Florida Department of Education



DRAFT School Improvement Plan (SIP) Form SIP-1

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Mavericks High of Palm Springs	District Name: Palm Beach
Principal: DeeEtte Naukana	Superintendent:
SAC Chair:	Date of School Board Approval:

Student Achievement Data:

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

Highly Effective Administrators

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

List your school's highly effective 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	Number of Years as an	Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains,
			at Current	Administrator	Lowest 25%), and AMO progress along with the associated school
			School		year)
Principal	DeeEtte Naukana	Educational Leadership	2	8	Ms. Naukana has experience as a Charter School Assistant Principal
		(all levels), K-12 Varying			and Principal in Palm Beach, Broward and Escambia Counties. She
		Exceptionalities, K-			has been involved in the creation of two ESE charter schools in
		12 Physical Education,			Palm Beach County.
		K-12 Health, Business			
		Education 6-12, Middle			
		Grades Integrated 5-9			
Assistant	Hugo Linares	ESE K-12, MGIC(5-9),	1	First Year	Mr. Linares is currently pursuing a Masters in Educational
Principal		Social Science 6-12 and			Leadership at Nova Southeastern University with an anticipated
		Spanish			graduation date of May 2013.

Highly Effective Instructional Coaches

List your school's highly effective 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 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	Name	Degree(s)/	Number of	Number of Years as	Prior Performance Record (include prior School Grades, FCAT/
Area		Certification(s)	Years at	an	Statewide Assessment Achievement Levels, Learning Gains,
			Current School	Instructional Coach	Lowest 25%), and AMO progress along with the associated
					school year)

Highly Effective Teachers

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

Des	scription of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1.	Provide Professional Development-Staff will be provided the opportunity to participate in relevant professional development	DeeEtte Naukana	06/2013	
2.	Professional Learning Communities will be implemented by core subject areas	Administration/Lead Teacher	06/2013	
3.	Leadership Opportunities-Staff will be provided the opportunity to participate in school leadership through participation in school and district committees.	DeeEtte Naukana	06/2013	
4.	Grade/Team Level meetings	Administration	On-going	

Non-Highly Effective Instructors

List all instructional staff and paraprofessionals who are teaching out-of-field and/or who are NOT highly effective.

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Effective
Juan Amaro Sr.	Temporary	Math 9-12	Prep time to complete requirements for Professional Certificate. Ongoing district and school based workshops and trainings will be offered throughout the school year.
Juan Amaro Jr.	Temporary	Math 9-12	Prep time to complete requirements for Professional Certificate. Ongoing district and school based workshops and trainings will be offered throughout the school year.
Charles Dougherty	Temporary	Math 9-12 Chemistry	Prep time to complete requirements for Professional Certificate. Ongoing district and school based workshops and trainings will be offered throughout the school year.
Trudi Adams-Wiggins	Temporary	English 9-12	Prep time to complete requirements for Professional Certificate. Ongoing district and school based workshops and trainings will be offered throughout the school year.
			Prep time to complete requirements for Professional Certificate. Ongoing district and school based workshops and trainings will be offered throughout the school year.

Prep time to complete requirements for Professional Certificate.
Ongoing district and school based workshops and trainings will be
offered throughout the school year.

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
11	0%	36% (4)	36% (4)	36% (4)	45% (5)	64% (7)	18% (2)	0	27% (3)

Teacher Mentoring Program

Please describe the school's teacher mentoring program 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
DeeEtte Naukana	Juan Amaro Sr.	Holds a Temporary Certificate	Model lessons, attend professional development enhance use of technology, shadow, team teach, incorporate math, language arts and science through projects and writing assignments.
DeeEtte Naukana	Juan Amaro Jr.	Holds a Temporary Certificate	Model lessons, attend professional development enhance use of technology, shadow, team teach, incorporate math, language arts and science through projects and writing assignments

DeeEtte Naukana	Charles Dougherty	Holds a Temporary Certificate	Model lessons, attend professional development enhance use of technology, shadow, team teach, incorporate math, language arts and science through projects and writing assignments
DeeEtte Naukana	Trudi Adams-Wiggins	Holds a Temporary Certificate	Model lessons, attend professional development enhance use of technology, shadow, team teach, incorporate math, language arts and science through projects and writing assignments

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
Funds are budgeted to support professional development initiatives, provide resources for family involvement and training initiatives, and for student supplies in intensive math and reading classrooms and weekend tutorials.
Title I, Part C- Migrant
Title I, Part D
Title II
Title III
Title X- Homeless
Student Intervention Services will partner with the school. Such agencies may include homeless shelters, religious entities, social service agencies.
Supplemental Academic Instruction (SAI)
Violence Prevention Programs

Nutrition	Programs
1 Tuu Iuon	1 I O SI ullis

Housing Programs

Head Start

Adult Education

Work with adult education department to provide services for students who age out or at risk of not graduating.

Career and Technical Education

The family coordinator and guidance counselor have established working relationships and partnerships with a number of businesses within a ten mile radius of the school.

Additionally, a job and career fair is held at the school and participants are from the surrounding community.

Job Training

Other

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

School-Based MTSS/RtI Team

Identify the school-based MTSS/RtI Leadership Team.

Principal: DeeEtte Naukana
Dean of Students: Hugo Linares
Guidance Counselor: Rebecca Ransier
ESE/ESOL Coordinator: Melani Timmis

Reading Teacher: Alice Boyhan Language Arts: Teacher Edith Wild Math Teacher: Charles Dougherty Family Coordinator: Marla Green

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?

Principal: Provides a common vision for the use of data-based decision making; 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 adequate professional development to support RtI implementation; and communicates with parents regarding school-based RtI plans and activities.

Reading Teacher: 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 needs, 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, data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

The school-based RtI team will meet twice a month to discuss and focus on student data that has been collected from the school's SIS, enrollment assessments and academic assessments, all of which are available in real time, in the moment. With data available, the team will determine which students are at or above meeting the benchmarks and those who are below or at-risk of not meeting the benchmarks.

Determination of professional development, decision making and implementation of best practices and new skills will also result from the work of the RtI school-based team. The RtI Leadership Team will work with the administration, EESAC and Governance Board to develop and implement the School Improvement Plan (SIP) in the development of instructional strategies designed to improve student achievement in reading, mathematics, science, social studies and writing.

The school will work with other schools to identify student's past performance and academic deficiencies by meeting with them through RtI meetings, held monthly. Communication will also take place through telephone interview with the home school of the students.

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

The RtI Leadership Team will work with the Administration, Management Company, School Advisory Council (SAC), and Governance Board to develop and implement the SIP through the implementation of instructional strategies designed to impact student achievement. The RtI team will use the continuous improvement model to identify best practices and interventions for addressing the academic deficiencies of our students. Although certain intervention strategies have been identified in the SIP plan for addressing these deficiencies, the RtI process is a continuously changing process, which will evolve as the Leadership Team identifies the needs of our students. The correlation between the RtI process and the SIP plan is brought together through the identification of students needing different levels of intervention, as identified through FAIR data, District Baseline and Interim Assessment data, FCAT and SAT/ ACT data. The RtI Leadership Team, the School Advisory Council (SAC), and the Principal will meet to develop the SIP.

The RtI Leadership Team will provide data on: Tier 1, 2 and 3 targets; academic and social/emotional areas that needed to be addressed. The RtI Leadership Team also set clear expectations for instruction.

MTSS Implementation

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

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, social studies, writing, and behavior.

Academics:

Baseline and quarterly data for reading and mathematics from NWEA; District Baseline and Interim Assessments for reading, mathematics and science through Educational Data Warehouse (EDW); CELLA testing for all ELL students; FCAT scores from 2011-2012; FAIR Assessment data (both baseline and interim); use of the state PMP; EOC Algebra I, Geometry and Biology; PERT

Behavior:

Individualized Student mentoring system; Detention tracking system; Suspension/Expulsions, Attendance records, In-house student climate survey

Describe the plan to train staff on MTSS.

The RtI school-based team will partner with the District and attend District-sponsored workshops and training. In addition, the school will use the "Train the Trainer" program from the District. After the reading teacher is trained, then he/she will train the rest of the staff on strategies used to improve student achievement and the identification of students needing further intensive educational strategies. Staff will be trained using Professional Learning Communities once per month.

