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: Baker County Adult Center	District Name: Baker County School District
Principal: Ann Watts, M.Ed.	Superintendent: Sherrie Raulerson
SAC Chair: Diane Lyons	Date of School Board Approval:

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

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

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

High School Feedback Report

K-12 Comprehensive Research Based Reading Plan

Administrators

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)
Principal	Ann Watts, M.Ed.	Master's Degree in Educational Leadership	4	4	Achieved adequate yearly progress
Assistant Principal					

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)
Adult Education	Cheryl Ward	BA	8	13	Achieved adequate yearly progress
Adult Education	Samantha Kent	BS	3	3	Achieved adequate yearly progress
Adult Education	Judie Johnson	Master's in Education	8	33	Achieved adequate yearly progress
Adult Education	Curtis Burns	Bachelor's/Social Science	New	New	New
Adult Education	Vicki Grubbs	BS, Master's in Adult Ed	2	6	Achieved adequate yearly progress
Adult Education	Gary Taylor	BA	5	5	Achieved adequate yearly progress
Voc Ed for Adults w/ Disabilities	Sarah Good	Certified in Adult Education	2	3	Achieved adequate yearly progress
Voc Ed for Adults w/ Disabilities	Diane Lyons	Certified in Nursery Management/Horticulture	28	28	Achieved adequate yearly progress
Voc Ed for Adults w/ Disabilities	Scott Register	BA	4	18	Achieved adequate yearly progress
Adult Education	Emily Clevenger	Master's/English and Social Science	New	New	New
Adult Education	Jeff Horn	Master's/Social Science and ESE	New	New	New
Adult Education	Aaron Scott	BA, Master's in Business	New	New	New

Effective and Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date
1.		
2.		
3.		
4.		

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and who received less than an effective rating (instructional staff only). *When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).	Provide the strategies that are being implemented to support the staff in becoming highly effective

Staff Demographics

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

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

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	% of teachers with an Effective rating or higher	% of Reading Endorsed Teachers	% of National Board Certified Teachers	% of ESOL Endorsed Teachers
12	33%	25%	17%	17%	33%	100%	0	0	0

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

Additional Requirements

Coordination and Integration-Title I Schools Only

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

Title I, Part A
Title I, Part C- Migrant
Title I, Part D
Title II
Title III
Title X- Homeless
Supplemental Academic Instruction (SAI)
Violence Prevention Programs
Nutrition Programs
Housing Programs
Head Start
Adult Education
Career and Technical Education
Job Training
Other

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

School-Based MTSS/RtI Team

Identify the school-based MTSS leadership team.

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?

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?

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.

Describe the plan to train staff on MTSS.

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

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

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

Public School Choice

• Supplemental Educational Services (SES) Notification

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

*Elementary Title I Schools Only: Pre-School Transition Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.
*Grades 6-12 Only Sec. 1003.413 (2)(b) F.S For schools with grades 6-12, how does the school ensure that every teacher contributes to the reading improvement of every student?
*High Schools Only
Note: Required for High School-Sec. 1003.413(2)(g), (2)(j) F.S.
How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?
How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personall meaningful?
Postsecondary Transition Note: Required for High School- Sec. 1008.37(4), F.S. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report.

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Readin	g Goals	Problem-Solving Process to Increase Student Achievement					
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
Enter narrative for the goal in this box. Lee Enter narrative for the Enter day		IA.1.	IA.1.	IA.1.	1A.1.	IA.1.	
		1A.2. 1A.3.	1A.2. 1A.3.		1A.2. 1A.3.	1A.2. 1A.3.	
Enter narrative for the goal in this box. Lee Enter narrative for the da	State of the state	IB.1.	1B.1.		1B.1.	IB.1.	
		1B.2.	IB.2.		1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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

Based on the analysis of reference to "Guiding Quest need of improvement	ions," identify an	d define areas in	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percer learning gains in read		ents making	3A.1.	3A.1.	3A.1.	3A.1.	3A.1.
	Level of Performance:* Enter numerical data for current level of performance in	2013 Expected Level of Performance:* Enter numerical data for expected level of performance in this box.					
			3A.2.	3A.2.	3A.2.	3A.2.	3A.2.
			3A.3.	3A.3.	3A.3.	3A.3.	3A.3.
3B. Florida Alternate of students making le	Assessment: arning gains	Percentage in reading.	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.
Steaming Commission	Level of Performance:* Enter numerical data for current level of performance in	2013 Expected Level of Performance:* Enter numerical data for expected level of performance in this box.					
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

Based on the analysis of student achievement reference to "Guiding Questions," identify and de need of improvement for the following gr	efine areas in	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.		4	4A.1.	4A.1.	4A.1.	4A.1.
Enter narrative for the goal in this box. Level of Performance:* Performance in level of level of performance in performance	er numerical a for expected l of					
	4A.2.	4	4A.2.	4A.2.	4A.2.	4A.2.
	4A.3.	4	4A.3.	4A.3.	4A.3.	4A.3.

