# **Florida Department of Education**



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# 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: Garner Elementary	District Name: Polk
Principal: Thaddeus L. Davis	Superintendent: Dr. Sherri Nickell
SAC Chair: Candice Cross	Date of School Board Approval:

## **Student Achievement Data and Reference Materials:**

The following links will open in a separate browser window.

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

K-12 Comprehensive Research Based Reading Plan

# **Administrators**

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/ statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)
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Principal	Thaddeus L. Davis	Master of Science-Ed. Leadership	0	15	Principal of Garner Elementary
Principal	Thaddeus L. Davis		0	15	<ul> <li>Principal of Lewis Anna Woodbury Elementary</li> <li>2011-2012:</li> <li>2010-2011:</li> <li>Grade: C-Reading55% of students reading at or above grade level;</li> <li>54% of students making a year's worth of progress in reading; 55% of struggling students making a year's worth of progress in reading. Math-60% of students at or above grade level; 51% of struggling students at or above grade level; 51% of struggling students at or above grade level; 51% of struggling students at or above grade level; 51% of struggling students making a year's worth of progress in math; 58% of struggling students are meeting state standards in writing. Science: 41% of students at or above grade level in Science. AYP: 69% of criteria satisfied. White, Black, Hispanic, Economically Disadvantaged, English Language Learners did not make AYP in Reading or Math.</li> <li>2009-2010:</li> <li>Grade: B-Reading-65%-students reading at or above grade level, 56% of students making a year's worth of progress in reading;</li> </ul>
					<ul> <li>50% of struggling students making a year's worth of progress in reading,</li> <li>52% of struggling students making a year's worth of progress in math;</li> <li>63% of students making a year's worth of progress in math, 56% of struggling students making a year's worth of progress in math.</li> <li>Writing -90% of students are meeting state standards in writing.</li> <li>Science-40% of students at or above grade level in Science. AYP:</li> <li>77% of criteria satisfied. Hispanic, Economically Disadvantaged and English Language Learners (ELL) did not make AYP in Math.</li> <li>Only Whites made AYP in Math. White, Hispanic, Economically Disadvantaged, English Language Learners (ELL) did not make AYP in Reading.</li> </ul>

	Grade: A-Reading-70%-students reading at or above grade level, 62% of students making a year's worth of progress in reading; 63% of struggling students making a year's worth of progress in reading. Math -76% of students at or above grade level in math; 62% of students making a year's worth of progress in math, 77% of struggling students making a year's worth of progress in math. Writing -91% of students are meeting state standards in writing. Science-46% of students at or above grade level in Science. AYP: 90% of criteria satisfied. Hispanic, Economically Disadvantaged and English Language Learners (ELL) did not make AYP in Math. Only Whites made AYP in Math. English Language Learners (ELL) did not make AYP in Reading. Whites, Hispanic, and Economic Disadvantaged made AYP in Reading.
	2007-2008:
	Grade: C
	69% of students reading at or above grade level, 52% of students making a year's worth of progress in reading, 46% of struggling students making a year's worth of progress in reading. Math-75% of students at or above grade level, 52% of students making a year's worth of progress in math, 44% of struggling students making a year's worth of progress in math. Writing-81% of students are meeting state standards in writing. Science-38% of students at or above grade level in Science. AYP: 95% of criteria satisfied. Hispanic, English Language Learners (ELL) did not make AYP in Reading. All subgroups met AYP in math.
	2006-2007
	AP at Lawton Chiles Middle Academy: Grade: A. Reading- 85% of students reading at or above grade level, 67% of students making a year's worth of progress in reading; 67% of struggling students making a year's worth of progress in reading. Math-84% of students at or above grade level in math, 79% of students making a year's worth of progress in math, 72% of struggling students making a year's worth of progress in math. Writing-99% of students met stated standards in writing. Science-75% of students at or above grade level in Science. AYP: 100% of criteria satisfied.

					Assistant Principal of Bartow Middle School
					Tissismit Timesput of Buttow Windule School
					2010-2011:
					Grade: C-Reading 57% of students reading at or above grade level; 55% of students making a year's worth of progress in reading; 62% of struggling students making a year's worth of progress in reading. Math-51% of students at or above grade level; 60% of students making a year's worth of progress in math; 69% of struggling students making a year's worth of progress in math. Writing: 72% of students are meeting state standards in writing. Science: 26% of students at or above grade level in Science. AYP: 69% of criteria satisfied. White, Black, Hispanic, Economically Disadvantaged, English Language Learners did not make AYP in Reading or Math.
					2009-2010
		Master of Science-Ed.			Grade: C-Reading 58% of students reading at or above grade level; 63% of students making a year's worth of progress in reading; 70% of struggling students making a year's worth of progress in reading. Math-53% of students at or above grade level; 68% of students making a year's worth of progress in math; 67% of struggling students making a year's worth of progress in math. Writing: 79% of students are meeting state standards in writing. Science: 34% of students at or above grade level in Science. AYP: 74% of criteria satisfied. White, Black, Hispanic, Economically Disadvantaged, English Language Learners did not make AYP in Reading or Math.
Assistant	Sheryl Gentry	Leadership	0	8	2008-2009
Principal		Bachelor of	v		Grade: C-Reading 61% of students reading at or above grade level; 59% of students making a year's worth of progress in reading; 62% of struggling students making a year's worth of progress in reading. Math-49% of students at or above grade level; 58% of students making a year's worth of progress in math; 54% of struggling students making a year's worth of progress in math. Writing: 99% of students are meeting state standards in writing. Science: 39% of students at or above grade level in Science. AYP: 72% of criteria satisfied. White, Black, Hispanic, Economically Disadvantaged, English Language Learners did not make AYP in Reading or Math.

	2007-2008 Grade: C-Reading 55% of students reading at or above grade level; 57% of students making a year's worth of progress in reading; 61% of struggling students making a year's worth of progress in reading. Math-48% of students at or above grade level; 57% of students making a year's worth of progress in math; 63% of struggling students making a year's worth of progress in math. Writing: 94% of students are meeting state standards in writing. Science: 25% of students at or above grade level in Science. AYP: 72% of criteria satisfied. White, Black, Hispanic, Economically Disadvantaged, English Language Learners did not make AYP in Reading or Math.
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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)
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Math	Keli Edwards	Degrees:	3	3	2	012- School Grad	le-D;		
		B.S. Middle Childhood Education concentration				Reading 35%	Math 40%	Writing 68%	Science 36%
		in Middle School Math and Science;				Reading LG: 62%	Math LG 53%		
		M.Ed. Curriculum and				Lowest 25%	Lowest 25%		
		Instruction concentration				reading gains:	math gains:		
		in Secondary Education Math				64%	58%		
					2	011- School Grad			
		<b>Certifications:</b> Elementary Education K-				Reading 50%	Math 63%	Writing 71%	Science 34%
		6; General Science 5-9; Mathematics 5-9				Reading LG:	Math LG		
		Wathematics 5-9				58%	53 %		
						Lowest 25%	Lowest 25%		
						reading gains: 63%	math gains: 63%		
					A	YP- NO 79%	0370		
							lack, Economical	ly Disadvantag	ged, and
							Learners did not	make AYP. W	White and
						lispanic made Sat			
							k, Economically I		
						anguage Learners	s did not make A`	rP. white and	1 Hispanic
					2	010- School Gra		1	
						Reading 57%	Math 66%	Writing 67%	Science 26%
						Reading LG: 56%	Math LG 58%		
						Lowest 25%	Lowest 25%		
						reading gains:	math gains:		
						52% YP- NO	65%		
							/hite, Black, Hisp	anic Economi	ically
							d Students with D		
							nguage Learns ma		
					Ν	lath: Total, Blac	k, and Students w	ith Disabilities	s did not
							e, Hispanic, Econ		lvantages, and
					E	nglish Language	Learns made Safe	e Harbor.	

Reading	Mary Grace Merritt	Degrees:	32	17 non-consecutive	2012- School Grad	de-D·		
Reading	Mary Grace Merrit	B.S. Elementary Education	32	years	Reading 35%	Math 40%	Writing 68%	Science 36%
		Education			Reading LG:	Math LG	0070	5070
		<b>Certifications:</b>			62%	53%		
		Elementary K-6; ESOL			Lowest 25%	Lowest 25%		
		Endorsement; National			reading gains:	math gains:		
		Board Certification- Early Childhood Education			64%	58%		
					2011- School Grad			_
					Reading 50%	Math 63%	Writing 71%	Science 34%
				Reading LG:	Math LG			
				58%	53 %			
			Lowest 25%	Lowest 25%				
		reading gains: 63%	math gains: 63%					
			AYP- NO 79%	0370				
					Reading: Total, B English Language Hispanic made Sa Math: Total, Blac Language Learner made Safe Harbor	Learners did not fe Harbor. k, Economically I s did not make A	make AYP. V Disadvantage	White and d, and English
Reading	Kara Holt	<b>Degrees:</b> B.S. Elementary	0	0	2012- School Grad	de-D <sup>.</sup>		
		Education;; M.A.			Reading	Math	Writing	Science
		Educational Leadership			Reading LG:	Math LG		
		-			Lowest	Lowest math		
		<b>Certifications:</b>			reading gains:	gains:		
		Elementary Education						
		K-6; Specific Learning Disabilities K-12;			<b>2011</b> - School Grad	da C		
		Varying Exceptionalities			Reading 50%	Math 63%	Writing	Science
		K-12; Reading K-12;					71%	34C
		ESOL Endorsement				1		

Math	Diane Murphy	Degrees:	0	1	2012- School Grad	le-C;		
		B.S. Elementary			Reading	Math	Writing	Science
		Education; Middle Grades			Reading LG:	Math LG		
	English 5-9; ESOL; Reading Endorsement			Lowest reading gains:	Lowest math gains:			

# **<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.

Description of Strategy	Person Responsible	Projected Completion Date
1. Professional Development	Administration and Instructional Coaches	June 2013
2. Teacher recognition and incentives	Administration	June 2013
3. Pairing new teachers with veteran staff members	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
None out of field.	

# Staff Demographics

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

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

Total Number of Instructional Staff	% of First- Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
52	10% (5)	29 % (15)	37% (19)	27% (14)	(27%) 14	100%	3% (2)	6% (3)	73% (38)

# **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
Instructional Coaches and other Leadership Team Members	Teachers new to Garner Elementary	To help new teachers learn the many initiatives that we have at Garner and to get them up to speed with the rest of the staff. Instructional coaches will also provide support throughout the school year.	Mentor and mentee will meet the first two months of school weekly and then every other week through December. At these meetings, important instructional practices any other important school practices will be taught, modeled, and discussed. Mentees will also be able to address any questions or concerns they have.