Describe plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

DeeEtte Naukana-Principal Hugo Linares, Dean of Students Dr. Trudi Adams-Wiggan, – Language Arts Teacher

Alice Boyhan, Reading Teacher Juan Amaro, Jr. Math Teacher Melani Timmis- ESE Coordinator

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

The principal selects team members for the Literacy Leadership Team (LLT) based on a cross-section of the faculty and administrative team that represents highly-qualified professionals who are interested in serving to improve literacy instruction across the curriculum. The principal will cultivate the vision for increased school-wide literacy across all content-areas by being an active participant in all LLT meetings and activities.

The principal will direct the reading teacher to participate in all District and State-driven professional development activities. The reading teacher must be a member of the LLT. The team will meet monthly throughout the school year. The LLT may choose to meet more often. Additionally, the principal may expand the LLT by encouraging personnel from various sources such as District and Regional support staff to join. Monthly meetings will take place for the purpose of analyzing student progress toward the acquisition of standards and benchmarks inherent in acquiring academic proficiency.

The LLT will also discuss strategies and interventions which will be implemented by the classroom teacher for the purpose of strengthening student progress in identified weak areas for literacy skills. The principal will serve as the lead person during these meetings and will be guided by the data which will be a living document containing both current and previous data reflecting student literacy achievement levels.

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

The major goal of the LLT will be to improve students individual learning gains in reading and develop lifelong literacy skills through the implementation of the Direct Instruction Model. Additionally, the LLT will develop small group direct instruction with the implementation of novel studies as well as various passages covering different genres.

Public School Choice

• Supplemental Educational Services (SES) Notification
Upload a copy of the SES Notification to Parents in the designated upload link on the "Upload" page.

*Elementary Title I Schools Only: Pre-School Transition

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

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

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

All computer-based curriculums include literacy strategies in all content areas. For non-mastery students, literacy strategies will be used in small-group instruction and differentiated instructional strategies will be utilized based on individual student weaknesses. All teachers will teach and monitor the use of effective reading strategies. Teachers will refer to the Palm Beach County Schools District Pacing Guide for Reading, Mathematics and Science as a guide to ensure compliance with District standards. All instructional staff are required to complete the necessary professional development to gain Reading Endorsement.

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

*High Schools Only

Note: Required for High School-Sec. 1003.413(g)(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?

Students who enroll in the school will work with the Career Coordinator and teacher/mentor to determine interest and aptitude for post-secondary plans, As well, students will complete the Florida Choices Career Program to determine possible careers related to their interests. While some students will pursue vocational programs, others will seek employment or enroll in a two or four-year college. Career development is required of each student enrolled. Coursework is designed to prepare students to meet Florida's Next Generation Sunshine State Standards and earn a high school diploma. The four areas of focus of the school include academic success, work study skills development, social/emotional well-being and self-sufficiency skills. Students who succeed in each of the four areas of focus will be better prepared for post-secondary plans.

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?

With the use of our Career Coordinator and mentors, students are guided through discussion to determine and align coursework to obtain students' career goals. The Career Coordinator will monitor student employment in accordance with the policies and procedures of Palm Beach County School District. As well, every student completes a Graduation Plan with the guidance of the Family Coordinator and the Guidance Counselor.

Post-secondary 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>.

The Graduation Committee regularly meets with potential graduates to review student progress toward graduation. All students entering Mavericks will receive a Graduation Plan with an expected graduation date. They will be issued a "Passport to Graduation" which outlines all classes they have completed as well as gives them a picture of what they must complete within a timeline to graduate. Students will have the opportunity to participate in multiple College Fairs to determine educational and financial opportunities for pursuing post-secondary educational plans. In discussing necessary steps of process to become college ready, the counselor will discuss the importance of participating in PSAT, SAT and ACT testing as an entrance requirement of post-secondary education. Additional assistance with post-secondary planning include the development of tutoring for the college entrance exam (SAT/ACT Prep Class), determining qualifications for taking honors/dual enrollment courses, career training, assisting them with their college/ career application, financial aid, college seminars, and calling colleges on their behalf. In the 2011-2012 school year, 64% of seniors graduated at Mavericks High School. The balance continues to strive to complete required credits and pass required exams. This year, the goal is to graduate 100% of the seniors.

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

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

Students scoring at Achievement Level 3 in reading. Level 4 in reading of words occasionary and increase in decounters with grade-appropriate vocabulary in reveryday reading of words depending of words depending on contexts Reading of words depending on and the online curriculum that target prior knowledge, mixode contexts with readesplaying of words depending on words depending on words with cocabulary entire work occabulary with readesplaying of words fleepending on words of knowledge, mixode contexts New Your Content of the prior of the prior of knowledge, mixode content integration of the work occabulary with readesplaying of words fleepending of words of knowledge, mixode contents with readesplaying of words depending on in different levels of contents yeolidary with readesplaying of words contents with readesplaying words of knowledge, mixode contents with readesplaying of words under the prior knowledge, mixode contents with readesplaying of words words which words and the online curriculum that target prior knowledge, mixode contents with readesplaying of words words which words and the online curriculum that target prior knowledge, mixode contents with readesplaying of words which words and the online curriculum that target prior knowledge, mixode contents which words and the online curriculum that target prior knowledge and the pr							-	
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of vocabulary, instruction in different levels of			new vocabulary,					
instruction in different levels of			meaningful usage					
different levels of								
content-specific								
words (shades								
of meaning), reading from a			or meaning),					
variety of texts,								
and engaging in								
affix or root word			affix or root word					
			activities.					

Reading Goal #1a: To increase level 3 proficiency students by 49 percentage points to 50%.	Level of Performance:*	2013 Expected Level of Performance:*			
	of the 2012 FCAT 2.0				

1a.2.	1a.2.	1a.2.	1a.2.	1a.2.	
Reading		RTI and Literacy		Formative:	
Application	with learning	Leadership Team	a monthly basis to review	Benchmark Assessments	
Application	strategies such as	Leadership ream		Interim Assessments	
The fallowing			of the implementation of the	Internit Assessinents	
I ne following a	regraphic organizers, : summarization		of the implementation of the	Summative:	
areas of concern	. summarization				
T + 010 1 7 2	activities, questioning			FCAT 2.0 Reading Assessment	
L.A.910.1.7.3	the author, anchoring		Changes to instructional		
Determining	conclusions back to the		focus and strategies will be		
main idea via	text (e.g., explaining and	l.	implemented as necessary.		
inferences,	justifying decisions),				
paraphrasing,	opinion proofs (e.g.,				
summarizing, a	ndgiving an opinion,				
relevant details	find facts to support				
	the opinion within the				
	texts), text marking, and				
L.A.910.1.7.2	encouraging students to				
Analyze the	read a wide variety of				
author's purpos	e texts.				
in a variety of					
text	These strategies				
	should target using and				
	identifying details from				
	the passage to determine				
	main idea, plot, and				
	purpose, practice				
	analyzing the author's				
	perspective, choice				
	of words, style, and				
	technique to understand				
	how these elements				
	influence the meaning	1			
	of text, and practice				
	making inferences,				
	drawing conclusions,				
	and identifying implied				
	main idea and author's purpose. Further, the				
	practice of justifying	1			
	answers by going back				
	to the text for support				
	should be ingrained into				
	each student.				
1a.3.	1a.3.	1a.3.	1a.3.	1a.3.	

