# **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: River Ridge Middle School	District Name: Pasco
Principal: Jason O. Joens	Superintendent: Heather Fiorentino
SAC Chair: To be determined October 4, 2012	Date of School Board Approval: October 16, 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.

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Years as an	Prior Performance Record (include prior School Grades, FCAT/ statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)
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Principal	Jason O. Joens	BA-Industrial Arts Technology, Bemidji State University; Masters of Education in Educational Leadership, Saint Leo University; Principal Certification of State of Florida, ESOL Certifications	9	12	2011-2012 = B, AMO 61% satisfied? no 2010-2011 = A, AYP 87%, satisfied? no 2009-2010=A, AYP 82%, satisfied?, no 2008-2009=A, AYP 87% satisfied, no 2007-2008-A, AYP = 95% satisfied, no 2006-7=A, 92% satisfied, no **The following years, RRMS data was combined w/RRHS data as a combined school: 2005-6=A, 87% satisfied, no 2004-5-=C, 80% criteria satisfied, no 2003-4=B, 90% criteria satisfied, no
Assistant Principal	Margie Fackelman	BS- Physical Education, George Williams College of Aurora University, Masters of Education in Educational Leadership, Saint Leo University; Leadership Certification, Physical Education K-12, ESOL Certifications	4	4	2011-2012 = B, AMO 61% satisfied? no 2010-2011 = A, AYP 87%, satisfied? no 2009-2010=A, AYP 82%, satisfied?, no 2008-2009=A, AYP 87% satisfied, no

Assistant Principal	Karen Kledzik	MA Ed. Leadership, St. Leo University BA – Spec. Learning Disabilities, University of South Florida Certification, Ed. Leadership, SLD K- 12, ESOL, Ed. Media Specialist, Reading Endorsement	2	2	2011-2012 = B, AMO 61% satisfied? no 2010-2011 = A, AYP 87%, satisfied? no	
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### **Instructional Coaches**

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Literacy Coach	Michelle Carter	Bachelor of Arts in Special Education Certificated in ESE and Family and Consumer Science Endorsed in Reading and ESOL	3 (note: 2012-13 = Literacy Coach funded ½ time at RRMS)	1	2011-2012 = B, AMO 61% satisfied? no 2010-2011 = A, AYP 87%, satisfied? no 2009-2010=A, AYP 82%, satisfied?, no

### **<u>Highly Effective Teachers</u>**

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

Des	scription of Strategy	Person Responsible	Projected Completion Date
1.	The principal, assistant principals, and literacy coaches will facilitate monthly meetings and/or conferences with new teachers to discuss challenges and concerns.	Administration	Ongoing
2.	The principal and assistant principals will collaborate with staff to identify individual deliberate practice that will support student response to instruction	Administration	Ongoing
3.	All teachers are encouraged to participate in monthly informational sessions and professional development opportunities that are offered on site or at district.	Administration	Ongoing
4.			

#### Non-Highly Effective Instructors

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
4 Teachers	<ol> <li>Teachers have been notified to develop plan to</li></ol>
2 ESOL (Griffin and Middendorp)	achieve endorsement. <li>Parents will be notified through letter distributed in</li>
2 Gifted (Polonski and Taylor)	class.

### Staff Demographics

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

*When using percentages,	include the number of teachers t	the percentage represents	(e.g., 70% [35]).
0 F			(100)

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
65.8	0	15% (10)	19% (12.8)	70% (46)	58% (38)	98% (63.8)	26% (17)	5% (3)	71% (47)

### 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
Mitch Binder	Debbie Miller	Common GLC/Planning for instruction	Planning of Common assessments in GLC
Scott Johnson	Joan Smith / Sharon Snead	Common GLC/Planning for instruction	Planning of Common assessments in GLC

#### **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.
Joens, Jason, Principal
Sellitto, Dawn, Staffing and Compliance Specialist
Coile, Kelli, School Psychologist
Hudson, Michelle, School Social Worker
Meyer, Ed, Behavior Specialist
Meyer, Arlene, School Nurse
Carter, Michelle, Literacy Coach
Gilbo, Barbara, Teacher of ESE (InD)
Housel, Tracey, Speech/Language Pathologist
McConnell, Thomas, Basic Education Language Arts Teacher
Megargel, Terri-Lynn math, Basic Education Math Teacher
Ferro, Cheryl, Guidance Counselor
LaRoue, Ann, Technology Specialist
Describe how the school-based MTSS leadership team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate
MTSS efforts?
When do we meet?
Every 4.5 weeks (after progress reports and report cards)
Why? (purpose)To review data and monitor whole school progress toward tiered levels of support
Analyze data according to school systems rubric of tiered supports
Review input from LLT and Student Citizenship
Recommend revisions to supports and interventions to Tiered levels of support (on track, at risk, off track)
Communicate progress to LLT and Student Citizenship
How?
Review academic performance and engagement using school rubric and current data from teams, departments, and Terms reports Results from meeting shared and discussed at follow-up staff meeting
Results from meeting shared and discussed at follow-up start meeting

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? Analysis of relevant demographic/school profile data for the purpose of problem analysis and hypothesis generation. School Wide Florida's Continuous Improvement Model • Identification of critical RtI infrastructure already established and/or in need of development and provide plan for building capacity. • Analysis of school-wide and grade-level data in order to identify student achievement trends. • Analysis of disaggregated data in order to identify trends and groups in need of intervention. • Development of assessment strategies and calendars (i.e., Universal Screening, Progress Monitoring, Diagnostic Assessment). • Development of data review plans, supports, and calendars. • Development of processes to ensure intervention fidelity • Review of Progress Monitoring data. • Planning for Interventions. Assessment of MTSS implementation progress (Self-Assessment of Problem Solving Implementation (SAPSI). • Assessment of school staff's skill development (MTSS Skills Survey). • Development of professional development/technical assistance plan to support MTSS implementation. 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. Currently, our Tier 1 Academic system is effective since over 80% of our students are academically successful and making gains in most areas. We will be conducting another needs assessment every 4.5 weeks during the 2011-2013 school year to monitor both academic performance and academic engagement supports and interventions needed to promote student success. We will continue to review student performance data from our school systems rubric, Grade Level Common Formative Assessments and SIP in identifying and refining tier 1, 2 and 3 supports and interventions. At RRMS we are referring to these supports and interventions as "Shared Commitments" and working with staff on designing research-based interventions. In addition, our staff will be providing input through MTSS surveys. Describe the plan to train staff on MTSS. Description of data collection processes to assess current staff skills. • Identification of days available for MTSS professional development. • Content of professional development days based on state model professional development plan • Resources to conduct professional development • Resources to provide technical assistance and follow-up/support • Plan for data collection to evaluate MTSS implementation levels (e.g., SAPSI). • Ensure plan includes action steps for the development of absent or partially present MTSS infrastructure components At the school site, we will provide the opportunity for staff to utilize our school systems rubric in determining revisions to our tiered levels of supports or interventions. Describe the plan to support MTSS. MTSS Oversight workgroup will review current research on the implementation of MTSS on a national level.

*Literacy Leadership Team (LLT)* June 2012 Rule 6A-1.099811 Revised April 29, 2011

School-Based Literacy Leadership Team							
Identify the school-based Literacy Leadership Team (LLT).							
All administrators, department chairpersons, and Student Support Team are members of the Lead Literacy Team. Members include the following:							
Joens, Jason, Principal							
Kledzik, Karen, Assistant Principal							
Fackelman, Margie, Assistant Principal							
Carter, Michelle, Literacy Coach							
Kupcyk, Kathy, Media Specialist							
LaRoue, Ann, Technology Specialist							
Wierenga, Helen, Language Arts Department Chairperson							
Smith, Joan, Social Studies Department Chairperson							
Dill, Susan, Science, Science Department Chairperson							
Saddler, Kerry, Math Department Chairperson							
Housel, Tracey, ESE Department Chairperson							
Butler, Mary, CTE Department Chairperson							
Brando, Chrissy, Athletic Director							
Henry, Travis, Fine Arts/Foreign Language Department Chairperson							
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).							
Initiate and sustain change efforts in literacy instruction							
•Analyze data							
•Provide input into the SIP based on results							
•Monitor progress toward school-wide initiatives							
•Support school-wide initiatives to staff through department and staff meetings							
•Acclimate staff to Common Core Standards							
What will be the major initiatives of the LLT this year?							
Planning for instruction							
Tracking student progress							
Disciplinary Literacy							
Acclimation of Common Core standards							

### **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?

Professional Development is offered in the following areas: Vocabulary Reading analysis and writing to summarize Use of FAIR data Critical Reading and Summarizing Homeroom plan the specifies reading at least 2 days a week

#### \*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 personally 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 <u>High School Feedback Report</u>.

### PART II: EXPECTED IMPROVEMENTS

### **Reading Goals**

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

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

1A. FCAT 2.0:	1A1.	1A1.	1A.1.	1A.1.	1A.1.	
	Instruction		K-12 Coach, GLC and	GLC documentation of	174.1.	
Achievement Level 3			Administration		GLC created:	
	consistently		, i unini su ution		Lesson Plans	
		instruction			Common Formative	
	pervasively			Administrative walkthrough		
	include	order		observing strategy in use	rissessments	
		thinking		observing strategy in use		
	modeling of			GLC Data analysis of		
	higher order			student response to		
		areas with		instruction using HOT		
		all students				
		by:				
		Demonstr				
		ating HOT				
		within				
		instruction				
		Use of				
		HOT level				
		questions				
		within GLC				
		common				
		assessments				
Reading Goal #1A:	2012 Current	2013 Expected				
Reading Goal #1A.	Level of	Level of				
The percentage of	Performance:*	Performance:*				
students scoring a						
level 3 in reading will						
increase from 29%						
to 35% as measured						
by the state's formal						
assessment (2013						
FCAT 2.0).						
L				1		

	$6^{\text{th}} = 36\%$			
	$7^{\text{th}} = 37\%$ $8^{\text{th}} = 33\%$			
0 21/0	0 2270			

	1A2.	1A2.	1A2.	1A2.	1A2.
	Instruction	The teacher will:	Teacher and administration	The student will be able	Walkthrough Rubric
	does not			to:	Domain 1: What will
	allow	Identify a lesson or part			I do to help students
	students to	of the lesson as involving		Explain why the content is	
	effectively	important information to		important to pay attention	
	interact	which students should pay		to.	new knowledge:
	with new	particular attention.		10.	
	knowledge.	particular attention.		Understand expectations	
	kilowiedge.	Organize students into		about appropriate	
		small groups to facilitate		behaviors in groups.	
		the processing of new		benaviors in groups.	
		information.		Explain linkages of prior	
		information.		knowledge to upcoming	
		Engage students I activities		content.	
		that help them link what		content.	
		they already know to		Explain why the teacher is	
		new content about to be		stopping at various points	
		addressed.		within the lesson.	
		addressed.		within the lesson.	
		Breaks content into small		Explain what they just	
		chunks of information that		learned.	
		can be easily processed by		louineu.	
		students.		Provide explanations and	
		students.		"proofs" for inferences.	
		Stops during the lesson to			
		allow students to summarize		Summarize either	
				linguistically or non-	
		Asks questions or engages		linguistically.	
		students in activities		g	
		that require elaborative		Explain what they are	
		inferences that go beyond		clear about and what they	
		what was explicitly taught.		are confused about	
		aught.			
		Engage students in linguistic			
		and/or nonlinguistic			
		activities that help them			
		record their understanding of	1		
		new content.			
L				1	

		Engage students in activities that help them reflect on their learning and the learning process.				
	1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	

	1.D. 1	1.D. 1	1D 1	1D 1	1B.1.	r	1
1B. Florida	1B.1.	1B.1.	1B.1.	1B.1.	Walkthrough Rubric		
Alternate	No barrier		Teacher and administration	The student will be able to:	Domain 1: What will		
Assessment:		will:			I do to help students		
Students scoring at				Explain why the content is			
Levels 4, 5, and 6 in		Identify a		important to pay attention	effectively interact with		
reading.		lesson or		to.	new knowledge?		
		part of the					
		lesson as		Understand expectations			
		involving		about appropriate behaviors			
		important		in groups.			
		information					
		to which		Explain linkages of prior			
		students		knowledge to upcoming			
		should pay		content.			
		particular					
		attention.		Explain why the teacher is			
				stopping at various points			
		Organize		within the lesson.			
		students					
		into small		Explain what they just			
		groups to		learned.			
		facilitate the					
		processing		Provide explanations and			
		of new		"proofs" for inferences.			
		information.					
				Summarize either			
		Engage		linguistically or non-			
		students I		linguistically.			
		activities					
		that help		Explain what they are clear			
		them link		about and what they are			
		what they		confused about			
		already					
		know to					
		new content					
		about to be					
		addressed.					
		Breaks					

		·		 
	content			
	into small			
	chunks of			
	information			
	that can			
	be easily			
	processed by			
	students.			
	Stops during			
	the lesson			
	to allow			
	students to			
	summarize.			
	Asks			
	questions			
	questions			
	or engages students in			
	students in			
	activities			
	that require			
	that require elaborative			
	inferences			
	that go			
	that go beyond			
	what was			
	explicitly			
	taught.			
	land the second s			
	Engage			
	students in			
	linguistic and/or			
	and/or			
	nonlinguist			
	ic activities that help			
	that help			
	them			
	record their			
	understand			
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	ing of new content. Engage students in activities that help them reflect on their learning and the learning process.			
 Level of	2013 Expected Level of Performance:*			

		r	(			
	The					
14 students	percentage					
scored 4+.	of students					
3 out of 14	scoring at					
scored at	levels 4+ in					
levels 4, 5,	reading will					
	continue					
	at 100% as					
	measured by					
	the state's					
	formal					
	assessment					
	(2013					
	Florida					
	Alternate					
	Assessment)					
	•					
	1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
	10.2.	1D.2.	1D.2.	1D.2.	1D.2.	
	1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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

				2 4 1		 
2A. FCAT 2.0:			2A.1.		2A.1.	
Students scoring	Instruction	Teacher	Administration & Teacher	Student will be able to:	Walkthrough Rubric	
at or above	does not	engages and			Domain 1 What will I do	
		monitors		Recall and describe previous		
4 in reading.		students in			their understanding of	
		practicing			new knowledge	
	opportunities			Group work supports		
		deepening		learning		
		their				
	knowledge	understand		Understand the purpose of		
		ing of new		homework		
		knowledge				
		by providing		Identify similarities and		
		opportunities	3	differences of information		
		to:		presented		
		Review				
		critical		Describe errors or fallacies		
		information		and support a claim		
		Group		Practice a skill, strategy or		
		students to		process to develop fluency		
		allow peer				
		questioning		Explain previous errors or		
		and		misconceptions they had		
		feedback		about content		
		Assign				
		homework				
		with a clear				
		purpose				
		to practice				
		and deepen				
		knowledge				
		Examine				
		similarities				
		and				
		differences				
Luno 2012		1	1	1	1	

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		Examine				
		their own				
		reasoning or				
		the logic of				
		information				
		presented to				
		them				
		Practice				
		activities				
		that help				
		them				
		develop				
		fluency with				
		increased				
		confidence				
		and				
		competence				
		Revise				
		knowledge				
		addressed				
		in previous				
		lessons				
D 1: C 1//2A	2012 Current	2013 Expected				
Reading Goal #2A:	Level of	Level of				
	Performance:*	Level of Performance:*				
The percentage of	r errormance.	<u>i citoimanee.</u>				
students scoring a						
level 4 and 5 on the						
reading FCAT 2.0						
will increase from						
31% to 37% by 2013						
5170 W 5770 Uy 2015						
					1	

$ \begin{array}{c} 6^{th} = 32\% \\ 7^{th} = 35\% \\ 8^{th} = 23\% \end{array} $	$\begin{array}{c} 6^{th} = 38\% \\ 7^{th} = 41\% \\ 8^{th} = 29\% \end{array}$				
	Instruction does not provide students with opportunities to work on complex tasks that require them to generate and test hypotheses	Teacher engages and monitors students' work in generating and testing hypotheses about knowledge by:	Administration & Teacher	The student will be able to: Describe the importance of generating and testing	
	2A.3.	2A.3.	2A.3.	2A.3.	2A.3.