# **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 A, funds school-wide services Garner Elementary. The Title I funds provide supplemental instructional resources and interventions         for students with academic achievement needs. This program supports after-school and summer instructional programs, supplemental instructional         materials, resource teachers, technology for students, professional development for the staff, and resources for parents. The district coordinates with         Title II and Title III to ensure that staff development needs are addressed accordingly.         Title I, Part C- Migrant
for students with academic achievement needs. This program supports after-school and summer instructional programs, supplemental instructional materials, resource teachers, technology for students, professional development for the staff, and resources for parents. The district coordinates with Title II and Title III to ensure that staff development needs are addressed accordingly.
materials, resource teachers, technology for students, professional development for the staff, and resources for parents. The district coordinates with Title II and Title III to ensure that staff development needs are addressed accordingly.
Title II and Title III to ensure that staff development needs are addressed accordingly.
1 07
Title I, Part C- Migrant
Migrant students enrolled in Garner Elementary will be assisted by the school and by the District Migrant Education Program (MEP). Students will be
prioritized by the MEP for supplemental services based on need and migrant status. MEP Teacher Advocates, assigned to schools with high
percentages of migrant students, monitor the progress of these high need students and provide or coordinate supplemental academic support. Migrant
Home-School Liaisons identify and recruit migrant students and their families for the MEP. They provide support to both students and parents in locating
services necessary to ensure the academic success of these students whose education has been interrupted by numerous moves.
Title I, Part D
Title I, Part D, provides Transition Facilitators to assist students with transition from Department of Juvenile Justice (DJJ) facilities back into their zoned
school. The Transition Facilitators communicate with the Guidance Counselors at schools to facilitate the transfer of records and appropriate placement.
Title II
Professional development resources are available to all schools through Title II funds. In addition, School Technology Services provide technical
support, technology training, and licenses for software programs and web-based access via Title II-D funds as made available. Funds available to Garner Elementary are used to
purchase technology.
Title III
Title III provides supplemental resources for English Language Learners (ELL) and their teachers in Title I schools, as well as professional learning
opportunities for school staff.
Title X- Homeless
The Hearth program, funded through Title X, provides support for identified homeless students. Title I provides additional support for this program, and
many activities implemented by the Hearth program are carried out in cooperation with the Migrant Education Program (MEP) funded through Title I,
Part C.
Supplemental Academic Instruction (SAI)
Garner does not have any SAI units.
Violence Prevention Programs
Garner Elementary provides violence and drug prevention programs in order to promote a safe school environment. Examples of violence prevention
programs include anti-bullying, gang awareness, gun awareness, etc.
Nutrition Programs
Garner Elementary is a location for the summer feeding program for the community.
Santer Ziemennar, is a rounder tot ale sammer round program for the community.

Housing Programs Students with housing needs are referred to the Homeless Student Advocate.

# Head Start

Head Start is located on our campus. Resources are provided to the program to assist in the transition of students from pre-K to kindergarten. Head Start teachers may participate
in profession learning opportunities offered to school staff, and they are involved in Professional Learning Community activities with Kindergarten teachers. Parents of Head Start
students are invited to participate in parent workshops and activities provided by the school.
Adult Education
Not applicable
Career and Technical Education
Not applicable
Job Training
Not applicable
Other

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

School-Based MTSS/RtI Team

Identify the school-based MTSS leadership team.

**Principal and AP:** Develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk," assists in the design and implementation for progress monitoring, data collection, and data analysis, participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring. The Principal provides a common vision for the use of data-based decision–making, models the Problem Solving Process; supervises the development of a strong infrastructure for implementation of RtI; ensures that the school-based team is implementing RtI; conducts assessment of RtI skills of school staff; ensures implementation of intervention support and documentation; ensures and participates in adequate professional learning to support RtI implementation; develops a culture of expectation with the school staff for the implementation of RtI school wide; ensures resources are assigned to those areas in most need; and communicates with parents regarding school-based RtI plans and activities.

**School Psychologist:** Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical evaluation; assists in facilitation data-based decision making activities.

**PS/Rtl Behavior Representative (PBS):** Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; assists with professional development for behavior concerns; assists in facilitation databased decision making activities.

**Speech Language Pathologist:** Educates the team in the role language plays in curriculum assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systematic patterns of student need with respect to language skills. **Guidance Counselor:** Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. Communicates with child-serving community agencies to support the students' academic, emotional, behavioral, and social success. **Network Manager:** Develops or brokers technology necessary to manage and display data, provides professional development and technical support to teachers and staff regarding data management and graphic display.

**Teachers-** We have one Math Academic Intervention Facilitator, one Math Resource Teacher, one Writing Resource Teacher, one Reading Academic Intervention Facilitator, one Title One Facilitator, one LEA – Provides information about core instruction; participates in student data collection; delivers Tier 1 instruction/intervention; collaborates with other staff to implement Tier 2/3 interventions; and integrates Tier 1 materials/instruction with Tier 2/3 activities.

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

The MTSS Leadership Team will focus meetings on how to improve school/teacher effectiveness and student achievement using the Problem Solving Model.

The MTSS Leadership Team will meet at least once per quarter (or more frequently as needed) to engage in the following activities:

- Review school-wide, grade level, and teacher data to problem-solve needed interventions on a systemic level and identify students meeting/ exceeding benchmarks as well as those at moderate or high risk for not meeting benchmarks. This will be done at least three times per year or more frequently if new data is available.
- Help referring teachers in the design of feasible strategies and interventions for struggling students by collaborating regularly, problem solving, sharing effective practices, evaluating implementation, assisting in making decisions for the school, teacher, student improvement.
- Facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.
- Focus on improving student achievement outcomes with evidence based interventions implemented with fidelity and frequent progress monitoring. Intervention teams also foster a sense of collegiality and mutual support among educators, promote the use of evidence-based interventions, and support teachers in carrying out intervention plans.

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

The MTSS Leadership Team/ School Improvement Team work collaboratively with the principal to help develop the SIP. The School Advisory Council (SAC) gives their input to the development of the School Improvement Plan. The team provides data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that need to be addressed; helps set clear expectations for instruction (Rigor, Relevance, Relationship); facilitates the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and aligns processes and procedures. Once the plan is finalized, it is shared with the SAC and the MTSS team.

MTSS Implementation

Tier 1	Discovery, FCAT, SAT/10, attendance suspensions, office discipline referrals, writing rubrics	IDEAS, Discovery, GENESIS, STAR & AR
Tier 2	Extended reading passages, sight word inventories, oral reading fluency, math fluency probes, Wiley and progress monitoring specific to various curriculums.	IDEAS (special reports on discipline) Moodle, and school designed systems.
Tier 3	Individual progress monitoring which is specific to the student and the problem.	Diagnostic assessment data (ERDA, Fox in a Box, & DAR Ongoing progress monitoring (DE), SBAR and Discovery Probes for Language Arts & Math.

Describe the plan to train staff on MTSS.

Professional learning opportunities will be provided during the teachers' grade level PLC's held bi-monthly, and updated sessions will occur throughout the year. The MTSS Overview will be provided in October 2012. The MTSS Leadership Team will evaluate additional staff Professional Learning needs during the quarterly MTSS Leadership Team meetings. Continuous coaching, guided practice, and feedback will be needed for optimum success.

Describe the plan to support MTSS.

The Guidance Counselor and Administration will provide additional training during on-going grade level PLC's which are held twice a month. The administration will be responsible for providing a variety of supports to classroom teachers including: materials, modeling, coaching, and on-going professional development on an as needed basis.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Garner Elementary Literacy Leadership Team consists of the Principal, Assistant Principal, Title I Facilitator, Reading Academic Intervention Facilitator, Media Specialist, and two teachers from each grade level K-5.

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

The Literacy Team meets 3 times a year. The Media Specialist is the coordinator and facilitator of the meetings. The main function is to ensure that our school implements a 120 minute reading block and follows the district guidelines for the K-12 Reading Plan.

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

The major initiatives for the 2012-13 school year are:

- Create a school –wide reading initiative
- Train teachers how to use the Literacy Block using the team approach
- Provide and plan for cross- curriculum Reading Literacy including technology

#### **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.

Garner Elementary has a 5 year old PreK program. PreK CDATs are included in all professional development and training offered by the school. Local PreK programs are invited to observe classrooms and come for orientation walk-throughs with their students each spring. Our Pre-K teacher coordinates with our kindergarten teachers to facilitate a smooth transition from Pre-K to Kindergarten. In Pre-K, students are taught appropriate academics in the area of Language arts and math. Pre-K students are also taught school-wide procedures for managing student behavior. This combination of academic and school-wide procedures prepares our students for a smooth transition to Kindergarten. School Readiness students are assessed by the teacher with an Ages and Stages instrument that coincides with their chronological age as well as the Child Observation Record form. The curriculum used is based on High Scope, Beyond Centers and Circle Time; both of which are age appropriate to our students. The funding is received through District School Readiness, Operational Budget and Federal Funds through District Child Find.

Pre-School parents have the opportunity to attend all school-wide functions. Daily communication is conducted between teacher and parent through a daily letter home. Monthly newsletters are sent to parents reviewing the past month's activities and informing parents of the upcoming month.

New Kindergarten students can enroll all summer long and the school secretary sets up several night enrollment dates to accommodate working parents. Kindergarten students are assessed at the beginning of each school year using the FLKRS assessment tool. The disaggregated data from the FLKRS assessment helps the kindergarten teachers determine students' acquisition of specific skills and knowledge. The quality and effectiveness of the programs are evaluated as data from the FLKRS becomes available.

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

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

## \*High Schools Only

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

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

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is 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]).

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

1A. FCAT 2.0:	1A.1.	1	A.1.	1A.1.		1A.1.		1A.1.		
Students scoring at										
Achievement Level 3		Lim	• Tec	•	Network Manager	•	Walk Throughs	•	Walk Throughs	
in reading.		ited	h			-	than Thoughs			
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		of tech	PLC				to the real world.		Development Follow	
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Reading Goal #1A: In grades 3-5, 42% of Total students will score a 3 on the 2013 FCAT Reading Assessment.	Level of	2013 Expected Level of Performance:*			
	22% (63) students scored an AL of 3 in Reading	42% (84) will be at Achievement level 3			

1A 2	1A 2	1A 2	1A 2	1A 2	
<ul> <li>Teac hers selec tivel y use the curri culu m maps / paci ng guid es provi ded by the distri ct whic h ensu re all teste d stand ards are taug ht prior to FCA T</li> </ul>	<ul> <li>Teachers will consistently follow the curriculum maps/ pacing guides provided by the district. Grade level PLC's will create a calendar to ensure curriculum maps are followed.</li> </ul>	Administration	<ul> <li>IA.2.</li> <li>STAR Reports</li> <li>AR Points (with an 85% achievement rate on AR tests).</li> <li>Increase in Gain Scores</li> </ul>	<ul> <li>Discovery Education Testing</li> </ul>	

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1A.3. 1	A.3.	1A.3.	1A.3.	1A.3.
<ul> <li>Stud ents have lim ited aca de mic voca bula ry.</li> <li>Stud ents are not read ing and enga ging</li> <li>with long , com plex texts</li> </ul>	<ul> <li>A.3.</li> <li>Both horizontal teaming across the grade levels well as vertical teaming from grade to grade is held on a regular basis to evaluate the rigor and expectations of student writing.</li> <li>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences – CCSS (Common Core State Standards)</li> <li>Review 2012 Anchor Sets, Rubric, Calibration Guide, and FL Writes Q &amp; A released by FL DOE</li> </ul>		<ul> <li>Meetings with vertical teams to review and discuss data trends.</li> <li>PLC's on writings schedules and expectations.</li> <li>Rubric development for writing in the content area.</li> </ul>	<ul> <li>Walk Throughs</li> <li>Lesson Plans</li> <li>Rubrics that are developed and used</li> </ul>
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	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
Alternate	Stud		Administration		Discourse Education		
Assessment:	ents	ate class		• AR Points (with an	Discovery Education     Testing		
Students scoring at	are unf			85% achievement rate	Testing		
	ami	room		on AR tests).			
Levels 4, 5, and 6 in	liar	ssm					
reading.	with	ents		• Increase in Gain			
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Reading Goal #1B:	2012 Current	2013 Expected					
	Level of	Level of					
n S aaco 5 5, 5570 0	Performance:*	Performance:*					
Students with Disabilities							
that take the Florida							
Alternate Assessment							
will score a 4, 5, or 6 in							
reading.							
	22% (2) SWD's	33% (3) SWD's					
	taking FAA scored	taking FAA will					
	a 4,5,or 6 in reading.	score a 4, 5, or 6.					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		10.2.	10.2.	10.2.	1.0.2.	10.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	
		12.0.		12.2.			
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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.	
Students scoring	Stud	<ul> <li>Teac</li> </ul>	2			
at or above	ents	hers	Administration	STAR Reports	Discovery Education	
Achievement Levels	are	will			Testing	
	not cha	incor		• AR Points ( with an 85% achievement rate		
4 in reading.	llen	pora e	it.	on AR tests).		
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	bey	er				
	ond	orde	r	Increase in Gain Scores		
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Le In grades 3-5, 35% of Total Pe students will score a 4 or above on the 2013 FCAT Reading Assessment.	evel of erformance:*					
a 4 on	4 or above	35% (113) will be at Achievement Level 4 or above				
		2A.2. • Asse ssm ents give n in read ing do not align to the com plexi ty of FCA T 2.0 or Com mon Core Stan dard s (K-1)	that assessments given in reading align with the specifications and complexity for FCAT 2.0 or the Common Core Standards.	Administration	<ul> <li>Walk Throughs</li> <li>Students' Assessments Results</li> <li>Increase in Gain Scores</li> </ul>	<ul> <li>Walk Throughs</li> <li>Lesson Plans</li> <li>Discovery Education Testing</li> </ul>