1b. Florida	1b.1.	1b.1.	1b.1.	1b.1.	1b.1.		
Alternate							
Assessment: Students scoring							
at Levels 4, 5,							
and 6 in reading.							
D 1: G 1//11	2012 G	2012 F					
Reading Goal #1b:	Level of	Level of					
Enter narrative for the	Performance:*	Performance:*					
goal in this box.							
	Enter numerical data for	Enter numerical data for					
	current level of	expected level of					
	this box.	performance in this box.					
		1b.2.	1b.2.	1b.2.	1b.2.	1b.2.	
		1b.3.	1b.3.	1b.3.	1b.3.	1b.3.	
Based on the	Anticipated	Strategy	Person or Position	Process Used to Determine	Evaluation Tool		
analysis of student achievement data,	Barrier		Responsible for Monitoring	Effectiveness of Strategy			
and reference				28)			
to "Guiding Questions",							
identify and define areas in need of							
improvement for the							
following group:							

	1	r	I	i	i . .	i	
2a. <mark>FCAT 2.0:</mark>	2a.1.	2a.1.	2a.1.		2a.1.		
Students scoring		Provide students	RtI and Literacy	English department	Formative:		
at or above	Analysis	with learning	Leadership Team		Baseline Assessment		
Achievement	TTI 6 11 :	enrichment		to review and discuss	Interim Assessment		
	I he following	such as graphic		the effectiveness of the	C		
20,010	benchmarks	organizers,		implementation of the strategies.	Summative: FCAT 2.0 Reading Assessment		
reading.	are areas of concern:	concept maps, open compare/		strategies.	Content-Area Final Exam		
	concern.	contrast, signal		Changes to instructional	Projects		
	L.A.910.2.1.5			focus and strategies will be	l Tojects		
		and encouraging		implemented as necessary.			
	difficulty	students to read		implemented as necessary.			
	analyzing and	from a wide					
		variety of texts.					
	and						
	interpretation	These strategies					
	of author's	should target					
	use of literary	graphically					
	elements	depicting					
		compare/contrast					
		relationships,					
		identifying the					
	L.A.910.2.1.7						
	Students have	development, as					
	difficulty	well as multiple					
		patterns within a					
		single passage,					
		reducing textual information to					
	language.	key points so					
	language.	that comparisons					
		can be made in					
		and across texts,					
		comparing/					
		contrasting					
		across a wide					
		variety of genres					
		and popular					
		media to					
		encourage the					
		use of prior					
		knowledge as a					
		guide, reading					
	1	closely to identify relevant					
	1	details, and					
		recognizing					
	1	implicit meaning					
		or the details					
	1	within a text that					

2a.2.	2a.2.	2a.2.	2a.2.	2a.2.	
	Provide students with	RtI and Literacy	English department meet on	Formative:	
	learning enrichment that			Baseline Assessment	
December 1	will focus on locating,				
Research Process (will locus on locating,			Interim Assessment	
	organizing, interpreting,		of the implementation of the		
	synthesizing and			Summative:	
benchmarks are	evaluating information			FCAT 2.0 Reading Assessment	
	from a variety of			Content-Area Final Exam	
	sources. Various		focus and strategies will be	Projects	
	strategies that should		implemented as necessary.		
Students are	be used are graphic				
unfamiliar with	organizers, concept				
strategies used r	maps, reciprocal				
to evaluate the	teaching, opinion proofs,				
validity and s	summarization skills,				
	open compare/contrast,				
	questioning the author,				
information.	and reading a wide				
	variety of texts.				
	variety of texts.				
	These strategies will				
	target determining				
	reliability and				
	validity of arguments,				
	using maps, charts,				
	photos, illustrations,				
	advertisements, and				
	schedules for gathering				
	information, as well as				
	organizing information				
l l	for variety of purposes				
l li	including making				
	reports and conducting				
	interviews. Other				
	methods of targeting the				
	validity and reliability				
	of information include				
	breaking down the				
	specific arguments				
	being made by the				
	texts, encourage the				
	utilization of Bloom's				
	Taxonomy to evaluate				
	each argument, and				
	ingrain the practice of				
	justifying decision with				
	direct examples from the				
t	text.				

		2a.3	2a.3	2a.3	2a.3	2a.3	
2b. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.		2b.1.	2b.1.	2b.1.	2b.1.		
Reading Goal #2b: Enter narrative for the goal in this box.	Level of	ILevel of					
	data for	Enter numerical data for expected level of performance in this box.					
		2b.2.	2b2.	2b.2.	2b.2.	2b.2.	
		2b.3	2b.3	2b.3	2b.3	2b.3	

Based on the analysis of student achievement data, and reference to "Guiding Questions",	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:						

			i			i	
3a. FCAT 2.0:	3a.1.	3a.1.	3a.1.	3a.1.	3a.1.		
Percentage of	Vocabulary	Provide	RtI and Literacy	English department	Formative:		
students making		students with	Leadership Team	meet on a monthly basis	Benchmark Assessments		
Learning Gains	The following	a vocabulary-		to review and discuss	Interim Assessments		
	benchmarks	centric		the effectiveness of the	g t:		
in reading.	are areas of	environment that makes use		implementation of the	Summative:		
	concern:	of vocabulary		strategies.	FCAT 2.0 Reading Assessment		
	L.A.910.1.6.1			Changes to instructional			
	Students have	word walls		focus and strategies will be			
		easy access		implemented as necessary.			
	using new	to personal		impremented as necessary.			
	vocabulary	dictionaries,					
		and frequent					
	introduced and	encounters with					
	taught directly	.grade-appropriate					
		vocabulary					
	L.A.910.1.6.3	in everyday					
	Students have	conversations.					
	difficulty						
	using context	Provide students					
	clues to	with vocabulary					
	determine	learning					
	meanings of	strategies in both					
		Direct Instruction	1				
	words.	and the online					
		curriculum that					
		target prior knowledge,					
		involve constant					
		integration					
		of known					
		vocabulary with					
		new vocabulary,					
		using new					
		vocabulary in					
		context, using		1			
		strategies to					
		help identify					
		unfamiliar					
		vocabulary					
		words (e.g.,					
		context clues,					
		cueing, etc.),]	1			
		meaningful usage of vocabulary,					
		instruction in					
		different levels of	f				
		content-specific					
		words (shades					

		of meaning), reading from a variety of texts, and engaging in affix or root word activities.			
Reading Goal #3a: To increase the number of students making learning gains by 21 percentage points to 50 %.	Level of	2013 Expected Level of Performance:*			
	of the 2012 FCAT 2.0 Reading Test indicated that 29% (21	in reading as compared to FCAT 2012			

22	2. 2	2. 2	2. 2	12.2	Ī
3a.2.	3a.2. Provide the students	3a.2.		3a.2.	
Reading		RtI and Literacy		Formative:	
Application	with learning	Leadership Team		Benchmark Assessments	
	strategies such as			Interim Assessments	
	egraphic organizers,		of the implementation of the		
areas of concern:			strategies.	Summative:	
	activities, questioning			FCAT 2.0 Reading Assessment	
L.A.910.1.7.3	the author, anchoring		Changes to instructional		
Determining	conclusions back to the		focus and strategies will be		
main idea via	text (e.g., explaining and	1	implemented as necessary.		
inferences,	justifying decisions),				
paraphrasing,	text marking, and				
summarizing,	encouraging students to				
and identifying	read a wide variety of				
relevant details.	texts.				
	These strategies				
	should target using and				
	identifying details from				
	the passage to determine				
	main idea, practice				
	analyzing the choice				
	of words, style, and				
	technique to understand				
	how these elements				
	influence the meaning				
	of text, and practice				
	making inferences,				
	drawing conclusions,				
	and identifying implied				
	main idea. Further, the				
	practice of justifying				
	answers by going back				
	to the text for support				
	should be ingrained into				
	each student.				

1	3a.3.	3a.3.	3a.3.	3a3.	3a.3.	
					Formative:	
	Literary Analysis		RtI and Literacy	1 5 1	Benchmark Assessments	
	The following	learning strategies such	Leadership Team			
		as graphic organizers,			Interim Assessments	
		concept maps, open		of the implementation of the	g v	
	areas of concern:	compare/contrast, signal	·		Summative:	
		or key words, and			FCAT 2.0 Reading Assessment	
	L.A.910.2.1.5	encouraging students to		Changes to instructional		
	Students have	read from a wide variety	'	focus and strategies will be		
	difficulty	of texts.		implemented as necessary.		
	analyzing and					
		These strategies should				
		target graphically				
		depicting compare/				
	literary elements	contrast relationships,				
		identifying the methods				
		of development,				
		as well as multiple				
	L.A.910.2.1.7	patterns within a single				
	Students have	passage, reducing				
	difficulty	textual information				
	analyzing and	to key points so that				
		comparisons can be				
	author's use	made in and across				
	of figurative	texts, comparing/				
	language.	contrasting across a				
]	wide variety of genres				
		and popular media to				
		encourage the use of				
		prior knowledge as a				
		guide, reading closely to	,[
		identify relevant details,				
		and recognizing implicit				
		meaning or the details	1			
		within a text that suppor	4			
		inferencing.	4			
		interencing.	ļ			