2B. Florida	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.	
Alternate	Instruction	Teacher	Administration & Teacher		Walkthrough Rubric	
Assessment:	does not	engages and			Domain 1 What will I do	
Students scoring at	provide	monitors		Recall and describe previous		
or above Level 7 in	students	students in		content	their understanding of	
reading.	with	practicing		content	new knowledge	
i cuuing.	opportunities			Group work supports	new hile wreage	
		deepening		learning		
	and deepen	their				
		understand		Understand the purpose of		
		ing of new		homework		
		knowledge				
		by providing	ŗ	Identify similarities and		
		opportunities		differences of information		
		to:		presented		
		Review				
		critical		Describe errors or fallacies		
		information		and support a claim		
		Group		Practice a skill, strategy or		
		students to		process to develop fluency		
		allow peer				
		questioning		Explain previous errors or		
		and		misconceptions they had		
		feedback		about content		
		Assign				
		homework				
		with a clear				
		purpose				
		to practice				
		and deepen				
		knowledge				
		Examine				
		similarities				
		and				
		differences				
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		Examine			
		their own			
		reasoning or			
		the logic of			
		information			
		presented to			
		them			
		them			
		Practice			
		activities			
		that help			
		them			
		develop			
		fluency with			
		increased			
		confidence			
		and			
		competence			
		Revise			
		knowledge			
		addressed			
		in previous			
		lessons			
		10350115			
Reading Goal #2B:	2012 Current	2013 Expected			
Reading Obai #2D.	2012 Current Level of	2013 Expected Level of			
The percentage of	Performance:*	Performance:*			
atudanta aparing at					
students scoring at					
levels 7+ in reading					
will increase to 85%					
as measured by					
the state's formal					
assessment (2013					
Florida Alternate					
Assessment).					
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11 out of 14 (78%) students scored 7+.	85 percent of students will score at or above level 7 measured by the state's formal assessment (2013 Florida Alternate Assessment)					
	2B.2 Instruction does not provide students with opportunities to work on complex tasks that require them to generate and test hypotheses	2B.2 Teacher engages and monitors students' work in generating and testing hypotheses about knowledge by: Organizes students into small groups Provide complex tasks Acting as a resource and provide guidance for groups to work independently	Administration & Teacher	The student will be able to: Describe the importance of generating and testing	2B.2 Walkthrough Rubric Domain 1 What will I do to help students in generating and testing hypotheses about knowledge	
	2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	
June 2012	-					

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

<b>3A. FCAT 2.0:</b>	3A.1.	3A.1.	3A.1.	3A.1.	3A.1.	
Percentage of	FAIR	Teachers	Administration and Lead		FAIR assessments	
	data is not	will use		results of FAIR Base-line to		
students making			Literacy			
learning gains in		FAIR Base-		Mid-year.	Walkthrough tool	
reading.	used to	line and				
		Mid-Year		Administrative walkthrough	Lesson review	
	instructional					
	adjustments	results to:		Literacy strategies identified	GLC minutes	
	needed to			in lesson plans and noted in		
	meet the	Determine		weekly GLC meetings		
	literacy	their				
	needs of all					
	students.	Red, Yellow	, ,			
		and Green				
		Use the				
		FAIR				
		decision tree				
		to determine				
		literacy				
		strategies				
		that will				
		assist				
		students				
		with student				
		learning				
		learning				
		Implement				
		literacy				
		strategies				
		during				
		instruction				
		with all				
		students				

The percentage of students demonstrating learning gains in reading on the FCAT 2.0 will increase from 65% to 71% by 2013	Level of Performance:*	2013 Expected Level of Performance:*			
	65%	71%			

	3A.2. Teacher establish and communicate learning goals, track student progress and celebrate student success by: Providing a clearly stated learning goal accompanied by a scale or rubric that describes levels of f performance relative to the learning goal Facilitating tracking of student progress using formative assessment Providing students with recognition of their current status and their knowledge gain relative to the learning goal	Teacher and Administration	to: Explain the learning goal for the lesson and current activities along with levels	goals, track student progress and celebrate student success?	
3A.3.	3A.3.	3A.3.	3A.3.	3A.3.	

<b>3B. Florida</b>	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.	<b></b>
Alternate	No Barriers		Teacher and Administration			
Assessment:	NO Barriers	establish and		The student will be able to.	Walkthrough Rubric Domain 1: What will	
Assessment: Percentage of		communica		Explain the learning goal	I do to establish and	
				for the lesson and current	communicate learning	
students making		te learning goals, track		activities along with levels	goals, track student	
learning gains in reading.		student		of performance on scale or	progress and celebrate	
reaung.		progress and		rubric	student success?	
		celebrate		ruone	student success?	
		student		Describe and track their		
		success by:		status on the learning goal		
		success by.		status on the rearring goar		
		Providing		Demonstrate pride regarding	Ţ	
		a clearly		accomplishments		
		stated				
		learning goal				
		accompanied				
		by a scale or				
		rubric that				
		describes				
		levels of				
		performance				
		relative to				
		the learning				
		goal				
		Facilitating				
		tracking				
		of student				
		progress				
		using				
		formative				
		assessment				
		Providing				
		students				
		with				
		recognition				
		of their				
June 2012		-		•	-	 -

		current status and their knowledge gain relative to the learning goal					
Reading Goal #3B: The percentage of students demonstrating learning gains in reading on the FAA will remain at 100%	Level of	2013 Expected Level of Performance:*					
	100%	100%					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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

4A. FCAT 2.0:	4A.1.	4A.1.	4A.1.	4A.1.	4A.1.	
Percentage of	FAIR		Literacy Coach,	Teacher analysis of student	FAIR	
students in lowest		Base-	Administration	results of FAIR Base-line to		
25% making	consistently		and Lead Literacy	Mid-year.		
learning gains in		Mid-Year				
reading.		assessment				
and a gr	instructional					
	adjustments					
		teachers				
		will:				
	literacy					
	needs of all	Determine				
	students.	their				
		students in				
		Red, Yellow	r			
		and Green				
		Use the				
		FAIR				
		decision tree				
		to determine	:			
		literacy				
		strategies				
		that will				
		assist				
		students				
		with student				
		learning				
		Turn 1 and are t				
		Implement				
		literacy				
		strategies during				
		instruction				
		with all				
		students				
		Students				

The percentage of students in the lowest 25% demonstrating learning gains in reading on the FCAT 2.0 will increase from 62% to 68% by 2013	Level of Performance:*	2013 Expected Level of Performance:*			
	62%	68%			

4A.2.	4A.2.	4A.2.	4A.2.	4A.2.	
Instruction		Teacher and Administration		Walkthrough Rubric	
does not				Domain 1: What will I do	
engage	Notice when students are		Appear aware of the fact	to engage students?	
students	not engaged and take action		that the teacher is taking		
	and monitor re-engagement		note of their level of		
			student engagement		
	Use academic games and				
	inconsequential competition		Explain how the games		
	to maintain student		keep their interest and		
	engagement		help them to learn or		
			remember the content		
	Uses various response rate				
	techniques		Respond to questions		
			posed by teacher and		
	Use physical movement		describe their thinking		
			<b>_</b>		
	Use pacing techniques to		Engage in physical		
	alter pace appropriately and		activities designed by the		
	employ crisp transitions in		teacher to help them learn		
	between activities		A doubt to thought one and		
	Demonstrate enthusiasm and		Adapt to transitions and		
	intensity for the content in		re-engage when a new		
	variety of ways		activity has begun.		
	variety of ways		Recognize that the teacher	-	
	Use friendly controversy		likes the content and likes		
	techniques		teaching.		
	loomiques		iouoming.		
	Provide opportunities for		Engage in friendly		
	students to relate class		controversy activities.		
	content to personal interests				
			Explain how making		
	Use usual or intriguing		connections between		
	information about the		content ad their personal		
	content		interests engages them		
			to better understand the		
			content		
		•	•	-	

				Explain how unusual information makes them more interested in the content.		
	4A.3.	4A.3.	4A.3.	4A.3.	4A.3.	

4B. Florida	4B.1.	4B.1.	4B.1.	4B.1.	4B.1.	
Alternate	No barrier.	Teacher	Teacher and Administration		Walkthrough Rubric	
Assessment:	i to builler.	will:			Domain 1: What will I do	
Percentage of	Instruction	w III.			to engage students?	
students in lowest	engages	Notice when		that the teacher is taking	to engage students:	
25% making	students	students are		note of their level of student		
learning gains in	students	not engaged		engagement		
reading.		and take		engagement		
r caung.		action and		Explain how the games keep		
		monitor re-		their interest and help them		
		engagement		to learn or remember the		
		engagement		content		
		Use		content		
		academic		Respond to questions posed		
		games and		by teacher and describe their		
		inconse		thinking		
		quential		8		
		competition		Engage in physical activities		
		to maintain		designed by the teacher to		
		student		help them learn		
		engagement		F		
		88		Adapt to transitions and re-		
		Uses various	5	engage when a new activity		
		response rate		has begun.		
		techniques				
		1		Recognize that the teacher		
		Use physical		likes the content and likes		
		movement		teaching.		
		Use pacing		Engage in friendly		
		techniques		controversy activities.		
		to alter pace		-		
		appropri		Explain how making		
		ately and		connections between content		
		employ crisp		ad their personal interests		
		transitions		engages them to better		
		in between		understand the content		
		activities				
				Explain how unusual		
L	-	•	•		•	-

			í	i	í	
		Demonstrate		information makes them		
		enthusiasm		more interested in the		
		and intensity		content.		
				content.		
		for the				
		content in				
		variety of				
		ways				
		ways				
		Use friendly				
		controversy				
		techniques				
		linding				
		D · 1				
		Provide				
		opportunities	3			
		for students				
		to relate				
		class content				
		to personal				
		interests				
		Use usual or				
		intriguing				
		information				
		about the				
		content				
Reading Goal #4B:	2012 Current	2013 Expected				
Keading Obai #4D.	Level of	Level of				
	Performance:*	Performance:*				
100/0 01 Students (14	i citorinanee.					
out of 14) scored at						
level 4+ on the FFA.						
	100%	100%				
	100/0	100/0				
· · · · · · · · · · · · · · · · · · ·						

	4B.2.	4B.2.	4B.2.	4B.2.	4B.2.	
	4B.3.	4B.3.	4B.3.	4B.3.	4B.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	Baseline data	39% not proficient	31% not proficient	23% not proficient	15% not proficient		<mark>0% not</mark>
school will reduce	2010-2011					proficient	proficient
their achievement							
gap by 50%.							
Reading Goal #5A: Given 39% of students not proficient in reading as measured in 2013, RRMS will reduce the achievement gap in reading by 8% each year.							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

5B. Student	5B.1.	5D 1	5B.1.	5B.1.	5B.1.	ĺ	
		5B.1.					
subgroups by	Instruction does not	The teacher will:	Teacher and administration	The student will:	Walkthrough Rubric		
ethnicity (White,	communicate high				Domain 1: What will		
Black, Hispanic,	expectations for all	Identify students for		Say that the teacher cares			
Asian, American	students.	whom there have been low			high expectations for all		
Indian) <b>not making</b>		expectations.		each with respect.	students?		
satisfactory progress	5						
in reading.		Demonstrate verbal and		Say that the teacher			
0		non-verbal indications		expects everyone to			
		that they are valued and		participate.			
		respected.		r ··· · · <u>r</u> ····			
				Say that the teacher helps			
		Not allow negative		them answer all questions			
		comments.		successfully.			
		comments.		successfully.			
		Ask questions with the same					
		frequency and depth as high					
		expectancy students.					
		Probes incorrect answers in					
		the same manner as he/she					
		does with high expectancy					
		students.					

Reading Goal #5B: The percentage of students achieving at levels 3 or above in reading will increase by 10% as measured by the state's formal assessment (2013 FCAT 2.0).	<u>Performance:*</u>	2013 Expected Level of Performance:*					
	Black:39% Hispanic:52% Asian:77% American Indian:33%	White:72% Black:49% Hispanic:62% Asian:87% American Indian:43%		<b>CD 2</b>	<b>CD 2</b>	5D 2	
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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

	1.0.1	least				
	5C.1.	5C.1.	5C.1.		5C.1.	
	Instruction	The teacher	Teacher and administration		Walkthrough Rubric	
	does not	will:			Domain 1: What will	
satisfactory progress				Say that the teacher cares for	I do to communicate	
in reading.	cate high	Identify			high expectations for all	
	expectations			with respect.	students?	
	for all	for whom				
	students.	there have		Say that the teacher expects		
		been low		everyone to participate.		
		expectations.				
				Say that the teacher helps		
		Demonstrate	,	them answer all questions		
		verbal and		successfully.		
		non-verbal				
		indications				
		that they are				
		valued and				
		respected.				
		1				
		Not allow				
		negative				
		comments.				
		Ask				
		questions				
		with the				
		same				
		frequency				
		and depth				
		as high				
		expectancy				
		students.				
		Probes				
		incorrect				
		answers in				
		the same				
		manner as				
		he/she does				
Luna 2012		me, she uoes	I			

	2012 Current Level of Performance:*	with high expectancy students. 2013 Expected Level of Performance:*					
	1 out of 5	0 out of 8					
		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	
				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.	E	
				The student will:	Walkthrough Rubric		
		will:	reacher and administration		Domain 1: What will		
		will:		Say that the teacher cares for			
satisfactory progress		I dontifi.		all students and treats each	high ann actations for all		
in reading.		Identify			high expectations for all		
	expectations			with respect.	students?		
		for whom					
		there have		Say that the teacher expects			
		been low expectations		everyone to participate.			
		expectations.		Say that the teacher helps			
		Demonstrate		them answer all questions			
		verbal and		successfully.			
		non-verbal		successfully.			
		indications					
		that they are					
		valued and					
		respected.					
		respected.					
		Not allow					
		negative					
		comments.					
		Ask					
		questions					
		with the					
		same					
		frequency					
		and depth					
		as high					
		expectancy					
		students.					
		Probes					
		incorrect					
		answers in					
		the same					
		manner as					
		he/she does					
June 2012							

		with high expectancy students.					
Reading Goal #5D: The percentage of SWD students not making satisfactory progress in reading will decrease from 40% to 35% as measured by the state's formal assessment (2013 FCAT 2.0).	Level of	2013 Expected Level of Performance:*					
	40% with 0 learning gain (87 out of 215)	35% with 0 learning gain					
		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	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
for the following subgroup:						
	5E.1.	5E.1.	5E.1.	5E.1.	5E.1.	
	Effective	The teacher	Teacher and administration	Student will be able to:	Walkthrough Rubric	
students not making	student/	will:			Domain 1: What will I do	
satisfactory progress	teacher	Use student		Describe the teacher as	to establish and maintain	
in reading.	relationships			someone who knows them	effective relationships	
		backgrounds			with students?	
		to produce		and feels accepted.		
		a climate of				
		acceptance		Describe the teacher as		
	students.	and		someone who cares for		
		community.		them.		
		Use		Describe their teacher as		
		verbal and		having a calming demeanor,		
		nonverbal		in control or him/herself, in		
		behavior that		control of the class and does		
		indicates		not hold grudges or take		
		caring for		things personally		
		students.				
		Behaves in				
		an objective and				
		and controlled				
		manner				

Reading Goal #5E: The percentage of Economically Disadvantaged students not making satisfactory progress in reading will decrease from 41% to 36% as measured by the state's formal assessment (2013 FCAT 2.0).	Level of	2013 Expected Level of Performance:*					
	41% with 0 learning gain (204 out of 503)						
		5E.2.	5E.2.	5E.2.	5E.2.	5E.2.	
		5E.3.	5E.3.	5E.3.	5E.3.	5E.3.	

# **<u>Reading Professional Development</u>**

Professional			
Development			
(PD) aligned with			
Strategies through			
Professional			
Learning			
<b>Community (PLC)</b>			
or PD Activities			

Please note that each strategy does not require a professional development or						
PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
FAIR/Decision Tree	All	Literacy Coach	All Staff	October 4, 2012	Literacy Coach and Administration will meet to review each staff members' implemented strategies	Administration
Robert J. Marzano's Domain 1: Classroom strategies and behaviors	All	Administration	All Staff	September Interacting w/new knowledge, Practicing and deepening knowledge, Generating and test hypotheses, Learning goals and feedback, Student engagement, High expectations, Teacher/ student relationships	Administrative Walkthroughs	Administration
Academic Vocabulary	All	Administration	All Staff	August	Lesson plan review and Administrative Walkthrough	Administration

#### 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
			0
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
			0
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			0
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
			0
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	
proficient in listening/speaking.	students.	<ul> <li>1.1. The teacher will:</li> <li>Identify students for whom there have been low expectations.</li> <li>Demonstrate verbal and non-verbal indications that they are valued and respected.</li> <li>Not allow negative comments.</li> <li>Ask questions with the same frequency and depth as high expectancy students.</li> <li>Probes incorrect answers in the same manner as he/she does with high expectancy students.</li> </ul>		<ul><li>1.1. The student will:</li><li>Say that the teacher cares for all students and treats each with respect.</li><li>Say that the teacher expects everyone to participate.</li><li>Say that the teacher helps them answer all questions successfully.</li></ul>	1.1. Walkthrough Rubric Domain 1: What will I do to communicate high expectations for all students?	