 243	2 4 3	24	2 4 3	24.3	
<ul> <li>2A.3.</li> <li>Stu ent: hav lim itec aca de mic voc bul ry.</li> <li>Stu ent: are not read ing and eng gin wit</li> <li>lon , con ple: text</li> <li>aca aca de mic voc</li> <li>bul ry.</li> <li>Stu ent: are not read ing and eng gin</li> <li>wit</li> </ul>	<ul> <li>teaming across the grade levels well as vertical teaming from grade to grade is held on a regular basis to evaluate the rigor and expectations of student writing.</li> <li>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences – CCSS</li> <li>(Common Core State Standards)</li> <li>Review 2012 Anchor Sets, Rubric, Calibration Guide, and FL Writes Q &amp; A released by FL DOE</li> <li>SSSYR Books and Activities</li> </ul>		<ul> <li>Meetings with vertical teams to review and discuss data trends.</li> <li>PLC's on writings schedules and expectations.</li> <li>Rubric development for writing in the content area.</li> <li>Teachers and Media Specialist</li> </ul>	<ul> <li>Walk Throughs</li> <li>Lesson Plans</li> <li>Rubrics that are developed and used</li> </ul>	

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2B. Florida	2B.1.		2B.1.	2B.1.		2B.1.		
Alternate	• All	Teac		•		•	Walk Throughs	
Assessment:	teach			•	Students 1155e55ments	•	Lesson Plans	
	ers	will			Results	•	Discovery Education	
Students scoring at	are	impl		•	Increase in Gain Scores		Testing	
or above Level 7 in	not	eme						
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Reading Goal #2B:		2013 Expected						
Reading Goal #2D.	Level of	Level of						
1 1 2 5 (70/ 6	Performance:*	Performance:*						
In grades 3-5, 67% of Students with Disabilities	r errormance.	r errormanee.						
that take the Florida								
Alternate Assessment								
will score a 7 or above in								
Reading.								
neuuing.			1					
			1					
	62% (5) SWD's	67% (7) SWD's						
	scored a 7 or	will score a 7 or						
	above on FAA.	above on FAA.						
			1					

	2B.2.	2B.2.	2B.2.		2B.2.
	• Le		Administration	<ul><li>Walk Throughs</li><li>Students'</li></ul>	<ul><li>Walk Throughs</li><li>Lesson Plans</li></ul>
	s in			Assessments Results	<ul> <li>Discovery Education</li> </ul>
	the	increased complexity		Increase in Gain	Testing
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	2B.3.	2B.3.	2B.3.	2B.3.	2B.3.
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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:						

3A. FCAT 2.0:	3A.1.	3A.1. 3	A.1.	3A.1.	3A.1.	
Percentage of	Stud	<ul> <li>Strat</li> </ul>	Administration	<ul> <li>PLC's on developing</li> </ul>	<ul> <li>Discovery Education</li> </ul>	
students making	ents	egies for		connections to text.	Results	
learning gains in	are	for		<ul><li>Walk Throughs</li><li>Increase in Gain Scores</li></ul>	Student Samples	
learning gains in	unab le to	stude nts		<ul> <li>Increase in Gain Scores</li> <li>Student Samples</li> </ul>		
reading.	sum	to		• Student Samples		
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In grades 3-5, 100% of students who have a matched FCAT score will make a learning gain on the 2013 administration of FCAT Reading.					
62% (109) made a learning gain in Reading	100% (198) will n make a learning gain in Reading				
	3A.2.       3A.2.         • Students write to respond to new learning in an authentic manner before, during, and after reading text.         tas         ks         that         req         uire         the         m to         dev         elop         con         nec         tion         s to         the         text         as         they         read	<ul> <li>Administration</li> </ul>	<ul> <li>PLC's on developing connections to text.</li> <li>Walk Throughs</li> <li>Student samples</li> </ul>	<ul> <li>Discovery Education</li> <li>Student Samples</li> </ul>	

Lack     Use of Marzano's 6 Step     Process for Teaching     ine     ffec     tive     voc     abu     lary     instr     uctio     n in     con     tent	<ul> <li>PLC's on Marzano's</li> <li>6 Steps</li> <li>Walk Throughs</li> <li>Student Samples</li> </ul>	<ul> <li>.3.</li> <li>Discovery Education Results</li> <li>Student Samples</li> </ul>

	bD 1	DD 1	20.1	20.1	20.1	
	3B.1. • Teac	3B.1. • Teac	3B.1.	3B.1.	3B.1.	
Alternate	hers	hers	Administration	• PLC's on developing	Discovery Education	
Assessment:	do	will		connections to text.	Results	
Percentage of	not	foll		<ul> <li>Walk Throughs</li> </ul>		
students making	utiliz			<ul> <li>Increase in Gain Scores</li> </ul>		
learning gains in	e	the		Student Samples		
reading.	the	pac				
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Reading Goal #3B:	2012 Current	2013 Expected				
Cauling Goal #3B.	Level of	Level of				
In grades 3-5, 100% of	Performance:*	Performance:*				
students with disabilities						
with a matched FAA score						
will make a learning gain on 2013 administration of						
on 2013 administration of						
FAA Reading.						
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students with disabilities taking FAA made a learning gain.						
	3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
	3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

Based on the analysis of student achievement	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
data and reference to			1 0	6,7		
"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.	[]
4A. FCA1 2.0: Percentage of	TA.1.	<b>FA.1. FA</b>				
students in lowest	• Lim	• Tec	Network Manager	Walk Throughs	Walk Throughs	
	ited		Tech Coaches	Teacher and Student use	Lesson Plans	
25% making	inte	coac	Administration	of technology as part of lesson with connection	Professional	
learning gains in	grati	i h		to the real world.	Development Follow Up Activities	
reading.	on	lead		to the real world.	Op Activities	
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 Level of Performance:*	2013 Expected Level of Performance:*			
	100% (50) will make a learning gain			

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4A.2. 4A.2.	4A.		4A.2.	4A.2.	
4A.2. Maj ority of instr ucti onal time is spen t on who le grou p instr ucti on just 'cov erin g' the cont ent and mini mal time spen t v who le grou p instr ucti on just 'cov erin g' the cont ent and mini mal spen t v spen t v	4A. Students will receive assistance from ESE, ESOL, and Special Area Teachers 3 times a week. Identify different ways to group students (interest, readiness, learning styles) Be familiar with allowable, appropriate accommodations on students' IEP and 504 plans - document implementation	<ul> <li>MTSS Leadership Team</li> <li>Administration</li> <li>Reading AIF</li> </ul>		<ul> <li>Discovery Education</li> </ul>	
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	4B.1.		4B.1.		4B.1.	a	4B.1.		
Alternate	Stud			MTSS Leadership Team	•	Special Area Teachers	•	Discovery Education	
Assessment:	ents	hers	•	Administration		will keep an attendance			
Percentage of	are	will mir				and skills check list. STAR results			
	unf				•	STAR lesuits			
students in lowest	ami liar	ror the							
25% making	with	form							
learning gains in	the	at of							
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Reading Goal #4B:		2013 Expected							
	Level of Performance:*	Level of Performance:*							
in grades 5 5, 10070 0j	Feriorinance.	Feriorinance.							
students with disabilities									
taking Florida Alternate Assessment in the lowest									
25 percent will make a									
learning gain on the 2013									
administration of Florida									
Alternate Assessment									
Reading									
Ũ									
	100% (1) made a								
		make a learning							
		gain.							

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		4B.2.		4B.2.		4B.2.			4B.2.		4B.2.		
		•	Te	•	Teachers will	•	•	MTSS Leadership Team	•	Special Area	•	Discovery Education	
			ache		ensure students			Administration		Teachers will keep an			
			rs do		have appropriate					attendance and skills			
			not		accommodations and					check list.			
					modifications in order t				•	STAR results			
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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years 5A. In six years	2011-2012 Baseline data	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
school will reduce their achievement gap by 50%.	2010-2011						
Reading Goal #5A:							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.	<ul> <li>Teachers lack in depth knowledge of the state standards and their language and how they are assessed on state exams (FCAT)</li> </ul>	<ul> <li>5B.1.</li> <li>Both horizontal teaming across the grade levels well as vertical teaming from grade to grade is held on a regular basis to evaluate the rigor and expectations of student writing.</li> <li>Review 2012 Anchor Sets, Rubric, Calibration Guide, and FL Writes Q &amp; A released by FL DOE</li> </ul>	<ul> <li>5B.1.</li> <li>MTSS Leadership Team</li> <li>Administration</li> <li>Reading AIF</li> </ul>	<ul> <li>PLC's on developing connections to text.</li> <li>Walk Throughs</li> <li>Increase in Gain Scores</li> <li>Student Samples</li> </ul>	<ul> <li>Discovery Education</li> </ul>		

Reading Goal #5B:       2012 Current Level of Performance:*         In grades 3-5, students in the subgroups of white, black, and Hispanic will make a 20% increase in the number of students proficient from the 2012 FCAT to 2013 FCAT reading assessment.       2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Enter numerical data for current level of performance in this box. White:45% (34) Black:27% (34) Hispanic:39% (26) Asian: NA American Indian: NA	Enter numerical data for expected level of performance in this box. White: 65% (49) Black: 4)7% (60 Hispanic: 59% (40) Asian: , NA American Indian: NA 5B.2. • White, Black, and Hispanic students lack adequate time with 'eyes on text' during the school day at their instructional and independent level.	<ul> <li>5B.2.</li> <li>Students will spend at least 60 minutes a day with 'eyes on text' part of it instructional, and the other at the independent level which will be tracked through Accelerated Reader (AR)</li> </ul>	<ul> <li>MTSS Leadership Team</li> <li>Administration</li> </ul>	<ul> <li>5B.2.</li> <li>PLC's on developing connections to text.</li> <li>Walk Throughs</li> <li>Increase in Gain Scores</li> <li>Student Samples</li> <li>PLC's on developing connections to text.</li> <li>Walk Throughs</li> <li>Increase in Gain</li> </ul>	5B.2. • Dis cov ery Educ ation	

feedback to students students • Lea	Administration eadership Team eading AIF 5B.3. • Rubric development • Student work 5B.3. • LFS PD on acq uisi tion less ons, ext end ing thin king less ons, plan ning unit s • Tea cher and stud ent con ver sati
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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:						

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	• Engl	• Teac	Administration	Walk Throughs	<ul> <li>Discovery Education</li> </ul>	
Language Learners	ish	hers	<ul> <li>Network Manager</li> </ul>	<ul> <li>Increase in Gain Scores</li> </ul>		
(ELL) not making	Lang			Student Samples		
satisfactory progress	uage	inco		<ul> <li>Special Area Teachers</li> </ul>		
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Reading Goal #5C:	2012 Current	2013 Expected			
	Level of	Level of			
		Performance:*			
English Language Learners					
will score a 3 or above on					
the 2013 administration					
of the FCAT Reading					
Assessment or a 4 or above					
on the Florida Alternate					
Assessment.					
	31% (20) of ELL's	s 55% (35) of ELL's			
	scored a 3 or	will score a 3 or			
	above FCAT/ 4 or	above FCAT/ 4 or			
	above FAA	above FAA.			