Objectives (AMOs), ider	nchievable Annual Measurable ntify reading and mathematics for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years school will reduce their achievement gap by 50%.	Baseline data 2010-2011						
Reading Goal #5A: Enter narrative for the goal	in this box.						
reference to "Guiding Questi	student achievement data and ions," identify and define areas ir or the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluati	on Tool
making satisfactory p Reading Goal #5B: Enter narrative for the goal in this box.	, American Indian) not	White: Black: Hispanic: Asian: American Indian:				5B.1.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

reference to "Guiding Quest	student achievement data and ions," identify and define areas in for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Languag making satisfactory p		5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
Reading Goal #5C: Enter narrative for the goal in this box.	2012 Current Level of Performance:* Enter numerical data for current level of performance in this box. 2013 Expected Level of Performance:* Performance:* Level of performance in this box.					
		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
reference to "Guiding Quest	student achievement data and ions," identify and define areas in for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Dis making satisfactory p	()	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.
Reading Goal #5D: Enter narrative for the goal in this box.	2012 Current Level of Performance:* Enter numerical data for current level of performance in this box. 2013 Expected Level of Performance:* Enter numerical data for expected level of performance in this box.					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

reference to "Guiding Quest	student achievement data and ions," identify and define areas in for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Dis making satisfactory p	advantaged students not rogress in reading.	5E.1.	5E.1.	5E.1.	5E.1.	5E.1.
Enter narrative for the goal in this box.	2012 Current Level of Performance:* Enter numerical data for current level of performance in this box. 2013 Expected Level of Performance:* Enter numerical data for expected level of performance in this box.					
		5E.2.	5E.2.	5E.2.	5E.2.	5E.2.
		5E.3.	5E.3.	5E.3.	5E.3.	5E.3.

Reading Professional Development

Profes	Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities Please note that each strategy does not require a professional development or PLC activity.								
PD Content/Topic and/or PLC Focus Grade Level/ Subject Grade Level/ Subject PD Facilitator and/or PLC subject (e.g., PLC, subject, grade level, or school-wide) PD Participants (e.g., PLC, subject, grade level, or school-wide) Person or Position Responsible for Monitoring Person or Position Responsible for Monitoring									

Reading Budget (Insert rows as needed)

Include only school funded	activities/materials and exclude district funded a	ctivities/materials.		
Evidence-based Program(s)/N	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 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 Pro	ocess to Increase Lang	guage Acquisition	
Students speak in English and understand spoken English a grade level in a manner similar to non-ELL students.	t 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. CELLA Goal #1: Enter narrative for the goal in this box. 2012 Current Percent of Studen Proficient in Listening/Speaking Enter numerical data for current level of performance in this box.	<u>r.</u>	1.1.	1.1.	1.1.	1.1.
	1.2.	1.3.	1.3.	1.3.	1.3.
Students read grade-level text in English in a manner simila to non-ELL students.	r Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring proficient in reading. CELLA Goal #2: Enter narrative for the goal in this box. 2012 Current Percent of Studen Proficient in Reading: Enter numerical data for current level of performance in this box.		2.1.	2.1.	2.1.	2.1.
	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
Enter narrative for the goal in this box.	Current Percent of Students ient in Writing: numerical data for current f performance in this box.	2.1.	2.1.	2.1.	2.1.	2.1.
		2.2.	2.2.	2.3.		2.2.

CELLA Budget (Insert rows as needed)

Children budget (mise				
Include only school-based f	funded activities/materials and exclude district fur	nded activities/materials.		
Evidence-based Program(s)/l	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

Elementary School Mathematics Goals

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

Elementary M	Iathematics Goals		Problem-Solving Pr	rocess to Increase Stud	lent Achievement	
reference to "Guiding Quest	student achievement data and tions," identify and define areas in the 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: Studen Achievement Level 3 Mathematics Goal #1A: Enter narrative for the goal in this box.		IA.1.	IA.1.	1A.1.	1A.1.	IA.1.
	p.10 3000	1A.2. 1A.3.	1A.2. 1A.3.	1A.2. 1A.3.	1A.2. 1A.3.	1A.2. 1A.3.
	Assessment: Students, and 6 in mathematics. 2012 Current Level of Performance:* Enter numerical data for current level of performance in this box. Assessment: Students Lexel of Performance:* Enter numerical data for expected level of performance in this box.	1B.1.	1B.1.	1B.1.	IB.1.	1B.1.
		1B.2.	IB.2.	1B.2.	1B.2.	1B.2.
		1B.3.	1B.3.	1B.3.	IB.3.	1B.3.

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

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

reference to "Guiding Quest	student achievement data and ions," identify and define areas in t for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	age of students in lowest	4A.1.	4A.1.	4A.1.	4A.1.	4A.1.
25% making learning	gains in mathematics.					
Enter narrative for the goal in this box.	2012 Current Level of Performance:* Enter numerical data for current level of performance in this box. 2013 Expected Level of Performance:* level of level of performance in this box.					
		4A.2.	4A.2.	4A.2.	4A.2.	4A.2.
		4A.3.	4A.3.	4A.3.	4A.3.	4A.3.