CELLA Goal #1: The percentage of students scoring proficient in listening/ speaking will increase to 100%.						
	$6^{\text{th}} \text{ grade} = 1/1 = 100\%$ $7^{\text{th}} \text{ grade} = 3/4/=75\%$					
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read grade- level text in English in a manner similar to non- ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

2012-2013 School Improvement Plan	(SIP)-Form SIP-1
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			a. 1			
					2.1.	
proficient in reading. In	nstruction does not	The teacher will:	Teacher and administration	The student will:	Walkthrough Rubric	
c	communicate high				Domain 1: What will	
		Identify students for		Say that the teacher cares	I do to communicate	
		whom there have been low			high expectations for all	
		expectations.			students?	
		expectations.		caen with respect.	students	
		Demonstrate verbal and		Say that the teacher		
		non-verbal indications		expects everyone to		
		that they are valued and		participate.		
		respected.				
				Say that the teacher helps		
		Not allow negative		them answer all questions		
		comments.		successfully.		
				5		
		Ask questions with the same				
		frequency and depth as high				
		expectancy students.				
		expectancy students.				
		Probes incorrect answers in				
		the same manner as he/she				
		does with high expectancy				
		students.				
	012 Current Percent of Students					
	roficient in Reading:					
The percentage of 8 <sup>th</sup>						
grade students scoring						
proficient in reading						
will increase from						
25% to 75%.						
6	$5^{\text{th}} \text{ grade} = 1/1 = 100\%$					
7	$^{7th}$ grade = 1/4/=25%					
	-					

	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 proficient in writing.		<ul> <li>2.1. The teacher will:</li> <li>Identify students for whom there have been low expectations.</li> <li>Demonstrate verbal and non-verbal indications that they are valued and respected.</li> <li>Not allow negative comments.</li> <li>Ask questions with the same frequency and depth as high expectancy students.</li> <li>Probes incorrect answers in the same manner as he/she does with high expectancy students.</li> </ul>	Teacher and administration	The student will: Say that the teacher cares	2.1. Walkthrough Rubric Domain 1: What will I do to communicate high expectations for all students?	

CELLA Goal #3: The percentage of 8 <sup>th</sup>	2012 Current Percent of Students Proficient in Writing :					
grade students scoring						
proficient in Writing						
will increase from 0% to 75%.						
10 7 5 7 0.						
	$6^{\text{th}} \text{ grade} = 1/1 = 100\%$ $7^{\text{th}} \text{ grade} = 0/4/=0\%$					
		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)

<b>0</b>				
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	
			0	
Subtotal:0				
Technology				
Strategy	Description of Resources	Funding Source	Amount	
			0	
Subtotal:0				
Professional Development				
Strategy	Description of Resources	Funding Source	Amount	
			0	
Subtotal:0				
Other				
Strategy	Description of Resources	Funding Source	Amount	
			0	
Subtotal:0				
Total:0				

End of CELLA Goals

#### **Elementary School Mathematics Goals**

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

Elementary Mathematics Goals	Problem- Solving Process to Increase Student Achievem ent						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
Students scoring at Achievement Level 3 in mathematics.		1A.1.	1A.1.	1A.1.	1A.1.		
Mathematics Goal #1A: Enter narrative for the goal in this box.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
		1A.2.	1A.2.	1A.2.	1A.2.	1A.2.	
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	

1B. Florida	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
Alternate	1 '	1 '	1				
Assessment:	/ /	1 '	1				
Students scoring at	/ '	1 '	1				
Levels 4, 5, and 6 in	1 '	1 '	1				
mathematics.		<u> </u>					
		2013 Expected					
<u>#1B:</u>	Level of Performance:*	Level of Performance:*					
	renormance.	r erformance					
Enter narrative for the goal in this box.							
goui in inis oon							
	Enter numerical	Enter numerical	ł'	·'			
	data for	data for	1				
	current level of performance in	expected level of	1				
	this box.	performance in this box.					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1 '					
	·'	1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	
	'	[ <sup>12.5.</sup>	12.5.	12.5.	15.5.	10.5.	
	L'	L'	1				

#### **Elementary School Mathematics Goals**

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

Elementary Mathematics Goals	Problem- Solving Process to Increase Student Achievem ent						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
Students scoring at Achievement Level 3 in mathematics.		1A.1.	1A.1.	1A.1.	1A.1.		
Mathematics Goal #1A: Enter narrative for the goal in this box.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
		1A.2.	1A.2.	1A.2.	1A.2.	1A.2.	
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	

1B. Florida	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
Alternate	1 '	1	1	,			
Assessment:	1 '	1	1	,			
Students scoring at	1 '	1	1	,			
Levels 4, 5, and 6 in	1 '	'	1	,			1
mathematics.	<u> </u>	<u> </u>		,			
		2013 Expected					
<u>#1B:</u>	Level of Performance:*	Level of Performance:*		,			
	r erformance.	r enformance		,			
Enter narrative for the goal in this box.	(			,			
goui in inis oom	(			,			
	(			,			
	(			,			
	Enter numerical	Enter numerical	ł'	<u> </u>			
	data for	data for	1	,			
	current level of performance in	expected level of	1	,			
	this box.	performance in this box.					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
	[]	1 '					
	<u> </u> ′	1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	
	1 '	ib.c.	12.5.		15.5.	10.5.	
	L'	<u> </u>	1				

Based on the analysis	Anticipated	Strategy	Person or Position	Process Used to Determine	Evaluation Tool		
of student achievement	Barrier	Strategy	Responsible for Monitoring	Effectiveness of Strategy			
data and reference to							
"Guiding Questions,"							
identify and define areas							
in need of improvement							
for the following group:							
	2A.1.	2A.1.	2A.1.	2A.1.	2A.1.		
Students scoring							
at or above							
Achievement							
Levels 4 and 5 in							
mathematics.							
Mathematics Goal		2013 Expected					
<u>#2A:</u>	Level of	Level of					
	Performance:*	Performance:*					
Enter narrative for the							
goal in this box.							
	Enter numerical	Enter numerical					
	data for	data for					
		expected level of					
	performance in this box.	performance in this box.					
	tnis dox.		2A.2.	2A.2.	2A.2.	2A.2.	
		211.2.	<i>L</i> 1. <i>L</i> .	<i>21</i> 1.2.	<i>21</i> 1.2.	<i>21</i> <b>1</b> . <i>2</i> .	
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	
D Florida	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		
	20.1.	2D.1.	2D.1.	20.1.	20.1.		
Alternate							
Assessment:							
Students scoring at							
or above Level 7 in							
mathematics.							

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

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		
<b>3A. FCAT 2.0:</b>	3A.1.	3A.1.	3A.1.	3A.1.	3A.1.		
Percentage of							
students making							
learning gains in							
mathematics.	2012 0	2012 5 4 1					
Mathematics Goal #3A:	Level of	2013 Expected Level of Performance:*					
Enter narrative for the goal in this box.							
	data for current level of performance in	Enter numerical data for expected level of performance in this box.					
		3A.2.	3A.2.	3A.2.	3A.2.	3A.2.	
		3A.3.	3A.3.	3A.3.	3A.3.	3A.3.	
3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.		

Mathematics Goal #3B: Enter narrative for the goal in this box.	Level of	2013 Expected Level of Performance:*					
	data for current level of performance in	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	Anticipated	Stratage	Person or Position	Process Used to Determine	Evaluation Tool		
of student achievement	Barrier	Strategy	Responsible for Monitoring	Effectiveness of Strategy	Evaluation 1001		
data and reference to	Barrier		Responsible for Monitoring	Effectiveness of Strategy			
"Guiding Questions,"							
identify and define areas							
in need of improvement							
for the following group:	4.4.1	4.4.1	4.4		4.4.1		
	4A.1.	4A.1.	4A.1.	4A.1.	4A.1.		
Percentage of							
students in lowest							
25% making							
learning gains in							
mathematics.							
Mathematics Goal	2012 Current	2013 Expected					
#4A:	Level of	Level of					
<u>// 12 1.</u>	Performance:*	Performance:*					
Enter narrative for the							
goal in this box.							
0							
	Enter numerical	Enter numerical					
	data for	data for					
	current level of	expected level of					
	performance in	performance in					
	this box.	this box. 4A.2.	4A.2.	4A.2.	4A.2.	4A.2.	
		7/1.2.	TA.2.	TA.2.	<b>TA.2</b> .	TA.2.	
		4A.3.	4A.3.	4A.3.	4A.3.	4A.3.	
	40.1	40.1	45.1		(D. 1		
4B. Florida	4B.1.	4B.1.	4B.1.	4B.1.	4B.1.		
Alternate							
Assessment:							
Percentage of							
students in lowest							
25% making							
learning gains in							
mathematics.							

#4B:	Level of	2013 Expected Level of Performance:*					
	data for current level of performance in	Enter numerical data for expected level of performance in this box.					
		4B.2.	4B.2.	4B.2.	4B.2.	4B.2.	
		4B.3.	4B.3.	4B.3.	4B.3.	4B.3.	

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	Baseline data 2010-2011						
school will reduce							
their achievement							
gap by 50%.							
Mathematics Goal_ #5A:							
Enter narrative for the goal in this box.							
Based on the analysis	Anticipated Barrier	Strategy	Person or Position	Process Used to Determine	Evaluation Tool		
of student achievement data and reference to "Guiding Questions,"	Anticipated Barrer	Strategy	Responsible for Monitoring	Effectiveness of Strategy			
identify and define areas							
in need of improvement							
for the following subgroups:							
5B. Student		5B.1.	5B.1.	5B.1.	5B.1.		
subgroups by	White:						
	Black: Hispanic:						
	Asian:						
Asian, American	American Indian:						
Indian) <b>not making</b>							
satisfactory progress							
in mathematics.							

Mathematics Goal #5B: Enter narrative for the goal in this box.	<u>Performance:*</u>	2013 Expected Level of Performance:*					
	level of performance in this box. White: Black: Hispanic: Asian:	Enter numerical data for expected level of performance in this box. White: Black: Hispanic: Asian: American Indian:					
			5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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

5D. Students	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.		
with Disabilities							
(SWD) not making							
satisfactory progress	5						
in mathematics.							
Mathematics Goal		2013 Expected					
#5D:		Level of	1				
	Performance:*	Performance:*	4				
Enter narrative for the goal in this box.			4				
goai in this box.			1				
			4		1		
			1				
		Enter numerical data for					
	current level of	expected level of			'		
	performance in	performance in this box.					
			5D.2.	5D.2.	5D.2.	5D.2.	
		( - · - ·					
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	
			·		<u></u> /	L/	

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.1.	5E.1.	5E.1.	5E.1.	5E.1.		
Disadvantaged							
students not making satisfactory progress							
in mathematics.							
	2012 Current	2013 Expected					
#5E:	Level of	Level of					
<u></u>	Performance:*	Performance:*					
Enter narrative for the							
goal in this box.							
	data for	Enter numerical data for					
	current level of	expected level of					
	performance in this box.	performance in this box.					
			5E.2.	5E.2.	5E.2.	5E.2.	
		5E.3.	5E.3.	5E.3.	5E.3.	5E.3.	
		50.5.		JE.J.	JL.J.	JL.J.	

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]).

ddle Scho		Problem- Solving Process to Increase Student Achievem ent					
of di "C iden in	Based on the analysis f student achievement data and reference to 'Guiding Questions," entify and define areas need of improvement r the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

	1.4.1	1 4 1	1 4 1	1 4 1	1.4.1	i
1A. FCAT 2.0:	1A.1. Instruction	1A.1. The teacher		1A.1. The student will be able to:	1A.1. Walkthrough Rubric	
		will:		Explain why the content is	Domain 1: What will	
Achievement Level 3	allow	Identify a		important to pay attention	I do to help students	
in mathematics.	students to	lesson or part		to.	effectively interact with	
	effectively	of the lesson			new knowledge?	
	interact	as involving		Understand expectations	new knowledge:	
	with new	important		about appropriate behaviors		
	knowledge.	information		in groups.		
	into (freuger	to which				
		students		Explain linkages of prior		
		should pay		knowledge to upcoming		
		particular		content.		
		attention.				
				Explain why the teacher is		
		Organize		stopping at various points		
		students		within the lesson.		
		into small				
		groups to		Explain what they just		
		facilitate the		learned.		
		processing				
		of new		Provide explanations and		
		information.		"proofs" for inferences.		
		Engage		Summarize either		
		students I		linguistically or non-		
		activities that		linguistically.		
		help them				
		link what		Explain what they are clear		
		they already		about and what they are		
		know to		confused about		
		new content				
		about to be				
		addressed.				
		Drooks				
		Breaks				
		content				
		into small				
		chunks of				

		1	
	information		
	that can		
	be easily		
	processed by		
	students.		
	students.		
	Stone during		
	Stops during		
	the lesson		
	to allow		
	students to		
	summarize.		
	Asks		
	questions		
	or engages		
	students in		
	activities		
	that require		
	that require		
	elaborative		
	inferences		
	that go		
	beyond		
	what was		
	explicitly		
	taught.		
	Engage		
	students in		
	linguistic		
	and/or		
	allu/01		
	nonlinguistic		
	activities that		
	help them		
	record their		
	understand		
	ing of new		
	content.		
	Engage		
Iuno 2012			L

		students in activities that help them reflect on their learning and the learning process.					
Mathematics Goal #1A: The percentage of students scoring a level 3 on the math FCAT 2.0 will increase by 6% at each grade level as measured by FCAT Math 2013	2012 Current Level of Performance:*	2013 Expected. Level of Performance:*					
	$6^{th} = 20\% 7^{th} = 29\% 8^{th} = 31\% $	$6^{th} = 26\%$ $7^{th} = 35\%$ $8^{th} = 37\%$					
					1A.2.	1A.2.	
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	

	1.D. 1	10.1	1D 1	1D 1	1D 1	
1B. Florida	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.	
Alternate	Instruction	The teacher	Teacher and administration	The student will be able to:	Walkthrough Rubric	
	does allow	will:			Domain 1: What will	
	students to			Explain why the content is	I do to help students	
	effectively	Identify a		important to pay attention	effectively interact with	
mathematics.	interact	lesson or part	t	to.	new knowledge?	
	with new	of the lesson				
	knowledge.	as involving		Understand expectations		
		important		about appropriate behaviors		
		information		in groups.		
		to which				
		students		Explain linkages of prior		
		should pay		knowledge to upcoming		
		particular		content.		
		attention.				
				Explain why the teacher is		
		Organize		stopping at various points		
		students		within the lesson.		
		into small				
		groups to		Explain what they just		
		facilitate the		learned.		
		processing				
		of new		Provide explanations and		
		information.		"proofs" for inferences.		
		Engage		Summarize either		
		students I		linguistically or non-		
		activities that	t	linguistically.		
		help them				
		link what		Explain what they are clear		
		they already		about and what they are		
		know to		confused about		
		new content				
		about to be				
		addressed.				
		Breaks				
		content				
		into small				

	chunks of		
	information		
	that can		
	be easily		
	processed by		
	students.		
	Stops during		
	the lesson		
	to allow		
	students to		
	summarize.		
	Asks		
	questions		
	or engages		
	students in		
	activities		
	that require		
	elaborative		
	inferences		
	that go		
	beyond		
	beyond what was		
	explicitly		
	taught.		
	uught.		
	Engage		
	Engage students in		
	linguistic		
	linguistic and/or		
	allu/ol		
	nonlinguistic activities that		
	activities that		
	help them record their		
	record their		
	understand		
	ing of new		
	content.		
June 2012			

		Engage students in activities that help them reflect on their learning and the learning process.			
Math Goal #1B: The percentage of students scoring at levels 4+ in math will continue at 100% as measured by the state's formal assessment (2013 Florida Alternate Assessment).	Level of	2013 Expected Level of Performance:*			

14 out of 14 students scored 4+. 6 out of 14 scored at levels 4, 5, and 6.	scoring at levels 4+ in math will continue at 100% as measured by the state's formal assessment (2013 Florida Alternate Assessment).					
	1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
	1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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

2A. FCAT 2.0:	2A.1.	2A.1.	2A.1.	2A.1.	2A.1.	
	Instruction	20.1.			Walkthrough Rubric	
Students scoring	does not	Teacher			Domain 1 What will I do	
at or above	provide	will engage		Recall and describe previous		
Achievement	students with	and monitor			their understanding of	
Levels 4 and 5 in	opportunities	students in			new knowledge	
mathematics.	opportunities	practicing			new knowledge	
	re processo	and		Group work supports		
	und deepen	deepening		learning		
		their				
		understand		Understand the purpose of		
		ing of new		homework		
		knowledge		Identify similarities and		
		by providing		differences of information		
		students with		presented		
		opportunities				
		to:		Describe errors or fallacies		
		L .		and support a claim		
		Review				
		critical		Practice a skill, strategy or		
		information		process to develop fluency		
		Allow peer		Explain previous errors or		
		questioning		misconceptions they had		
		and feedback		about content		
		within peer				
		groupings				
		Assigning				
		homework				
		with a clear				
		purpose				
		to practice				
		and deepen				
		knowledge				
		Examine				
		similarities				
		and				
		unu				

differences Examine		
their own		
reasoning or the logic of information		
information		
presented to		
them		
Practice		
activities that help		
them		
develop fluency with		
increased		
confidence and		
competence		
Revise		
knowledge		
addressed		
in previous lessons		