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<ul> <li>Tutor students before and after school; Saturday camp.</li> <li>Lear and after school; Saturday camp.</li> <li>Student Samples</li> <li>S</li></ul>		i	sh	vocabulary process	•	Reading AIF		connections to text.		-	
uage       and after school; Saturday camp.       Increase in Gain Scores         Lear       Net         ners       Net				Tutor students before		·	•	Walk Throughs			
Saturday camp.       Scores         Image: Secores       Student Samples         Image: Secores       Student Samples         Image: Secores       Student Samples         Image: Secores       Image: Secores         Image: Secores       Image: Secores<							•	Increase in Gain			
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Based on the analysis	Anticipated	SC.3. • Engl ish Lang uage Lear ners need to recei ve new cont ent in multi ple ways in order to mast er it • Lim ited integ ratio n of tech nolo gy to enh ance con tent	<ul> <li>5C.3.</li> <li>Tech coach lead PLCs focusing on the utilization of the SMART Notebook Software and SMART Response System</li> <li>Technology and resources are used consistently as part of the instructional process.</li> <li>Use technology and resources to help students be more productive-Easy Tech.</li> </ul>	<ul> <li>5C.3.</li> <li>Administration</li> <li>Tech Coaches</li> <li>Network Manager</li> <li>Reading AIF</li> <li>Reading AIF</li> </ul>	<ul> <li>SC.3.</li> <li>PLC's on developing connections to text.</li> <li>Walk Throughs</li> <li>Increase in Gain Scores</li> <li>Teacher and Student use of technology as part of lesson with connection to the real world.</li> </ul>	<ul> <li>Walk Throughs</li> <li>Lesson Plans</li> <li>Professional Development Follow Up Activities</li> </ul>	
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 1 ool		

5D. Students	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.	
with Disabilities	Stud	• Incl	Administration	Walk Throughs	Discovery Education	
(SWD) not making	ents with	usio n of		<ul><li>Increase in Gain Scores</li><li>Student Samples</li></ul>		
satisfactory progress	disab	stud		• Student Samples		
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Reading Goal #5D:	2012 Current	2013 Expected			
	Level of	Level of			
In anadag 2 5 150/ of	Performance:*				
n S. aaco o o, 1070 oj	<u></u>	<u> </u>			
Students with Disabilities					
will score a 3 or above on					
the 2013 administration					
of the FCAT Reading					
Assessment or a 4 or above					
on the Florida Alternate					
Assessment.					
	20% (8) of SWD's	45% (16) of			
		SWD's will score			
	above FCAT/4 or				
		FCAT/ 4 or above			
		FAA			

5D.2. • Stud ents with disal ilitie s with a defic it in read: ng need extra pract ice/ 'a doub le dose 'of read: ng skill: in orde to close the gap betw een regu ar educ ation	disabilities will work on the Fast ForWord program at their instructional level	5D.2. • Administration • Reading AIF	<ul> <li>5D.2.</li> <li>Walk Throughs <ul> <li>Increase in Gain Scores</li> <li>Student Samples</li> </ul> </li> </ul>	<ul> <li>Discovery Education</li> </ul>	
5D.3.		5D.3.	5D.3.	5D.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:						

	KE 1	6E 1 6E 1	5E 1		5E.1.	
		5E.1. 5E.1. • Tec • N	5E.1.			
Disadvantaged	• Lim		etwork Manager • ech Coaches •		<ul><li>Walk Throughs</li><li>Lesson Plans</li></ul>	
students not making	ited		dministration	of technology as part of	<ul> <li>Professional</li> </ul>	
satisfactory progress	int	coue		lesson with connection	Development Follow	
in reading.	egi	h		to the real world.	Up Activities	
in reading.	atio	lead			- <b>F</b>	
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Deading Ceel #5E:	2012 Current	2013 Expected			
Reading Goal #5E:	Level of	Level of			
	Performance:*	Derformance:*			
	r criormanee.	i citormanee.			
of Economically					
Disadvantaged students					
will score a 3 or above on					
the 2013 administration					
of the FCAT Reading					
Assessment or a 4 or above					
on the Florida Alternate					
Assessment.					
			1		

	53% (142) of ED student will		
	score a 3 or above		
aboveFCAT/ 4 or	FCAT/ 4 or above		
above FAA	FAA		

5E 2 5E 2	5E 2	5E 2 5E 2	
<ul> <li>SE.2.</li> <li>Maj ority of instructi onal time is spen t on who le grou grou grou grou grou grou grou grou</li></ul>		<ul> <li>5E.2.</li> <li>Special Area Teachers will keep an attendance and skills check list.</li> <li>STAR results</li> </ul>	Education
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to stud ent lear ning need s. • Lac k of diffe renti ated task s in sm all gro					
all gro up inst ruct ion, liter acy cen ters, and inde pen dent assi gnm					
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5E.3.	5E.3.	5E.3.	5E.3.	5E.3.	

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

Professional			
Development			
(PD) aligned with			

Strategies through Professional Learning Community (PLC) or PD Activities Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)		Person or Position Responsible for Monitoring
Small Group Instruction	K-5	Administration or designee		One grade level planning during the 1 <sup>st</sup> 9 weeks of the 2012-2013 school year	Small group plans	Reading Instructional Coach
Teaching to the rigor of the standards	K-5	Administration or designee	Grade Level PLC's	ZUTZ-ZUTS SCHOOL VEAT WITH	Lesson plans showing activities written to the rigor of the standards including appropriate text complexity.	Administration
Summarization/ authentic writing	K-5	Administration or designee			Student samples of summarization/ authentic writing	Administration
CISM	4 <sup>th</sup> & 5 <sup>th</sup>	ТВА	4 <sup>th</sup> & 5th	TBA during the '12-'13 school year.	TBA by the PLC Facilitator	Administration

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

Keading Dudget (insert lows as ne			
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
C-14-4-1			
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Acquisition Lessons; All reading	LFS Coach/Title I Facilitator	Title I	\$57,258.00
strategies			<b>*52</b> 040 00
Acquisition Lessons; All reading strategies	Reading Academic Intervention Facilitator	Title I	\$53,040.00
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Common planning time for lesson	Funds to compensate teachers for working	Title I	\$3,000.00
planning based on state standards	beyond their contract time or for substitute		
	teachers during the school day		
Before and After School Tutoring	Funds to compensate teachers and para-	ELP	\$4,000.00
	educators for tutoring students beyond their contract time.		
Language Activities Support for ESOL	ESOL Para-educators	ESOL	
Language Activities Support	Media Para-educator	Title I	\$24,766.00

		\$142,064.00 Subtotal:
\$142,064.00 Total:		

End of Reading Goals

## Comprehensive English Language Learning Assessment (CELLA) Goals

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

CELLA Goals	Problem-Solving Process to Increase Language Acquisition					
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1. Students scoring proficient in listening/speaking.	<ul> <li>Teachers are unsure of ELL strategies to use in the classroom.</li> </ul>	<ul> <li>Training for teachers in ELL strategies</li> </ul>	<ul><li>1.1.</li><li>Administration</li><li>Reading AIF</li></ul>	<ul> <li>1.1.</li> <li>Classroom Walkthroughs</li> <li>lesson plans</li> </ul>	<ul> <li>Discovery Education Testing</li> <li>Classroom assessments</li> </ul>	
	2012 Current Percent of Students Proficient in Listening/Speaking:					
	48% (60) of students in K-5 were proficient on 2012 CELLA. 27% (34) were high intermediate; 18% (23) were low intermediate; 7% (96) were beginning					

		<ul> <li>Developing a workable schedule to meet with students as well as the use of researched base practices to be aware of student language level to excel ELL learning.</li> </ul>	<ul> <li>The Classroom Teacher, and ELL staff will be targeting students with approved accommodations when participating in daily classroom instruction, district and statewide assessments</li> </ul>	<ul><li>Administration</li></ul>	<ul> <li>1.2.</li> <li>Attendance sheets</li> <li>Classroom assessments to target skills needed by ELL students</li> </ul>	<ul> <li>Discovery Education</li> <li>Classroom assessments</li> </ul>
		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	
proficient in reading.	Lack of accommodations	<ul> <li>Students will spend at least 60 non-consecutive minutes a day with their eyes on multiple texts in the classroom.</li> </ul>	<ul><li>Administration</li><li>MTSS Leadership Team</li></ul>	Classroom	<ul> <li>Discovery Education</li> <li>Classroom assessments</li> </ul>	
	2012 Current Percent of Students Proficient in Reading:					
	25% (31) of students in K-5 were proficient on 2012 CELLA. 29% (35) were high intermediate; 21% (26) were low intermediate; 25% (30) were beginning.					

2.2.	<ul> <li>Language acquisition of parents</li> </ul>	<ul> <li>Parent workshops in heritage language</li> <li>ESOL backpacks will be given in the beginning, intermediate, proficient ranges</li> </ul>	<ul><li>Administration</li></ul>	<ul> <li>Backpack pre and post tests</li> <li>Classroom Walkthroughs to ensure the needs of the ESOL student are being met</li> </ul>	<ul> <li>Backpack pre and post tests</li> </ul>
2.3.	<ul> <li>Lack of background knowledge and vocabulary.</li> </ul>	<ul> <li>Vocabulary: Marzano's 6-Step Process, Academic vocabulary notebooks, and SMART Notebook word activities</li> </ul>	• Reading AIF	<ul> <li>Lesson plans</li> <li>Walk-throughs</li> </ul>	<ul> <li>2.3.</li> <li>Discovery Education</li> <li>Classroom assessments</li> </ul>

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. CELLA Goal #3: In grades K-5, 52% of English Language	<b>a 1 b</b>	<ul> <li>Vocabulary: Marzano's 6-Step Process</li> <li>Academic Vocabulary notebooks</li> <li>SMART Notebook word activities.</li> </ul>	<ul> <li>Administration</li> <li>Writing Resource</li> </ul>	2.1. • Lesson Plans • Walk-Throughs	<ul> <li>2.1.</li> <li>Classroom Assessments</li> <li>Discovery Education Test Results</li> </ul>	
Learners will score at the Proficient Level on the writing section of the 2013 CELLA assessment.						
	19% (23) of students in K-5 were proficient on 2012 CELLA. 33% (39) were high intermediate; 26% (31) were low intermediate; 23% (27) were beginning					
		<ul> <li>Language acquisition of parents</li> </ul>	<ul> <li>Parent Workshops in heritage language</li> <li>ESOL Backpacks will be given in the beginning, intermediate, and proficient ranges.</li> </ul>	• Administration	<ul> <li>Backpack pre and post tests</li> <li>Classroom Walk- Throughs</li> </ul>	<ul> <li>Backpack pre and post test results</li> </ul>
		2.3.	2.3.	2.3.	2.3.	2.3.

