachers collect both formal and	2b1. Walkthrough		
	2012 C	20125		informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students aligned to FAA access points			
Mathematics Goal #2b: Improve current level of performance	2012 Current Level of Performance:*	2013Expected Level of Performance:*					

	59%	Increase level 7 by 5%					
		2b.2.	2b2.	2b.2.	2b.2.	2b.2.	
		2b.3	2b.3	2b.3	2b.3	2b.3	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	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. Lack of student engagement	3a.1. Differentiate Instruction	3a.1. AP who evaluates teacher	3a.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate	IPI data when available State instructional walkthrough when applicable	
				understanding in different ways, which includes varying degrees of difficulty.		
Mathematics Goal #3a: Improve current level of performance	2012 Current Level of Performance:*	2013Expected Level of Performance:*				
	60%(169)	100% of students will make learning gains				

		la a	la a	la a	lo a	h a	Í
		3a.2.	3a.2.	3a.2.	3a.2.	3a.2.	
		3a.3.	3a.3.	3a.3.	3a3.	3a.3.	
	3b.1. Lack of student engagement	Instruction	3b.1. AP who evaluates teacher	differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse	3b.1. School Summary of observation section of teacher appraisal results IPI data when available State instructional walkthrough when applicable		
#3b:	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
Improve current level of performance							

		100% of students will make learning gains					
		3b.2.	3b.2.	3b.2.	3b.2.	3b.2.	
		3b.3.	3b.3.	3b.3.	3b.3.	3b.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

4a.FCAT 4a.1. 4a.1. 4a.1. 4a.1. 4a.1.	
2.0:Percentage of Lack of Differentiate AP who evaluates Content materials are School Summary of	
differentiated by student Instruction tension differentiated by student show ation section of	
students in Lowest engagement interests cultural teacher appraisal results	
background, prior knowledge	
learning gains in of content, and skill level IPI data when available	
mathematics. *Content materials are	
appropriately scaffolded to State instructional	
meet the needs of diverse walkthrough when	
learners (learning readiness applicable	
and specific learning needs)	
*Models, examples and	
questions are appropriately	
scaffolded to meet the	
needs of diverse learners	
*Teachers provide small	
group instruction to target	
specific learning needs. *These small groups are	
flexible and change with	
the content, project and	
assessments	
*Students are provided	
opportunities to demonstrate	
or express knowledge and	
understanding in different	
ways, which includes varying	
degrees of difficulty.	
Mathematics Goal 2012 Current 2013Expected	
#4a: Level of Level of Devel of	
Performance:* Performance:*	
Improve current level of	
performance	
270/ (42) 1000/ 0	
37% (43) 100% of	
students will	l
make learning	
gains	

	Insufficient intervention supports exist to address the varying needs of students across academic and engagement areas	Create intervention that support core instructional goals and objectives	SBLT	*SBLT utilizes data to plan for a sufficient number and variety of intervention courses *Intervention and core teachers communicate and plan together regularly *Intervention curriculum is aligned with core instructional goals/ objectives *Core content materials and subject matter are integrated within intervention courses *Intervention strategies are reinforced in core classes *Interventions are integrated and aligned across all providers *Effectiveness of intervention courses are evaluated by reviewing student success in core courses		
	4a.3	4a.3.	4a.3.	4a.3.	4a.3.	

4b. Florida	4b.1.	4b.1.	4b.1.	4b.1.	4b.1.	
			AP who evaluates	Content materials are	School Summary of	
Alternate	student	Instruction	teacher	differentiated by student	observation section of	
Assessment:	engagement		Cache	interests, cultural	teacher appraisal results	
Percentage of				background, prior knowledge	cousties appraisal results	
students in Lowest				of content, and skill level	IPI data when available	
25% making				*Content materials are		
learning gains in				appropriately scaffolded to	State instructional	
mathematics.				meet the needs of diverse	walkthrough when	
mathematics.					applicable	
				and specific learning needs)		
				*Models, examples and		
				questions are appropriately		
				scaffolded to meet the needs of diverse learners		
				*Teachers provide small		
				group instruction to target		
				specific learning needs.		
				*These small groups are		
				flexible and change with		
				the content, project and		
				assessments		
				*Students are provided		
				opportunities to demonstrate		
				or express knowledge and		
				understanding in different		
				ways, which includes varying		
Mothematica Cast	2012 Current	2013Expected		degrees of difficulty.		
Mathematics Goal	Level of	Level of				
#4b:	Performance:*	Performance:*				
Improve current level of						
performance						
perrormance						
	pending	100% of				
	ľ	students will				
		make learning				
		gains	ĺ			
		gains	l .		Į	

		Insufficient intervention supports exist to address the varying needs of students across academic and engagement areas	Create intervention that support core instructional goals and objectives		*SBLT utilizes data to plan for a sufficient number and variety of intervention courses *Intervention and core teachers communicate and plan together regularly *Intervention curriculum is aligned with core instructional goals/ objectives *Core content materials and subject matter are integrated within intervention courses *Intervention strategies are reinforced in core classes *Interventions are integrated and aligned across all providers *Effectiveness of intervention courses are evaluated by reviewing student success in core courses		
		4b.3		4b.3.	4b.3.	4b.3.	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	

but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	data 2010- 2011 65.00	68	71	74	77	80	82.5
Mathematics Goal #5A: Improve current level of performance							
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		

5B. Student	5b.1.	5b.1.	5b.1.	5b.1.	5b.1.	
	White:		AP who evaluates	Content materials are	Lesson Plans &	
subgroups by	Black:		teacher	differentiated by student	Walkthrough	
ethnicity (White,	Hispanic:	by scheduling		interests, cultural	Walktillough	
Black, Hispanic,	Asian:	remedial		background, prior knowledge		
Asian, American	American	classes in a		of content, and skill level		
Indian) not making		block.		*Content materials are		
	Lack of	DIOCK.		appropriately scaffolded to		
satisfactory	different	Offer virtual		meet the needs of diverse		
progress in	iation of	school options		learners (learning readiness		
mathematics.	instruction	for the		and specific learning needs)		
	lineti decion	students who		*Models, examples and		
		are taking		questions are appropriately		
		Geometry.		scaffolded to meet the		
				needs of diverse learners		
				*Teachers provide small		
				group instruction to target		
				specific learning needs.		
				*These small groups are		
				flexible and change with		
				the content, project and		
				assessments		
				*Students are provided		
				opportunities to demonstrate		
				or express knowledge and		
				understanding in different		
				ways, which includes varying		
				degrees of difficulty.		
Mathematics Goal	2012 Current	2013Expected				
#5B:	Level of	Level of				
	Performance:*	Performance:*				
Improve current level of						
performance						