#2 A ·	Level of Performance:*	2013 Expected Level of Performance:*					
		Instruction does not		2.2. Administration & Teacher	to:	2.2. Walkthrough Rubric Domain 1 What will I do to help students generate	
		students with opportunities to work on complex tasks that require them to generate	work in generating and testing hypotheses about knowledge by: Organizes students into small groups Provide complex tasks		Describe the importance of generating and testing hypotheses in groups Explain the hypothesis they are testing and whether it was confirmed	and test hypotheses about new knowledge	
			Acting as a resource and provide guidance for groups to work independently		on disconfirmed Student will seek out teacher for assistance and guidance in regarding hypothesis generation and testing tasks	24.2	
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	

2B. Florida	2B.1.	bD 1	2B.1.	2B.1.	2B.1.	ĺ
Alternate	2B.1. Instruction	2B.1. Teacher	Administration & Teacher	2B.1. Student will be able to:	2B.1. Walkthrough Rubric	
					Domain 1 What will I do	
Assessment:	does not	engages and				
Students scoring at	provide	monitors		Recall and describe previous		
or above Level 7 in	students with			content	their understanding of	
mathematics.	opportunitie				new knowledge	
	to practice	and		Group work supports		
	and deepen	deepening		learning		
	knowledge	their				
		understand		Understand the purpose of		
		ing of new		homework		
		knowledge				
		by providing		Identify similarities and		
		opportunities	5	differences of information		
		to:		presented		
		Review				
		critical		Describe errors or fallacies		
		information		and support a claim		
		Group		Practice a skill, strategy or		
		students to		process to develop fluency		
		allow peer				
		questioning		Explain previous errors or		
		and feedback	5	misconceptions they had		
				about content		
		Assign				
		homework				
		with a clear				
		purpose				
		to practice				
		and deepen				
		knowledge				
		L .				
		Examine				
		similarities				
		and				
		differences				
		L .				
		Examine				

	their own		
	reasoning or		
	the logic of		
	information		
	presented to		
	them		
	Practice		
	activities		
	that help		
	them		
	develop		
	fluency with		
	increased		
	confidence		
	and		
	competence		
	Revise		
	knowledge		
	addressed		
	in previous		
	lessons		
Math Goal #2B: 2012 Current Level of	2013 Expected		
	Level of Performance:*		
The percentage of			
students scoring at			
levels 7+ in math			
will increase to 67%			
as measured by			
the state's formal			
assessment (2013			
Florida Alternate			
Assessment).			

	assessment (2013 Florida Alternate Assessment) 2B.2. 2B.3.	2B.2.		2B.2. 2B.3.	
8 out of 14 (57%) students scored 74	score at or above level 7 measured by the state's formal				

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

<b>3A. FCAT 2.0:</b>	3A.1.	3A.1.	3A.1.	3A.1.	3A.1.	
Percentage of	Instruction	GLCs will:	Administration	GLC minutes	Learning gains will	
students making	and	GLC5 WIII.	1 uninistration		increase as recorded by	
learning gains in		Meet weekly	7	Lesson plans reflect the use	GLC assessments	
mathematics.		to plan for		of the standards to align		
		instruction			RRMS Moodle	
	within grade			assessment		
	level math	Develop and				
		implement		GLC minutes to reflect		
		lesson		the implementation GLC		
		plans based		generated assessment,		
		upon state		discussion of student		
		standards		response to instruction and		
				future instruction based		
		Create or use	2	upon student response		
		previously		results		
		generated				
		formative				
		assessments				
		will to gain				
		student				
		response to				
		instruction				
		data.				
		Use student				
		response				
		data from				
		formative				
		assessment				
		to design				
		future				
		instruction to meet				
		the various				
		learning				
		needs of all				
		students				
		students				
June 2012		I	ļ	1	II	<u> </u>

		Complete an analysis of the FCAT Test specification s			
#3 A ·	Level of Performance:*	2013 Expected Level of Performance:*			
	62%	68%			

		- · · · ·	1		
		3A.2.	3A.2.	3A.2.	
		Administration, GLC and		Core K-12 summative	
	and Mid-Year assessment	Lead Literacy	student results of Core K-		
consistently	results are received, GLC		12 Base-line to Mid-year.		
used to	teachers will:				
determine					
instructional	Determine their students				
	skill levels as per Core K-12				
	(Red, green, orange, yellow)				
mastery of					
	Determine literacy and				
	math strategies that will				
	assist students with student				
	mastery of standards				
	Assessments will reflect				
	cumulative learning of				
	standards				
	standards				
	Baseline assessment uses to				
	determine background and				
	activating strategies.				
	Mid-year assessment				
	with be used to measure				
	proficiency of standards				
	taught, assessed and				
	learned.				

		3A.3.			3A.3.	
	Instruction	Teacher establish and	Teacher and Administration	The student will be able	Walkthrough Rubric	
	does not	communicate learning		to:	Domain 1: What will	
	provide	goals, track student progress			I do to establish and	
	students with	and celebrate student		Explain the learning goal	communicate learning	
	understan	success by:		for the lesson and current	goals, track student	
	ding of the	-		activities along with levels	progress and celebrate	
	learning	Providing a clearly stated		of performance on scale	student success?	
	goal and	learning goal accompanied		or rubric		
	their level of	by a scale or rubric				
	performance	that describes levels of		Describe and track their		
	-	performance relative to the		status on the learning goal		
		learning goal				
				Demonstrate		
		Facilitating tracking of		pride regarding		
		student progress using		accomplishments		
		formative assessment		1		
		Providing students with				
		recognition of their current				
		status and their knowledge				
		gain relative to the learning				
		goal				

<b>3B. Florida</b> 3B.1.<	
Assessment:teacherestablish andDomain 1: What willPercentage ofestablishescommunicaExplain the learning goalI do to establish andstudents makingandte learningfor the lesson and currentcommunicate learninglearning gains incommunicagoals, trackactivities along with levelsgoals, track studentmathematics.tes learningstudentof performance on scale orprogress and celebrate	
Percentage of students making learning gains in mathematics.establishes communica goals, track studentcommunica communica goals, track studentExplain the learning goal for the lesson and current activities along with levels of performance on scale orI do to establish and communicate learning goals, track student	
students making learning gains in mathematics.and te learning goals, track studentte learning goals, track studentfor the lesson and current activities along with levels of performance on scale orcommunicate learning goals, track student	
learning gains in mathematics.communica goals, track studentgoals, track studentactivities along with levels of performance on scale or progress and celebrate	
mathematics. tes learning student of performance on scale or progress and celebrate	
goals, tracks progress and rubric student success?	
student celebrate	
progress and student Describe and track their	
celebrates success by: status on the learning goal	
student	
success. Providing a Demonstrate pride regarding	
clearly stated accomplishments	
learning goal	
accompanied	
by a scale or	
rubric that	
describes	
levels of	
performance	
relative to	
the learning	
goal	
Facilitating	
tracking	
of student	
progress	
using	
formative	
assessment	
Providing	
students with	
recognition	
of their	
current	
status	

		and their knowledge gain relative to the learning goal					
#2 <b>P</b> ·	Level of Performance:*	2013 Expected Level of Performance:*					
	100%	100%					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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

4A. FCAT 2.0:	4.1.	4.1.	4.1. Teacher and	4.1.	4.1.	
Percentage of	Instruction		Administration		Walkthrough Rubric	
students in lowest	does not				Domain 1: What will I do	
25% making	engage	Notice when			to engage students?	
learning gains in	students	students are		that the teacher is taking	to engage students.	
mathematics.	students	not engaged		note of their level of student		
mathematics.		and take		engagement		
		action and				
		monitor re-		Explain how the games keep		
		engagement		their interest and help them		
		en Bugement		to learn or remember the		
		Use		content		
		academic				
		games and		Respond to questions posed		
		inconse		by teacher and describe their		
		quential		thinking		
		competition				
		to maintain		Engage in physical activities		
		student		designed by the teacher to		
		engagement		help them learn		
				-		
		Uses various		Adapt to transitions and re-		
		response rate		engage when a new activity		
		techniques		has begun.		
		Use physical		Recognize that the teacher		
		movement		likes the content and likes		
		movement		teaching.		
		Use pacing		e de la companya de l		
		techniques		Engage in friendly		
		to alter pace		controversy activities.		
		appropriately	7			
		and employ		Explain how making		
		crisp		connections between content		
		transitions		ad their personal interests		
		in between		engages them to better		
		activities		understand the content		
		Demonstrate		Explain how unusual		
June 2012						

			 i		
		enthusiasm	information makes them		
		and intensity	more interested in the		
		for the	content.		
			content.		
		content in			
		variety of			
		ways			
		Use friendly			
		controversy			
		controversy			
		techniques			
		Provide			
		opportunities			
		for students			
		to relate			
		class content			
		to personal			
		interests			
		Use usual or			
		intriguing			
		information			
		about the			
		content			
		content			
	2012 C				
Mathematics Goal	2012 Current Level of	2013 Expected Level of			
#4A:	Level of	Level of Performance:*			
	Performance:*	Performance:*			
The percentage of					
students in the lowest					
25% demonstrating					
learning gains in math					
on the FCAT 2.0 will					
increase from 60% to					
66% by 2013					

ſ	60%	66%					
		4A.2.	4A.2.	4A.2.	4A.2.	4A.2.	
		4A.3.	4A.3.	4A.3.	4A.3.	4A.3.	

4B. Florida	4B.1.	4B.1.	4B.1.	4B.1.	4B.1.	
Alternate	No barrier.		Teacher and Administration		Walkthrough Rubric	
Assessment:	No barrier.				Domain 1: What will I do	
Percentage of	Instruction	Notice when			to engage students?	
students in lowest	engages	students are		that the teacher is taking	to engage students?	
25% making	students	not engaged		note of their level of student		
learning gains in	students	and take		engagement		
mathematics.		action and		engagement		
mathematics.		monitor re-		Explain how the games keep		
		engagement		their interest and help them		
		engagement		to learn or remember the		
		Use		content		
		academic		content		
		games and		Respond to questions posed		
		inconse		by teacher and describe their		
		quential		thinking		
		competition		8		
		to maintain		Engage in physical activities		
		student		designed by the teacher to		
		engagement		help them learn		
				1		
		Uses various		Adapt to transitions and re-		
		response rate		engage when a new activity		
		techniques		has begun.		
		-		_		
		Use physical		Recognize that the teacher		
		movement		likes the content and likes		
				teaching.		
		Use pacing				
		techniques		Engage in friendly		
		to alter pace		controversy activities.		
		appropriately	7			
		and employ		Explain how making		
		crisp		connections between content		
		transitions		ad their personal interests		
		in between		engages them to better		
		activities		understand the content		
		-				
Lune 2012		Demonstrate		Explain how unusual		

		enthusiasm	information makes them		
		and intensity	more interested in the		
		for the	content.		
		content in			
		variety of			
		ways			
		Use friendly			
		controversy			
		techniques			
		Provide			
		opportunities			
		for students			
		to relate			
		class content			
		to personal			
		interests			
		Use usual or			
		intriguing			
		information			
		about the			
		content			
Mathematics Goal	2012 Current	2013 Expected Level of			
<u>#4B:</u>	Level of Performance:*	Performance:*			
	<u></u>				
All students scored					
proficient at 4+					
	14 out of	Continue			
	14 scored	with all			
	proficient	students			
	(4+)	scoring 4+			
		proficient.			
June 2012	-	•	-		

	4B.2.	4B.2.	4B.2.	4B.2.	4B.2.	
	4B.3.	4B.3.	4B.3.	4B.3.	4B.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	
	Baseline data 2010-2011 36% Not proficient	47% Not proficient	37% Not proficient	27% Not proficient	17% Not proficient		0% Not proficient
Mathematics Goal #5A: Given 47% of students not proficient in math as measured in 2012, RRMS will reduce the achievement gap in math by 10% each year.							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

	5 A 1	5 4 1	<b>C</b> 4 1	5 4 1	5 A 1	1	
e Di Staatini	5A.1. Instruction does not	5A.1. Teacher establish and	5A.1. Teacher and Administration		5A.1. Walkthrough Rubric		
subgroups by					Domain 1: What will		
connerty ( winte,	provide students with	communicate learning		to:			
Black, Hispanic,		goals, track student progress		<b>5</b> 1 · <i>4</i> 1 · 1	I do to establish and		
Asian, American		and celebrate student			communicate learning		
Indian) <b>not making</b>	level of performance	success by:			goals, track student		
satisfactory progress				activities along with levels			
in mathematics.		Providing a clearly stated			student success?		
		learning goal accompanied		or rubric			
		by a scale or rubric					
		that describes levels of		Describe and track their			
		performance relative to the		status on the learning goal			
		learning goal					
				Demonstrate			
		Facilitating tracking of		pride regarding			
		student progress using		accomplishments			
		formative assessment		-			
		Providing students with					
		recognition of their current					
		status and their knowledge					
		gain relative to the learning					
		goal					
		Sour					
Mathematics Goal	2012 Current Level of	2013 Expected Level of					
<u>#5B:</u>	Performance:*	Performance:*					
The percentage of							
students in each							
subgroup making							
satisfactory progress							
on the math FCAT 2.0	)						
will increase 6% by							
2013							
L							

Black:46% Hispanic:38% Asian:26%	White:68% Black:52% Hispanic:44% Asian:32% American Indian:!00%					
	5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
	5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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

		1		Í	Í	i	İ.
5C. English	5C.1.				5C.1.		
Language Learners	Instruction	The teacher	Teacher and administration		Walkthrough Rubric		
	does not	will:			Domain 1: What will		
satisfactory progress				Say that the teacher cares for			
in mathematics.	cate high	Identify			high expectations for all		
	expectations	students		with respect.	students?		
	for all	for whom					
	students.	there have		Say that the teacher expects			
		been low		everyone to participate.			
		expectations.					
		-		Say that the teacher helps			
		Demonstrate		them answer all questions			
		verbal and		successfully.			
		non-verbal					
		indications					
		that they are					
		valued and					
		respected.					
		Not allow					
		negative					
		comments.					
		Ask					
		questions					
		with the					
		same					
		frequency					
		and depth					
		as high					
		expectancy					
		students.					
		students.					
		Probes					
		incorrect					
		answers in					
		the same					
		manner as					
L 0010		he/she does					

	L	with high					
		expectancy					
		students.					
		students.					
Mathematics Goal	2012 Current	2013 Expected					
#5 <u>C:</u>	Level of	Level of					
<u></u>	Performance:*	Performance:*					
The percentage of							
ELL students not							
making satisfactory							
progress in math will							
decrease from 20%							
to 0% as measured							
by the state's formal							
assessment (2013							
FCAT 2.0).							
ICAI 2.0).							
	1 out of 5	0 out of 8					
		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	
Based on the analysis	Anticipated	Strategy	Person or Position	Process Used to Determine	Evaluation Tool		
of student achievement data and reference to	Barrier		Responsible for Monitoring	Effectiveness of Strategy			
"Guiding Questions,"							
identify and define areas							
in need of improvement							
for the following							
subgroup:							

5D. Students	5C.1.	5C.1.	5C.1.	5C.1.	5C.1.	
SD. Students with Disabilities		The teacher	Teacher and administration	DC.1. The standard smill.		
				I he student will:	Walkthrough Rubric	
	does not .	will:		Say that the teacher cares for		
satisfactory progress		Identify		all students and treats each	I do to communicate	
in mathematics.		students			high expectations for all	
	expectations	for whom			students?	
	for all	there have		Say that the teacher expects		
	students.	been low		everyone to participate.		
		expectations.				
				Say that the teacher helps		
		Demonstrate		them answer all questions		
		verbal and		successfully.		
		non-verbal				
		indications				
		that they are				
		valued and				
		respected.				
		Not allow				
		negative				
		comments.				
		Ask				
		questions				
		with the				
		same				
		frequency				
		and depth				
		as high				
		expectancy				
		students.				
		Probes				
		incorrect				
		answers in				
		the same				
		manner as				
		he/she does				
		with high				
Iune 2012						

		expectancy students.				
#5D:	Level of Performance:*	2013 Expected Level of Performance:*				
	40%.	34%.				
		SWD students are not responding positively to instruction	Administration	Administrative walkthrough will observe SWD accommodations	5C.2. Administrative walkthough tool IEP revisions	
			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	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.	
8			Teacher and administration		Walkthrough Rubric	
students not making		will:			Domain 1: What will I do	
satisfactory progress		Use student			to establish and maintain	
	relationships				effective relationships	
		backgrounds			with students?	
		to produce		and feels accepted.		
		a climate of		Describe the teacher of		
		acceptance		Describe the teacher as someone who cares for		
		and community.		them.		
		community.		them.		
		Use		Describe their teacher as		
		verbal and		having a calming demeanor,		
		nonverbal		in control or him/herself, in		
		behavior that		control of the class and does		
		indicates		not hold grudges or take		
		caring for		things personally		
		students.				
		Behaves				
		in an				
		objective and				
		controlled				
		manner				