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
SA. In six years school will reduce their achievement gap by 50%. Mathematics 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 subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluatio	on Tool
SB. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B: Enter narrative for the goal in this box. Enter narrative for the Black: Hispanic: Hispanic: Asian: American Indian: American Indian:	American Indian:	5B.1.	5B.1.	5B.1.	5B.1.	
	5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
	5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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

reference to "Guiding Quest	student achievement data and ions," identify and define areas in for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	advantaged students not rogress in mathematics.	5E.1.	5E.1.	5E.1.	5E.1.	5E.1.
#5E: Enter narrative for the goal in this box.	2012 Current Level of Performance:* Enter numerical data for current level of level of performance in this box. 2013 Expected Level of Performance:* Enter numerical data for expected level of performance in this box.					
		5E.2.	5E.2.	5E.2.	5E.2.	5E.2.
		5E.3.	5E.3.	5E.3.	5E.3.	5E.3.

End of Elementary School Mathematics Goals

Middle School Mathematics Goals

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

M: 1-11 - C - L 1 M - 41	-4' Cl-	Problem-Solving Process to Increase Student Achievement						
Middle School Mathem	atics Goals		Problem-Solving Pr	ocess to Increase Stud	lent Achievement			
Based on the analysis of student achi reference to "Guiding Questions," identi need of improvement for the foll	fy and define areas in	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1A. FCAT 2.0: Students scoring Achievement Level 3 in mather Mathematics Goal #1A: Enter narrative for the goal in this box. Enter narrative for the goal in this box.	tt 2013 Expected Level of extended: Enter numerical lata for expected level of	1A.1.	IA.1.	1A.1.	1A.1.	1A.1.		
	·	1A.2. 1A.3.	1A.2. 1A.3.	1A.2. 1A.3.	1A.2. 1A.3.	1A.2. 1A.3.		
1B. Florida Alternate Assessme scoring at Levels 4, 5, and 6 in Mathematics Goal #1B: Enter narrative for the goal in this box. 2012 Curren Level of Performance in the performance this box.	mathematics. it 2013 Expected Level of Performance:* ical Enter numerical data for expected level of	1B.1.	1B.1.	1B.1.	IB.1.	IB.1.		
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.		
		1B.3.	1B.3.	1B.3.	1B.3.	IB.3.		

reference to "Guiding Ques	f student achievement data and tions," identify and define areas in nt for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	A. FCAT 2.0: Students scoring at or above achievement Levels 4 and 5 in mathematics.		2A.1.	2A.1.	2A.1.	2A.1.
Mathematics Goal #2A: Enter narrative for the goal in this box.	2012 Current Level of Performance:* Enter numerical data for current level of performance in this box. 2013 Expected Level of Performance:* Enter numerical data for expected level of performance in this box.					
		2A.2.	2A.2.	2A.2.	2A.2.	2A.2.
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
	2012 Current Level of Performance:* Enter numerical data for current level of performance in this box. 2013 Expected Level of Performance:* Enter numerical data for expected level of performance in this box.		2B.1.	2B.1.	2B.1.	2B.1.
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

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

reference to "Guiding Questi	student achievement data and ions," identify and define areas in t for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	nge of students in lowest gains in mathematics.	4A.1.	4A.1.	4A.1.	4A.1.	4A.1.
Enter narrative for the goal in this box.	2012 Current Level of Performance:* Enter numerical data for current level of performance in this box. 2013 Expected Level of Performance:* Performance:* Performance in this box.					
		4A.2.	4A.2.	4A.2.	4A.2.	4A.2.
		4A.3.	4A.3.	4A.3.	4A.3.	4A.3.

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years, school will reduce their achievement gap by 50%. Mathematics 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 ir need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluati	on Tool
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B: Enter narrative for the goal in this box. Enter numerical data for current level of performance in this box. White: Black: Hispanic: Hispanic: Asian: Asian: American Indian: Mittel Mittel	White: Black: Hispanic: Asian: American Indian:	5B.1.		5B.1.	5B.1.	
	5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
	5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

reference to "Guiding Quest	student achievement data and ions," identify and define areas in for the following subgroup:		Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language making satisfactory p	rogress in mathematics.	5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
#5C: Enter narrative for the goal in this box.	2012 Current Level of Performance:* Enter numerical data for current level of performance in 2013 Expected Level of Performance:* Enter numerical data for expected level of performance in					
	this box. this box.	5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
reference to "Guiding Quest	student achievement data and ions," identify and define areas in for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Mathematics Goal #5D: Enter narrative for the	abilities (SWD) not rogress in mathematics. 2012 Current Level of Performance:* Enter numerical data for current level of performance in this box. Abilities (SWD) not rogetime and the supported level of performance in this box.	5D.1.	SD.1.	SD.1.	SD.1.	SD.1.
	,	5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

reference to "Guiding Quest	student achievement data and ions," identify and define areas in for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	advantaged students not rogress in mathematics.	5E.1.	5E.1.	5E.1.	5E.1.	5E.1.
#5E: Enter narrative for the goal in this box.	2012 Current Level of Performance:* Enter numerical data for current level of level of level of performance in this box. 2013 Expected Level of Performance:* Enter numerical data for expected level of level of level of this box.					
		5E.2.	5E.2.	5E.2.	5E.2.	5E.2.
		5E.3.	5E.3.	5E.3.	5E.3.	5E.3.