2h Elovido	3b.1.	3b.1.	3b.1.	3b.1.	3b.1.		
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.	ρυ.1.	ρυ.1.	JU.1.	ρυ.1.	pu.1.		
Reading Goal #3b: Enter narrative for the goal in this box.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	data for current level of	Enter numerical data for expected level of performance in this box.					
		3b.2.	3b.2.	3b.2.	3b.2.	3b.2.	
		3b.3.				3b.3.	
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		

	r	r	1	1	i	
		4a.1.			4a.1.	
Percentage	Vocabulary	Provide	RtI and Literacy	English department	Formative:	
of students in		students with	Leadership Team	meet on a monthly basis	Benchmark Assessments	
	The following			to review and discuss	Interim Assessments	
	benchmarks	centric		the effectiveness of the	g .:	
making learning		environment		implementation of the	Summative:	
gains in reading.		that makes use of vocabulary		strategies.	FCAT 2.0 Reading Assessment	
	L.A.910.1.6.1			Changes to instructional		
	Students have	word walls		focus and strategies will be		
	difficulty	easy access		implemented as necessary.		
		to personal		implemented as necessary.		
	vocabulary	dictionaries,				
		and frequent				
		encounters with				
	taught directly	.grade-appropriate	,			
]	vocabulary				
	L.A.910.1.6.3					
	Students have					
	difficulty					
	using context	Provide students				
	clues to	with vocabulary				
	determine	learning				
	meanings of	strategies in both				
		Direct Instruction				
	words.	and the online				
		curriculum that				
		target prior				
		knowledge, involve constant				
		integration				
		of known				
		vocabulary with				
		new vocabulary,				
		using new				
		vocabulary in				
		context, using				
		strategies to				
		help identify				
		unfamiliar				
		vocabulary				
	1	words (e.g.,				
		context clues,				
	1	cueing, etc.), meaningful usage				
		of vocabulary,	1			
		instruction in				
	1	different levels of				
		content-specific				
	1	words (shades				

			•	i .	
		of meaning),	1		
		reading from a			
		variety of texts,			
		and engaging in			
		and engaging in affix or root word			
		allix or root word			
		activities.			
		In addition,			
		anticipated			
		barriers will			
		be targeted			
		using task			
		cards, graphic			
		organizers,			
		multiple meaning			
		words, interactive			
		words, interactive			
		word walls,			
		word banks/			
		vocabulary			
		notebooks,			
		and structural			
		analysis.			
Reading Goal #4a:	2012 Current	2012 Expected			
Reading Goal #4a:	z 1 c	z 1 C			
	Level of	Level of			
	Performance:*	Performance:*			
1					
			1		
To increase			1		
the number of					
students from					
the lowest 25%			1		
making learning			1		
gains by 18			1		
Build by 10			1		
percentage points			1		
to 50%.			1		
1 3 3 7 3.					

of the 2012 FCAT 2.0 Reading Test Indicated that 32% (13 of 40 l students) of is students from the lowest 25% made learning gains.	will make learning gain in reading as compared to FCAT 2012				
I I I I I I I I S	Reading Provide the students	RtI and Literacy Leadership Team	English department meet on a monthly basis to review and discuss the effectiveness of the implementation of the strategies.	Formative: Benchmark Assessments Interim Assessments Summative: FCAT 2.0 Reading Assessment	

		4a.3	4a.3.	4a.3.	4a.3.	4a.3.	
				44.5.			
		Literary Analysis	Provide students with	RtI and Literacy	English department meet on	Formative:	
						Benchmark Assessments	
			as graphic organizers,		and discuss the effectiveness	Interim Assessments	
			concept maps, open		of the implementation of the		
		areas of concern:	compare/contrast, signal			Summative:	
			or key words, and			FCAT 2.0 Reading Assessment	
		L.A.910.2.1.5	encouraging students to		Changes to instructional		
		Students have	read from a wide variety		focus and strategies will be		
		difficulty	of texts.		implemented as necessary.		
		analyzing and			•		
		developing and	These strategies should				
		interpretation of	target graphically				
		author's use of	depicting compare/				
		literary elements	contrast relationships,				
		litterary elements.	identifying the methods				
			of development,				
			as well as multiple				
		L.A.910.2.1.7	patterns within a single				
			patterns within a single				
		Students have	passage, reducing				
		difficulty	textual information				
		analyzing and	to key points so that				
			comparisons can be				
			made in and across				
			texts, comparing/				
		language.	contrasting across a				
			wide variety of genres				
			and popular media to				
			encourage the use of				
			prior knowledge as a				
			guide, reading closely to				
			identify relevant details,				
			and recognizing implicit				
			meaning or the details				
			within a text that support				
			inferencing.				
4b. <mark>Florida</mark>	4b.1.	4b.1.	4b.1.	4b.1.	4b.1.		
			1				
Alternate							
Assessment:			1				
Percentage							
of students in			1				
Lowest 25%			1				
making learning							
gains in reading.			1				
Samo in reading.			1				
			1				
			1				
			1				

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Reading Goal #4b:	2012 Current	2013 Expected					
	Level of Performance:*	Level of					
Enter narrative for the goal in this box.	renormance.	renormance.					
5							
		Enter numerical					
	current level of	data for expected level of					
	performance in this box.	performance in this box.					
			4b.2.	4b.2.	4b.2.	4b.2.	
		4b.3	4b.3.	4b.3.	4b.3.	4b.3.	
Based on Ambitious	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
but Achievable	2011-2012	2012-2013	2010 2011	2011 2013	2015-2010	2010-2017	
but Achievable Annual Measurable	2011-2012	2012-2013	2010 2011	2011 2010	2013-2010	2010-2017	
but Achievable Annual Measurable Objectives (AMOs), Reading and Math	2011-2012	2012-2013	2010 2011	2011.2010	2013-2010	2010-2017	
but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target		2012-2013	2010 2011	20112010	2013-2010	2010-2017	
but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target 5A. Ambitious	Baseline	2012-2018	2010 2011	20112010	2010-2010	2010-2017	
but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target 5A. Ambitious but Achievable	Baseline data 2010-	2012-2016	20.0 2011	20112010	2010-2010	2010-2017	
but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target 5A. Ambitious but Achievable Annual	Baseline	2012-2016	20.0 2011	29.1.2010	2010-2010	2010-2017	
but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target 5A. Ambitious but Achievable Annual Measurable	Baseline data 2010-	2012-2016	2010 2011	20112010	2010-2010	2010-2017	
but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target 5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six	Baseline data 2010-	2012-2018	20.0 2011	20112010	2010-2010	2010-2017	
but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target 5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will	Baseline data 2010-	2012-2016	20.0 2011	20112010	2010-2010	2010-2017	
but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target 5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their	Baseline data 2010-	2012-2016	20.0 2011	20112010	2010-2010	2010-2017	
but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target 5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap	Baseline data 2010-	2012-2018	20.0 2011	20112010	2010-2010	2010-2017	
but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target 5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Baseline data 2010-	2012-2016	20.0 2011	20112010	2010-2010	2010-2017	
but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target 5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%. Reading Goal	Baseline data 2010-	2012-2016	20.0 2011	2011 2010	2010-2010	2010-2017	
but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target 5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%. Reading Goal #5A:	Baseline data 2010- 2011	2012-2016	20.0 2011	20112010	2010-2010	2010-2017	
but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target 5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%. Reading Goal	Baseline data 2010- 2011	2012-2016	20.0 2011		2010-2010	2010-2017	