	White: 79% 509 Black: 2% 15 Hispanic:	100% of all subgroups to make a learning gain Increase proficiency of all subgroups					
	10% 65 Asian: 5% 31 American Indian: 0%	by 10%					
	5B.3.					5B.2.	
	J.J.J.	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	5c.1.	5c.1.	5c.1.	5c.1.	5c.1.	
Language Learners	Lack of	Differentiate	AP who evaluates	Content materials are	Lesson Plans &	
(ELI) not making	different	Instruction	teacher	differentiated by student	Walkthrough	
(ELL) not making	iation of			interests, cultural		
satisfactory	instruction			background, prior knowledge		
progress in				of content, and skill level		
mathematics.				*Content materials are		
				appropriately scaffolded to		
				meet the needs of diverse		
				learners (learning readiness		
				and specific learning needs)		
				*Models, examples and		
				questions are appropriately		
				scaffolded to meet the		
				needs of diverse learners		
				*Teachers provide small		
				group instruction to target		
				specific learning needs.		
				*These small groups are		
				flexible and change with		
				the content, project and assessments		
				*Students are provided		
				opportunities to demonstrate		
				or express knowledge and		
				understanding in different		
				ways, which includes varying		
				degrees of difficulty.		
Mathematics Goal	2012 Current	2013Expected				
#5C:	Level of	Level of				
#3C.	Performance:*	Performance:*				
Improve current level of						
performance						
r						

		100% of ELL students to make a learning gain Increase					
		proficiency of ELL students by 10%					
		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:	Anticipate d Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

5D. Students	5d.1.	5d.1.	5d.1.	5d.1.	5d.1.	
	Lack of		AP who evaluates	Content materials are	Lesson Plans &	
with Disabilities	different	Instruction	teacher	differentiated by student	Walkthrough	
(SWD)not making	iation of	by scheduling		interests, cultural	Valktillougii	
satisfactory	instruction	remedial		background, prior knowledge		
progress in	linstruction	block classes.		of content, and skill level		
mathematics.		DIOCK Classes.		*Content materials are		
mathematics.				appropriately scaffolded to		
				meet the needs of diverse		
				learners (learning readiness		
				and specific learning needs)		
				*Models, examples and		
				questions are appropriately		
				scaffolded to meet the		
				needs of diverse learners		
				*Teachers provide small		
				group instruction to target		
				specific learning needs.		
				*These small groups are		
				flexible and change with		
				the content, project and		
				assessments		
				*Students are provided		
				opportunities to demonstrate		
				or express knowledge and		
				understanding in different		
				ways, which includes varying degrees of difficulty.		
Mathamatica Caal	2012 Current	2013 Expected		degrees or difficulty.		
Mathematics Goal	Level of	Level of				
#5D:	Performance:*	Performance:*				
	r criormance.	r crrormance.				
Improve current level of						
performance						

		100% of SWD students to make a learning gain Increase proficiency of SWD students by 10%					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

5E. Economically	5e.1.	5e.1.	5e.1.	5e.1.	5e.1.	
			AP who evaluates	Content materials are	Lesson Plans &	
Disadvantaged	different		teacher	differentiated by student	Walkthrough	
Students not	liation of	by scheduling		interests, cultural	Walkernough	
making satisfactory	instruction	all remedial		background, prior knowledge		
progress in	linstruction	math classes		of content, and skill level		
mathematics.		in a block.		*Content materials are		
mathematics.		iii a block.		appropriately scaffolded to		
				meet the needs of diverse		
				learners (learning readiness		
				and specific learning needs)		
				*Models, examples and		
				questions are appropriately		
				scaffolded to meet the		
				needs of diverse learners		
				*Teachers provide small		
				group instruction to target		
				specific learning needs.		
				*These small groups are		
				flexible and change with		
				the content, project and		
				assessments		
				*Students are provided		
				opportunities to demonstrate		
				or express knowledge and		
				understanding in different		
				ways, which includes varying		
				degrees of difficulty.		
Mathematics Goal	2012 Current	2013Expected		acgrees of unificalty.		
	Level of	Level of				
#5E:		Performance:*				
Improve current level of						
performance						

50%(324)	100% of Economically Disadvanta ged students to make a learning gain					
	Increase proficiency of Economically Disadvantage d students by 10%					
	5E.2	5E.2	5E.2	5E.2	5E.2.	
	5E.3	5E.3	5E.3		5E.3	

End of Middle School Mathematics Goals

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

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

					•	
Algebra EOC Goals	Problem- Solving Process to Increase Student Achieveme nt					
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
Achievement Level 3 in Algebra.	1a.1. Insufficient standard based instruction	Co teach Class with an AVID site team Teacher and Classroom teacher	Guidance Counselor	1a.1. Tutorials Agenda's Portfolio	1a.1. Walkthrough	
Algebra Goal #1: Improve current level of performance	2012 Current Level of Performance:*	2013Expected Level of Performance:*				

		Increase passing score to 87%					
		Insufficient	1a.3. Increase instructional rigor	AP who evaluates teacher	Evidence of:	1a.3. Walkthrough Teacher Appraisal Results	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of 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 2th	h 1	2b.	2b.1.	2b.1.	2b1.		
2. Students scoring at or 21	ock of			Determine:	Walkthrough		
above Achievement Levels	ifferentiation		teacher	*Teachers regularly	waiktiiiougii		
14 and 5 in Algebra	iii ei ei ilialioii			reachers regularly			
l ot	f instruction			assess students'			
				readiness for learning			
				and achievement of			
				knowledge and skills			
				during instruction			
				*Teachers facilitate			
				effective classroom			
				activities and tasks that			
				elicit evidence of learning			
				*Teachers collect both			
				formal and informal			
				data regarding students'			
				learning and provide			
				feedback regularly to			
				students regarding			
				their personal progress			
				throughout the lesson			
				curds			
				cycle *Teachers utilize data			
				to modify and adjust			
				teaching practices and			
				to reflect on the needs			
				and progress of students			
				aligned to FAA access			
				points			
Algebra Goal #2:	012 Current	2013Expected Level					
_		of Performance:*					
Improve current level of Pe	erformance:*						
performance							
45	8%	Increase level 4					
78							
	0	and 5 by 5%					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs),Reading and Math Performance Target	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
	Baseline data 2010-2011	96%	97%	97%	98%	99%	100%
Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	96%						
Algebra Goal #3A: Improve current level of performance							
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		

by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra.	Lack of differentiation of instruction	Differentiate Instruction	AP who evaluates teacher	5b.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.		
Algebra Goal #3B: Improve current level of performance	2012 Current Level of Performance:*	2013Expected Level of Performance:*				