Mathematics Goal #5E: By 2013, the percentage of ED students not making AYP on the math FCAT 2.0 will decrease from 44% to 38%.	Level of Performance:*	2013 Expected Level of Performance:*					
	44%	38%					
		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]).

ool Mathemat	Problem- Solving Process to Increase Student Achievem ent						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.		1.1.	1.1.	1.1.	1.1.		
Mathematics Goal #1: Enter narrative for the goal in this box.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	data for expected level of performance in this box.					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Florida Alternate Assessment:	2.1.	2.1.	2.1.	2.1.	2.1.		
Students scoring at							
or above Level 7 in							
mathematics.							
Mathematics Goal #2: Enter narrative for the goal in this box.	Level of	2013 Expected Level of Performance:*					
	data for current level of	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 student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.			3.1.	3.1.	3.1.		
Mathematics Goal #3: Enter narrative for the goal in this box.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box. 3.2.	3.2.	3.2.	3.2.	3.2.	
						3.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

4. Florida Alternate	4.1	4.1.	4.1.	4.1.	4.1.		
	4.1.	7.1.	7.1.	7.1.	<b>т</b> .1.		
Assessment:							
Percentage of							
students in lowest							
25% making							
learning gains in							
mathematics.							
	2012 0 /	2012 5 4 1					
Mathematics Goal #4:	Level of	2013 Expected Level of					
	Performance:*	Performance:*					
2	r errormanee.	r errormance.					
goal in this box.							
	Enter numerical	Enter numerical					
		data for					
	current level of	expected level of					
	performance in	performance in					
		this box.					
		4.2.	4.2.	4.2.	4.2.	4.2.	
		4.2	4.2	4.2	4.2	4.2	
		4.3.	4.3.	4.3.	4.3.	4.3.	

End of Florida Alternate Assessment High School Mathematics Goals

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

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

Algebra 1 EOC Goals	Problem- Solving Process to Increase Student Achievem ent					
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

1 Stadautore	1.1.	1.1.	1.1.	1.1.	1.1.		
1. Students scoring	Parent	The teacher		The student will be able to:	Walkthrough Rubric		
at i femie, emene		will:		Explain why the content is	Domain 1: What will		
Level 3 in Algebra 1.	waiver of	Identify a		important to pay attention	I do to help students		
	child to be	lesson or		to.	effectively interact with		
	placed in	part of the			new knowledge?		
	Algebra.	lesson as		Understand expectations	new miewieuge.		
		involving		about appropriate behaviors			
		important		in groups.			
		information					
		to which		Explain linkages of prior			
		students		knowledge to upcoming			
		should pay		content.			
		particular					
		attention.		Explain why the teacher is			
				stopping at various points			
		Organize		within the lesson.			
		students					
		into small		Explain what they just			
		groups to		learned.			
		facilitate the					
		processing		Provide explanations and			
		of new		"proofs" for inferences.			
		information.		Summarize either			
		Encore					
		Engage students I		linguistically or non- linguistically.			
		activities		inguisticany.			
		that help		Explain what they are clear			
		them link		about and what they are			
		what they		confused about			
		already					
		know to					
		new content					
		about to be					
		addressed.					
		Breaks					
		content					
						·	

	· · · · ·	· · · · · · · · · · · · · · · · · · ·	i
	into small		
	chunks of		
	information		
	that can		
	be easily		
	be easily processed by		
	students.		
	students.		
	Stops during		
	the lessen		
	the lesson		
	to allow		
	students to		
	summarize.		
	Asks		
	questions		
	or engages		
	or engages students in		
	activities		
	that require elaborative		
	elaborative		
	inferences		
	that go		
	that go beyond		
	what was		
	explicitly		
	taught.		
	laugni.		
	Engago		
	Engage students in		
	students in		
	linguistic		
	and/or		
	nonlinguistic activities		
	activities		
	that help them		
	them		
	record their		
	understand		
	ing of new		
Lune 2012		1 I	I]

		content. Engage students in activities that help them reflect on their learning and the learning process.					
Algebra 1 Goal #1: The percentage of students scoring a level 3 or above on the Algebra EOC will increase from 98% to 100% by 2013. Note: Only 2 students out of 106 scored below level 2.	Performance:*	2013 Expected Level of Performance:*					
	98%	100%					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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

2. Students scoring	2.1.	2.1.	2.1.	2.1.	2.1.	
at or above	Instruction	Teacher		Student will be able to:		
		will engage				
		and monitor		Recall and describe previous		
	students	students in		content		
	with	practicing				
	opportunities			Group work supports		
	to practice	deepening		learning		
		their				
		understand		Understand the purpose of		
		ing of new		homework		
		knowledge				
		by providing	5	Identify similarities and		
		students		differences of information		
		with		presented		
		opportunities	5	Describe errors or fallacies		
		to:		and support a claim		
		Review				
		critical		Practice a skill, strategy or		
		information		process to develop fluency		
		miormation		process to develop indency		
		Allow peer		Explain previous errors or		
		questioning		misconceptions they had		
		and		about content		
		feedback				
		within peer				
		groupings				
		Assigning				
		homework				
		with a clear				
		purpose				
		to practice				
		and deepen				
		knowledge				
		Evomino				
		Examine similarities				
		phillianties				

and differences Examine their own reasoning or		
the logic of information presented to them		
Practice activities that help them develop fluency with increased confidence and competence		
Revise knowledge addressed in previous lessons		

L	evel of	2013 Expected Level of Performance:*					
		provide students with opportunities to work on complex tasks that require them to generate and test hypotheses	monitors students' work in generating and testing hypotheses about knowledge by: Organizes students into small groups Provide complex tasks Acting as a resource and provide guidance for groups to work independently		to: Describe the importance of generating and testing hypotheses in groups Explain the hypothesis they are testing and whether it was confirmed on disconfirmed Student will seek out teacher for assistance and guidance in regarding hypothesis generation and testing tasks	2.2. Walkthrough Rubric Domain 1 What will I do to help students generate and test hypotheses about new knowledge 2.3.	
		<i>L.J</i> .	<i></i>	<i></i>	2.9.	<i>ω.σ.</i>	

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
3A. In six years, school will reduce their achievement gap by 50%.	Baseline data 2010-2011	2% not proficient	0% not proficient	0% not proficient	0% not proficient		0% not proficient
Algebra 1 Goal #3A: Given 2% of students not proficient in Algebra as measured in 2013 EOC, RRMS will reduce the achievement gap by 2% for 2013.							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
subgroups by ethnicity (White,	Parent requested waiver of child to be placed in Algebra.	3B.1.	3B.1.	3B.1.	3B.1.		

Algebra 1 Goal #3B: The percentage of students in the white subgroup making satisfactory progress on Algebra will increase from 98% to 100% by 2013	Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box. White:98% Black: Hispanic: Asian: American Indian:	Enter numerical data for expected level of performance in this box. White:100% Black: Hispanic: Asian: American Indian:					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

Deserve the englassia	Auticipated	Cturate and	Person or Position	Process Used to Determine	Evaluation Tool		
Based on the analysis of student achievement	Anticipated Barrier	Strategy			Evaluation 1001		
data and reference to	Barrier		Responsible for Monitoring	Effectiveness of Strategy			
"Guiding Questions,"							
identify and define areas							
in need of improvement							
for the following							
subgroup:							
	3C.1.	3C.1.	3C.1.	3C.1.	3C.1.		
Language Learners							
(ELL) not making							
satisfactory progress							
in Algebra 1.							
Algebra 1 Goal #3C:	2012 Current Level of	2013 Expected Level of					
	Performance:*	Performance:*					
NO ELL Students	r errormance.	r errormance.					
enrolled in Algebra							
	Enter numerical	Enter numerical					
	data for	data for					
	current level of performance in	expected level of performance in					
	this box.	this box.					
			3C.2.	3C.2.	3C.2.	3C.2.	
		3C.3.	3C.3.	3C.3.	3C.3.	3C.3.	
Based on the analysis	Anticipated	Strategy	Person or Position	Process Used to Determine	Evaluation Tool		
of student achievement	Barrier		Responsible for Monitoring	Effectiveness of Strategy			
data and reference to							
"Guiding Questions," identify and define areas							
in need of improvement							
for the following							
subgroup:							
subgroup.							

with Disabilities (SWD) not making satisfactory progress in Algebra 1.	6		3D.1.	3D.1.	3D.1.		
	Level of	2013 Expected Level of Performance:*					
	data for current level of performance in this box.	Enter numerical data for expected level of performance in this box. 3D.2.	3D.2.	3D.2.	3D.2.	3D.2.	
		3D.3.	3D.3.	3D.3.	3D.3.	3D.3.	

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
	3E.1.	3E.1.	3E.1.	3E.1.	3E.1.		
Disadvantaged							
students not making satisfactory progress							
in Algebra 1.							
	2012 Current	2013 Expected					
Algebia i Obal #3E.	Level of	Level of					
No ED students	Performance:*	Performance:*					
enrolled in Algebra							
L C							
	Enter numerical	Enter numerical					
	data for	data for					
		expected level of performance in					
	this box.	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

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

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

Geometry EOC Goals Based on the analysis	Problem- Solving Process to Increase Student Achievem ent Anticipated		Person or Position	Process Used to Determine	Evaluation Tool		
of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Barrier	Strategy	Responsible for Monitoring	Effectiveness of Strategy			
at Achievement Level 3 in Geometry.			1.1.	1.1.	1.1.		
	Level of Performance:*	2013 Expected Level of Performance:*					
	data for current level of	Enter numerical data for expected level of performance in this box.					
		1.2.	1.2.	1.2.	1.2.	1.2.	

	1	1.2	1.2	1.2	1.2	1.2	
		1.3.	1.3.	1.3.	1.3.	1.3.	
		~					
Based on the analysis	Anticipated	Strategy	Person or Position	Process Used to Determine	Evaluation Tool		
of student achievement	Barrier		Responsible for Monitoring	Effectiveness of Strategy			
data and reference to							
"Guiding Questions,"							
identify and define areas							
in need of improvement							
for the following group:							
2. Students scoring	2.1.	2.1.	2.1.	2.1.	2.1.		
at or above							
Achievement Levels							
4 and 5 in Geometry.							
		2013 Expected					
	Level of	Level of					
	Performance:*	Performance:*					
All RRMS Geometry							
students enrolled at							
River Ridge High							
School							
Selicor							
	75 (	Enter numerical					
		Enter numerical data for					
	aata jor current level of	expected level of					
	performance in	performance in					
	this box.	this box.					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

their achievement	2012-2013 Baseline data 2011- 2012	2013-2014	2014-2015	2015-2016	2016-2017	
gap by 50%.						
Geometry Goal #3A: All RRMS Geometry students enrolled at River Ridge High School						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
<b>3B. Student</b> subgroups by ethnicity (White,	White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.	

All RRMS Geometry students enrolled at River Ridge High School	Level of Performance:*						
	data for current level of performance in this box. White: Black: Hispanic: Asian: American Indian:	data for expected level of performance in this box. White: Black: Hispanic: Asian: American Indian:					
			3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

Based on the analysis	Anticipated	Stratagy	Person or Position	Process Used to Determine	Evaluation Tool		
of student achievement	Barrier	Strategy	Responsible for Monitoring	Effectiveness of Strategy	Evaluation 1001		
data and reference to	Daniel		Responsible for Monitoring	Effectiveness of Strategy			
"Guiding Questions,"							
identify and define areas							
in need of improvement							
for the following							
subgroup:							
	3C.1.	3C.1.	3C.1.	3C.1.	3C.1.		
Language Learners							
(ELL) not making							
satisfactory progress							
in Geometry.							
	2012 Current	2013 Expected					
Geometry Goal #3C:	Level of	Level of					
All RRMS Geometry	Performance:*	Performance:*					
students enrolled at							
River Ridge High							
School							
	Enter numerical	Enter numerical					
	data for	data for					
	current level of	expected level of					
	performance in this box.	performance in this box.					
	INIS DUA.	3C.2.	3C.2.	3C.2.	3C.2.	3C.2.	
		3C.3.	3C.3.	3C.3.	3C.3.	3C.3.	
Based on the analysis	Anticipated	Strategy	Person or Position	Process Used to Determine	Evaluation Tool		
of student achievement	Barrier	Sumogy	Responsible for Monitoring	Effectiveness of Strategy	Evaluation 1001		
data and reference to	Builler		responsible for monitoring	Encouveriess of Studegy			
"Guiding Questions,"							
identify and define areas							
in need of improvement							
for the following							
subgroup:							

with Disabilities (SWD) not making satisfactory progress in Geometry.	8			3D.1.	3D.1.		
	Level of Performance:*						
	data for current level of performance in this box.	data for expected level of performance in this box.					
		3D.2.	3D.2.	3D.2.	3D.2.	3D.2.	
		3D.3.	3D.3.	3D.3.	3D.3.	3D.3.	

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

End of Geometry EOC Goals

#### **Mathematics Professional Development**

Professional			
Development			
(PD) aligned with			

Strategies through Professional Learning Community (PLC) 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	(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
Math and the Common Core	All levels	Presented by District Office Staff	Math Department Chair, 2 Math Teachers and Administrator overseeing Math Department	September 11, 2012	Sharing at department and GLC math meetings	Administration
Core K-12 Reports and using data	All levels	Administration	All Math Teachers	After baseline and mid- year assessment		Administration
Robert J. Marzano's Domain 1: Classroom strategies and behaviors		Administration 4	All staff	Monthly starting September 2012 Interacting w/new knowledge, Practicing and deepening knowledge, Generating and test hypotheses, Learning goals and feedback, Student engagement, High expectations, Teacher/ student relationships	Administrative Walkthroughs	Administration

## <u>Mathematics Budget</u> (Insert rows as needed)

Include only school-based funded				
activities/materials and exclude district				
funded activities /materials.				
Evidence-based Program(s)/Materials(s)				
Strategy	Description of Resources	Funding Source	Amount	
			0	
Subtotal:0				
Technology				
Strategy	Description of Resources	Funding Source	Amount	
			0	
Subtotal:0				
Professional Development				
Strategy	Description of Resources	Funding Source	Amount	
			0	
Subtotal:0				
Other				
Strategy	Description of Resources	Funding Source	Amount	
			0	
Subtotal:0				
Total:0				