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

5D Ct 1 t	5B.1.	5B.1.	5B.1.	5B.1.	5B.1.	
5B. Student	White:	Provide	RtI and Literacy	English department	Formative:	
subgroups		students with			Benchmark Assessments	
by ethnicity		a vocabulary-	Leadership Team	meet on a monthly basis to review and discuss	Interim Assessments	
(White, Black,		centric		the effectiveness of the	Internii Assessments	
Hispanic, Asian,	Vocabulary	environment		implementation of the	Summative:	
		that makes use		strategies.	FCAT 2.0 Reading Assessment	
American Indian)		of vocabulary		Strategies.	1 C/11 2.0 Redding / tissessment	
not making		word maps,		Changes to instructional		
satisfactory		word walls,		focus and strategies will be		
progress in	concern:	easy access		implemented as necessary.		
reading.		to personal		'		
reauring.	L.A.910.1.6.1	dictionaries,				
	Students have	and frequent				
	difficulty	encounters with				
	using new	grade-appropriate				
		vocabulary				
		in everyday				
		conversations.				
	taught directly					
		instruction will				
		be cross-cultural.				
	Students have difficulty	Provide students				
	using context	with vocabulary				
		learning				
		strategies in both				
		Direct Instruction				
		and the online				
		curriculum that				
		target prior				
		knowledge,				
		involve constant				
		integration				
		of known				
		vocabulary with				
		new vocabulary,				
		using new				
		vocabulary in				
		context, using strategies to				
		help identify				
		unfamiliar				
		vocabulary		1		
		words (e.g.,				
		context clues,				
		cueing, etc.),				
		meaningful usage				
		of vocabulary,				
		instruction in				

		different levels of			
		content-specific			
		words (shades			
		of meaning),			
		reading from a			
		variety of texts,			
		and engaging in			
		affix or root word			
		activities.			
5 II G I	2012 G	activities.			
	2012 Current	2013 Expected			
#5B:	Level of	Level of			
	Performance:*	Performance:*			
1					
1					
To increase					
level 3 White,					
Black, Asian,					
American Indian					
and Hispanic					
proficient students					
by %, %, %, %					
and % percentage					
points to 50%,					
50%, 50%,					
50% and 50%					
respectively.					

	50% of White	
	students FCAT	
FCAT 2.0	2.0 Reading	
Reading Test	tested will	- 1
indicated	achieve level 3	- 1
that % of	proficiency.	
White, % of		- 1
Black, % of	50% of Black	
Asian, % of	students FCAT	- 1
American	2.0 Reading	- 1
Indian and %	tested will	
of Hispanic	achieve level 3	- 1
students	proficiency.	-
achieved level		
3 proficiency	50% of Asian	- 1
pronoicis.	students FCAT	
	2.0 Reading	- 1
NO DATA AVAILABLE	tested will tested will	- 1
AVAILABLE	achieve level 3	- 1
ATTIIIS	proficiency.	- 1
TIME		
	50% of American	- 1
	Indian students	- 1
	FCAT 2.0	
1	Reading tested Reading tested	
	will achieve level	- 1
	3 proficiency.	
	50% of Hispanic	
	students FCAT	
	2.0 Reading	
	tested will	
	achieve level 3	
	proficiency.	-

	5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
1						
	Reading	Provide the students	RtI and Literacy		Formative:	
1	Application	with learning	Leadership Team		Benchmark Assessments	
1		strategies such as			Interim Assessments	
1	The following are	graphic organizers,		of the implementation of the		
1	areas of concern:				Summative:	
1		activities, questioning			FCAT 2.0 Reading Assessment	
1	L.A.910.1.7.3	the author, anchoring		Changes to instructional		
1	Determining	conclusions back to the		focus and strategies will be		
1	main idea via	text (e.g., explaining and	d <mark> </mark>	implemented as necessary.		
1	inferences,	justifying decisions),				
1	paraphrasing,	text marking, and				
1	summarizing,	encouraging students				
		to read a wide variety				
		of texts. All learning				
		strategies will include				
1		components that are				
1		cross-cultural.				
1		cross carrarar.				
1		These strategies				
1		should target using and				
1		identifying details from				
1		the passage to determine				
1						
1		main idea, practice				
1		analyzing the choice				
1		of words, style, and				
1		technique to understand				
		how these elements				
		influence the meaning				
1		of text, and practice				
1		making inferences,				
		drawing conclusions,				
1		and identifying implied				
1		main idea. Further, the				
		practice of justifying				
1		answers by going back				
		to the text for support				
1		should be ingrained into				
1		each student.				

		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	
		Literary Analysis			English department meet on	Formative:	
			learning strategies such		a monthly basis to review	Benchmark Assessments	
			as graphic organizers,		and discuss the effectiveness	Interim Assessments	
			concept maps, open		of the implementation of the		
		areas of concern:	compare/contrast, signal		strategies.	Summative:	
			or key words, and			FCAT 2.0 Reading Assessment	
		L.A.910.2.1.5	encouraging students to		Changes to instructional	Ü	
			read from a wide variety		focus and strategies will be		
		difficulty	of texts. All learning		implemented as necessary.		
			strategies will include		impremented as necessary.		
			components that are				
			cross-cultural.				
		authors use of					
		literary elements	L				
			These strategies should				
			target graphically				
			depicting compare/				
			contrast relationships,				
			identifying the methods				
			of development,				
			as well as multiple				
			patterns within a single				
			passage, reducing				
			textual information				
			to key points so that				
			comparisons can be				
			made in and across				
			texts, comparing/				
			contrasting across a				
			wide variety of genres				
			and popular media to				
			encourage the use of				
			prior knowledge as a				
			guide, reading closely to				
			identify relevant details,				
			and recognizing implicit				
			meaning or the details				
			within a text that support	1			
		_	inferencing.				
Based on the	Anticipated	Strategy		Process Used to Determine	Evaluation Tool		
analysis of student	Barrier		Responsible for	Effectiveness of			
achievement data,			Monitoring	Strategy			
and reference			_				
to "Guiding							
Questions",							
identify and define							
areas in need of							
improvement for the							
following subgroup:							

	lea e	la a a	I.a.	I. a.	Lai	i	
5C. English		5C.1.	5C.1.		5C.1.		
Language		Provide	RtI and Literacy		Formative:		
Learners (ELL)		students with	Leadership Team ESOL Coordinator		Benchmark Assessments		
not making	The following benchmarks	centric	ESOL Coordinator	Coordinator, meet on a monthly basis to	Interim Assessments		
	are areas of	environment			Summative:		
satisfactory		that makes use			FCAT 2.0 Reading Assessment		
progress in		of vocabulary		implementation of the	CELLA Assessment		
reading.	L.A.910.1.6.1			strategies.			
	Students have	word walls.					
		easy access		Changes to instructional			
	using new	to personal		focus and strategies will be			
	vocabulary	dictionaries,		implemented as necessary.			
		and frequent					
	introduced and	encounters with					
	taught directly.	grade-appropriate					
		vocabulary					
	L.A.910.1.6.3	in everyday					
		conversations.					
	difficulty	Provide students					
	clues to	with vocabulary					
		learning					
	meanings of	strategies in both					
	unfamiliar	Direct Instruction	1				
		and the online					
		curriculum that					
		target prior					
		knowledge,					
		involve constant					
		integration					
		of known					
		vocabulary with new vocabulary,					
		using new					
		vocabulary in					
		context, using					
		strategies to					
		help identify					
		unfamiliar					
		vocabulary					
		words (e.g.,					
		context clues,					
		cueing, etc.),]				
		meaningful usage of vocabulary,					
		instruction in					
		different levels of	f				
		content-specific	1				
		words (shades					

		of meaning),				
		reading from a				
		variety of texts,				
		variety of texts,				
		and engaging in				
		affix or root word				
		activities.				
		activities.				
		L				
		In addition,				
		anticipated				
		barriers will				
		Dairies will				
		be targeted				
		using task				
		cards, graphic				
		organizers,				
		multiple meaning				
		muniple meaning	I			
		words, interactive	l			
		word walls,	l			
		word banks/	l			
		vocabulary	l			
		vocabulary				
		notebooks,				
		and structural				
		analysis.				
Reading Goal	2012 Current	2013 Expected				
Reading Goal	z 1 c	z 1 C				
#5C:	Level of	Level of Performance:*				
	Performance:*	Performance:*				
I						
To increase the						
number of ELL						
students making						
learning gains			l			
by X percentage			l			
points to 50%.			1			
points to 30%.			l			
			1			
	The results	50% of ELL			 	
	Line results	50% OF ELL	l			
	of the 2012	students FCAT	l			
	FCAT 2.0	2.0 Reading	l			
	Reading Test	2.0 Reading tested will make	l			
	indicated that	learning gain	l			
	% of ELL	in reading as	l			
	70 OI ELL	in reading as	l			
	students made	compared to	l			
	learning gains.	FCAT 2012	l			
	1		1			
	NO DATA		1			
1	AVAILABLE	,	l			
1	AVAILABLE	4	l			
	AT THIS		1			
	TIME		l			
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50.2	50.2	50.2	50.2	50.2	
	5C.2. Provide the students			5C.2.	
		RtI and Literacy		Formative:	
	with learning			Benchmark Assessments	
	strategies such as			Interim Assessments	
	graphic organizers,		and discuss the effectiveness		
areas of concern:				Summative:	
	activities, questioning		strategies.	FCAT 2.0 Reading Assessment	
	the author, anchoring			CELLA Assessment	
	conclusions back to the		Changes to instructional		
main idea via	text (e.g., explaining and	1	focus and strategies will be		
inferences,	justifying decisions),		implemented as necessary.		
paraphrasing,	text marking, and				
summarizing,	encouraging students to	1			
	read a wide variety of	1			
relevant details.	texts.				
	These strategies				
	should target using and				
	identifying details from				
	the passage to determine				
	main idea, practice				
	analyzing the choice				
	of words, style, and				
	technique to understand				
	how these elements				
	influence the meaning				
	of text, and practice	1			
	making inferences,	1			
	drawing conclusions,	1			
	and identifying implied	1			
	main idea. Further, the	1			
	practice of justifying	1			
	answers by going back	1			
	to the text for support	1			
	should be ingrained into	1			
	each student.	1			
	cacii student.				
		1		ļ.	