	Black: Hispanic: Asian: American Indian:	100% of all students subgroups by ethnicity to make a learning gain Increase proficiency of all student subgroups by ethnicity by 10%					
						3B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	3B.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

3C. English Language	5c.1.	5c.1.	5c.1.	5c.1.	5c.1.	
			AP who evaluates		Lesson Plans &	
Learners (ELL) not	differentiation		teacher	differentiated by student		
making satisfactory	of instruction			interests, cultural		
progress in Algebra.				background, prior		
				knowledge of content,		
				and skill level		
				*Content materials are		
				appropriately scaffolded		
				to meet the needs of		
				diverse learners (learning		
				readiness and specific		
				learning needs)		
				*Models, examples		
				and questions are		
				appropriately scaffolded		
				to meet the needs		
				of diverse learners		
				*Teachers provide small		
				group instruction to		
				target specific learning		
				needs.		
				*These small groups are		
				flexible and change with		
				the content, project and		
				assessments		
				*Students are provided		
				opportunities to		
				demonstrate or		
	1			express knowledge and		
				understanding in different		
				ways, which includes		
	1			varying degrees of difficulty.		
A11 C1#2C-	2012 Current	2013Expected Level		unneuity.		
Algebra Goal #3C:	Level of	of Performance:*				
Immrove ourrent 11 -£	Performance:*	of f citoffiance.				
Improve current level of performance	c.romanec.					
performance						
			<u> </u>			

		100% of ELL students to make a learning gain					
		Increase proficiency of ELL students by 10%					
		5C.2.	5C.2.	5C.2.	5C.2.	3C.2.	
		5C.3.	5C.3.	5C.3.	5C.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	5d.1.	5d.1.	5d.1.	5d.1.	5d.1.	
			AP who evaluates	Content materials are	Lesson Plans & Walkthrough	
Disabilities (SWD) not	differentiation			differentiated by student	Lesson Flans & Walkunough	
making satisfactory	of instruction	instruction	leachei	interests, cultural		
progress in Algebra.	or mistraction			background, prior		
				knowledge of content,		
				and skill level		
				*Content materials are		
				appropriately scaffolded		
				to meet the needs of		
				diverse learners (learning		
				readiness and specific		
				learning needs)		
				*Models, examples		
				and questions are		
				appropriately scaffolded		
				to meet the needs		
				of diverse learners		
				*Teachers provide small		
				group instruction to		
				target specific learning		
				needs.		
				*These small groups are		
				flexible and change with		
				the content, project and		
				assessments		
				*Students are provided		
				opportunities to		
				demonstrate or		
				express knowledge and		
				understanding in different		
				ways, which includes		
				varying degrees of		
				difficulty.		
Algebra Goal #3D:	2012 Current	2013 Expected Level				
nigeora Goal #3D.	Level of	of Performance:*				
Improve current level of	Performance:*					
performance						
F						
						L

		100% of all SWD students to make a learning gain Increase proficiency of SWD students by 10%					
		5D.2.	5D.2.	5D.2.	5D.2.	3D.2.	
		5D.3.	5D.3.	5D.3.	5D.3.	3D.3.	
Based on the analysis of 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.		Differentiate	5e.1. AP who evaluates teacher	5e.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.		
Algebra Goal #3E: Improve current level of performance	2012 Current Level of Performance:*	2013Expected Level of Performance.*				

100% of Economically Disadvantaged students to make a learning gain Increase proficiency of Economically Disadvantaged students by 10%					
5E.2	5E.2	5E.2	5E.2	3E.2.	
5E.3	5E.3	5E.3		3E.3	

End of Algebra EOC Goals

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 Achieveme nt					
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

1 Ct. double coming of	1a.1.	1a.1.	1a.1.	1a.1.	1a.1.	
1. Students scoring at						
Achievement Level 3 in		Set and	AP who evaluates		Walkthrough & Lesson	
Geometry.	standard	communicate	teacher	*Is aligned with a course	Plans	
J		a purpose for		standard or benchmark		
		learning and		and to the district/school		
		learning goals in		pacing guide		
		each lesson		*Begins with a discussion		
				of desired outcomes and		
				learning goals		
				*Includes a learning		
				goal/essential question		
				*Includes teacher		
				explanation of how the		
				class activities relate to		
				the learning goal and to		
				answering the essential		
				question		
				*Focuses and/or		
				refocuses class discussion		
				by referring back to the		
				learning goal/essential		
				question		
				*Includes a scale or		
				rubric that relates to the		
				learning goal is posted so		
				that all students can see		
				lit		
				*Teacher reference to the		
				scale or rubric throughout		
				the lesson		
Geometry Goal #1:	2012 Current	2013Expected Level				
	Level of	of Performance:*				
Improve current level of	Performance:*					
performance						
ſ						
	0%	Decrease level 1				
		and 2 students				
	L	Ļ	l .	l	<u> </u>	<u> </u>

1a.2.	1a.2.	1a.2.	1a.2.	1a.2.	
Insufficient	Implement High	AP who evaluates teacher	Determine:	Walkthrough	
standard based	Yield Instructional		*Lesson focuses on		
instruction	Strategies		essential learning		
	-		objectives and goals by		
			specifically stating the		
			purpose for learning,		
			lesson agenda and		
			expected outcomes		
			*Student readiness		
			for learning occurs by		
			connecting instructional		
			objectives and goals to		
			students' background		
			knowledge, interests,		
			and personal goals,		
			etc.		
			*Explicit Instruction;		
			Modeled Instruction;		
			Guided Practice with		
			Teacher Support and		
			Feedback; Guided		
			Practice with Peer		
			Support and Feedback;		
			and Independent		
			Practice occur		