End of Middle School Mathematics Goals

Florida Alternate Assessment High School Mathematics Goals

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

High School Mathematics Goals	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1: Level of Enter narrative for the goal in this box. Description of the state		1.1. 1.2. 1.3.	1.1. 1.2. 1.3.	1.1. 1.2. 1.3.	1.2.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics. Mathematics Goal #2: Level of Performance:* Enter numerical data for current level of performance in this box. Enter numerical data for expected level of performance in this box.	2.2.	2.2.	2.2.	2.2.	2.2.
	2.3.	2.3.	2.3.	2.3.	2.3.

Based on the analysis of stude reference to "Guiding Questions, need of improvement for	," identify and define areas in	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Enter narrative for the goal in this box. Leve Performance Enter data level	2 Current lel of Level of Performance:* 2013 Expected Level of Performance:* 2013 Expected level of level of level of performance in performance in	3.1.	3.1.	3.1.	3.1.	3.1.
		3.3.	3.3.	3.2.		3.3.

End of Florida Alternate Assessment High 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 1 EOC Goals		Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define area need of improvement for the following group:		Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool			
1. Students scoring at Achievement Level 3 Algebra 1. Algebra 1 Goal #1: Enter narrative for the goal in this box. 2012 Current Level of Performance:* Enter numerical data for current level of performance in this box. Enter numerical data for current level of performance in this box.	ed * ical cted	1.1.	1.1.	1.1.	1.1.			
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define area need of improvement for the following group:	1.3. Anticipated Barrier	1.3. Strategy	Person or Position Responsible for Monitoring	1.3. Process Used to Determine Effectiveness of Strategy	1.3. Evaluation Tool			
2. Students scoring at or above Achievemen Levels 4 and 5 in Algebra 1. Algebra Goal #2: Enter narrative for the goal in this box. 2012 Current Level of Performance:* Enter numerical data for current level of performance in this box. Enter numerical fata for expellevel of performance in this box.	ed * ical cted	2.1.	2.2.	2.2.	2.2.			
	2.3.	2.3.	2.3.	2.3.	2.3.			

Objectives (AMOs), idea	achievable Annual Measurable ntify reading and mathematics t for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
3A. In six years, school will reduce their achievement gap by 50%.	Baseline data 2010-2011						
Algebra 1 Goal #3A:							
Enter narrative for the goal in this box.							
reference to "Guiding Quest	student achievement data and ions," identify and define areas ir for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluati	on Tool
Black, Hispanic, Asian making satisfactory p Algebra 1 Goal #3B: Enter narrative for the goal in this box.	s by ethnicity (White, American Indian) not crogress in Algebra 1. 2012 Current Level of Level of Performance:* Enter numerical data for current level of performance in this box. White: Black: Hispanic: Asian: American Indian: Indian:	White: Black: Hispanic: Asian: American Indian:			3B.1.	3B.1.	
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

reference to "Guiding Quest	student achievement data and ions," identify and define areas in for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
		3C.1.	3C.1.	3C.1.	3C.1.	3C.1.
goal in this box.	Enter numerical Enter numerical data for current data for expected level of level of performance in this box.					
		3C.2.	3C.2.	3C.2.	3C.2.	3C.2.
		3C.3.	3C.3.	3C.3.	3C.3.	3C.3.
reference to "Guiding Quest	student achievement data and ions," identify and define areas in 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 Dis making satisfactory p	abilities (S 11 D) not	3D.1.	3D.1.	3D.1.	3D.1.	3D.1.
Enter narrative for the goal in this box.	2012 Current Level of Performance:* Enter numerical data for current level of performance in this box. 2013 Expected Level of Performance:* Level of Performance in this box.					
		3D.2.	3D.2.	3D.2.	3D.2.	3D.2.
		3D.3.	3D.3.	3D.3.	3D.3.	3D.3.

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

End of Algebra 1 EOC Goals

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]).

Coometwy EOC Cools	Problem-Solving Process to Increase Student Achievement							
Geometry EOC Goals								
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool			
1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1: Enter narrative for the goal in this box. 2012 Current Level of Performance:* Enter numerical data for current level of performance in this box. Enter numerical data for expectal level of performance in this box.	- I	1.1.	1.1.	1.1.	1.1.			
Based on the analysis of student achievement data and	1.2. 1.3. Anticipated Barrier	1.2. 1.3. Strategy	1.2. 1.3. Person or Position	1.2. 1.3. Process Used to Determine	1.2. 1.3. Evaluation Tool			
reference to "Guiding Questions," identify and define areas need of improvement for the following group:	Anticipated Barrier	Strategy	Responsible for Monitoring	Effectiveness of Strategy	Evaluation 1001			
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2: Enter narrative for the goal in this box. 2012 Current Level of Performance:* Enter numerical data for current level of performance in this box. Enter numerical data for expected level of performance in this box.	l d	2.2.	2.1.	2.2.	2.2.			
	2.3.	2.3.	2.3.	2.3.	2.3.			