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

Include only school-based funded			
activities/materials and exclude district			
funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
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
'eyes on text'	Classroom library books/ media center	Title I	
Language Activities Support for ESOL	books ESOL Para-educators	ESOI	\$57.716.00
Language Activities Support for ESOL	ESOL Para-educators	ESOL	\$57,716.00
\$57,716.00 Subtotal:			
\$57,716.00 Total:			

End of CELLA Goals

## **Elementary School Mathematics Goals**

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

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

1A. FCAT 2.0:	1A.1.	1A.1.	1A.1.	1A.1.	1A.1.	
	• Tea	• Pro	• Administration	Classroom Walk-	Discovery Test	
Students scoring at Achievement Level 3			Math AIF	throughs	Results	
		con		Mad Minute Math	Classroom	
in mathematics.	need			Drills	Assessments-	
	s to	spe		Lesson Plans	Wylies	
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cler       necd         sto       be         awa       be         awa       c         re       c         rese       c         arch       c         into       c         arch       c         arch       c         arch       c         into       c         arch       c         arch       c         arch       c         arch       c         arch       c         arch       c <td< th=""><th></th><th></th><th></th><th></th><th></th></td<>					
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Mathematics Goal		2013 Expected Level of			
#1 <u>A:</u> In grades 3-5, 40% of		Performance:*			
total students will score a 3 on the 2013 FCAT Mathematics test.					
munemunes test.					
	24% (67) students scored a level 3				

1A.2.	1A.2.	1A.2.	1A.2.	1A.2.	
• Tea	• Use progress	Administration	Classroom Walk-	<ul> <li>Discovery Test</li> </ul>	
cher		Math AIF	throughs	Results	
need			<ul> <li>Mad Minute Math</li> </ul>	Classroom	
	students who need		Drills	Assessments-	
s to	students who need				
bu	additional support		Lesson Plans	Wylies	
ild	and determine if				
con	interventions are				
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betw	resources and				
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math	development for				
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and	Use diagnostic				
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1A.3. 1A.3.	1A.3.	1A.3. 1A.3.
Tea     Provide Professional		Classroom Walk-     Walkthrough
cher Development	Tech Coaches	throughs Results
need regarding the	Administration	Lesson Plans     Wylies Results
s to implementation of		Teacher and Student     Common
seek technology such as		use of technology as Assessments Results
out SMART boards,		part of lesson with    Professional
inn document cameras,		connection to the real Development Follow
ova and student response		world. Up Activities
way • Tech coach lead		
s to PLCs focusing on		
inte the utilization of the		
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1B. Florida	1B.1.	1B.1.	11	B.1.		1B.1.		1B.1.		
Alternate	• La		Stude	•	MTSS Leadership Tean	•	Classroom Walk-	•	Walkthrough	
Assessment:	kc	f	nts	•	Administration		throughs		Results	
Students scoring at	dif	fe	will .	•	Math AIF	•	Lesson Plans	•	Wylies Results	
Levels 4, 5, and 6 in	rer		recei ve			•	Teacher and Student use	•	Common	
mathematics.	ate	d	assist				of technology as part of lesson with connection	•	Assessments Results Professional	
mathematics.	tas		ance				to the real world.	•	Development Follow	
	s ii		from				to the real world.		Up Activities	
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		appr opri ate acco mm odati ons on stud ents' IEP and 504 plan s - docu ment impl eme ntati					
#1D·	Level of Performance:* 22% (2) scored a 4, 5, or 6 in Mathematics		1B.2.		1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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

	2A.1.	2A.1. 24	A.1.	2A.1.	2A.1.	
	• Stud		Administration	Walk Throughs	<ul> <li>Discovery Education</li> </ul>	
Students scoring	ents	ze	<ul> <li>MTSS Leadership</li> </ul>	Student Learning Gains	Results	
at or above	fail	curr			<ul> <li>Wylies Results</li> </ul>	
Achievement	to	ent			Common	
Levels 4 and 5 in	reco	mat			Assessments Results	
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	2012 Current	2013 Expected				
#2A:	Level of	Level of				
	Performance:*	Performance:*				
In grades 3-5, 40% of						
Total students will score						
a 4 or higher on the 2013						
administration of the						
FCAT Mathematics test.						
	160/ (45) soor-1	40% (112) will	l			
	16% (45) scored a 4 or above on	40% (112) will score a 4 or above				
	FCAT Math	50010 II 7 01 IID070				

2A.2. 2A.2.	2A.2.	2A.2.	2A.2.
• Teac • Use progress	Administration	Walls Therees he	Discovery Education
her monitoring	MTSS Leadership	<ul><li>Walk Throughs</li><li>Student Learning</li></ul>	Discovery Education     Results
need tools to identify	• Math AIF	Gains	Wylies Results
s to students who need		Gams	Common
buil additional support			Assessments Results
d and determine if			
conn interventions are			
ectio working .			
ns • Provide curriculum			
betw resources and			
een professional			
mat development for			
h teachers to promote			
curri rigor for all students.			
culu Use diagnostic or formative			
m assessments to identify what			
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• Teac •	Provide Professional	Network Manager	Walk Throughs	Discovery Education	
hers	Development	Administration	Student Learning	Results	
need	regarding the	Math AIF	Gains	Wylies Results	
to	implementation of			• Common	
use	technology such as			Assessments Results	
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olog	SMART boards,				
У	document cameras,				
and	and student response				
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2B. Florida	2B.1.	2B.1	. 2B	3.1.		2B.1.		2B.1.		
Alternate			• Use	•	Administration	•	Walk Throughs	•	Discovery Education	
Assessment:		her	prog	•	MTSS Leadership	•	Student Learning Gains		Results	
Students scoring at		need	ress	•	Math AIF			•	Wylies Results	
		s to	mo					•	Common Assessments Results	
or above Level 7 in		buil	nito						Assessments Results	
mathematics.		d	ring							
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	L'	<b>└────</b> ′	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> '</u>
	2012 Current	2013 Expected	4 '	1 ,	1 '	1 '	1
# <b>2</b> D.	Level of	Level of	4 '	1 ,	1 '	1 '	1
	Performance:*	Performance:*	4 '	1 ,	1 '	1 '	1
In grades 3-5, 78% of	1	1/	4 '	1 ,	1 '	1 '	1
Students with Disabilities	1	1?	4 '	1 '	1 '	1 '	1
that take the Florida	1	1/	4 '	1 ,	1 '	1 '	1
Alternate Assessment	1	1/	4 '	1 ,	1 '	1 '	1
will score a 7 or above in	1	1/	4 '	1 ,	1 '	1 '	1
Mathematics.	1	1/	4 '	1 ,	1 '	1 '	1
Munemanes.	1	1/	4 '	1 ,	1 '	1 '	1
	1	1?	4 '	1 '	1 '	1 '	1
	1	1?	4 '	1 '	1 '	1 '	1
	1	1/	4 '	1 ,	1 '	1 '	1
	= (0/ (5) accound	tana/tH acona a /	<u>4</u>	·	<u>+</u>	<u></u> μ′	+
		78% will score a 7 or above on FAA		1 '	1 '	1 '	1
	a 7 or above on FAA	or above on 1 2121	1	1 ,	1 '	1 '	1
		<u> </u>	<u>↓'</u>	<u>↓'</u>	<b>↓</b> ′	<b></b> '	∔
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	<u>'                                    </u>	1'	1'	1'	1'	1′	1
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Based on the analysis of student achievement data and reference to "Guiding Questions,"	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
identify and define areas in need of improvement for the following group:						

	<b>I</b>	<b>-</b>		<b>-</b>	<b>F</b> =	
		3A.1. 3	A.1.	3A.1.	3A.1.	
Percentage of	• Teac	• Voc	Administration			
students making	her	abu	<ul> <li>MTSS Leadership</li> </ul>	Classroom Walk-	Discovery Test	
learning gains in	need		<ul> <li>Reading/Math AIF</li> </ul>	throughs	Results	
mathematics.	s to	taug		Mad Minute Math	Classroom	
mathematics.	prov	ht in		Drills	Assessments-	
	ide	con		Lesson Plans	Wylies	
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Mathematics Goal #3A: In grades 3-5, 100% of students, who have a matched FCAT score, will make a learning gain on the 2013 administration of the FCAT Mathematics assessment.	<u>Level of</u> Performance:*				
	learning gain in	100% (174) will make a learning gain in math			

3A.2. 3A.2.	3A.2.	3A.2. 3A.2.
3A.2. 3A.2.	5A.2.	3A.2.     • Classroom Walk-     • Discovery Test
Teac     Utilize LFS strategies	Administration	
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	• Teac • Use progress	Administration	Classroom Walk-     Discovery Test
	her monitoring	<ul> <li>MTSS Leadership</li> </ul>	throughs Results
	need tools to identify	Math AIF	Mad Minute Math     Classroom
	s to students who need		Drills Assessments-
	buil additional support		Lesson Plans     Wylies
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Alternate	• Tead	e Use	Administration	Classroom	n Walk- • Discovery Test	
Assessment:	her	prog		throughs	Results	
Percentage of	need			<ul> <li>Mad Minu</li> </ul>	ute Math • Classroom	
students making	s to			Drills	Assessments	
learning gains in	buil	nito		Lesson Pla		
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Mathematics Goal	2012 Current	2013 Expected	·	,	,	· · · ·	
#2D:	Level of	Level of	4 '	1 '	1 '	1 '	1
# <u>JD.</u>	Performance:*	Performance:*	4 '	1 '	1 '	1 '	1
In grades 3-5, 100% of	1 /	1/	4 '	1 '	1 '	1 '	1
students with disabilities	1 /	1 /	4 '	1 '	1 '	1 '	1
taking the Florida	1	1/	4 '	1 ,	1 '	1 '	1
Alternate Assessment will	1 /	1/	4 '	1 '	1 '	1 '	1
make a learning gain in	1 /	1/	4 '	1 '	1 '	1 '	1
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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.1.	4A.1. 4	4A.1.	4A.1.	4A.1.	
		4A.1. 4.			PA.I.	
Percentage of	• Teac		Administration     MTSS Leadership		Discovery Test	
students in lowest	her	ze	MTSS Leadership	throughs	Results	
25% making	need	LFS	Math AIF	Mad Minute Math	Classroom	
learning gains in	S			Drills	Assessments-	
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#4 <u>A:</u> In grades 3-5, 100% of students in the lowest 25% will make a learning gain on the 2013 administration of the FCAT Mathematics assessment.	Level of Performance:*	2013 Expected Level of Performance:*			
	58% (23) made a learning gain	100% (46) will make a learning gain			