	1a.3. Insufficient standard based instruction	1a.3. Increase instructional rigor	AP who evaluates teacher	Teachers provide instruction which is aligned with the cognitive complexity levels of standards and benchmarks The cognitive complexity of models, examples, questions, tasks, and assessments are appropriate given the cognitive complexity level of grade-level standards and benchmarks Students are provided with appropriate scaffolding and supports to access higher order questions	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	1 Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	and tasks Evaluation Tool	

2. Students scoring at or							
		2b.1. Provide formative	2b.1. AP who evaluates	2b.1. Determine:	2b1. Walkthrough		
above AchievementLevels	differentiation	accecements	teacher	*Teachers regularly	Walkerii ougii		
4 and 5 in Geometry.	of instruction	to inform	teacher	assess students'			
		differentiation in		readiness for learning			
		instruction		and achievement of			
				knowledge and skills			
				during instruction			
				*Teachers facilitate			
				effective classroom			
				activities and tasks that			
				elicit evidence of learning			
				*Teachers collect both			
				formal and informal			
				data regarding students'			
				learning and provide			
				feedback regularly to			
				students regarding			
				their personal progress			
				throughout the lesson			
				cycle			
				*Teachers utilize data			
				to modify and adjust			
				teaching practices and			
				to reflect on the needs			
				and progress of students			
				aligned to FAA access			
				points			
Geometry Goal #2:	2012 Current	2013Expected Level					
Geometry Goar #2.	Level of	of Performance:*					
Improve current level of	Performance:*						
performance.							
F							
	To be complete in	Increase level 4					
	41						
	version	and 5 by 5%					
		2 2	2.2	h 2	2.2	2.2	
		<u>4.4.</u>	<u>4.4.</u>	4.4.	∠.∠.	۷.۷.	
		2.3	2.3	2.3	2.3	2.3	
	version		2.2.			2.2.	

Based on Ambitious but	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
Achievable Annual Measurable							
Objectives (AMOs), Reading and Math Performance Target							
	Dagalina data	To be complete	To be complete in	To be complete in the	To be complete in the	To be complete in the pro	To be complete in the
		To be complete	To be complete in	To be complete in the	To be complete in the	To be complete in the pre-	To be complete in the
				pre-populated version	pre-populated version	populated version	pre-populated version
Measurable Objectives		populated version	version				
(AMOs). In six year							
school will reduce their							
achievement gap by 50%.							
Geometry Goal #3A:							
Improve current level of performance							
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		

2D C4 dan4 sub-out	5b.1.	5b.1.	5b.1.	5b.1.	5b.1.	
3B. Student subgroups	Mhito:				Lesson Plans &	1
by ethnicity (White, Black,	Black:			differentiated by student		1
Hispanic, Asian, American	Hispanic:	instruction		interests, cultural	Walktillougii	1
Indian) not making	Asian:			background, prior		1
satisfactory progress in	American			knowledge of content,		1
Geometry.	Indian:			and skill level		1
Geometry.	Lack of			*Content materials are		1
	differentiation			appropriately scaffolded		1
	of instruction			to meet the needs of		1
				diverse learners (learning		1
				readiness and specific		1
				learning needs)		1
				*Models, examples		1
				and questions are		1
				appropriately scaffolded		1
				to meet the needs		1
				of diverse learners		1
				*Teachers provide small		1
				group instruction to		1
				target specific learning		1
				needs.		1
				*These small groups are		1
				flexible and change with		1
				the content, project and		1
				assessments		1
				*Students are provided		1
				opportunities to demonstrate or		1
				express knowledge and		1
				understanding in different		1
				ways, which includes		1
				varying degrees of		1
				difficulty.		1
Geometry Goal #3B:	2012 Current	2013Expected Level				
Improve current level of	Level of	of Performance:*				i I
performance	Performance:*					1
ļ						1
						i I
						i I
						i l
L						

	the pre-populated version White: Black: Hispanic: Asian: American Indian:	100% of all student subgroups to make a learning gain Increase proficiency of all student subgroups by 10%					
						3B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	3B.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

3C. English Language		5c.1.			5c.1.	
Learners (ELL) not	Lack of differentiation		AP who evaluates teacher	Content materials are differentiated by student	Lesson Plans &	
making satisfactory	of instruction	Instruction	leacher	interests, cultural	waiktiirougii	
progress in Geometry.	or mstruction			background, prior		
				knowledge of content,		
				and skill level		
				*Content materials are		
				appropriately scaffolded		
				to meet the needs of		
				diverse learners (learning		
				readiness and specific		
				learning needs)		
				*Models, examples		
				and questions are		
				appropriately scaffolded		
				to meet the needs of diverse learners		
				*Teachers provide small		
				group instruction to		
				target specific learning		
				needs.		
				*These small groups are		
				flexible and change with		
				the content, project and		
				assessments		
				*Students are provided		
				opportunities to		
				demonstrate or express knowledge and		
				understanding in different		
				ways, which includes	1	
				varying degrees of		
				difficulty.		
Geometry Goal #3C:	2012 Current	2013Expected Level		,		
		of Performance:*				
Improve current level of	Performance:*					
performance						

	version	100% of ELL students to make a learning gain Increase proficiency of of ELL students by 10%					
		5C.2.	5C.2.	5C.2.	5C.2.	3C.2.	
		5C.3.	5C.3.	5C.3.	5C.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			5d.1.		5d.1.	
Disabilities (SWD) not					Lesson Plans &	
making satisfactory	differentiation	Instruction		differentiated by student	Walkthrough	
progress in Geometry.	of instruction			interests, cultural		
progress in Geometry.				background, prior		
				knowledge of content,		
				and skill level		
				*Content materials are		
				appropriately scaffolded		
				to meet the needs of		
				diverse learners (learning		
				readiness and specific		
				learning needs) *Models, examples		
				and questions are		
	I			appropriately scaffolded		
				to meet the needs		
				of diverse learners		
				*Teachers provide small		
				group instruction to		
				target specific learning		
				needs.		
				*These small groups are		
				flexible and change with		
				the content, project and		
				assessments		
				*Students are provided		
				opportunities to		
				demonstrate or express knowledge and		
				understanding in different		
				ways, which includes		
				varying degrees of		
				difficulty.		
Geometry Goal #3D:	2012 Current	2013 Expected Level				
State of South Services	Level of	of Performance:*				
Improve current level of	Performance:*					
performance						