		Literary Analysis The following benchmarks are areas of concern: L.A.910.2.1.5 Students have difficulty analyzing and developing and interpretation of authors use of literary elements	learning strategies such as graphic organizers, concept maps, open compare/contrast, signal or key words, and encouraging students to read from a wide variety of texts. These strategies should target graphically depicting compare/contrast relationships,	RtI and Literacy Leadership Team ESOL Coordinator	English department, including the ESOL Coordinator, meet on a monthly basis to review and discuss the effectiveness of the implementation of the	5C.3. Formative: Benchmark Assessments Interim Assessments Summative: FCAT 2.0 Reading Assessment CELLA Assessment	
			identifying the methods of development, as well as multiple patterns within a single passage, reducing textual information to key points so that comparisons can be made in and across texts, comparing/contrasting across a wide variety of genres and popular media to encourage the use of prior knowledge as a guide, reading closely to identify relevant details, and recognizing implicit meaning or the details				
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		within a text that supporting inferencing. Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

5D. Students	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.	
with Disabilities	Vocabulary	Provide	RtI and Literacy	English department,	Formative:	
		students with	Leadership Team	including the ESE	Benchmark Assessments	
(SWD) not	The following		ESE Coordinator	Coordinator, meet on	Interim Assessments	
making	benchmarks	centric		a monthly basis to		
satisfactory	are areas of	environment		review and discuss the	Summative:	
progress in		that makes use		effectiveness of the	FCAT 2.0 Reading Assessment	
[<u>i</u> e		of vocabulary		implementation of the	Woodcock Johnson	
reading.	L.A.910.1.6.1			strategies.	Assessment	
	Students have					
		easy access		Changes to instructional		
	using new	to personal		focus and strategies will be		
	vocabulary	dictionaries,		implemented as necessary.		
		and frequent				
	introduced and	encounters with				
	taught directly.	grade-appropriate				
	T 4 010 1 6 2	vocabulary				
	L.A.910.1.6.3					
	Students have	conversations.				
	difficulty	D				
	using context	Provide students				
		with vocabulary learning				
		strategies in both				
	unfamiliar	Direct Instruction				
	words.	and the online				
		curriculum that				
		target prior				
		knowledge,				
		involve constant				
		integration				
		of known				
		vocabulary with				
		new vocabulary,				
		using new				
		vocabulary in				
		context, using				
		strategies to				
		help identify				
		unfamiliar				
		vocabulary				
		words (e.g.,				
		context clues, cueing, etc.),				
		meaningful usage				
		of vocabulary,				
		instruction in				
		different levels of	d			
		content-specific	1			
	l	words (shades				

		of meaning),			
		reading from a variety of texts,			
		reading from a			
		variety of texts,			
		and engaging in affix or root word			
		affix or root word			
		activities.			
		activities.			
		In addition,			
		anticinated			
		anticipated barriers will			
		barriers will			
		be targeted			
		using task			
		1 1.			
		cards, graphic			
		organizers,			
		multiple meaning	l		
		multiple meaning words, interactive	l		
		words, interactive	l		
		word walls,	l		
		word banks/			
		vocabulary	l		
		notebooks,			
		notebooks,			
		and structural			
		analysis.			
		unui y 515.			
		Students'			
		deficiencies			
		will be targeted in line with			
		in line midle			
		in line with			
		the student's			
		educational plan.			
D 1: C 1	2012 Current	2013 Expected			
Reading Goal	Z012 Current	2013 Expected			
#5D:	Level of	Level of			
#3D.	Performance:*	Level of Performance:*			
			l		
mataras d			l		
To increase the			l		
number of SWD			l		
			l		
students making			l		
learning gains			l		
icariiiig gains			l		
by X percentage			l		
by X percentage points to %.			I		
points to %.			I		
			l		
			l		
			l		
			l		
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			I		
			l		
			I		
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The results	50% of SWD		
of the 2012	students FCAT		
	2.0 Reading		
	tested will make		
indicated	learning gain		
	in reading as		
SWD students			
made learning	FCAT 2012		
gains			
NO DATA			
AVAILABLE			
AT THIS			
TIME			

5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
Reading				Formative:	
Applica				Benchmark Assessments	
	strategies such as			Interim Assessments	
The foll	ollowing are graphic organizers,		and discuss the effectiveness		
areas of	of concern: summarization			Summative:	
	activities, questioning			FCAT 2.0 Reading Assessment	
L.A.910	the author, anchoring			Woodcock Johnson Assessment	
Determi			Changes to instructional		
main id		1	focus and strategies will be		
inference			implemented as necessary.		
paraphr			r · · · · · · · · · · · · · · · · · · ·		
summar					
	lentifying read a wide variety of				
	ant details. texts.				
	These strategies				
	should target using and				
	identifying details from				
	the passage to determine				
	main idea, practice				
	analyzing the choice				
	of words, style, and				
	technique to understand				
	how these elements				
	influence the meaning				
	of text, and practice				
	making inferences,				
	drawing conclusions,				
	and identifying implied				
	main idea. Further, the				
	practice of justifying				
	answers by going back				
	to the text for support				
	should be ingrained into	1			
	each student.				
	Students' deficiencies				
	will be targeted in				
	line with the student's				
	educational plan.				

5D 2	ED 2	ED 2	ED 2	ED 2	
5D.3.	5D.3.	5D.3.		5D.3.	
Literary Analysis	Provide students with	RtI and Literacy	English department, including	Formative:	
	learning strategies such			Benchmark Assessments	
The following	as graphic organizers,	ESE Coordinator		Interim Assessments	
benchmarks are	concept maps, open		and discuss the effectiveness		
areas of concerns	compare/contrast, signal			Summative:	
	or key words, and			FCAT 2.0 Reading Assessment	
L.A.910.2.1.5	encouraging students to			Woodcock Johnson Assessment	
Students have	read from a wide variety	7	Changes to instructional		
difficulty	of texts.		focus and strategies will be		
analyzing and			implemented as necessary.		
developing and	These strategies should				
interpretation of	target graphically				
authors use of	depicting compare/				
literary elements	contrast relationships,				
	identifying the methods				
	of development,				
	as well as multiple				
	patterns within a single				
	passage, reducing				
	textual information				
	to key points so that				
	comparisons can be				
	made in and across				
	texts, comparing/				
	contrasting across a				
	wide variety of genres				
	and popular media to				
	encourage the use of				
	prior knowledge as a				
	guide, reading closely to	,			
	identify relevant details,				
	and recognizing implicit				
	meaning or the details	1			
	within a text that suppor				
	inferencing.	1			
	interesteng.				
	Students' deficiencies				
	will be targeted in				
	line with the student's				
	educational plan.				