Based on ambitious but a Objectives (AMOs), idea performance target		matics	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
3A. In six years, school will reduce their achievement gap by 50%. Geometry Goal #3A: Enter narrative for the goal	Baseline data 2011 In this box.	1-2012					
Based on the analysis of reference to "Guiding Quest need of improvement to	student achievement dations," identify and defin for the following subgroup	e areas ir	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3B. Student subgroup Black, Hispanic, Asian making satisfactory p Geometry Goal #3B: Enter narrative for the goal in this box.	ps by ethnicity (What, American Indian) progress in Geomet 2012 Current Level of Level of Performance:* Perform Enter numerical Enter in the data for current level of	not try. Expected of mance:* numerical r expected nance in x.		3B.1.	3B.1.	3B.1.	3B.1.
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

reference to "Guiding Quest	student achievement data and ions," identify and define areas in for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
making satisfactory p	2012 Current 2013 Expected	3C.1.	3C.1.	3C.1.	3C.1.	3C.1.
Enter narrative for the goal in this box.	Level of Performance:* Performance:* Enter numerical Enter numerical data for current level of performance in this box. Level of Performance in this box.					
		3C.2.	3C.2.	3C.2.	3C.2.	3C.2.
		3C.3.	3C.3.	3C.3.	3C.3.	3C.3.
reference to "Guiding Quest	student achievement data and ions," identify and define areas in 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 Dismaking satisfactory p	abilities (S (D) not	3D.1.	3D.1.	3D.1.	3D.1.	3D.1.
Geometry Goal #3D: Enter narrative for the goal in this box.	2012 Current Level of Performance:* Enter numerical data for current level of performance in this box. 2013 Expected Level of Performance:* level of performance in this box.					
		3D.2.	3D.2.	3D.2.	3D.2.	3D.2.
		3D.3.	3D.3.	3D.3.	3D.3.	3D.3.

reference to "Guiding Questi	student achievement data and ions," identify and define areas in for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3E. Economically Disadvantaged students not making satisfactory progress in Geometry.		3E.1.	3E.1.	3E.1.	3E.1.	3E.1.
Enter narrative for the goal in this box.	2012 Current Level of Performance:* Enter numerical data for current level of performance in this box. 2013 Expected Level of Performance:* Enter numerical data for expected level of performance in this box.					
		3E.2.	3E.2.	3E.2.	3E.2.	3E.2.
		3E.3.	3E.3.	3E.3.	3E.3.	3E.3.

End of Geometry EOC Goals

Mathematics Professional Development

Profes	Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD 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 subject PD Facilitator and/or PLC subject person or PLC subject person or School-wide) PD Facilitator and/or PLC subject person or 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 person person or Position Responsible for Monitoring person perso									

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

Include only school-based funded	activities/materials and exclude district funded	activities /materials.		
Evidence-based Program(s)/Mater	rials(s)			
Strategy	Description of Resources	Funding Source	Amount	
				Subtotal:
Technology				
Strategy	Description of Resources	Funding Source	Amount	
				Subtotal:
Professional Development				
Strategy	Description of Resources	Funding Source	Amount	
	·	•		Subtotal:
Other				
Strategy	Description of Resources	Funding Source	Amount	
				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 Achievement					
reference to "Guiding Que	of student achievement data and stions," identify and define areas in ent for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1A. FCAT 2.0: Students scoring at Achievement Level 3 in science. Science Goal #1A: Enter narrative for the goal in this box. 2012 Current Level of Performance:* Enter numerical data for current level of performance in this box. Enter numerical data for expected level of performance in this box.		IA.1.	1A.1.	1A.1.	1A.1.	1A.1.		
1B. Florida Alternat scoring at Levels 4, 5	te Assessment: Students 5. and 6 in science.	1A.3. 1B.1.	1A.3. 1B.1.	1A.3. 1B.1.	1A.3. 1B.1.	1A.3. 1B.1.		
Science Goal #1B: Enter narrative for the goal in this box.	2012 Current Level of Performance:* Enter numerical data for current level of performance in this box. 2013 Expected Level of Performance:* Enter numerical data for expected level of performance in this box.							
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.		
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.		

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

End of Elementary and Middle School Science Goals

Florida Alternate Assessment High School Science Goals

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

High Schoo	l Science Goals		Problem-Solving Pro	ocess to Increase Stud	lent Achievement	
reference to "Guiding Quest	f student achievement data and tions," identify and define areas in nt for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Florida Alternate A scoring at Levels 4, 5. Science Goal #1: Enter narrative for the goal in this box.	Assessment: Students	1.1.	1.1.	1.1.	1.2.	1.1.
	Student achievement data, and	1.3. Anticipated Barrier	1.3. Strategy	1.3. Person or Position	1.3. Process Used to Determine	1.3. Evaluation Tool
	tions", identify and define areas in nt for the following group:			Responsible for Monitoring	Effectiveness of Strategy	
2. Florida Alternate A scoring at or above L Science Goal #2: Enter narrative for the goal in this box.	evel 7 in science. 2012 Current Level of Performance:* Performance:* Enter numerical data for current level of performance in performance in this box.			2.1.		2.1.
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