End of Mathematics Goals

#### **Elementary and Middle School Science Goals**

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

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

IA. TCAT 2.0:       A.1       IA.1       IA.1 <th></th> <th></th> <th>1</th> <th>[</th> <th>í</th> <th>İ</th> <th>i</th>			1	[	í	İ	i
Activement Level 3 no science.     does not students     tearning to the isson and current of performance on scale or rubric     Domain 1: "What will Id to teachishis and communicate learning uommunicate learning orgens and current of performance on scale or rubric            goal and earning celebrate goal and earning portion         Student         Describe and track their student states on the learning goal accomplishments            Providing a clearly stated in their level of performance performance performance         Describe and track their states on the learning goal accomplishments         Note their states of the learning goal            Providing a clearly stated in their level of performance rubric that describes of performance performance rubric that describes of performance relative to the learning goal         Demonstrate pride regarding accomplishments            Providing a clearly stated in the learning goal         Performance relative to rubric that describes of performance relative to rubric that describes         Performance relative to rubric that describes         Performance relative to rubric that describes         Performance rubric that describes         Performance rubric that describes            Providing rubrice          Performance rubric that describes          Performance rubric that describes          Performance rubric that describes          Performance rubric that describes            Providing rubrice          Performance rubric that describes          Performance rubric that describes          Performance rubric that describes <th></th> <th></th> <th></th> <th></th> <th></th> <th></th> <th></th>							
in science. Provide communica Lizplain the learning goal tudents te learning goals, track with goals, track with goals, track understan student ding of the progress and celebrate performance or performance on scale or performance or performance or performance providing goal a clearly stated learning goal a clearly stated or performance or perfo					The student will be able to:		
students trak student student metrik student metrik student metrik student metrik student metrik student metrik student metrik student metrik student metrik student metrik student metrik student metrik student metrik student metrik student studen	Achievement Level 3	does not					
with understand student       activities along with levels       goals, track student         learning goal and student       performance on scale or nubric       student         goal and student       Describe and track their status on the learning goal       student         performance       Providing       Demonstrate pride regarding a clearly stated       student         a clearly       stated       Demonstrate pride regarding a clearly stated       scomplishments         stated       bescribe status on the learning goal accompanied       bescribe status on the learning goal accompanied         by a stated       performance       performance       performance         performance       performance       performance       performance         providing       providing       performance       performance <tr< th=""><th></th><th></th><th></th><th></th><th></th><th></th><th></th></tr<>							
understam       student       of performance on scale or nubric       progress and celebrate student success?         goal and       student       Describe and track their status on the learning goal       status on the learning goal         performance       rowiding       a celerly       status on the learning goal         a celerly       accompanie       norsite pride regarding accomplishments       status on the learning goal         learning goal accompanie       performance       performance       performance         vevels of vevels of performance       performance       performance       performance         vevels of performance       relative to the learning goal       performance       performance         relative to relative							
ding of the learning goal and student       rogerss and elebrate       nubric       student success?         goal and student       Describe and track their status on the learning goal a clearly stated       Perviding a clearly       Demonstrate pride regarding accomplishments         a clearly stated       a clearly by a scale or rubric that describes       Demonstrate pride regarding accomplishments       Image: Clearly by a scale or rubric that describes       Image: Clearly by a scale or rubric that describes         performance relative to the learning goal       Image: Clearly by a scale or rubric that describes       Image: Clearly by a scale or rubric that describes       Image: Clearly by a scale or rubric that describes         performance relative to the learning goal       Image: Clearly by a scale or rubric that describes       Image: Clearly by a scale or rubric that describes       Image: Clearly by a scale or rubric that describes         performance relative to the learning goal       Image: Clearly by a scale or rubric that describes       Image: Clearly by a scale or rubric that describes       Image: Clearly by a scale or rubric that describes         performance relative to the learning goal       Image: Clearly by a scale or rubric that describes       Image: Clearly by a scale or rubric that describes       Image: Clearly by a scale or rubric that describes         performance relative to the learning generated       Image: Clearly the scale or rubric that describes       Image: Clearly the scale or the scale or the scale or the scale or the scale or the scale or the							
learning       celebrate         goal and       student         heir level of       success by:         performance       Providing         a clearly       accomplishments         stated       learning goal         by a scale or       rubric that         cdscribes       levels of         levels of       performance         relative to       levels of         performance       relative to         levels of       performance         performance       relative to         levels of       performance         performance       relative to         here learning goal       sessments         goal       goal         goal       racking         goal       racking         goal       relative to         here learning goal       relative to         here learning goal       relative to         index for the learning goal       relative to         index for the learning goal       relative to         index for the learning goal       relative to         index for the learning goal       relative to         index for the learning goal       relative to         index for t							
goal and their level of success by: performance       Describe and track their status on the learning goal         a clearly       Demonstrate pride regarding a clearly         stated       learning goal         by a scale or rubric that describes       by a scale or rubric that describes         fereing       performance         goal       accomplishments         stated       by a scale or rubric that describes         fereing       goal         goal       accomparied         goal       accomparied         goal       accomparied         goal       accomparied         goal       accomparied         goal       accomplishments         accomparied       by a scale or         goal       accomparied         goal       <				1	rubric	student success?	
their level of success by:       status on the learning goal         Providing       Demonstrate pride regarding         a clearly       accomplishments         stated       learning goal         accompanied       by a scale or         by a scale or       rubric that         describes       levels of         performance       relating         goal       accompanied         by a scale or       rubric that         describes       levels of         performance       relating         goal       accompanied         by a scale or       rubric that         describes       levels of         performance       relative to         the learning       goal         goal       accompanied         goal       accompanied         in GLC and       accompanied         in GLC and       accompanied         providing       students         generated       accompanied         in GLC and       accompanied         providing       students							
performance performance a clearly stated learning goal accomplishments by a scale or rubric that describes levels of performance relative to the learning goal fractilitating rogerss using of student progress using formative assessments generated in GLC and Core K-12. Providing students							
Providing a clearly stated       Demonstrate pride regarding accomplishments         learning goal accompanied by a scale or rubric that describes levels of performance relative to the learning goal       Image: Complishments         Facilitating tracking of student progress using formative assessments generated in GL C and Core K-12.       Image: Complishments         Providing students       Image: Complishments       Image: Complishments					status on the learning goal		
accarly       accomplishments         stated       learning goal         accompanied       by a scale or         by a scale or       rubric that         describes       levels of         performance       relative to         the learning       goal         goal       goal         goal       levels of         performance       relative to         the learning       goal         goal       facilitating         tracking       of student         progress       using         iformative       assessments         generated       in GLC and         Core K-12.       Providing         students       using		performance					
stated       learning goal         accompanied       by a scale or         rubric that       describes         levels of       performance         relative to       the         the learning       goal         goal       Facilitating         tracking       indent         of student       progress         using       formative         assessments       generated         in GLC and       Core K-12.         Providing       students							
learning goal accompanied by a scale or rubric that describes levels of performance relative to the learning goal Facilitating tracking of student progress using formative assessments generated in GLC and Core K-12. Providing students					accomplishments		
accompanied         by a scale or         rubric that         describes         levels of         performance         relative to         the learning         goal         Facilitating         tracking         of student         progress         using         formative         assessments         generated         in GLC and         Core K-12.         Providing         students							
by a scale or rubric that describes levels of performance relative to the learning goal Facilitating tracking of student progress using formative assessments generated in GLC and Core K-12. Providing students							
Image: students       nubrie that describes         levels of performance relative to the learning goal       performance relative to the learning goal         Facilitating tracking of student progress using formative assessments generated in GLC and Core K-12.       Image: students         Providing students       Providing							
describes levels of performance relative to the learning goal Facilitating tracking of student progress using formative assessments generated in GLC and Core K-12. Providing students				•			
levels of         performance         relative to         the learning         goal         Facilitating         tracking         of student         progress         using         formative         assessments         generated         in GLC and         Core K-12.         Providing         students							
performance         relative to         the learning         goal         Facilitating         tracking         of student         progress         using         formative         assessments         generated         in GLC and         Core K-12.         Providing         students							
relative to       the learning         goal       Facilitating         tracking       of student         progress       using         formative       assessments         generated       in GLC and         Core K-12.       Providing         students       Image: Student of the learning of student of the learning of student of the learning of student of the learning of student of the learning of student of the learning of student of the learning of the learning of student of the learning of student of the learning of student of the learning of the learning of the learning of the learning of the learning of the learning of students							
the learning goal       goal         Facilitating tracking of student progress using formative assessments generated in GLC and Core K-12.       Image: Core K-12.         Providing students       Image: Core K-12.							
goal       goal         Facilitating tracking of student progress using formative assessments generated in GLC and Core K-12.       generated in GLC and Core K-12.         Providing students       Providing students							
Facilitating tracking of student progress using formative assessments generated in GLC and Core K-12. Providing students							
tracking of student progress using formative assessments generated in GLC and Core K-12. Providing students			goal				
tracking of student progress using formative assessments generated in GLC and Core K-12. Providing students			F 11				
of student progress using formative assessments generated in GLC and Core K-12. Providing students							
progress using formative assessments generated in GLC and Core K-12. Providing students							
using       formative         formative       assessments         generated       in GLC and         Core K-12.       Providing         students       students							
formative assessments generated in GLC and Core K-12. Providing students							
Assessments generated in GLC and Core K-12. Providing students							
generated in GLC and Core K-12. Providing students							
in GLC and Core K-12. Providing students							
Core K-12. Providing students							
Providing students							
students			Core K-12.				
students			D				
			students				

Science Goal #1A:	2012 Current	with recognition of their current status and their knowledge gain relative to the learning goal			
students scoring a level 3 or above on the Science FCAT 2.0 will increase from 33% to 50% by 2013	Performance:*	Performance:*			
	5570	5070			

1A.2. 1A.2. 1A.2. 1A.2. 1A.2.	
IA.2. IA.2.	ubrio
allow Identify a lesson or part	
students to of the lesson as involving Explain why the content is effectively inter	
effectively important information to important to pay attention new knowledge	?
interact which students should pay to.	
with new particular attention.	
knowledge. Understand expectations	
Organize students into about appropriate	
small groups to facilitate behaviors in groups.	
the processing of new	
information. Explain linkages of prior	
knowledge to upcoming	
Engage students I activities content.	
that help them link what	
they already know to Explain why the teacher is	
new content about to be stopping at various points	
addressed. within the lesson.	
Breaks content into small Explain what they just	
chunks of information that learned.	
can be easily processed by	
students. Provide explanations and	
"proofs" for inferences.	
Stops during the lesson	
to allow students to Summarize either	
summarize. linguistically or non-	
linguistically.	
Asks questions or engages	
students in activities Explain what they are	
that require elaborative clear about and what they	
inferences that go beyond are confused about	
what was explicitly taught.	
Engage students in linguistic	
and/or nonlinguistic	
activities that help them	
record their understanding	

E t t	of new content. Engage students in activities hat help them reflect on heir learning and the earning process.			
Core K-12 A data is not a consistently r used to t determine instructional I adjustments s to meet the ( mastery of standards for I all students. r A c s s b f f f f f f f f f f f f f f f f f	IA.3. After Core K-12 Base-line and Mid-Year assessment results are received, GLC eachers will: Determine their students skill levels as per Core K-12 (Red, green, orange, yellow) Determine literacy and math strategies that will assist students with student mastery of standards Assessments will reflect cumulative learning of standards Baseline assessment uses to determine background and activating strategies. Mid-year assessment with be used to measure proficiency of standards aught, assessed and learned.	Administration, GLC and Lead Literacy	1A.3. Core K-12 summative reports	

	1.D. 1	1.D. 1	1D 1	1D 1	1D 1	
1B. Florida	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.	
Alternate	Instruction	The teacher	Teacher and administration	The student will be able to:	Walkthrough Rubric	
Assessment:	does allow	will:			Domain 1: What will	
	students to			Explain why the content is	I do to help students	
	effectively	Identify a		important to pay attention	effectively interact with	
science.	interact	lesson or		to.	new knowledge?	
	with new	part of the				
	knowledge.	lesson as		Understand expectations		
		involving		about appropriate behaviors		
		important		in groups.		
		information				
		to which		Explain linkages of prior		
		students		knowledge to upcoming		
		should pay		content.		
		particular				
		attention.		Explain why the teacher is		
				stopping at various points		
		Organize		within the lesson.		
		students				
		into small		Explain what they just		
		groups to		learned.		
		facilitate the				
		processing		Provide explanations and		
		of new		"proofs" for inferences.		
		information.				
				Summarize either		
		Engage		linguistically or non-		
		students I		linguistically.		
		activities				
		that help		Explain what they are clear		
		them link		about and what they are		
		what they		confused about		
		already				
		know to				
		new content				
		about to be				
		addressed.				
		Breaks				

	content		
	into small		
	chunks of		
	information		
	that som		
	that can		
	be easily		
	processed by		
	students.		
	Stops during		
	the lesson		
	to allow		
	students to		
	summarize.		
	Asks		
	questions		
	or engages students in		
	students in		
	activities		
	that require		
	that require elaborative		
	inferences		
	that go		
	beyond		
	what was		
	explicitly		
	taught.		
	Engage		
	students in		
	linguistic		
	linguistic and/or		
	anu/01		
	nonlinguistic activities		
	activities		
	that help		
	them		
	record their		
	understand		
June 2012	· · · · · · · · · · · · · · · · · · ·		

The percentage of students scoring at levels 4+ in science will continue at 100% as measured by the state's formal assessment (2013 Florida Alternate Assessment).	2012 Current Level of Performance:* 7 out of 7	ing of new content. Engage students in activities that help them reflect on their learning and the learning process. 2013 Expected Level of Performance:*					
	4+	students will score at 4+					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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

	1	i	I	i	i	I	i .
2A. FCAT 2.0:	2A.1.	2A.1.		2A.1.	2A.1.		
Students scoring	Instruction	Teacher	Administration & Teacher		Walkthrough Rubric		
at or above	does not	engages and			Domain 1 What will I do		
Achievement Levels	provide	monitors			to help students deepen		
4 and 5 in science.	students	students in		Recall and describe previous	their understanding of		
	with	practicing		content	new knowledge		
	opportunities				č		
		deepening		Group work supports			
	and deepen	their		learning			
		understand		e			
	Kilowieuge	ing of new		Understand the purpose of			
		knowledge		homework			
				nomework			
		by providing		Identify similarities and			
		opportunities	3	differences of information			
		to:					
				presented			
		Review					
		critical		Describe errors or fallacies			
		information		and support a claim			
		Group		Practice a skill, strategy or			
		students to		process to develop fluency			
		allow peer					
		questioning		Explain previous errors or			
		and		misconceptions they had			
		feedback		about content			
		recubuck					
		Assign					
		homework					
		with a clear				1	
		purpose				1	
		to practice				1	
		and deepen				1	
		knowledge				1	
						1	
		Examine				1	
		similarities				1	
		and				1	
		differences				1	
						i	

		l			1
		Examine their own reasoning or the logic of information presented to them			
		Practice activities that help them develop fluency with increased confidence and competence			
		Revise knowledge addressed in previous lessons			
Science Goal #2A: The percentage of students scoring at level 4 and 5 on the Science FCAT will increase from 11% to 18% by 2013	Performance:*	2013Expected Level of Performance:*			

11% 18%					
2.2.	2.2.	2.2.		2.2.	
Instruction does not	monitors students' work		to:	Walkthrough Rubric Domain 1 What will I do	
provide students with	in generating and testing hypotheses about knowledge			to help students generate and test hypotheses about new knowledge?	
opportunit to work on			hypotheses in groups		
complex tasks that	small groups		Explain the hypothesis they are testing and		
	m Provide complex tasks		whether it was confirmed on disconfirmed		
and test hypotheses	Acting as a resource and		Student will seek out		
	to work independently		teacher for assistance and guidance in regarding hypothesis generation and		
			testing tasks		
2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	

	ap 1	<b>AD</b> 1	0D 1	<b>2</b> D 1	<b>a</b> D 1	
2B. Florida		2B.1.	2B.1.		2B.1.	
Alternate	Instruction	Teacher	Administration & Teacher		Walkthrough Rubric	
Assessment:	does not	engages and			Domain 1 What will I do	
Students scoring at	provide	monitors		Recall and describe previous		
or above Level 7 in	students	students in			their understanding of	
science.	with	practicing			new knowledge	
	opportunities			Group work supports		
		deepening		learning		
		their				
	knowledge	understand		Understand the purpose of		
		ing of new		homework		
		knowledge				
		by providing	5	Identify similarities and		
		opportunities	5	differences of information		
		to:		presented		
		Review				
		critical		Describe errors or fallacies		
		information		and support a claim		
		Group		Practice a skill, strategy or		
		students to		process to develop fluency		
		allow peer				
		questioning		Explain previous errors or		
		and		misconceptions they had		
		feedback		about content		
		Assign				
		homework				
		with a clear				
		purpose				
		to practice				
		and deepen				
		knowledge				
		Examine				
		similarities				
		and				
		differences				
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	1	
Examine		
their own		
reasoning or		
the logic of		
information		
presented to		
them		
Practice		
activities		
that help		
them		
develop		
fluency with		
increased		
confidence		
and		
competence		
competence		
Revise		
knowledge		
addressed		
in previous		
lessons		

The percentage of students scoring at levels 7+ in Science will increase from 28% to 57% as measured by the state's formal assessment (2013 Florida Alternate Assessment).	Level of Performance:*	2013Expected Level of Performance:*					
	28% (2 of 7)	57% (4 of 7)					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		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 School Science Goals	Problem- Solving Process to Increase Student Achievem ent						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.	1.1.	1.1.	1.1.	1.1.	1.1.		
	Level of	2013 Expected Level of Performance:*					
	data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

	4 1 1 1		D D C	D U L D			
Based on the analysis	Anticipated	Strategy	Person or Position	Process Used to Determine	Evaluation Tool		
of student achievement	Barrier		Responsible for Monitoring	Effectiveness of Strategy			
data, and reference to							
"Guiding Questions",							
identify and define areas							
in need of improvement							
for the following group:							
2. Florida Alternate	2.1.	2.1.	2.1.	2.1.	2.1.		
Assessment:							
Students scoring at							
or above Level 7 in							
science.							
	2012 Current	2013Expected					
		Level of					
Enter narrative for the	Performance:*	Performance:*					
goal in this box.							
5							
	Enter numerical	Enter numerical					
		data for					
	current level of	expected level of					
	performance in this box.	performance in this box.					
			2.2.	2.2.	2.2.	2.2.	
		2.2.	2.2.	<i>∠.</i> ∠.	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]).