	the pre-populated version	100% of SWD students to make a learning gain Increase proficiency of SWD students by 10%					
		5D.2.	5D.2.	5D.2.	5D.2.	3D.2.	
		5D.3.	5D.3.	5D.3.	5D.3.	3D.3.	
Based on the analysis of 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	5e.1.	5e.1.	5e.1.	5e.1.	5e.1.	
	Lack of		AP who evaluates		Lesson Plans &	
Disadvantaged students	differentiation			differentiated by student	Mallethrough	
not making satisfactory	of instruction	I I I SCI UCCIOII			waiktiiiougii	
progress in Geometry.	or instruction			interests, cultural background, prior		
				knowledge of content,		
				and skill level		
				*Content materials are		
				appropriately scaffolded		
				to meet the needs of		
				diverse learners (learning		
				readiness and specific		
				learning needs)		
				*Models, examples		
				and questions are		
				appropriately scaffolded		
				to meet the needs		
				of diverse learners		
				*Teachers provide small		
				group instruction to		
				target specific learning		
				needs.		
				*These small groups are		
				flexible and change with		
				the content, project and		
				assessments		
				*Students are provided		
				opportunities to		
				demonstrate or		
				express knowledge and		
				understanding in different		
				ways, which includes		
				varying degrees of		
	2012 0			difficulty.		
Geometry Goal #3E:		2013Expected Level				
		of Performance:*				
Improve current level of	Performance:*					
performance						

To be complete the pre-popula version	in 100% of Economically Disadvantaged students to make a learning gain Increase proficiency of Economically Disadvantaged students by 10%					
	5E.2	5E.2	5E.2	5E.2	3E.2.	
	5E.3	5E.3	5E.3		3E.3	

End of Geometry EOC Goals

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities Please note that each strategy does not require a 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)	Person or Position Responsible for Monitoring

	2012-2013 Sc	chool Improvem	ent Plan (SIP)-Form SIP-1
--	--------------	----------------	---------------	--------------

ı				
- 1				
- 1				
- 1				

$\underline{Mathematics\ Budget}\ (\text{Insert\ rows\ as\ needed})$

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 Mathematics Goals

Elementary and Middle School Science Goals

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

Elementary and Middle Science Goals	Problem- Solving Process to Increase Student Achieveme nt					
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	
Scoring at Acinevenient	Insufficient standard based instruction	-			1a.1. Walkthrough & Lesson Plans	

Science Goal #1a: Improve current level of performance	Level of	2013Expected Level of Performance:*				
		Increase the number of students scoring 3.0 to 55%				
		Insufficient standard	Increase instructional	Includes a learning	1a.3. Walkthrough Teacher Appraisal Results	

	standard based instruction		AP who evaluates teacher				
Science Goal #1b: Improve current level of performance	Level of Performance:*	2013Expected Level of Performance:*					
	50%	Decrease the number of level 1,2, and 3 from to					
		1b.2.	1b.2.	lb.2.	1b.2.	1b.2.	

		115.2	11. 2	11. 2	11. 2	1h 2	<u> </u>
		1b.3.	1b.3.	1b.3.	1b.3.	1b.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2a. FCAT 2.0:Students		2b.1.	2b.1.	2b.1.	2b1.		
scoring at or above				Determine:	Walkthrough		
Achievement Levels 4 and	differentiation		teacher	*Teachers regularly			
5 in science.	of instruction			assess students'			
		to inform differentiation		readiness for learning and achievement of			
		in instruction		knowledge and skills			
		in madaccion		during instruction			
				*Teachers facilitate			
				effective classroom			
				activities and tasks that			
				elicit evidence of learning			
				*Teachers collect both			
				formal and informal			
				data regarding students' learning and provide			
				feedback regularly to			
				students regarding			
				their personal progress			
				throughout the lesson			
				cycle			
				*Teachers utilize data			
				to modify and adjust			
				teaching practices and			
				to reflect on the needs			
				and progress of students aligned to FAA access			
				points			
Science Goal #2a:	2012 Current	2013Expected		Ponics		†	
Belefice Goal #2a.	Level of	Level of					
Improve current level of	Performance:*	Performance:*					
performance							
						1	

•	11.4% 43	Increase the level 4 and 5					
		students 5%					
		2a.2.	2a.2.	2a.2.	2a.2.	2a.2.	
		2a.3	2a.3	2a.3	2a.3	2a.3	
Assessment: Students scoring at or above Level 7 in science. Science Goal #2b:	Lack of differentiation of instruction	Provide formative assessments to inform differentiation in instruction	AP who evaluates teacher	2b.1. Determine: *Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction *Teachers facilitate effective classroom activities and tasks that elicit evidence of learning *Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students aligned to FAA access points	2b1. Walkthrough		
	Level of Performance:*	Level of Performance:*					

38%	Increase the level 7 by 5%					
	2b.2.	2b.2.	2b.2.	2b.2.	2b.2.	
	2b.3	2b.3	2b.3	2b.3	2b.3	

End of Elementary and Middle School Science Goals

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
Science Club	Grades 6-8	Teachers	Students and teachers working on science projects/ experiments		Teachers will monitor the students' grades and follow up with extra support during the club.	Teachers

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
Higher order thinking	Equipment, supplies	Grant	800.00
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:			

82%

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:	Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

1a. FCAT:Students scoring at Achievement Level3.0 and higher in writing.	1a.1. Insufficient standard based instruction	1a.1. Set and communicate a purpose for learning and learning goals in each lesson	AP who evaluates teacher	Determine Lesson:	1a.1. Walkthrough & Lesson Plans	
				*Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale or rubric throughout the lesson		
Writing Goal #1a: Improve current level of performance	2012 Current Level of Performance:*	2013Expected Level of Performance:*				
	82% 306 Level 4 and above 35% 132	Decrease level 1,2 and 3				

		standard based instruction	rigor (AVID) WICOR, Introduction of DBQ in Math and Social Studies		Includes a learning goal/ essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question	Walkthrough Teacher Appraisal Results	
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.	Insufficient standard based	Set and	AP who evaluates teacher	1b.1. Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale or rubric throughout the lesson			

Writing Goal #1b: Improve current level of performance		Level of Performance:*					
	Level 4,5, and 6 13% Level 7, 8, 9 88%	Decrease level 1,2 and 3					
		1b.2.	1b.2.	1b.2.	1b.2.	1b.2.	
		1b.3.	1b.3.	1b.3.	1b.3.	1b.3.	