End of Florida Alternate Assessment High School Science Goals

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

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

Biology 1 EO	OC Goals	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of stude reference to "Guiding Questions," need of improvement for	" identify and define areas in	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Acl Biology 1.		1.1.	1.1.	1.1.	1.1.	1.1.
Enter narrative for the goal in this box. Leve Performance Enter data level	ormance in performance in					
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of stude reference to "Guiding Questions, need of improvement for	" identify and define areas in	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or a Levels 4 and 5 in Biology		2.1.	2.1.	2.1.	2.1.	2.1.
Biology 1 Goal #2: 2012 Leve Enter narrative for the goal in this box. Enter lata level	2 Current el of Level of Level of Performance:* Enter numerical data for expected level of performance in					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.
			l			

End of Biology 1 EOC Goals

Science Professional Development

Profes	Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.								
PD Content /Topic and/or PLC Focus Grade Level/Subject Grade Level/Subject PD Facilitator and/or PLC Focus Grade Level/Subject PD Facilitator and/or PLC, subject, grade level, or school-wide) PD Facilitator and/or plc (e.g., plc, subject, grade level, or school-wide) PD Facilitator and/or plc (e.g., plc, subject, grade level, or school-wide) Ferson or Position Responsible functions meetings) Person or Position Responsible functions meetings									

Science Budget (Insert rows as needed)

Science Duaget (msc)	it rows as necucuj			
Include only school-based	funded activities/materials and exclude district fun	nded 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	
	·	<u> </u>		Subtotal:
		·	·	Total:

End of Science Goals

Writing Goals

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

Writi	ing Goals		Problem-Solving Pr	ocess to Increase Stud	lent Achievement	
reference to "Guiding Ques	f student achievement data and tions," identify and define areas in nt for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT: Students : Level 3.0 and higher Writing Goal #1A: Enter narrative for the goal in this box.		IA.1.	1A.1.	1A.1.	IA.1.	1A.1.
	mo oox	1A.2. 1A.3.	1A.2. 1A.3.	1A.2. 1A.3.	1A.2. 1A.3.	1A.2. 1A.3.
1B. Florida Alternate scoring at 4 or higher Writing Goal #1B: Enter narrative for the goal in this box.	2012 Current Level of Performance:* Enter numerical data for current level of performance in this box. 2013 Expected Level of Performance:* Enter numerical data for expected level of performance in this box.	1B.1.	1B.1.	1B.1.	IB.1.	1B.1.
		1B.2. 1B.3.	1B.2. 1B.3.	1B.2. 1B.3.	1B.2. 1B.3.	1B.2. 1B.3.
		IB.3.	1B.3.	1B.3.	1B.3.	1B.3.

Writing Professional Development

Profes	Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity								
PD Content /Topic and/or PLC Focus PD Facilitator and/or PLC Focus PD Facilitator and/or PLC Focus PD Facilitator and/or PLC Leader PD Facilitator and/or PLC Leader PLC Leader PLC Leader PLC Subject PLC Leader PLC Leader PLC Leader PLC Leader Plc Subject Plc Subject Plc Subject Plc Subject Plc Subject School-wide) PD Facilitator and Schedules (e.g., Farly Release) and Schedules (e.g., frequency of Monitoring Plc Strategy for Follow-up/Monitoring Person or Position Responsible for Monitoring Plc Subject Pl									

Writing Budget (Insert rows as needed)

Include only school-based fu	unded activities/materials and exclude district fur	nded activities/materials.		
Evidence-based Program(s)/M	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 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]).

Civics EOC G	oals		Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student acl reference to "Guiding Questions," iden need of improvement for the fo	nievement data and tify and define areas in	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool			
1. Students scoring at Achieve Civics. Civics Goal #1: Enter narrative for the goal in this box. 2012 Curre Level of Performance Enter nume data for curlevel of performance this box.	ement Level 3 in 2013 Expected Level of Performance:* Enter numerical data for expected level of		1.1.	1.1.	1.1.	1.1.			
		1.3.	1.2.	1.2.	1.2.	1.3.			
Based on the analysis of student acl reference to "Guiding Questions," iden need of improvement for the fo	tify and define areas ir	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool			
2. Students scoring at or abov Levels 4 and 5 in Civics. Civics Goal #2: Enter narrative for the goal in this box. 2012 Curre Level of Performance Enter numerical ata for curre level of performance this box.	ent 2013 Expected Level of Performance:* erical data for expected level of		2.1.	2.1.	2.2.	2.2.			
		2.3.	2.3.	2.3.	2.3.	2.3.			