<b>Biology 1 EOC</b>	Problem-			
Goals	Solving			
	Process to			
	Increase			
	Student			
	Achievem			

				•	•	•	
	ent						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
	1.1.	1.1.	1.1.	1.1.	1.1.		
at Achievement Level 3 in Biology 1.							
Biology 1 Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical	Enter numerical					
	data for current level of performance in this box.	data for expected level of performance in this box.					
		1.2.	1.2.	1.2.		1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Students scoring at or above Achievement Levels 4 and 5 in Biology 1.	2.1.	2.1.	2.1.	2.1.	2.1.		

Biology 1 Goal #2: Enter narrative for the goal in this box.		2013 Expected Level of Performance:*					
	data for current level of performance in	Enter numerical data for expected level of performance in this box.					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

End of Biology 1 EOC Goals

### Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Academic Vocabulary	All	Administration	All Staff	August	Lesson plan review and Administrative Walkthrough	Administration
Robert J. Marzano's Domain 1: Classroom strategies and behaviors	All Levels	Administration	All Science Staff	Monthly starting September 2011 Interacting w/new knowledge, Practicing and deepening knowledge, Generating and test hypotheses, Learning goals and feedback	Administrative Walkthroughs	Administration
Critical Reading and Summarizing	All Levels	Literacy Coach and Administration	All Staff	August	Lesson plan review and Administrative Walkthrough	Administration

#### 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
			0
Subtotal:0			
Technology			
Strategy	Description of Resources	Funding Source	Amount
			0
Subtotal:0			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			0
Subtotal:0			
Other			
Strategy	Description of Resources	Funding Source	Amount
			0
Subtotal:0			
Total:			

End of Science Goals

### <u>Writing Goals</u>

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

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

	-	i	ř	i	i	 
1A. FCAT:	1A.1.	1A.1.	1A.1.		1A.1.	
Students scoring at	Instruction	Teacher			Walkthrough Rubric	
	does not	engages and			Domain 1 What will I do	
3.0 and higher in	provide	monitors		Recall and describe previous	to help students deepen	
writing.	students	students in		content	their understanding of	
	with	practicing			new knowledge	
	opportunities			Group work supports	C	
		deepening		learning		
		their		č		
		understand		Understand the purpose of		
	5	ing of new		homework		
		knowledge				
		by providing		Identify similarities and		
		opportunities		differences of information		
		to:		presented		
		Review		prosenteu		
		critical		Describe errors or fallacies		
		information		and support a claim		
		mormation		and support a chann		
		Group		Practice a skill, strategy or		
		students to		process to develop fluency		
		allow peer		process to develop indency		
		questioning		Explain previous errors or		
		and		misconceptions they had		
		feedback		about content		
		ICCUDACK		about content		
		Assign				
		homework				
		with a clear				
		purpose				
		to practice				
		and deepen				
		knowledge				
		F				
		Examine				
		similarities				
		and				
		differences				
T						

	Examine their own		
	reasoning or the logic of		
	information		
	presented to them		
	Practice		
	activities that help		
	them develop		
	fluency with increased		
	confidence		
	and competence		
	Revise		
	knowledge addressed		
	in previous		
Writing Goal #1A: 2012 Current Level of Performance.*	2013 Expected Level of Performance:*		
students scoring a			
level 3 in writing will increase from 80%			
to 86% as measured by the state's formal			
writing assessment			
2013			

Γ		86%					
	80%						
Γ		1A.2.	1A.2.	1A.2.	1A.2.	1A.2.	
Γ		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	

	1.5.1	1.5.1	10.1	15.1	15.1	 
1B. Florida	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.	
Alternate	Instruction	The teacher	Teacher and administration		Walkthrough Rubric	
Assessment:	does allow	will:			Domain 1: What will	
Students scoring at 4				Explain why the content is	I do to help students	
or higher in writing.		Identify a		important to pay attention	effectively interact with	
	interact	lesson or		to.	new knowledge?	
	with new	part of the				
	knowledge.	lesson as		Understand expectations		
		involving		about appropriate behaviors		
		important		in groups.		
		information				
		to which		Explain linkages of prior		
		students		knowledge to upcoming		
		should pay		content.		
		particular				
		attention.		Explain why the teacher is		
				stopping at various points		
		Organize		within the lesson.		
		students				
		into small		Explain what they just		
		groups to		learned.		
		facilitate the				
		processing		Provide explanations and		
		of new		"proofs" for inferences.		
		information.		-		
				Summarize either		
		Engage		linguistically or non-		
		students I		linguistically.		
		activities				
		that help		Explain what they are clear		
		them link		about and what they are		
		what they		confused about		
		already				
		know to				
		new content				
		about to be				
		addressed.				
		Breaks				
	-	-	-	-	-	

	ii	 	
	content		
	into small		
	chunks of		
	information		
	that can		
	be easily		
	processed by		
	students.		
	Stops during		
	the lesson		
	to allow		
	students to		
	summarize.		
	Summunizo.		
	Asks		
	questions		
	questions		
	or engages		
	students in		
	activities		
	that require		
	that require elaborative		
	inferences		
	that go		
	beyond		
	what was		
	explicitly		
	taught.		
	Engage		
	students in		
	linguistio		
	linguistic and/or		
	and/or		
	nonlinguistic		
	activities		
	that help		
	them		
	record their		
	understand		
June 2012	· · ·	 <b>.</b>	

		ing of new content. Engage students in activities that help them reflect on their learning and the learning process.					
Writing Goal #1B: The percentage of students scoring a level 4 or higher will remain at 100% as measured by the state's formal writing assessment 2013	Level of Performance:*	2013 Expected Level of Performance:*					
	100%	100%					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	IB.3.	1B.3.	

# Writing Professional Development

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

#### Writing Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials. Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:0			
Technology			
Strategy	Description of Resources	Funding Source	Amount

Subtotal:0			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:0			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:0			
Total:0			

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

1. Students scoring	1.2.	1.2.	1.2.	1.2.	1.2.	1
at Achievement	Instruction	The teacher		The student will be able to:	Walkthrough Rubric	
Level 3 in Civics.	does not	will:		The student will be able to.	Domain 1: What will	
Level 5 III Civics.	allow	WIII.		Explain why the content is	I do to help students	
		I double o				
	students to	Identify a		important to pay attention	effectively interact with	
	effectively	lesson or		to.	new knowledge?	
	interact	part of the				
	with new	lesson as		Understand expectations		
	knowledge.	involving		about appropriate behaviors		
		important		in groups.		
		information				
		to which		Explain linkages of prior		
		students		knowledge to upcoming		
		should pay		content.		
		particular				
		attention.		Explain why the teacher is		
				stopping at various points		
		Organize		within the lesson.		
		students				
		into small		Explain what they just		
		groups to		learned.		
		facilitate the				
		processing		Provide explanations and		
		of new		"proofs" for inferences.		
		information.				
				Summarize either		
		Engage		linguistically or non-		
		students I		linguistically.		
		activities				
		that help		Explain what they are clear		
		them link		about and what they are		
		what they		confused about		
		already				
		know to				
		new content				
		about to be				
		addressed.				
		Breaks				

	i	i		
	content			
	into small			
	chunks of			
	information			
	that con			
	that can			
	be easily			
	processed by			
	students.			
	Stops during			
	the lesson			
	to allow			
	students to			
	summarize.			
	Asks			
	questions			
	or engages			
	or engages students in			
	activities			
	that require			
	that require elaborative			
	inferences			
	that go			
	beyond			
	what was			
	explicitly			
	tought			
	taught.			
	Engage			
	students in			
	linguistic			
	and/or			
	nonlinguistic			
	activities			
	that help			
	that help them			
	record their			
	understand			
June 2012				

	ing of new content. Engage students in activities that help them reflect on their learning and the learning process.					
 Level of Performance:*	2013 Expected Level of Performance:*					
Baseline TBD	80%					
	1.2.	1.2.	1.2.	1.2.	1.2.	
	1.3.	1.3.	1.3.	1.3.	1.3.	

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

2. Students scoring 2. 1. 2. 1		0.1	b 1	0.1	0.1	0.1	· · · · · · · · · · · · · · · · · · ·	
Achievement Leves       does not       engages and monitors       monitors       monitors         4 and 5 in Civics.       provide       monitors       Recall and describe previous to help students dependent with practicing       monitors         opportunities       provide       Group work supports       new knowledge         and depending       Group work supports       new knowledge         and depending       Understand the purpose of hing of new knowledge       Understand the purpose of differences of information presented         by providing       Identify similarities and differences of information presented       Describe errors or fallacies and support a claim         rindown       Review       proces a skill, strategy or process to develop fluency allow peer questioning and feedback       Practice a skill, strategy or process to develop fluency allow peer questioning and decepen         knowledge       Examine simularities and differences       Examine simularities and differences       Examine simularities and differences					2.1.			
4 and 5 in Civics.       provide       monitors       Recall and describe previous help students deepen         with       practicing       ontent       their understanding of new knowledge         in d sepret       inter       inter         nonwledge       understand       Understand the purpose of homework         knowledge       information       preview         opportunities       information       preview         review       information       preview         review       review       information         review       review       preview         review       review       preview         review       review       preview         review       review       preview         review       review       presented         review       review       preview         review       review       presented         review       review       presented         review       review       presented         review       review       review         review       review       review         review       review       review         review       review       review         review </th <th></th> <th></th> <th></th> <th></th> <th></th> <th>Walkthrough Rubric</th> <th></th> <th></th>						Walkthrough Rubric		
students       students in practicing opportunities and deepen and deepen their       councent       their inderstanding of new knowledge         knowledge       deepening their       understand the purpose of by providing opportunities and differences of information te:       Understand the purpose of homework       heir inderstand the purpose of te:         knowledge       Identify similarities and differences of information te:       Describe errors of fallacies and support a claim       Identify similarities and differences of information process to develop fluency         students to allow peer questioning and feedback       Practice a skill, strategy or process to develop fluency       Identify similarities and disconceptions they had about content       Identify similarities and differences         knowledge       Station previous errors or mad       Explain previous errors or mad       Identify similarities and about content       Identify similarities and subout content         knowledge       Knowledge       Explain previous errors or mad       Explain previous errors or mad       Identify similarities and about content       Identify similarities and deepen knowledge       Identify similarities and       Identify similarities			engages and					
with practicing opportunities and loop numbers and deepen their differences of the information	4 and 5 in Civics.							
opportunities and to practice deepening and deepen their       Group work supports learning and deepen their         knowledge understand ing of new knowledge       Understand the purpose of homework knowledge         by providing opportunities differences of information reserved       Hentify similarities and differences of information presented and supports a claim         Group students to and support a claim       Describe errors or fallacies and supports a claim         Group students to allow per questioning and support a claim       Explain previous errors or misconceptions they had about content         Assign homework with a clear purpose to practice a skill, strategy or purpose to practice and deepen knowledge       Explain previous errors or misconceptions they had about content         Assign homework with a clear purpose to practice and deepen knowledge       Explain previous errors or misconceptions they had about content         Assign homework with a clear purpose to practice and deepen knowledge       Explain previous errors or misconceptions they had about content         Assign homework with a clear purpose to practice and deepen knowledge       Examine similarities and and and support to practice and deepen knowledge         Examine similarities and and support to practice and clear purpose to practice and deepen knowledge       Examine knowledge								
io practice and deepen knowledge       deepening understand in g of new knowledge       Understand the purpose of homework         ip of new knowledge       ip of new knowledge       Identify similarities and differences of information resented         ip of new knowledge       Describe errors or fullacies and support a claim         ip of new knowledge       Describe errors or fullacies and support a claim         information       Practice a skill, strategy or process to develop fluency allow peer questioning and feedback         Assign homework with a clear purpose io practice and deepen knowledge       Explain previous errors or misconceptrons or misconceptrons or misconceptrons they had about content         Assign homework with a clear purpose io practice and deepen knowledge       Learning         Lamine isimiliarities and differences       Lamine isimiliarities and differences						new knowledge		
and deepen       their       understand         ing of new       thomework         knowledge       by providing         opportunities       dentify similarities and         opportunities       differences of information         review       presented         retrical       Describe errors or fallacies         information       and support a claim         Group       Practice a skill, strategy or         yllow peer       Hypian providing         uestioning       Hypian providing         and support a claim       misconceptions they had         about content       about content         Assign       homework         with a clear       purpose         op practice       and deepen         and deepen       knowledge         kifferences       and differences								
knowledge       understand       Understand the purpose of homework homework         knowledge       by providing       identify similarities and         opportunities       differences       information         ritical       Describe errors or fallacies and support a claim         ritical       Describe errors or fallacies and support a claim         ritical       Describe errors or fallacies and support a claim         ritical       Describe errors or fallacies and support a claim         ritical       practice a skill, strategy or process to develop fluency allow peer questioning and feedback         and       Assign         homework with a clear       purpose for practice and deepen knowledge         kinth a clear       purpose for practice and deepen knowledge         kinth a clear       purpose for practice and deepen knowledge         kinth a clear       purpose for practice and deepen knowledge         kinth a clear       purpose for practice and deepen knowledge         and       ifferences         and       ifferences			deepening		learning			
ing of new knowledge by providing opportunities to:     identify similarities and differences of information presented       Review critical information     Describe errors or fallacies and support a claim       Group students to allow peer questioning and feedback     Practice a skill, strategy or process to develop fluency allow peer questioning and feedback       Assign homework with a clear purpose to practice and deepen knowledge     Explain previous errors or misconceptions they had about content								
knowledge       dentify similarities and differences of information presented         knowledge       differences of information presented         Review       critical         eritical       Describe errors or fallacies and support a claim         Group       Practice a skill, strategy or process to develop fluency         allow peer       allow peer         questioning       Explain previous errors or misconceptions they had about content         Assign       homework         with a clear       pupose         pupose       particice and deepen knowledge         and deepen knowledge       Examine similarities and differences		knowledge						
by providing       Identify similarities and         opportunities       opportunities         opportunities       presented         Review       Describe errors or fallacies         and support a claim       and support a claim         Group       Practice a skill, strategy or         students to       process to develop fluency         allow peer       Explain previous errors or         and       feedback         about content       about content         Assign       homework         with a clear       purpose         purpose       to practice         and deepen       knowledge         Examine       Similarities         and       differences			ing of new		homework			
opportunities       differences of information         row       presented         Review       critical         critical       Describe errors or fallacies         and support a claim       and support a claim         Group       Practice a skill, strategy or         guestioning       Explain process to develop fluency         allow peer       Explain process to develop fluency         and       misconceptions they had         about content       Assign         homework       with a clear         purpose       to practice         to practice       and deepen         knowledge       Examine         similarities       and         and       differences			knowledge					
opportunities       differences of information         row       presented         Review       critical         critical       Describe errors or fallacies         and support a claim       and support a claim         Group       Practice a skill, strategy or         guestioning       Explain process to develop fluency         allow peer       Explain process to develop fluency         and       misconceptions they had         about content       Assign         homework       with a clear         purpose       to practice         to practice       and deepen         knowledge       Examine         similarities       and         and       differences			by providing		Identify similarities and			
Image: Section of the section of th					differences of information			
eritical       Describe errors or fallacies         information       Practice a skill, strategy or         group       students to         allow peer       process to develop fluency         allow per       Explain previous errors or         and       homework         Assign       baout content         Assign       about content         Assign       addeepen         konvelege       Examine         similarities       and         and differences       Image: Similarities					presented			
Importantion       and support a claim         Group       Students to         allow peer       process to develop fluency         questioning       Explain previous errors or         and       feedback         Assign       homework         homework       about content         Log particle       and deepen         knowledge       Examine         Examine       and differences			Review		1			
Importantion       and support a claim         Group       Students to         allow peer       process to develop fluency         questioning       Explain previous errors or         and       feedback         Assign       homework         homework       about content         Log particle       and deepen         knowledge       Examine         similarities       and         and differences       Importantion			critical		Describe errors or fallacies			
Group       Students to         allow peer       Practice a skill, strategy or         questioning       Explain previous errors or         and       feedback         Assign       homework         with a clear       purpose         purpose       to practice         and deepon       knowledge         Examine       similarities         and       differences								
students to       process to develop fluency         allow peer       Explain previous errors or         and       misconceptions they had         about content       about content         Assign       homework         with a clear       purpose         purpose       and deepen         knowledge       Examine         similarities       and         and       differences								
students to       process to develop fluency         allow peer       Explain previous errors or         and       misconceptions they had         about content       about content         Assign       homework         with a clear       purpose         purpose       and deepen         knowledge       Examine         similarities       and         and       differences			Group		Practice a skill, strategy or			
allow peer       guestioning         and       Explain previous errors or         misconceptions they had       about content         Assign       homework         with a clear       purpose         to practice       and deepen         knowledge       Examine         similarities       and         and       differences								
questioning and feedback       Explain previous errors or misconceptions they had about content         Assign homework with a clear purpose to practice and deepen knowledge       Assign homework with a clear purpose         Examine similarities and differences       Examine similarities and differences					F			
and feedback Assign homework with a clear purpose to practice and deepen knowledge Examine similarities and differences					Explain previous errors or			
feedback       about content         Assign       homework         homework       with a clear         purpose       to practice         and deepen       knowledge         Examine       similarities         and       differences								
Assign homework with a clear purpose to practice and deepen knowledge Examine similarities and differences								
homework with a clear purpose to practice and deepen knowledge Examine similarities and differences			locuouon					
homework with a clear purpose to practice and deepen knowledge Examine similarities and differences			Assign					
with a clear         purpose         to practice         and deepen         knowledge         Examine         similarities         and         differences								
purpose       to practice         and deepen         knowledge         Examine         similarities         and         differences								
to practice and deepen knowledge Examine similarities and differences								
and deepen knowledge Examine similarities and differences			to practice					
knowledge Examine similarities and differences								
Examine similarities and differences								
similarities and differences			knowledge					
similarities and differences			Evoning					
and differences								
differences								
			afferences					
	June 2012							