End of Writing Goals

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

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

Civics EOC Goals	Problem- Solving Process to Increase Student Achieveme nt					
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. CivicsGoal #1:	standard based instruction	1a.1. Set and communicate a purpose for learning and learning goals in each lesson	1a.1. AP who evaluates teacher	1a.1. Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale or rubric throughout the lesson		
Establish baseline level of performance	Level of Performance:*	of Performance:*				
		Improved from baseline				

1a.2.	1a.2.	1a.2.	1a.2.	1a.2.	
Insufficient		AP who evaluates teacher	Determine:	Walkthrough	
standard ba			*Lesson focuses on		
instruction	Strategies		essential learning		
			objectives and goals by	1	
			specifically stating the		
			purpose for learning,		
			lesson agenda and		
			expected outcomes		
			*Student readiness		
			for learning occurs		
			by connecting		
			instructional objectives		
			and goals to		
			students' background		
			knowledge, interests,		
			and personal goals,		
			etc.		
			*Explicit Instruction;		
			Modeled Instruction;		
			Guided Practice with		
			Teacher Support and Feedback; Guided		
			Practice with Peer		
			Support and Feedback;		
			and Independent		
			Practice occur		
		1	l .	l .	

			1a.3. Increase instructional rigor			1a.3. Walkthrough Teacher Appraisal Results	
					with appropriate		
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	2a 1	2a.1.	2a.1.	2a.1.	2a.1.		
2. Students scoring at or	Insufficient				Walkthrough & Lesson		
above Achievement Levels			teacher	*Is aligned with a course			
		a purpose for		standard or benchmark			
	instruction	learning and		and to the district/school			
	ii isti uctioii	learning goals in		pacing guide			
		each lesson		*Begins with a discussion			
		each lesson		of desired outcomes and			
				learning goals			
				*Includes a learning			
				goal/essential question			
				*Includes teacher			
				explanation of how the			
				class activities relate to			
				the learning goal and to			
				answering the essential			
				question			
				*Focuses and/or			
				refocuses class discussion			
				by referring back to the			
				learning goal/essential			
				question			
				*Includes a scale or			
				rubric that relates to the			
				learning goal is posted so			
				that all students can see			
				it			
				*Teacher reference to the			
				scale or rubric throughout			
				the lesson			
Civics Goal #2:	2012 Current	2013Expected Level					
		of Performance:*					
Establish baseline level of	Performance:*						
performance							
	not available	Improved from					
		baseline					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	
		د.ع	د.٢	2.3	2.3	2.3	
T 2012		Į		Į	ļ.	ļ.	

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

Civics Budget (Insert rows as needed)

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

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

End of Civics Goals

Attendance Goal(s)

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

Attendance Goal(s)	Problem- solving Process to Increase Attendance					
Based on the analysis of attendance data, and 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	Lack of student engagement	Positive behavior supports are in place in the form of an effective school wide behavior plan		Determine: Expectations are clearly and positively defined Behavioral expectations are taught and reviewed with all students and staff Appropriate behaviors are acknowledged Behavioral errors are proactively corrected A database for keeping records and making decisions is established Data-based monitoring and adaptations to the plan are regularly conducted		
Attendance Goal #1: Improve current level of performance		2013 Expected Attendance Rate:*				

92%	Greater than prior year					
2012 Current Number of Studentswith Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)					
730	10% decrease from prior year					
2012 Current Number of Students with Excessive Tardies (10 or more)	2013Expected Number of Students with Excessive Tardies (10 or more)					
0	10% decrease from prior year					
	1.2.	1.2.	1.2.		1.2.	
	1.3.	1.3.	1.3.	1.3.	1.3.	

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

Attendance Budget(Insert rows as needed)

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

End of Attendance Goals

Suspension Goal(s)

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

		the number of s	tadents the percentage	represents next to the p	ercentage (e.g. 707)	(33)).	,
Suspension	Problem-						
Goal(s)	solving						
,	Process to						
	Decrease						
	Suspension						
	Suspension						
Based on the analysis	Anticipated	Strategy	Person or Position	Process Used to Determine	Evaluation Tool		
of suspension data, and reference to "Guiding	Barrier		Responsible for Monitoring	Effectiveness of Strategy			
Questions", identify and				Sumogy			
define areas in need of							
improvement:	1.1.	1.1.	1.1.	1.1.	1.1.		
1. Suspension		Positive behavior		Determine:	Decrease in		
	Engagement	supports are in			Number of In-		
		place in the form			School Suspension		
		of an effective school wide			Number of Students suspended In-		
		behavior plan		with all students and staff			
				Appropriate behaviors are	Number of out-of-		
					school suspensions		
				Behavioral errors are proactively corrected	Number of Students suspended out-of-		
					school		
				records and making	Number of		
					alternative bell		
					assignments Number of students		
					assigned to		
					alternative bell		
G : G 1 "1	2012T-4-1N	2012 F			schedule		
	2012Total Number of In —School	2013 Expected Number of					
	Suspensions	In- School					
r		<u>Suspensions</u>					
	409	10% decrease					
		from prior year					

2012Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In -School					
	10% decrease from prior year					
Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions					
	10% decrease from prior year					
2012Total Number of Students Suspended Out- of- School	2013 Expected Number of Students Suspended Out- of-School					
	10% decrease from prior year					
	1.2.	1.2.	1.2.	1.2.	1.2.	
	1.3.	1.3.	1.3.	1.3.	1.3.	