Civics Professional Development

Profe	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 Grade Level/Subject PD Facilitator and/or PLC Focus PD Participants (e.g., PLC, subject, grade level, or school-wide) PD Participants (e.g., PLC, subject, grade level, or school-wide) Ferson or Position Responsible for Monitoring Monitoring									

Civics Budget (Insert rows as needed)

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

End of Civics Goals

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

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

U.S. History EOC Go	oals		Problem-Solving Pro	ocess to Increase Stud	ent Achievement	
Based on the analysis of student achieven reference to "Guiding Questions," identify an need of improvement for the followin	d define areas in	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Enter narrative for the goal in this box. Level of Performance:* Enter numerical data for current level of performance in	2013 Expected Level of Performance:* Enter numerical data for expected level of performance in this box.	1.2.	1.1. 1.2. 1.3.	1.1. 1.2.	1.2.	1.1. 1.2. 1.3.
Based on the analysis of student achieven reference to "Guiding Questions," identify an need of improvement for the followin	d define areas in	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Acl Levels 4 and 5 in U.S. History. U.S. History Goal #2: Enter narrative for the goal in this box. 2012 Current Level of Performance:* Enter numerical data for current level of performance in	2013 Expected Level of Performance:* Enter numerical data for expected level of performance in this box.	2.1.				2.1.
						2.3.

U.S. History Professional Development

Profe	Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.							
PD Content /Topic and/or PLC Focus	PD Content /Topic PD Facilitator PD Participants Target Dates (e.g., Early Person or Position Responsible for							

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

Include only school-based fun	nded activities/materials and exclude district fur	nded activities /materials.		
Evidence-based Program(s)/Ma	nterials(s)			
Strategy	Description of Resources	Funding Source	Amount	
				Subtotal:
Technology				
Strategy	Description of Resources	Funding Source	Amount	
	•			Subtotal:
Professional Development				
Strategy	Description of Resources	Funding Source	Amount	
				Subtotal:
Other				
Strategy	Description of Resources	Funding Source	Amount	
				Subtotal:
				Total:

End of U.S. History Goals

Attendance Goal(s)

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

Attenda	nce Goal(s)			Problem-solvin	g Process to Increase	Attendance	
Based on the analysis of a "Guiding Questions," ider imp	attendance data and ntify and define are rovement:	reference to as in need of	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	2012 Current Attendance Rate:* Enter numerical E data for current attendance rate in this box. 2012 Current Number of Number of numerical E data for current enter numerical E data for current for c		1.1.	1.1.	1.1.	1.1.	1.1.
	2012 Current Number of Students with Excessive Tardies (10 or more) Enter numerical data for current number of students tardy in st	umber of tudents with xcessive ardies (10 or tore) mer numerical ata for expected umber of undents tardy in its box.	1.2.	1.2.	1.2.	1.2.	1.2.

Attendance Professional Development

Professi	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 Grade Level/Subject PD Facilitator PD Participants (e.g., PLC, subject, grade level, PLC Leader PLC Leader PD Participants (e.g., PLC, subject, grade level, or school-wide) Frequency of meetings) PD Facilitator PD Participants (e.g., Early Release) and Schedules (e.g., proposition Resport for Monitoring Person or Position Resport for Monitoring PLC Leader PD Participants (e.g., plc, subject, grade level, frequency of meetings)								

Attendance Budget (Insert rows as needed)

Include only school-based fur	nded activities/materials and exclude district fur	nded activities /materials.		
Evidence-based Program(s)/Ma	aterials(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)).

Suspension Goal(s)				ecrease Suspension	
Based on the analysis of suspension data, and reference to "Guid Questions," identify and define areas in need of improvement		Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Suspension Goal #1: Enter narrative for the goal in this box. Enter numerical data for current number of students Suspended In-School Enter numerical data for current number of students Suspended In-School Enter numerical data for current number of students Suspended In-School Enter numerical data for current number of students suspended in-school 2012 Total Number of Students Suspended In-School Enter numerical data for current number of School Suspensions Enter numerical data for current number of students suspended out- of- school 2012 Total Number of Out-of-School Suspensions Enter numerical data for current number of students suspended out- of- School 2012 Total Number of Out-of-School Suspensions Enter numerical data for current number of students suspended out- of- School Enter numerical data for current number of students suspended out- of- School Enter numerical data for current number of students suspended out- of- School Enter numerical data for current number of students suspended out- of- School Enter numerical data for current number of students suspended out- of- School Enter numerical data for current number of students suspended out- of- School Enter numerical data for current number of students suspended out- of- School Enter numerical data for current number of students suspended out- of- School	ints lata ber ded lata ber ded lata ber ded	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.

Suspension Professional Development

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

Suspension Budget (Insert rows as needed)

Suspension Budget (1				
Include only school-based to	funded activities/materials and exclude district fun	nded 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 Suspension Goals

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

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

Dropout Prevention Goal(s)			Problem-solving Process to Dropout Prevention				
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Dropout Prevention	n		1.1.	1.1.	1.1.	1.1.	1.1.
	2012 Current Dropout Rate:*	2013 Expected Dropout Rate:*					
Enter narrative for the goal		Enter numerical data for expected dropout rate in this box.					
in this box.	Graduation Rate:*						
*Please refer to the percentage of students who dropped out during the 2011-2012 school	Enter numerical data for graduation rate in this box.	Enter numerical data for expected graduation rate in this box.					
year.			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Dropout Prevention Professional Development

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

Dropout Prevention Budget (Insert rows as needed)

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

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

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

Parent Involv	Parent Involvement Goal(s)			Problem-solving Process to Parent Involvement				
"Guiding Questions," identi	Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1. Parent Involvement			1.1.	1.1.	1.1.	1.1.	1.1.	
Parent Involvement Goal #1:	2012 Current Level of Parent Involvement:*	2013 Expected Level of Parent Involvement:*						
Enter narrative for the goal in this box.	Enter numerical data for current level of parent involvement in	Enter numerical data for expected level of parent involvement in						
*Please refer to the	this box.	this box.						
percentage of parents who participated in school			1.2.	1.2.	1.2.	1.2.	1.2.	
activities, duplicated or unduplicated.			1.3.	1.3.	1.3.	1.3.	1.3.	