4A.2. • Teac her need s to prov ide exte nsiv e e comprehensive ide exte nsiv e e (CISM) Professional Development. ing, writi ng, and scaff oldi teachers three times a ng strat egie s acro ss cont ent area s (incl udin g mat h) for stud	<ul> <li>Administration</li> <li>MTSS Leadership</li> <li>Math/Reading AIF</li> </ul>	<ul> <li>4A.2.</li> <li>Classroom Walk-throughs</li> <li>Mad Minute Math Drills</li> <li>Lesson Plans</li> <li>Increased learning gains.</li> </ul>	<ul> <li>Discovery Test Results</li> <li>Classroom Assessments- Wylies</li> </ul>	
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4A.	• Use progress	• Administration	Classroom Walk-     Discovery Test	
	monitoring	<ul> <li>MTSS Leadership</li> </ul>	throughs Results	
	• Teac tools to identify	Math AIF	Mad Minute Math     Classroom	
	her students who need	• Math All	Drills Assessments-	
			• Increased learning	
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4B. Florida	4B.1.	4B.1.	4B.1.	4B.1.		4B.1.	
Alternate	• Tead	c • Voc	Administration		Classroom Walk-	Discovery Test	
Assessment:	her	abu			throughs	Results	
Percentage of	need			, F •		Classroom	
students in lowest	s to				Drills	Assessments	
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#4B: In grades 3-5, 100% of students with disabilities taking Florida Alternate Assessment in the lowest 25% will make a learning gain on the mathematics assessment.	Level of Performance:*	2013 Expected Level of Performance:*					
	math learning gain	100% (1) will make a learning gain 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	Goal: 61% at 3 or above	Goal: 65% will be at 3 or above	Goal: 68% at 3 or above	Goal: 71% will be at 3 or above		
school will reduce their achievement gap by 50%.	58% proficient	40% were at 3 and above in math				be at 3 or above	or above
Mathematics Goal #5A: By the 2016-2017 school year, Garner will have 79% of 3 <sup>rd</sup> -5 <sup>th</sup> graders scoring a 3 or above on FCAT or other state Mathematics assessment.							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.	<ul> <li>5B.1.</li> <li>Teacher needs to build connections between math curriculum and students to daily life.</li> <li>Teacher needs to provide extensive opportunities for both application and integration of math learning and take into account the needs of nearly all students</li> </ul>	<ul> <li>Use progress monitoring tools to identify students who need additional support and determine if interventions are working</li> <li>Provide curriculum resources and professional development for</li> </ul>	<ul> <li>5B.1.</li> <li>Administration</li> <li>MTSS Leadership</li> <li>Math AIF</li> </ul>	<ul> <li>5B.1.</li> <li>Classroom Walk-throughs</li> <li>Mad Minute Math Drills</li> <li>Lesson Plans</li> <li>Increased learning gains.</li> </ul>	<ul> <li>5B.1.</li> <li>Discovery Test Results</li> <li>Classroom Assessments- Wylies</li> </ul>	
Mathematics Goal #5B: In grades 3-5, students in the subgroups of white, black, and Hispanic will make a 20% increase in the number of students proficient from the 2012 FCAT to 2013 FCAT mathematics assessment.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				

level of performance in this box. White:63% (47) Black: 31% (40) Hispanic: 36% (24) Asian: NA American Indian: NA	Enter numerical data for expected level of performance in this box. White: 83% (62) Black: 51% (65) Hispanic:56% (38) Asian:NA American Indian: NA 5B.2. • Teacher needs instructional practices in math to reflect extensive development of students' understanding of each lesson by seamlessly communicating what students will know or be able to do. • Teacher needs to connect each math lesson essential question to prior knowledge and	<ul> <li>5B.2.</li> <li>Utilize LFS strategies such as posting and referring to the LEQ during instruction, connecting to prior knowledge, and embedded assessments (assessment prompts, distributed summarization) to provide a focus to the lesson.</li> <li>Tutor students before and after school; Saturday camp.</li> </ul>	<ul> <li>Administration</li> <li>MTSS Leadership</li> <li>Math AIF</li> </ul>	<ul> <li>5B.2.</li> <li>Classroom Walk-throughs</li> <li>Mad Minute Math Drills</li> <li>Lesson Plans</li> <li>Increased learning gains.</li> </ul>	5B.2. • Dis cov ery Test Res ults • Cla ssro om Ass ess me nts- Wyl ies	
	convey the relevance 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:						

	5C.1.	5	C.1. 5C.	1		5C.1.		5C.1.		
	5C.1.	Teac	• Utili	• Admi	nistration	5C.1.	Classroom Walk-	5C.1.	Discovery Test	
Language Learners	•	her	ze	<ul> <li>MTSS</li> </ul>	S Leadership	•	throughs		Results	
(ELL) not making		need	LFS	• Math	AIF	•	Mad Minute Math	•	Classroom	
satisfactory progress		s to	215	• Madi			Drills		Assessments-	
in mathematics.		buil	strat			•	Lesson Plans		Wylies	
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#5C.	Level of	2013 Expected Level of				
In grades 3-5, 61%	Performance:*	Performance:*				
of English Language Learners will score a						
3 or above on the 2013 administration of the FCAT Mathematics						
assessment or a 4 or above on the Florida Alternate						
Assessment.						
		61% (39) will be proficient				
	41% (26) scored a 3 or above					

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5C.2. 5C.2.	5C.2. 5	5C.2. 5C.2.
Teac     Vocabulary taught in	Administration	Classroom Walk-     Discovery Test
her context along with	MTSS Leadership	throughs Results
need the use of interactive	Math AIF	Mad Minute Math     Classroom
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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:						

5D. Students	5D.1.	5D.1.	5D.1		5	D.1.		5D.1.		
with Disabilities						•	IEP goals being met	•	Discovery Education	
(SWD) not making			Use	Administr		•	Discovery Education		Results	
satisfactory progress	he		prog	Math AIF		•	Test Results Lesson Plans			
in mathematics.			ress				Learning gains			
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Mathematics Goal	2012 Current	2013 Expected	· · · · · · · · · · · · · · · · · · ·	· · · · · · · · · · · · · · · · · · ·	· · · ·	· · · · · · · · · · · · · · · · · · ·	
	Level of	Level of	1 1	( /	( J	1 '	1
		Performance:*	1 1	1 /	(	1 '	1
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In grades 3-5, 46% of	1 7	1 7	1 1	( /	( J	1 '	1
Students with Disabilities	1 7	1 7	1 1	( /	( J	1 '	1
will score a 3 or above on	1 7	1 7	1 1	( /	( J	1 '	1
the 2013 administration	17	1 7	1 1	1 /	1 1	1 '	1
of the FCAT Mathematics		1 7	1 1	1 /	1 1	1 '	1
assessment or a 4 or above	1 7	1 7	1 1	( /	( J	1 '	1
on the Florida Alternate	17	1 7	1 1	1 /	1 1	1 '	1
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	26% (11) were	46% (19) will be	·+	/ <b>/</b>	· · · · · · · · · · · · · · · · · · ·	//	<u> </u>
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Based on the analysis of student achievement	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
	Darrier		Responsible for Monitoring	Effectiveness of Sualegy		
data and reference to						
"Guiding Questions,"						
identify and define areas						
in need of improvement						
for the following						
subgroup:						

5E. Economically	5E.1.	5E.1. 5E.1.	5E.1.	5E.1.	
Disadvantaged	• Tea	• Use • Administration	1	51.1.	
	1 1		Classroom Walk-	Discovery Education	
students not making		ress	throughs	Results	
satisfactory progress	need		<ul> <li>Mad Minute Math</li> </ul>		
in mathematics.	s to	nito	Drills		
	buil	ring	Lesson Plans		
	d	tools	<ul> <li>Increased learning</li> </ul>		
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In grades 3-5, 60% of Economically Disadvantaged students will score a 3 or above on the 2013 administration of the FCAT Mathematics assessment or a 4 or above on the Florida Alternate Assessment.	erformance:*	2013 Expected Level of Performance:*			
33 p1	9% (105) were roficient	60% (161) were proficient.			

5E.2. 5E.2. 51	E.2.	5E.2.	5E.2.	
• Stu Utilize current math events to				
dent engage students in discourse	Administration	Classroom Walk-	Discovery Education	
s failrelating curriculum to real	Math AIF	throughs	Results	
to world issues through the use of		Mad Minute Math		
reco articles or other media types.		Drills		
gniz Student discourse is facilitated		<ul> <li>Lesson Plans</li> </ul>		
e the through collaborative structures		<ul> <li>Increased learning</li> </ul>		
rele embedded in lessons.		gains.		
vanc Increase the use of projects		e		
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End of Elementary School Mathematics 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		Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)		Person or Position Responsible for Monitoring
Common Core Standards	K-5		All K-5 teachers, ESE teachers, ESOL teacher,		Classroom walkthroughs, Vertical team meetings	Administration
	<u> </u>					

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

		<u>.</u>	
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
Saturday Math Camp (Six weeks before FCAT)	Target Specific areas for reinforcement	Title I/ ELP	\$5,000.00
Subtota	1:		
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtota	1:		
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtota	1:		
Other			
Strategy	Description of Resources	Funding Source	Amount
All math strategies	Math Resource Teacher	Title I	\$52,503.00
Math Strategies	Math AIF	Title I (District)	\$55,529.00
\$113,032.00 Subtota	1:		
\$113,032.00 Tota	1:		
	•		

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: <b>1A. FCAT 2.0:</b> <b>Students scoring at</b> <b>Achievement Level 3</b> <b>in science.</b>	Stud	Strategy 1A.1. Scho ol to imp lem ent sch ool wide scie nce fair from K-5. • Han	• Science Resource Teacher	Process Used to Determine Effectiveness of Strategy 1A.1. • Lesson plan meetings and collaborated planning.	Evaluation Tool IA.1. • Lesson plan evaluations • Cumulative project • Student work samples	
	cess skills	ds- on lab rep orts and Jour nals				

Level of In grade 5, 51% of students Performance:* will score a level 3 on the 2013 administration of FCAT Science.	2013 Expected Level of Performance:*			
31% (24) of students scored a level 3 in science	51% (39) of students will score a 3 in science			
	<ul> <li>1A.2.</li> <li>Stud ents are not recei ving integ rated</li> <li>scien ce curri culu m throu gh readi ng in order to gain scien ce</li> <li>builtante</li> <li>Professional learning communities will meet with administration team for science integration strategies in reading.</li> </ul>	Administration	<ul> <li>Walk Throughs</li> <li>Increased learning gains</li> </ul>	<ul> <li>Lesson plan evaluations</li> <li>Cumulative project</li> <li>Student work samples</li> </ul>

	<ul> <li>IA.3.</li> <li>Stud ent's lack of scie nce voc abu lary skills</li> <li>IA.3.</li> <li>Implement Marzano's six steps of vocabulary strategies</li> <li>Science tutoring for low performing students two days a week.</li> </ul>		<ul> <li>IA.3. Walk Throughs IA.3.</li> <li>Increased learning gains</li> <li>Lesson plan evaluations</li> <li>Cumulative project</li> <li>Student work samples</li> </ul>
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1B. Florida	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.	
Alternate	12	12				
Assessment:	• Tea	u 🔹 Use	e • Administration	• IEP goals being met	Discovery Education	
	che	r pro	e Reading/Math AIF	Discovery Education	Results	
Students scoring at		ress		Test Results		
Levels 4, 5, and 6 in	nee			<ul><li>Lesson Plans</li><li>Learning gains</li></ul>		
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		re the start of instr ucti on					
Science Goal #1B: In grade 5, 50% of students will score a level 4, 5, or 6 on the 2013 administration of the Florida Alternate Assessment in Science.	Performance:*	Level of					
	50% (1) scored a 4, 5, or 6	50% (1) will score a 4, 5, or 6					
		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	Strategy	Responsible for Monitoring	Effectiveness of Strategy	Evaluation 1001	
data and reference to	Darrier		Responsible for Monitoring	Effectiveness of Strategy		
"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.	
Students scoring	Stud	<ul> <li>Scho</li> </ul>	Science Resource	a Tanan alan martinan	• Lesson plan evaluations	
at or above	ents diff	<ul> <li>Scho ol to</li> </ul>	<ul> <li>Science Resource Teacher</li> </ul>	<ul> <li>Lesson plan meetings and collaborated</li> </ul>	<ul> <li>Cumulative project</li> </ul>	
Achievement Levels	icult	imp	reacher	planning.	<ul> <li>Student work samples</li> </ul>	
4 and 5 in science.	y in	lem		F		
	gras	ent				
	ping Scie	sch				
		ool				
	ntific Thin	wide				
	l nin king	scie nce				
	Pro	fair				
	cess	from				
	skills					
		• Han				
		ds-				
		on				
		lab				
		rep orts				
		and				
		Jour				
		nals-				
		Rob				
		otic Kits-				
		STE				
		M				
Science Goal #2A:	2012 Current	2013Expected				
	Level of	Level of				
	Performance:*	Performance:*				
will score a level 4 or 5 on						
the 2013 administration						
of the FCAT Science						
Assessment						