	Examine their own reasoning of the logic o informatio presented to them Practice activities that help them develop fluency wi increased confidence and competenc Revise knowledge addressed	f n o th e e		
<u>Civics Goal #2:</u>	in previous lessons 2 Current 2013 Expected			
Level	Current         2013 Expects           cl of         Level of           ormance:*         Performance:	*		
Ba	aseline 20% TBD			

2.2 Instruction does not provide students with opportunitie to work on complex tasks that require then to generate and test hypotheses	<ul> <li>2.2. Teacher engages and monitors students' work in generating and testing hypotheses about knowledge by:</li> <li>Organizes students into small groups</li> <li>Provide complex tasks</li> <li>Acting as a resource and provide guidance for groups to work independently</li> <li>2.3.</li> </ul>	<ul> <li>2.2. The student will be able to:</li> <li>Describe the importance of generating and testing hypotheses in groups</li> <li>Explain the hypothesis they are testing and whether it was confirmed on disconfirmed</li> <li>Student will seek out teacher for assistance and guidance in regarding hypothesis generation and testing tasks</li> </ul>	

# **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
Critical Reading and Summarizing	All Levels	Literacy Coach and Administration	All Staff	August	Lesson plan review and Administrative Walkthrough	Administration

#### **Civics Budget** (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			0
Subtotal:0			

Technology			
Strategy	Description of Resources	Funding Source	Amount
			0
Subtotal:0			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			0
Subtotal:0			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:0			
Total:0			

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]).

	Problem- Solving Process to Increase Student Achievem ent						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Students scoring at Achievement Level 3 in U.S. History.							
	Level of Performance:*	2013 Expected Level of Performance:*					
	data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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

<u>0.5. Ilistor y 1 101</u>	essional De	eropinene				
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

#### **U.S. History Professional Development**

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

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

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

End of U.S. History Goals

### **Attendance Goal(s)**

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

Attendance Goal(s)	Problem- solving Process to Increase Attendan ce					
Based on the analysis of attendance data and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

1. Attendance	1.1.	1.1.	1.1.	1.1.	1.1.	
	Excessive		Teams, PS/RtI Committee	Students from "Off Track"	"Off Track lists developed	
	student				by team and shared with	
	absence go	vv 111.			PS/RtI Oversight sub-	
	un-noticed	Identify	Note: PS/RtI Committee	absences	committee	
	un noticed	students	consists of Student Services		commutee	
			Support Staff			
		"Off Track"	Support Sum			
		with their				
		attendance				
		from the				
		previous				
		year				
		y cui				
		Teacher				
		will develop				
		collaborate				
		with fellow				
		team				
		members to				
		use PS/RtI				
		to develop				
		supports and				
		interventions				
		for groups of				
		"Off Track"				
		students				
		Teacher will				
		collaborate				
		with fellow				
		team				
		members				
		to develop				
		individual				
		attendance				
		monitoring				
		plans for				
		those				

	· · · ·		i	
	students			
	that still do			
	not respond			
	to Tier 1			
	Supports and			
	Supports and			
	Interventions			
	Teacher will			
	collaborate			
	with fellow			
	team			
	members			
	every 9			
	weeks to			
	examine			
	attendance			
	trends with			
	students			
	on team			
	and adjust			
	allu aujust			
	attendance			
	supports and			
	interventions			
	as needed			
Attendance Goal #1:				
By July 2013, student				
By July 2013, student absences will decrease by 6% as measured <u>2012 Cur</u>				
by 6% as measured 2012 Cur	rrent 2013 Expected			
by our RRMS School Rate:*	Attendance Rate:*			
Systems Rubric).	Rate:*			
Systems Rublic).				
78%	On 84% On			
Tra				
Ira	иск Паск			

2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)			
227	205			
Number of Students with Excessive	2013 Expected Number of Students with Excessive Tardies (10 or more)			
68	60			
	attendance interventions	Workgroup	1.2. Student generated attendance improvement goals will be reviewed monthly at future Knights on Time meeting	

			i		i	· · · · · · · · · · · · · · · · · · ·
		1.3.	1.3.	1.3.	1.3.	1.3.
		Effective	The teacher will:	Teacher and administration		Walkthrough Rubric
		student/	Use student interests and			Domain 1: What will I do
		teacher	backgrounds to produce a		Describe the teacher as	to establish and maintain
		relationships	climate of acceptance and		someone who knows them	effective relationships
		have not	community.		and/or is interested in	with students?
		been			them and feels accepted.	
		established	Use verbal and nonverbal		1	
		with all	behavior that indicates		Describe the teacher as	
		students.	caring for students.		someone who cares for	
			C		them.	
			Behaves in an objective and			
			controlled manner		Describe their teacher	
					as having a calming	
					demeanor, in control or	
					him/herself, in control	
					of the class and does	
					not hold grudges or take	
					things personally	
					inings personally	
L			1		1	

### **Attendance Professional Development**

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic 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
MTSS-PS/RtI	All	Administration and Guidance Support Staff	All Instructional Staff	Qrt. 1	Quarterly MTSS-PS/RtI Meetings with action plan	Administration and Guidance Support Staff
Robert J. Marzano's Domain 1: Classroom strategies and behaviors	All	Administration	All Staff	Qrt. 1 Teacher/Student relationships	Administrative Walkthrough	Administration

### 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
			0
Subtotal:0			
Technology			

Strategy	Description of Resources	Funding Source	Amount
			0
Subtotal:0			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			0
Subtotal:0			
Other			
Strategy	Description of Resources	Funding Source	Amount
			0
Subtotal:0			
Total:0			

End of Attendance Goals

### **Suspension Goal(s)**

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

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

			1	i	I	1	1
1. Suspension	1.1.	1.1.	1.1.	1.1.	1.1.		
	Students that are		Teachers and fellow		RRMS School		
	suspended are		team members,	student group will be	Systems Rubric		
	not interacting	fellow team	PS/RtI committee,	reduced			
	with classroom	members to	Administration				
	instruction	determine "Off					
		Track" students					
		with history					
		of frequent					
		suspensions.					
		1					
		Teachers will					
		determine					
		supports and					
		interventions					
		for "Off Track"					
		group and					
		monitor response					
		to supports and					
		interventions					
		Teachers will					
		collaborate					
		with PS/RtI					
		committee					
		members to					
		determine					
		behavioral plans					
		for individual					
		students who are					
		not responding to					
		group supports	, ,				
		and interventions					
		and interventions					

Suspension Goal #1: By June 5, 2013, student suspensions will decrease by 10%.	2012 Total Number of In-School Suspensions	2013 Expected Number of In- School Suspensions			
	235	212			
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In -School			
	103	93			
	2012 Total Number of Out-of- School Suspensions	2013 Expected Number of Out-of-School Suspensions			
	191	172			
	2012 Total Number of Students Suspended Out- of- School	2013 Expected Number of Students Suspended Out- of-School			
	62	56			

stude relati have estab	Effective 1.2. The teacher will: dent/teacher Use student interests and backgrounds to produce a climate ablished with students. Use verbal and nonverbal behavior that indicates caring for students. Behaves in an objective and controlled manner	administration	to: Describe the teacher	
				1

#### **Suspension Professional Development**

Suspension 1 1010.		ciopinene				
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
Robert J. Marzano's		I De Deuder	School wide)	September 2012		
Domain 1: Classroom	All	Administration	All Staff	Teacher/Student	Administrative Walkthrough	Administration
strategies and behaviors				relationships		
MTSS-PS/RtI		Administration			Quarterly PS/RtI Meetings with	
	All	and Guidance	All Instructional Staff	Qrt. 1	action plan	Administration
		Support Staff				
				-		

## Suspension Budget (Insert rows as needed)

Include only school-based funded			
activities/materials and exclude district			
funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			0
Subtotal:0			
Technology			
Strategy	Description of Resources	Funding Source	Amount

			0
Subtotal:0			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			0
Subtotal:0			
Other			
Strategy	Description of Resources	Funding Source	Amount
			0
Subtotal:0			
Total:0			

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	1.1.	1.1.	1.1.	1.1.	1.1.
Prevention	Instruction	Teacher will:	Teacher and	The student will:	Walkthrough Rubric
	does not		Administration		Domain 1: What
	engage	Notice when			will I do to engage
	students	students are		that the teacher is taking	students?
		not engaged		note of their level of	
		and take action		student engagement	
		and monitor re-			
		engagement		Explain how the games	
				keep their interest and	
		Use academic		help them to learn or	
		games and		remember the content	
		inconsequential			
		competition to		Respond to questions	
		maintain student		posed by teacher and	
		engagement		describe their thinking	
		Uses various		Engage in physical	
		response rate		activities designed by the	
		techniques		teacher to help them learn	
		Use physical		Adapt to transitions and	
		movement		re-engage when a new	
				activity has begun.	
		Use pacing		5 6	
		techniques		Recognize that the teacher	
		to alter pace		likes the content and likes	
		appropriately		teaching.	
		and employ		-	
		crisp transitions		Engage in friendly	
		in between		controversy activities.	
		activities		-	
				Explain how making	
		Demonstrate		connections between	
		enthusiasm and		content ad their personal	
		intensity for the		interests engages them	
		content in variety		to better understand the	
		of ways		content	

		Use friendly controversy techniques Provide opportunities for students to relate class content to personal interests Use usual or intriguing information about the content	Explain how unusual information makes them more interested in the content.		
Dropout Prevention Goal #1: 0% of RRMS students will drop out of school in 2012-13.		2013 Expected Dropout Rate:*			
	0	0			
	2012 Current Graduation Rate:*	2013 Expected Graduation Rate:*			
	Enter numerical data for	Enter numerical data for expected graduation rate in this box.			

have not been established with all students.			as someone who knows them and/or is interested in them and feels accepted. Describe the teacher as someone who cares for them. Describe their teacher as having a calming demeanor, in control or him/ herself, in control of the class and does		
1.3.	1.3.	1.3.	1.3.	1.3.	

# **Dropout Prevention Professional Development**

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

professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Robert J. Marzano's Domain 1: Classroom strategies and behaviors	All	Administration	All Staff	Qrt. 1 Teacher/Student relationships & Engagement	Administrative Walkthrough	Administration

## 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	
			0	
Subtotal:0				
Technology				
Strategy	Description of Resources	Funding Source	Amount	
			0	
Subtotal:0				
Professional Development				
Strategy	Description of Resources	Funding Source	Amount	
			0	
Subtotal:0				
Other				
Strategy	Description of Resources	Funding Source	Amount	
			0	
Subtotal:0				
Total:0				

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)).

	Problem- solving Process to Parent Involveme nt					
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
	1.1. Communicati on of events		Administration	log and ticket sales at	1.1. Sign-in sheets, Volunteer log and ticket sales at events	

#1·	Level of Parent	2013 Expected Level of Parent Involvement:*					
	data for current level of parent	Enter numerical data for expected level of parent involvement in this box.	1.2	1.2	1.2	1.2	
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

# Parent Involvement Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please not 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
Open House	All Stakeholders	Administration	All Stakeholders	September 12	Attendance at Open House	Teams

## 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
			0
Subtotal:0			
Technology			
Strategy	Description of Resources	Funding Source	Amount
			0
Subtotal:0			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			0
Subtotal:0			
Other			
Strategy	Description of Resources	Funding Source	Amount
			0
Subtotal:0			
Total:0			

End of Parent Involvement Goal(s)

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
STEM Goal #1: By August 2013, RRMS will open a Middle School Engineering Academy.	Allocation for teacher, Qualified Teacher, Funding for resources		Director of CTE and Principal	Monthly review of Engineering Academy timeline benchmark	1.1. Engineering Academy timeline benchmark
	CTE programs and	1.2.Develop a MS Career Academy Task Force district committee	and Principal	1.2.Meeting agenda and revisions to CTE programs at the MS level.	1.2.Meeting minutes
	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 (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
Project Lead the Way	6-8	TBD	Hired Teacher	Summer 2013	Teacher receives certification	CTE Director

## **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	
			0	
Subtotal:0				
Technology				
Strategy	Description of Resources	Funding Source	Amount	
			0	
Subtotal:0				
Professional Development				
Strategy	Description of Resources	Funding Source	Amount	
			0	
Subtotal:0				
Other				
Strategy	Description of Resources	Funding Source	Amount	
			0	
Subtotal:0				
Total:0				

End of STEM Goal(s)

## **Career and Technical Education (CTE) Goal(s)**

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
STEM Goal #1: By August 2013, RRMS will open a Middle School Engineering Academy.	Qualified Teacher, Funding for resources	1.1. Develop a timeline of events	1.1. Director of CTE and Principal	Engineering Academy timeline benchmark	1.1. Engineering Academy timeline benchmark
			1.2. Director of CTE and Principal	1.2.Meeting agenda and revisions to CTE programs at the MS level.	1.2.Meeting minutes
	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 (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)

8				
Include only school-based funded				
activities/materials and exclude district				
funded activities /materials.				
Evidence-based Program(s)/Materials(s)				
Strategy	Description of Resources	Funding Source	Amount	
			0	
Subtotal:0				
Technology				
Strategy	Description of Resources	Funding Source	Amount	
			0	
Subtotal:0				
Professional Development				
Strategy	Description of Resources	Funding Source	Amount	
			0	
Subtotal:0				
Other				
Strategy	Description of Resources	Funding Source	Amount	
	Additional funding for program consumables	District CTE	3380.00	
Subtotal:3380.00				
Total:3380.00				

End of CTE Goal(s)

#### Additional Goal(s)

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

Additional Goal(s)	Problem- Solving Process to Increase Student Achieveme nt						
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
			1.1.	1.1.	1.1.		
Additional Goal #1: Enter narrative for the goal in this box.	Level :*	2013 Expected Level :*					
	Enter numerical data for current goal in this box.	Enter numerical data for expected goal in this box.	1.2	1.2	1.2	1.2	
		1.2. 1.3.		1.2.	1.2. 1.3.	1.2.	

# Additional Goals Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please not 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

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

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

End of Additional Goal(s)

Final Budget (Insert rows as needed)	
Please provide the total budget from each section.	
Reading Budget	T-4-1.0
	Total:0
CELLA Budget	Total:0
Mathematics Dudget	10tai:0
Mathematics Budget	Total:0
Science Budget	10tai.0
Science Budget	Total:0
$W_{-1}^{\prime}$ , $D_{-1}$ , $A_{-1}$	10tai:0
Writing Budget	TT / 1.4
	Total:0
Civics Budget	
	Total:0
U.S. History Budget	
	Total:0
Attendance Budget	
	Total:0
Suspension Budget	
	Total:0
Dropout Prevention Budget	
	Total:0
Parent Involvement Budget	
	Total:0
STEM Budget	
	Total:0
CTE Budget	
	Total:3380.00
Additional Goals	
	Total:0

Grand Total:0

#### **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	X Prevent

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

#### **School Advisory Council (SAC)**

SAC Membership Compliance

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

X Yes 🛛 No

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

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

Review and monitor school wide student performance data Review supports and interventions determined by school personnel Provide input to supports and interventions to be considered by school personnel Participate in the expenditure of lottery funds to support the School Improvement Plan

Describe the projected use of SAC funds.	Amount
Support of School Improvement Plan	
Support of School-wide Initiatives	