Parent Involvement Professional Development

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

Parent Involvement Budget

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

End of Parent Involvement Goal(s)

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

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

STEM Professional Development

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

STEM Budget (Insert rows as needed)

Include only school-based fund	led activities/materials and exclude district fur	nded activities /materials.		
Evidence-based Program(s)/Mate	erials(s)			
Strategy	Description of Resources	Funding Source	Amount	
				Subtotal:
Technology				
Strategy	Description of Resources	Funding Source	Amount	
				Subtotal:
Professional Development				
Strategy	Description of Resources	Funding Source	Amount	
				Subtotal:
Other				
Strategy	Description of Resources	Funding Source	Amount	
				Subtotal:
				Total:

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

CTE Professional Development

Profes	Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity 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	Target Dates (e.g., Early Release)	•	Person or Position Responsible for Monitoring	

CTE Budget (Insert rows as needed)

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

End of CTE Goal(s)

Additional Goal(s)

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

Addition	Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
Enter narrative for the goal in this box.	Level :* Enter numerical data for current	2013 Expected Level :* Enter numerical data for expected 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.	

Additional Goals Professional Development

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

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

Include only school-based fund	ed activities/materials and exclude district fur	nded activities /materials.		
Evidence-based Program(s)/Mate	erials(s)			
Strategy	Description of Resources	Funding Source	Amount	
	·			Subtotal:
Technology				
Strategy	Description of Resources	Funding Source	Amount	
				Subtotal:
Professional Development				
Strategy	Description of Resources	Funding Source	Amount	
				Subtotal:
Other				
Strategy	Description of Resources	Funding Source	Amount	
				Subtotal:
				Total:

End of Additional Goal(s)

Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	
	Total:
CELLA Budget	
	Total:
Mathematics Budget	
	Total:
Science Budget	
	Total:
Writing Budget	
	Total:
Civics Budget	
	Total:
U.S. History Budget	
	Total:
Attendance Budget	10
Attenuance Buuget	Total:
Sugnancian Dudget	Total.
Suspension Budget	Tr.A.L.
	Total:
Dropout Prevention Budget	
	Total:
Parent Involvement Budget	
	Total:
STEM Budget	
	Total:
CTE Budget	
	Total:
Additional Goals	
	Total:
	Grand Total:

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

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

e an x in the box.)					
School Differentiated Accountability Status					
Priority	Focus	Prevent			
rentiated Accountability AC) are not employed by the onts (for middle and high	y Checklist in the design the school district. The gh school only), paren	ignated upload link on the SAC is composed of the ts, and other business and	e <i>Upload</i> page principal and an approprid community members wl	•	
taken to comply with S	SAC requirements.				
or the upcoming school	l year.				
funds.				Amount	
	Priority No has improved their letter entiated Accountability (C) have not employed by the street of the school. Pleter entiated by the school of the upcoming school or the upcoming	School Differentiated Accountable Priority Focus No has improved their letter grade from the presentiated Accountability Checklist in the destact) are not employed by the school district. The nts (for middle and high school only), parent reved by the school. Please verify the statementaken to comply with SAC requirements.	School Differentiated Accountability Status Priority Focus Prevent No has improved their letter grade from the previous year or any A grade entiated Accountability Checklist in the designated upload link on the AC) are not employed by the school district. The SAC is composed of the nts (for middle and high school only), parents, and other business and rived by the school. Please verify the statement above by selecting Yes aken to comply with SAC requirements.	School Differentiated Accountability Status Priority Focus Prevent No has improved their letter grade from the previous year or any A graded school.) entiated Accountability Checklist in the designated upload link on the <i>Upload</i> page AC) are not employed by the school district. The SAC is composed of the principal and an approprints (for middle and high school only), parents, and other business and community members we rived by the school. Please verify the statement above by selecting <i>Yes</i> or <i>No</i> below. Taken to comply with SAC requirements.	School Differentiated Accountability Status Priority Focus Prevent No has improved their letter grade from the previous year or any A graded school.) entiated Accountability Checklist in the designated upload link on the Upload page AC) are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, nots (for middle and high school only), parents, and other business and community members who are representative of the ethnic, reved by the school. Please verify the statement above by selecting Yes or No below. Accountability Checklist in the designated upload link on the Upload page ACCOunter not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, not of the interval of the ethnic of the ethnic, reveal by the school. Please verify the statement above by selecting Yes or No below. Accounts of the upcoming school year.

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

N/A