5% (4) scored a 4	15% (12) will				
or above	score a 4 or abov	e			
	2A.2.	2A.2.	2A.2.	2A.2.	2A.2.
	Stuce	Professional learning	Administration	Walk Throughs	• Lesson plan
	ents are	communities will meet with administration team		<ul> <li>Increased learning gains</li> </ul>	<ul><li>evaluations</li><li>Cumulative project</li></ul>
	not	for science integration	1	gains	Student work samples
	enga				
	ged				
	in				
	inqu	11			
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	that				
	inte	g			
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	ce				
	curr	i			
	culu	l.			
	m				
	thro	u			
	gh read				
	ng	<sup>11</sup>			
	in				
	orde	er			
	to .				
	gain scie	l n			
	ce	11			
	back	< C			
	grou				
	nd				
	kno				
	wlee	a			
	ge				

2A.3. • Stucent' lack	<ul><li>strategies</li><li>Science tutoring for low</li></ul>	<ul> <li>Administration</li> </ul>	<ul> <li>Walk Throughs</li> <li>Increased learning gains</li> </ul>	<ul> <li>Lesson plan evaluations</li> <li>Cumulative project</li> </ul>	
of scie nce voc abu lary skill	performing students two days a week.			<ul> <li>Student work samples</li> </ul>	

2B. Florida	2B.1.	2B.1.	2B.	1.		2B.1.		2B.1.		
Alternate										
Assessment:	• Te		Use	٠	Administration	•	IEP goals being met	•	Discovery Education	
Students scoring at	cł	ner	prog	•	Reading/Math AIF	•	Discovery Education		Results	
			ress			•	Test Results Lesson Plans			
or above Level 7 in		eed	mo				Learning gains			
science.	SI		nito			, i i i i i i i i i i i i i i i i i i i	Louining guino			
	bu		ring							
	d		tool							
	co		s to							
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	io	ns	tify							
	be		stud							
	w		ents who							
	n n		need							
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		ırri	nal							
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		T I a a			
	need				
	S OI	diagnostic			
		or formative			
	ly	assessments			
		to identify			
	stud	what students			
	ents	already			
		know before			
		the start of			
		instruction			
Science Goal #2B:	2012 Current	2013Expected Level of			
	Level of	Level of			
	Performance:*	Performance:*			
students with disabilities					
will score a level 7 or above					
on the 2013 administration					
of the Florida Alternate					
Assessment in Science.					

50% (1) scored a 7 or above	50% (1) will score a 7 or above					
	2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
	2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

End of Elementary and Middle School Science Goals

# Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Science Benchmarks Big Ideas and Common Core Standards	K-5	Principal Assistant Principal Science Resource	School-wide	Meet with grade levels on a weekly basis	Use grade level meetings to coordinate teaching strategies that align with benchmarks and curriculum maps	Principal, assistant principal and Science Resource

### 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
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount

	Title I	\$700.00	
Description of Resources	Funding Source	Amount	
Description of Resources	Funding Source	Amount	
		Description of Resources Funding Source	Image: state s

### End of Science Goals

### Writing Goals

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

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

1A. I.       IA.1.       IA.1.       IA.1.       IA.1.       IA.1.         Students scoring at Achievement Level       • Lack of the contribution of the contribution of the contribution of the contribution of the writing process.       • Ongoing results of the writing process.       • Writing Rubric; Progress between Beginning of year to Mid-year to the End of the year writing prompts         3.0 and higher in writi ng       • strue instruction of the year writing is bloc grad k/       • writi that ng       • writi that ng         9       • Writi       • Writi       • Writi       • Writi	
• Lack of inue of inue expli       • Cont facilitator, Mentoring Teachers, and Teachers       • Ongoing results of the writing process. Teachers will continue to submit samples to the Principal to determine student process       • Writing Rubric; Progress between Beginning of year to Mid-year to the End of the year writing prompts         writing.       • Writi       tate       • Ongoing results of the writing process. Teachers will continue to submit samples to the Principal to determine student process       • Writing Rubric; Progress between Beginning of year to Mid-year to the End of the year writing prompts         • n       writi       tate       • Ongoing results of the writing process. Teachers will continue to submit samples to the Principal to determine student process       • Mid-year to the End of the year writing prompts         • n       writi       tared       • Ured       • Ured       • Ured         uctio       - n       writi       • Ured       • Ured       • Ured         grad       k/       - e       Writ       • Ured       • Ured         e       Writ       • Ured       • Ured       • Ured       • Ured         grad       k/       - e       • Writ       • Ured       • Ured	
Achievement Level 3.0 and higher in writing.       • Lack bill       • Coll inue of inue expli       • Coll inue facili to cit       • Coll inue facili writi       • Coll the writing rocess. Teachers will continue to submit samples to the principal to determine student process       • Progress between Beginning of year to to submit samples to the of the year writing prompts         n       writi that       n       writi that       • Writi tate       • Progress between Beginning of year to to submit samples to the principal to determine student process         n       writi that       n       writi that       • Progress between Beginning of year to to submit samples to the prompts         n       writi that       ng is       • Progress between between         grad       k/ e       • Writi       • Progress between	
3.0 and higher in       expli       to       Teachers will continue       Beginss of year to         writing.       cit       facili       Teachers will continue       Beginss of the year to         writi       tate       Principal to determine       of the year writing         ng       struc       student process       prompts         instr       tured       student process       prompts         uctio       n       writi       student process       prompts         is       bloc       grad       k/       e       writi	
citfacilito submit samples to theMid-year to the EndwrititatePrincipal to determineof the year writingngstrucstudent processpromptsinstrtureductionwritithatngisblocgradk/eWrit	
writi tate Principal to determine of the year writing prompts instributed uctio Instributed Instribute	
ngstrucstudent processpromptsinstrtured $1$ $1$ uctio $1$ $1$ $1$ nwriti $1$ $1$ thatng $1$ $1$ isblo $1$ $1$ grad $k/$ $1$ $1$ eWrit $1$ $1$	
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		S.					
Writing Goal #1A:	2012 Current						
-	Level of						
In grade 4, 88% of students	Performance:*						
will score a 3 or above on							
the 2013 administration		2013 Expected					
of the FCAT Writing		Level of					
assessment.		Performance:*					
ussessment.		r chormanee.					
	68%(56) of	88% (73)of					
	students scored a 3 and above in	students will be at 3 or above in					
	writing	writing					
		1A.2.	1A.2.	1A.2.	1A.2.	1A.2.	
		• Stud	• Students in grades K-	• Principal, AP, Title 1	Teachers will	<ul> <li>Scores from each</li> </ul>	
		ents	5 will continue to write	Facilitator, Mentoring	continue to submit	writing prompt	
		lack	to a school-wide prompt	Teacher, and Teachers	an excel spread sheet	will continue to	
		skills	once a month using the	reacher, and reachers	to the principal each	be compared over	
		to	writing process related		month with each	time using writing	
		write			student's grade and	rubric to determine	
		acr			class average.	progress.	
		OSS			class average.	progress.	
		curri					
		culu					
		m					

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	1A.3.		1A.3.		1A.3.		1A.3.		1A.3.		
	•	Lack	•	The revision and editing	•	Principal, AP, Title 1	•	Administration will	•	Progress between	
		of		process will continue to		Facilitator, Mentoring		continue to monitor		Beginning of year to	
		stude		be taught explicitly and		Teacher, and Teachers		revisions and editing		Mid-year to the End	
		nts		seen in student writing		·		process by reviewing		of the year writing	
		recei		prompts				randomly selected		prompts.	
		ving		F F				writing samples of		I I I	
		conti						students from each			
		nuou						teacher.			
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1B. Florida	1B.1.	IE	3.1.	1B.1.		1B.1.		1B.1.		
Alternate		~ 1	- T	n · · 1	4 D					
Assessment:		Stud		Principal	AP,	•	Students' work samples	•	Scores from each	
Students scoring at 4	1	ents lack	hers	•	Title 1 Facilitator, Mentoring Teacher		will be displayed around the classrooms for		writing prompt will be compared over	
			in		Mentoring Teacher		administration team to		time using a rubric to	
or higher in writing.		exp osur	grad e 4				monitor during walk-		determine progress.	
		e to	will				through.		determine progress.	
		exp	be				unough.			
		licit	train				Administration will			
		instr	ed			-	monitor revisions, the			
		uctio	in				editing process, and			
		n of	the				writing progress via			
		the	writi				Write Score formative			
	]	Polk	ng				assessments and data			
		Wr	proc				analysis monthly.			
	i	ites	ess							
		prog	usin							
	1	ram	g Polk							
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			room							
			with							
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			nts.							
			1115.							I

Writing Goal #1B:       2012 Current.         In grade 4, 100% of       Level of         Students with disabilities       Performance:*         will score a 4 or above on       the 2013 administration         of the Florida Alternate       Assessment in Writing         100% (1) scored a       4 or above	2013 Expected Level of Performance:* 100% (5) will score a 4 or above			
	1B.2.       1B.2         • A       barri         er to       wri         uning       proficien         cy is       the         lack       of         skill       with         respect to       wri         ting       mec         han       ics,         syn       tax,         and       sema         ntics       sema	<ul> <li>Teachers will continue to submit student samples of each phase of the six step vocabulary model based on pre-established benchmarks and timelines</li> </ul>	<ul> <li>Student samples from each phase of the six step vocabulary model will continue to be assessed in order to ascertain student comprehension and practical application.</li> </ul>	

IB.3.IB.3.IB.3.IB.3.IB.3.• Stu dent abili ty to crea te a informal assessment of summarization and tet a yry of cont• Students in K-5 will continue to summarization and tet a informal assessment of student comprehension of content materials.• Principal, AP, Title 1 Facilitator, Mentoring Teacher, and Teachers• Teachers will continue to submit student samples of each of journal writing and summarization process based on pre-established benchmarks and timelines.• Student samples of journal writing and summarization of content materials.IB.3.• Principal, AP, Title 1 Facilitator, Mentoring Teacher, and Teachers• Teachers will continue to submit summarization process based on pre-established benchmarks and timelines.• Student samples of pournal writing and summarization or process based on practical application.IB.3.• Principal, AP, Title 1 Facilitator, Mentoring Teacher, and Teachers• Teachers will contract data teachers• Student samples of each of journal writing and summarization process based on pre-established benchmarks and timelines.• Student samples of pournal writing materials.IB.3.• Principal, AP, Title 1 Facilitator, Mentoring Teacher, and Teachers• Principal, AP, Title 1 Facilitator, Mentoring Teacher, and Teachers• Student samples of each of journal writing and summarization process based on process based on<	 				
<ul> <li>Stu denti abili ty to censtruct daily journal entries as a means of summarization and te a informal assessment of wri student comprehension tten ry of cent</li> <li>Student sin K-5 will continue to construct daily journal entries as a means of summarization and ten student comprehension of content materials.</li> <li>Principal, AP, Title 1 Facilitator, Mentoring Teacher, and Teachers</li> <li>Teachers will continue to submit student samples of each of journal writing and summarization process based on pre-established benchmarks and timelines.</li> <li>Scores from each writing prompt and journal entries will continue to be compared over time using writing rubric to determine progress.</li> </ul>	1B.3. 1B.3	3.3.	1B.3.	1B.3.	1B.3.
dentwill continue to abiliFacilitator, Mentoring Teacher, and Teacherscontinue to submit student samplesof journal writing and summarizationty toentries as a means of creasummarization and te aof each of journalwill continue to be writing and assessed in orderte ainformal assessment of treasummarizationto ascertain student process based on process based on practical application.sumof content materials.process based on process based on benchmarks and timelines.comprehension and practical application.summmaentriesentriesentriesentriesry ofmmaentriesentriesentriesentriesry offocufocufocufocufocufocufocufocufocufocufocufocufocusis apointsis afocufocufocufocufocusis apointfocufocufocufocufocusis apointfocufocufocufocusis apointfocufocufocufocufocusis afocufocufocufocufocufocufocufocufocufocufocufocufocusis apointfocufocufocufocufocufocufocufocufocufocufocufocufocufocufocufocufoc	I I				
01 weak	• Stu dent abili ty to crea te a wri tten su mma ry of con tent area focu s is a point of	• Students in K-5 will continue to construct daily journal entries as a means of summarization and informal assessment of student comprehension	• Principal, AP, Title 1 Facilitator, Mentoring	<ul> <li>Teachers will continue to submit student samples of each of journal writing and summarization process based on pre-established benchmarks and</li> </ul>	<ul> <li>Student samples of journal writing and summarization will continue to be assessed in order to ascertain student comprehension and practical application.</li> <li>Scores from each writing prompt and journal entries will continue to be compared over time using writing rubric to determine</li> </ul>