Suspension Professional Development

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

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-	up/Monitoring	Person or Position Responsible for Monitoring
Cuan anaian Duda	04/I						
Include only school-ba activities/materials and funded activities /mate Evidence-based Progra	nsed funded I exclude distric crials.	t					
Strategy	am(s)/Materials(on of Resources	Funding Source		Amount	
Strategy		Description	on or Resources	Tunding Source		Amount	
	Subtot	tal:					
Technology							
Strategy		Description	on of Resources	Funding Source		Amount	
	Subtot	tal:					
Professional Developm	nent						
Strategy		Description	on of Resources	Funding Source		Amount	
	Subtot	tal:					
Other	Sabto						
Strategy		Description	on of Resources	Funding Source		Amount	
Saucey		Description	in or resources	1 unumg bouree		1 mount	
<u></u>							

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

End of Suspension Goals

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

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

Dropout Prevention Goal(s)	Problem- solving Process to Dropout Prevention		tudents the percentage	represents next to the p	ereenage (e.g. 707)	<i>(33)).</i>	
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	Strategy	Evaluation Tool		
1. Dropout Prevention Dropout Prevention Goal #1: *Please refer to the percentage of students who dropped out during the 2011-2012 school year.	skills to plan for future aspirations and create educational goals	Implement High Yield Instructional Strategies	1.1. Principal	1.1.	1.1. Walkthrough and teacher appraisal		
Improve current level of performance	2012 Current Dropout Rate:*	2013 Expected Dropout Rate:*					

To be complete in the pre-populated version	10% decrease from prior year					
	2013 Expected Graduation Rate:*					
To be complete in the pre-populated version	Improve rate from prior year					
	1.2.	1.2.	1.2.	1.2.	1.2.	
	1.3.	1.3.	1.3.	1.3.	1.3.	

Dropout Prevention Professional Development

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

Dropout Prevention Budget(Insert rows as needed)

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

funded activities /materials.				
Evidence-based Program(s)/Materials(s)				
Strategy	Description of Resources	Funding Source	Amount	
Subtotal:				
Technology				
Strategy	Description of Resources	Funding Source	Amount	
Subtotal:				
Professional Development				
Strategy	Description of Resources	Funding Source	Amount	
Subtotal:				
Other				
Strategy	Description of Resources	Funding Source	Amount	
Subtotal:				
Total:				

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

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

When asing percentage	when using percentages, merade the number of students the percentage represents next to the percentage (e.g. 7070 (33)).							
Parent Involvement	Problem-							
Goal(s)	solving							

	Process to Parent Involveme nt						
Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Parent Involvement Parent Involvement Goal #1: *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.	Lack of frequent home-school communication in a variety of formats, and allows for families to support and supervise their child's educational progress	Provide frequent home-school communication in a variety of formats, and allows for families to support and supervise their child's educational progress	SBLT	1.1.	1.1.		
		level of Parent Involvement:*					
	the pre-populated	To be complete in the pre-populated version	1.2	1.2.	1.2.	1.2.	
		1.3.	1.2.	1.3.		1.3.	

Parent Involvement Professional Development

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

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
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 Parent Involvement Goal(s)

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

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

1.1.	1.1.	1.1.	1.1.	1.1.	STEM Goal #1:
					Enter narrative for the goal in this box.
1.2.	1.2.	1.2.	1.2.	1.2.	
1.3.	1.3.	1.3.	1.3.	1.3.	
				1.2	

STEM Professional Development

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

STEM Budget (Insert rows as needed)				
Include only school-based funded				
activities/materials and exclude district				
funded activities /materials.				
Evidence-based Program(s)/Materials(s)				
Strategy	Description of Resources	Funding Source	Amount	
Subtotal:				
Technology				
Strategy	Description of Resources	Funding Source	Amount	
Subtotal:				
Professional Development				
Strategy	Description of Resources	Funding Source	Amount	
Subtotal:				
Other				
Strategy	Description of Resources	Funding Source	Amount	
Subtotal:				
Total:				

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

CTE Goal(s) Based on the analysis of school data, identify and define	Problem-Solving Process to Increase Student Achievement Anticipated Barrier	Strategy	Person or Position	Process Used to Determine	Evaluation Tool
areas in need of improvement:	Anticipated Barrier	Sualegy	Responsible for Monitoring	Effectiveness of Strategy	Evaluation 1001
CTE Goal #1: Enter narrative for the goal in this box.	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			

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

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

Subtotal:		
Total:		

End of CTE Goal(s)

Additional Goal I Wellness (s)

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

	Problem- Solving Process to Increase Student Achieveme nt					
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

1. Additional Goal:	1.1.	1.1.	1.1.	1.1.	1.1.	
Wellness						
	Team.	Healthy Schools Program 6 Step Process online https:// schools.healthier generation.org/	administrator, physical	Healthy School Program online	A: Healthy School Inventory (Evaluate Your School) online	
	Fit Matters/ Fitnessgram data	B: Complete Pre and Post Being			B: Being Fit Matters Statistical Report (Portal)	

		•	•	 	
Additional Goal #1:	2012 Current	2013 Expected			
	Level :*	Level :*			
Improve current level of					
performance					
	. ~				
	A Data	Options Set A:			
	(Options):	Not yet meeting			
	Not yet meeting	Bronze Level on			
	Bronze Level on	Healthy Schools			
	Healthy Schools	Inventory			
	Inventory	inventory			
	inventory	M di D			
	L .: 5	Meeting Bronze			
	Meeting Bronze	Level on			
	Level on	Healthy Schools			
	Healthy Schools	Inventory			
	Inventory	•			
		Meeting Silver			
	Meeting Silver	Level on			
	Level on	LCVCI OII			
	Level on	Healthy Schools			
	Healthy Schools	Inventory			
	Inventory				
		Meeting Gold			
	Meeting Gold	Level on			
	Level on	Healthy Schools			
	Healthy Schools	Inventory			
	Tarany Schools	inventory			
	Inventory				
		B Data:			
	Being Fit	Being Fit			
	Matters/	Matters/			
	Fitnessgram Data	Fitnessgram			
	by school will be				
	inserted here.	School will			
		improve			
	ĺ	students' scores			
		on one Being			
		Fit Matters/			
	ĺ	Fitnessgram			
		Assessment			
	ĺ	scores for			
		solosted 1			
		selected by			
		school.			

	1.2.	1.2.	1.2.	1.2.	1.2.	
	1.3.	1.3.	1.3.	1.3.	1.3.	

Additional Wellness Goals Professional Development

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

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

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

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

Additional Goal II Bradley MOU (s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
	Lack of differentiation of instruction	Differentiate Instruction	AP who evaluates teacher	Content materials are		
Additional Goal #1: There will be an increase in black student achievement	2012 Current Level :*	2013 Expected Level :*				

To be the pr versio	All black students to make learning gain in reading and math	S				
	1.2.	1.2.	1.2.	1.2.	1.2.	
	1.3.	1.3.	1.3.	1.3.	1.3.	