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

	len /	less d	lam 4	len .	I	<u> </u>
5E. Economically	5E.1.	5E.1.	5E.1.		5E.1.	
Disadvantaged		Provide	RtI and Literacy	English department	Formative:	
students		students with	Leadership Team	meet on a monthly basis	Benchmark Assessments	
		a vocabulary-		to review and discuss	Interim Assessments	
	The following	centric		the effectiveness of the	g .:	
5444544445		environment that makes use		implementation of the	Summative:	
progress in		of vocabulary		strategies.	FCAT 2.0 Reading Assessment Woodcock Johnson	
reading.		word maps,		Changes to instructional	Assessment	
	L.A.910.1.6.1			focus and strategies will be	Assessment	
	Students have			implemented as necessary.		
		to personal		implemented as necessary.		
	using new	dictionaries,				
		and frequent				
		encounters with				
	introduced and	grade-appropriate	ļ			
	taught directly	vocabulary				
		in everyday				
	L.A.910.1.6.3	conversations.				
	Students have					
	difficulty	Provide students				
	using context	with vocabulary				
	clues to	learning				
	determine	strategies in both				
	meanings of	Direct Instruction				
		and the online				
	words.	curriculum that				
		target prior				
		knowledge,				
		involve constant				
		integration of known				
		vocabulary with				
		new vocabulary,				
		using new				
		vocabulary in				
		context, using				
		strategies to				
		help identify				
		unfamiliar				
		vocabulary				
		words (e.g.,				
		context clues,				
		cueing, etc.),				
		meaningful usage				
		of vocabulary,				
		instruction in				
		different levels of				
		content-specific				
	1	words (shades		1		

		of meaning),			
		reading from a			
		variety of texts,			
		and engaging in			
		cc 1			
		affix or root word			
		activities.			
Reading Goal	2012 Current	2013 Expected			
#5E:	Level of	Level of			
#3E.	Performance:*	Performance:*			
	T CITOTINGICC.	Terrormance.			
T-:					
To increase					
the number of					
economically					
disadvantage					
student making					
learning gains by					
X percentage					
F · · · · · · · · · · · · · ·					
	The results	50% of			
	of the 2012	economically			
	FCAT 2.0	disadvantaged			
	Reading Test	students FCAT			
	indicated	2.0 Reading			
	that % of	tested will make			
	222 mamia 211	learning goin			
	economically	icariiiig gaiii			
	disadvantaged	in reading as			
	students made	compared to			
	learning gains.	FCAT 2012			
	NO DATA				
	AVAILABLE				
	AT THIS				
	TIME				

	5E.2.	5E.2	5E.2.	5E.2.	5E.2.	
			RtI and Literacy		Formative:	
		with learning	Leadership Team		Benchmark Assessments	
		strategies such as	r		Interim Assessments	
		graphic organizers,		of the implementation of the		
	areas of concern:				Summative:	
		activities, questioning			FCAT 2.0 Reading Assessment	
		the author, anchoring			Woodcock Johnson Assessment	
	Determining	conclusions back to the		focus and strategies will be		
		text (e.g., explaining and		implemented as necessary.		
l l		justifying decisions),		•		
	paraphrasing,	text marking, and				
		encouraging students to				
	and identifying	read a wide variety of				
	relevant details.	texts.				
		These strategies				
		should target using and				
		identifying details from				
		the passage to determine				
		main idea, practice				
		analyzing the choice				
		of words, style, and				
		technique to understand				
		how these elements				
		influence the meaning				
		of text, and practice				
		making inferences,				
		drawing conclusions,				
		and identifying implied				
		main idea. Further, the				
		practice of justifying				
		answers by going back				
		to the text for support				
		should be ingrained into				
		each student.				

5E.3	5E.3	5E.3	5E.3	5E.3	
		RtI and Literacy	English department meet on	Formative:	
	learning strategies such	Leadership Team	a monthly basis to review	Benchmark Assessments	
	as graphic organizers,		and discuss the effectiveness	Interim Assessments	
	concept maps, open		of the implementation of the		
	compare/contrast, signal		strategies.	Summative:	
	or key words, and			FCAT 2.0 Reading Assessment	
L.A.910.2.1.5	encouraging students to		Changes to instructional	Woodcock Johnson Assessment	
	read from a wide variety		focus and strategies will be		
difficulty	of texts.		implemented as necessary.		
analyzing and					
	These strategies should				
	target graphically				
	depicting compare/				
literary elements	contrast relationships,				
	identifying the methods				
	of development,				
	as well as multiple				
	patterns within a single				
	passage, reducing				
	textual information				
	to key points so that				
	comparisons can be				
	made in and across				
	texts, comparing/				
	contrasting across a				
	wide variety of genres				
	and popular media to				
	encourage the use of				
	prior knowledge as a				
	guide, reading closely to				
	identify relevant details,				
	and recognizing implicit				
	meaning or the details				
	within a text that support				
	inferencing.	1			
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Reading Professional Development

Professional			
Development			
(PD) aligned with			

Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
APEX Curriculum	Secondary	Professional Consultant	School Wide	2012-2013 School Year	Implementation of program, student data	Administration
Reading Intervention Plan	Secondary	Administrators, Reading Teachers Independent Consultant	Reading and Language Arts teachers	Team meetings to review data 2012-2013 School Year	student data and mastery	School Administrators, Literacy Leadership Team, (LLT) and RtI Leadership Team
Just Read Florida	Secondary	District Level workshops	School Wide	Staff Meetings 2012-2013 School Year	Student data and mastery	Administration

Reading 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
Saturday School Support Level I & II students	Reading books, student materials such as pencils, pens, notebooks, chart paper, markers.	Title I	\$500.00
Saturday School Support Level I & II students	Bus passes for students who live beyond the 2 mile distance	Title I	\$291.50
Saturday School Support Level I & II students	Refreshments for students in attendance at Saturday Reading Tutorial	FEFP	\$500.00
Saturday School Support Level I & II students	Compensation for Teachers to instruct students for four hours each week	Title I	\$5412.00
Provide additional support in preparation of the FCAT Reading Assessment	FCAT Reading practice workbooks	Title I	\$500.00
Provide additional reading support to ESE students	Supplemental reading materials for ESE and low level readers	Title I	\$500.00
Improve student frequency of reading diverse books of various topics by building a student friendly lending library	Student novels, books	Title I	\$2425.38

Subtotal: \$9628.88			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Professional development strategies for teachers to use that will help improve student reading strategies through content area learning	Workshop and materials on best practices in helping students to improve reading strategies using content	Title I	\$1000.00
Subtotal:\$10628.88			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total: \$10,483.63			

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

CELLA Goals	Problem-Solving Process to Increase Language Acquisition					
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

1. Students scoring proficient in Listening/ Speaking.	1.1. Students have difficulty understanding short listening passage	Provide students with a focus on understanding and using	RtI and Literacy Leadership Team	I.1. ESOL Coordinator and Literacy Leadership Team will meet on a monthly basis to review and discuss the effectiveness of the implementation of the strategies. Changes to instructional focus and strategies will be implemented as necessary.	1.1. Formative: Benchmark Assessment Interim Assessment Summative: CELLA Assessment	
CELLA Goal #1: To increase the number of proficient listening/ speaking ELL students by 25 percentage points to 50%.	2012 Current Percent of Students Proficient in Listening/Speaking:					
	The results of the 2012 CELLA assessment indicated that 25% (5 students) of ELL students where proficient in listening/speaking.	understanding extended listening passage	understanding and using verbal	RtI and Literacy	Leadership Team will meet on a monthly basis to review and discuss the effectiveness of the	1.2. Formative: Benchmark Assessment Interim Assessment Summative: CELLA Assessment
		1.5.				