# 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
Teaching the use of revision and editing strategies.	4th grade/ Writing		Teachers in grade 4 will be trained using a program called Polk Writes.	August 2012 – January 2013	Monitor student writing samples and teacher's excel sheet. Monitor the editing process during classroom walk-through.	Principal , AP, Title 1 Facilitator, Mentoring Teacher

# 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:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Easy Tech	Typing/Integrated Software	Title I	\$5,595.00

Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
All strategies	Reading/Writing Resource Teacher	Title I	\$72,452.00
\$78,047.00 Subtotal:			
\$78,047.00 Total:			

# 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.		
	• New	• New	Administration,	Genesis attendance	Genesis report		
		stud	guidance counselor,	report to monitor			
	stude		MTSS leadership team	increase in daily attendance over the			
	nts and	orier tatio	1	2012-2013 school year			
	pare			2012 2015 School year			
	nts	<ul> <li>Par</li> </ul>					
	to	ent					
	Garn	Educ					
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	polic ies		S				
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	Garn	tati					
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	and	and					
	need to	servi					
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	rstan	ded					
	d	for					
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	stude						
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	ng whe					1	
	n					1	
	tardy	7				1	
	or					1	
	abse					1	
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<u>Attendance</u> Rate:*	2013 Expected Attendance Rate:*			
Number of Students with Excessive Absences	94% (705) 2013 Expected Number of Students with Excessive Absences			
Number of Students with Excessive Tardies (10 or				
<u>more)</u> 126 (18.5%)	<u>more)</u> 16.5% (120)			

 -							_		
1.2.	1.2.	1	1.2.		1.2.		1.2.		
• Stud		Iulti-Tiered Support							
						<b>a i a i</b>			
ents		ystem- RtI/PBS	•	Administration,	•	Genesis attendance	•	Genesis report	
who	• A	dministration will		guidance counselor,		report to monitor			
are	n n	neet with individual		MTSS leadership team		increase in daily			
				in too readership team		attendance over the			
stru		tudents to problem							
glin	g s	olve ways to increase				2012-2013 school			
aca	tł	neir attendance.				year			
dem	∎ <b>•</b> A	reward program will				-			
ical		e in place to reward							
y or		lasses that have perfect							
beh	a a'	ttendance and no							
vior	a ta	ardies for the day.							
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	Pare	•	Family Involvement	•	Administration,					
	nts/		Activities as outlined		guidance counselor,	•	Genesis attendance	•	Genesis report	
			in Garner's family		MTSS leadership team		report to monitor		1	
	guar dians		involvement plan				increase in daily			
	uluito	•	Telephone hold message				attendance over the			
	who		communicating our				2012-2013 school			
	are		goals, expectations, and							
	not		services provided for				year			
	activ		student success.							
	ely									
	invol	•	After 10 tardies, contact							
	ved		the school social worker							
	do		to contact the parent							
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# **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
MTSSS	K-5	Administration	School-wide	Early Release/PLCs	Genesis Report/Interpret Data	Guidance/Leadership Team

### Attendance Budget (Insert rows as needed)

				n
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	
Daily Attendance Call Out to Parents	Phone Notification ConnectEd	District		
Subtotal:				
Professional Development				
Strategy	Description of Resources	Funding Source	Amount	
Subtotal:				
Other				
Strategy	Description of Resources	Funding Source	Amount	
Subtotal:				
L	1		1	

Total:		

End of Attendance Goals

## **Suspension Goal(s)**

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

Suspension Goal(s) Based on the analysis of suspension data, and reference to "Guiding Questions," identify and define areas in need of	Problem- solving Process to Decrease Suspension Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
	1.1. Continue to determine the issue that keeps students from behaving appropriately which could be school climate, family issues, academic issues, peer issues	<ul> <li>Meet with individual students who are repeat offenders by guidance or administra tion</li> <li>Conduct PBS training with students and staff and meet with individual students</li> <li>Implement PBS school- wide strategies.</li> </ul>	<ul> <li>Administration</li> <li>Guidance Counselor</li> <li>School Psychologist</li> </ul>	<ul> <li>Genesis reports to monitor number of suspensions</li> </ul>	<ul> <li>Number of suspensions compared to last year's number as reported on Genesis Discipline report</li> </ul>	

<u>of In–School</u> <u>Suspensions</u>	2013 Expected Number of In- School Suspensions					
14(2%)	12 (1%)					
of Students Suspended In-School	2013 Expected Number of Students Suspended In -School					
12 (2%)	12 (1%)					
Number of Out-of- School Suspensions	2013 Expected Number of Out-of-School Suspensions					
535 (86%)	400 (53%)					
of Students Suspended	2013 Expected Number of Students Suspended Out- of-School					
104 (17%)	50 (6%)					
	<ul> <li>School bus misbehav ior due to neighborh ood issues that carry over to the bus stop/ ride</li> </ul>	<ul> <li>plan of action.</li> <li>Administration contacts parents immediately for any office/bus referral.</li> </ul>	<ul> <li>Administration</li> <li>Guidance Counselor</li> <li>School Psychologist</li> </ul>	<ul> <li>Decrease in bus referral especially by repeat offenders</li> </ul>	<ul> <li>Genesis Discipline Report</li> </ul>	
	1.3.	1.3.	1.3.	1.3.	1.3.	

#### **Suspension Professional Development**

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

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

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

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

End of Suspension Goals

#### **Parent Involvement Goal(s)**

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

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

Parent Involvement Goal(s)	Problem- solving Process to Parent Involveme nt					
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:		Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

1. Parent Involvement	1.1.	1.1.	1.1.	1.1.	1.1		
	<ul> <li>Parent s/ guardi ans who are not active ly involv ed do not see the importance of havin g studen ts come to school every day.</li> </ul>	<ul> <li>Noti ficati on of meet ings sent electr onical ly i.e. phon e, e- mail,</li> <li>News letter</li> </ul>	Administration/AIFs/Title I Facilitator	<ul> <li>Conference Logs</li> <li>Parent Workshop logs</li> </ul>	<ul> <li>Conference Logs</li> <li>Parent Workshop logs</li> </ul>		
#1.	2012 Current Level of Parent Involvement:*	2013 Expected Level of Parent Involvement:* 300 (40%)					
		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 ethat 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
Parent-Teacher Conf	all	PI Facilitator	Instructional Staff	9/27/2012	Participation in Conf. Evaluation	Leadership Team
Parent Friendly Ofc.	all	PI Facilitator	Office staff	9/12/2012	Observation/Comment cards completed by parents	Administration

## 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
Effective Parent/Teacher Conference	Eff. P-T Conferencing	Free Online Resources PIRC/FLDOE	\$0
Conferencing Brochures	Steps in conducting an effective conference	Free Online Resources PIRC/FLDOE	\$0
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Message On Hold	Parents and callers receive information about services offered	Title I	\$719.00
\$719.00 Subtotal:			
\$719.00 Total:			

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: 100 percent of our Gifted students will participate in STEM activities through the Gifted Program offered at our site.	<ul> <li>Teacher needs to build connections to integrate science, technology, engineering, and math in the class to provide extensive opportunities for application.</li> </ul>	<ul> <li>Provide curriculum resources and utilize LFS strategies such as connecting to prior knowledge, and embedded assessments (assessment prompts, distributed summarization) to provide a focus to the lesson.</li> </ul>	<ul> <li>Administrati on</li> </ul>	<ul> <li>Classroom Walk- throughs</li> <li>Student projects</li> <li>Lesson Plans</li> </ul>	<ul> <li>Student Projects</li> </ul>
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

# **STEM Professional Development**

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity. PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (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
ITTS & learning.com. By Spring 2013, 100 % of total teachers will receive Level 1 & Level 2.	K-5	Net. Mgr.	Teacher s (K-5)	Spring 2013	Verbal & Email	Net. Mgr.
Technology available @ Garner Elementary unique to each classroom and items available for checkout from the Media Center/ Network Manager. By Spring 2013, increase all teachers Use of Technology	All Staff	Net. Mgr., Tech Coaches, Media Specialist, Lab Managers, Other Teachers Specialties.	All Staff	OnGoing 2012-2013	Verbal, classroom walkthroughs, equipment use through Follett and Outlook equipment calendars	Net. Mgr.

NET-S. Software, hardware and Digital Devices. By Spring 2013, increase by one level for all grade levels students TIM in 20% of the learning environments.	ents All Stakeholders	All students	OnGoing 2012-2013	Verbal, observations classrooms, labs, media center, outdoor classrooms	Net. Mgr.
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## **STEM Budget** (Insert rows as needed)

Include only school-based funded				
activities/materials and exclude district				
funded activities /materials.				
Evidence-based Program(s)/Materials(s)				
Strategy	Description of Resources	Funding Source	Amount	
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	
Robotic Software/Kit	Robotic Software/Kit	Title I	719.00	
\$719.00 Subtotal:				
\$719.00 Total:				

End of STEM Goal(s)

## **Additional Goal(s)**

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

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

### **Additional Goals Professional Development**

Professional			
Development			

(PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	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	
Subtotal:				
Total:				

End of Additional Goal(s)

Please provide the total budget from each section.	
Reading Budget	
	\$142,064.00 Tota
CELLA Budget	
	\$57,716.00 Tota
Mathematics Budget	
	\$113,032.00 Tota
Science Budget	
	Tota
Writing Budget	
	\$78,047.00 Tota
Civics Budget	
	Tota
U.S. History Budget	
	Tota
Attendance Budget	
0	Tota
Suspension Budget	
	Tota
Dropout Prevention Budget	
Dropout Prevention Dudget	Tota
Parent Involvement Budget	100
	\$719.00 Tota
STEM Budget	\$117.00 104
STEM Dudget	\$700.00 Tota
	5700.00 1012
CTE Budget	Tota
	10ta
Additional Goals	
	Tota
	392,278.00 Grand Tota

Rule 6A-1.099811 Revised April 29, 2011

#### **Differentiated Accountability**

#### School-level Differentiated Accountability (DA) Compliance

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

School Differentiated Accountability Status		
Priority	□Focus	Prevent

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

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

SAC Membership Compliance

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

□ 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.

Describe the projected use of SAC funds.	Amount