Additional MOU Goals Professional Development

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

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

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

Evidence-based Program(s)/Materials(s)				
Strategy	Description of Resources	Funding Source	Amount	
Subtotal:				
Technology				
Strategy	Description of Resources	Funding Source	Amount	
Subtotal:				
Professional Development				
Strategy	Description of Resources	Funding Source	Amount	
Subtotal:				
Other				
Strategy	Description of Resources	Funding Source	Amount	
Subtotal:				
Total:				

Additional Goal III Bradley MOU (s)

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

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

	Achieveme nt					
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1. Additional Goal: Student Engagement for Black Students	Lack of Student Engagement	behavior supports are in place in the form of an effective school wide behavior plan	SBLT	1.1. Determine: Expectations are clearly and positively defined Behavioral expectations are taught and reviewed with all students and staff Appropriate behaviors are acknowledged Behavioral errors are proactively corrected A database for keeping records and making decisions is established Data-based monitoring and adaptations to the plan are regularly conducted		
Additional Goal #1: There will be an increase in black student engagement		2013 Expected Level :*				
	student received referrals and receiving in and out of school suspensions	Decrease the percent of Black students receiving referrals, and Receiving in school and out of school suspensions				

1	1.2.	1.2.	1.2.	1.2.	1.2.	
1	1.3.	1.3.	1.3.	1.3.	1.3.	

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

Additional MOO Goal(s) Dudge	Unsert 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
AVID workshops	AVID site team	NA	0
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			

Total:		

Additional Goal IV Bradley MOU (s)

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

Additional Goal(s)	Problem- Solving Process to Increase Student Achieveme nt					
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

1. Additional Goal: Black 1.	.1.	1.1.	1.1.	1.1.	1.1.		
					Increase		
		behavior			in black		
Er	ngageme	supports		clearly and positively	graduation rate		
nt		are in		defined			
		place in		Behavioral			
	į	the form		expectations are			
		of an		taught and reviewed			
		effective		with all students and			
		school		staff			
		wide		Appropriate			
		behavior		behaviors are			
		plan		acknowledged			
				Behavioral errors are			
				proactively corrected			
				A database for			
				keeping records and			
				making decisions is			
				established Data-			
				based monitoring			
				and adaptations			
				to the plan are			
Additional Goal #1: 201	012 Current	2013 Expected		regularly conducted			
Additional Goal #1:	evel:*	Level :*					
There will be an increase in black							
student graduation rate							
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Additional MOU Goals Professional Development

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

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

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

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

Additional Goal V Bradley MOU (s)

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

Additional Goal(s)	Problem- Solving Process to Increase Student Achieveme nt					
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

1. Additional Goal: Black	1 1	1.1.	1.1.	1.1.	1.1.		
	Lack of	Differentiate		Content materials are	Lesson Plans &		
advanced Coursework	differentiation of			differentiated by student	Walkthrough		
	instruction	msu action		interests, cultural background,	w aiktinough		
	mstruction			prior knowledge of content, and	Professional		
				skill level	Development includes		
				*Content materials are	equity and cultural		
				appropriately scaffolded to meet the needs of diverse learners	responsiveness		
				(learning readiness and specific			
				learning needs)			
				tearning needs)			
				*Models, examples and			
				questions are appropriately			
				scaffolded to meet the needs			
				of diverse learners *Teachers			
				provide small group instruction			
				to target specific learning needs.			
				*These small groups are flexible			
				and change with the content,			
				project and assessments			
				*Students are provided			
				opportunities to demonstrate			
				or express knowledge and			
				understanding in different ways,			
				which includes varying degrees			
				of difficulty.			
Additional Goal #1:	2012 Current	2013 Expected					
	Level :*	Level :*					
There will be an increase percent							
of black students enrolled in							
rigorous advanced coursework							
There will be an increase in							
performance of black students in							
rigorous advanced coursework							
	To be complete in	Inorongo franc					
	the pre-populated	Increase from					
	version	prior year					
		1.2	1.2	1.2	1.2	1.2	
		1.2.	1.2.	1.2.	1.2.	1.2.	
-		1.3.	1.3.	1.3.	1.3.	1.3.	
		1.3.	1.5.	1.5.	1.3.	1.5.	

Additional MOU Goals Professional Development

Professional						
Development						
(PD) aligned with						
Strategies through						
Professional						
Learning						
Community (PLC)						
or PD Activity						
Please note that each						
Strategy does not require a						
professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Literacy Strategies	6-8	Campbell and Webb	Faculty	Early Release and PLC	Walkthroughs	S. Becker

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

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

Final Budget(Insert rows as needed)	
Please provide the total budget from each section.	
Reading Budget	
	Total:
Mathematics Budget	
	Total:
Science Budget	
	Total:
Writing Budget	
	Total:
Attendance Budget	

	Total:
Suspension Budget	
	Total:
Dropout Prevention Budget	
	Total:
Parent Involvement Budget	
	Total:
Additional Goals	
	Total:
	Grand Total:

End of Additional Goal(s)

Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	
Referendum funding hasn't been provided; textbook money and flex money will be used for school wide classroom libraries	
CELLA Budget	
	Total:
Mathematics Budget	
	Total:
Science Budget	
	Total:
Writing Budget	
	Total:
Civics Budget	
Textbook funds paid for reference materials for Civics. All copies were made by one of our Civic's teachers with her own money	
U.S. History Budget	
	Total:
Attendance Budget	
	Total:
Suspension Budget	
	Total:
Dropout Prevention Budget	
	Total:
Parent Involvement Budget	
Community Involvement Budget	\$800.00
STEM Budget	
Grants will be written	
CTE Budget	
	Total:
Additional Goals	

PTSA school wide fundraiser and Box Top for Education will supplement our SWPBP	
	Total:

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

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

School Differentiated Accountability Status		
□Priority	□Focus	□Prevent
NA	NA	NA

• 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.

 $x \square Yes \square No$

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

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

SAC is going to look closely at our dress code to see if we are going to vote for the modified dress code that is currently being implemented in other middle schools.

Describe the projected use of SAC funds.	Amount
The remainder of our A+ money was used to buy the 6 th graders cell phone holders (Safe School)	\$800.00