Students read in English at grade level text in a manner similar to non-ELL students. 2. Students scoring proficient in Reading.	Anticipated Barrier 2.1. Students have difficulty understanding vocabulary words	2.1. Provide students with the opportunity to utilize context clues, interactive word walls, use of cognates, easy access to heritage/ English language dictionaries, and immersion into a vocabulary-centric environment with exposure to and interactive with non-ELL students.	Team	Literacy Leadership Team will meet on a monthly basis to	Evaluation Tool 2.1. Formative: Benchmark Assessment Interim Assessment Summative: CELLA Assessment	
CELLA Goal #2: To increase the number of proficient reading ELL students by 45 percentage points to 50%.	2012 Current Percent of Students Proficient in Reading: The results of the 2012 CELLA assessment indicated that 5% (1)					
	student) of ELL students where proficient in Reading	understanding reading passages.	2.2. Provide students with the opportunity to activate prior knowledge, make predictions, utilize K-W-L (Know, Want to know, Learned), use task cards, incorporate cooperative learning, and encourage reading a variety of reading-level texts.	RtI and Literacy Leadership Team	ESOL Coordinator and Literacy Leadership Team will meet on a monthly basis to review and discuss the effectiveness of the	2.2. Formative: Benchmark Assessment Interim Assessment Summative: CELLA Assessment

		2.3	2.3	2.3	2.3	2.3
Students write in English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
proficient in writing.	2.1. Students have difficulty answering questions related to English grammar, sentence structure and word choice.	2.1. Provide students with learning strategies such as graphic organizers, process writing, reading response journals, rubrics, writing prompts, spelling strategies, syntax strategies, diction strategies, and summarizing.	RtI and Literacy Leadership Team	2.1. ESOL Coordinator and Literacy Leadership Team will meet on a monthly basis to	2.1. Formative: Benchmark Assessment Interim Assessment Summative: CELLA Assessment	
CELLA Goal #3: To increase the number of proficient writing ELL students by 45 percentage points to 50%.	2012 Current Percent of Students Proficient in Writing: The results of the 2012 CELLA assessment indicated that 5% (1 student) of ELL students where					
	proficient in writing	2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3

CELLA Budget (Insert rows as needed)

			1
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 School Support Level I & II students	Reading books, student materials such as pencils, pens, notebooks, chart paper, markers.	FEFP	
Saturday School Support Level I & II students	Bus passes for students who live beyond the 2 mile distance.	FEFP	
Saturday School Support Level I & II students	Refreshments for students in attendance at Saturday Reading Tutorial	FEFP	
Provide additional support in preparation of the CELLA Assessment	CELLA Reading practice workbooks		
Saturday School Support Level I & II students Provide additional reading support to ESOL students	Compensation for one ESOL teacher to instruct students for four hours each week	FEFP	
Provide additional reading support to ESOL students	Supplemental reading and math/EOC materials for ESOL readers	FEFP	
Improve student frequency of reading diverse books of various topics by building a student friendly lending library	Student novels, multicultural books	FEFP	
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Professional development strategies for teachers to use that will help improve student reading strategies through content area learning	Workshop and materials on best practices in helping students to improve reading strategies using content		
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Subtotuit			

Total:\$2852.25		

End of CELLA Goals

Algebra End-of-Course (EOC) Goals

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

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

1. Students scoring at		1.1.	1.1.	1.1.	1.1.	
Achievement Level 3 in	The following are	Provide students	RtI Team		Formative:	
	areas of concern:	with opportunities			Interim assessments	
Algebra.		to explore and			Benchmark assessments	
		re-enforce		Instructional focus will be		
		concepts, through			Summative:	
		manipulatives within			2013 Algebra EOC results	
		the APEX online				
		curriculum.				
	may be caused	D '1 4 1 4				
		Provide students				
		access to graphing software that make				
		abstract concepts				
		more concrete.				
	exploration	more concrete.				
		Provide teachers with				
		training in assisting				
		students make sense				
		of problems and				
		plausible solutions.				
		Provide teachers with				
		training in integrating				
		technology in their				
		lesson design.				
Algebra Goal #1:	2012 Current	2013 Expected Level				
	Level of	of Performance:*				
To increase level 3	Performance:*					
proficiency students by 44						
percentage points to 50%.						
percentage permis to 2070.						
	The results of	. 50% of students				
		Algebra EOC tested				
	EOC assessment	will achieve Level 3				
		proficiency.				
	6% (8 students)					
	of students					
	achieved level 3					
	proficiency.					

	1.2.	1.2	1.2.	1.2.	1.2.	
	The following are	Provide students with	RtI Team	Mathematics teachers will	Formative:	
		opportunities to explore		meet monthly to discuss and	Interim assessments	
		and re-enforce concepts,		review student assessments.	Benchmark assessments	
		through manipulatives		Instructional focus will be	Denominary assessments	
	Rational Expressions	within A DEV			Summative:	
		WILIIII APEA		adjusted as necessary.		
	and .				2013 Algebra EOC results	
		Provide students access				
		to graphing software that				
		make abstract concepts				
	this group may be	more concrete.				
	caused by limited					
		Provide teachers with				
		training in assisting				
		students make sense of				
		problems and plausible				
		solutions.				
		Provide teachers with				
		training in integrating				
		technology in their lesson				
		design.				
	1.3.	1.3.	1.3.	1.3.	1.3.	
1		1	1			
1	The following are	Provide students with	RtI Team		Formative:	
				Mathematics teachers will	Formative:	
	areas of concern:	opportunities to explore		Mathematics teachers will meet monthly to discuss and	Interim assessments	
	areas of concern:	opportunities to explore and re-enforce concepts,		Mathematics teachers will meet monthly to discuss and review student assessments.		
	areas of concern: Standard 6	opportunities to explore and re-enforce concepts, through manipulatives		Mathematics teachers will meet monthly to discuss and review student assessments. Instructional focus will be	Interim assessments Benchmark assessments	
	areas of concern: Standard 6 Radical Expressions	opportunities to explore and re-enforce concepts,		Mathematics teachers will meet monthly to discuss and review student assessments.	Interim assessments Benchmark assessments Summative:	
	areas of concern: Standard 6 Radical Expressions and Equations	opportunities to explore and re-enforce concepts, through manipulatives within APEX		Mathematics teachers will meet monthly to discuss and review student assessments. Instructional focus will be	Interim assessments Benchmark assessments	
	areas of concern: Standard 6 Radical Expressions and Equations	opportunities to explore and re-enforce concepts, through manipulatives within APEX Provide students access		Mathematics teachers will meet monthly to discuss and review student assessments. Instructional focus will be	Interim assessments Benchmark assessments Summative:	
	areas of concern: Standard 6 Radical Expressions and Equations	opportunities to explore and re-enforce concepts, through manipulatives within APEX Provide students access		Mathematics teachers will meet monthly to discuss and review student assessments. Instructional focus will be	Interim assessments Benchmark assessments Summative:	
	areas of concern: Standard 6 Radical Expressions and Equations	opportunities to explore and re-enforce concepts, through manipulatives within APEX Provide students access to graphing software that		Mathematics teachers will meet monthly to discuss and review student assessments. Instructional focus will be	Interim assessments Benchmark assessments Summative:	
	areas of concern: Standard 6 Radical Expressions and Equations The deficiency for	opportunities to explore and re-enforce concepts, through manipulatives within APEX Provide students access to graphing software that make abstract concepts		Mathematics teachers will meet monthly to discuss and review student assessments. Instructional focus will be	Interim assessments Benchmark assessments Summative:	
	areas of concern: Standard 6 Radical Expressions and Equations The deficiency for this group may be	opportunities to explore and re-enforce concepts, through manipulatives within APEX Provide students access to graphing software that		Mathematics teachers will meet monthly to discuss and review student assessments. Instructional focus will be	Interim assessments Benchmark assessments Summative:	
	areas of concern: Standard 6 Radical Expressions and Equations The deficiency for this group may be caused by limited	opportunities to explore and re-enforce concepts, through manipulatives within APEX Provide students access to graphing software that make abstract concepts more concrete.		Mathematics teachers will meet monthly to discuss and review student assessments. Instructional focus will be	Interim assessments Benchmark assessments Summative:	
	areas of concern: Standard 6 Radical Expressions and Equations The deficiency for this group may be caused by limited opportunities	opportunities to explore and re-enforce concepts, through manipulatives within APEX Provide students access to graphing software that make abstract concepts more concrete. Provide teachers with		Mathematics teachers will meet monthly to discuss and review student assessments. Instructional focus will be	Interim assessments Benchmark assessments Summative:	
	areas of concern: Standard 6 Radical Expressions and Equations The deficiency for this group may be caused by limited opportunities available for	opportunities to explore and re-enforce concepts, through manipulatives within APEX Provide students access to graphing software that make abstract concepts more concrete. Provide teachers with training in assisting		Mathematics teachers will meet monthly to discuss and review student assessments. Instructional focus will be	Interim assessments Benchmark assessments Summative:	
	areas of concern: Standard 6 Radical Expressions and Equations The deficiency for this group may be caused by limited opportunities available for additional practice	opportunities to explore and re-enforce concepts, through manipulatives within APEX Provide students access to graphing software that make abstract concepts more concrete. Provide teachers with training in assisting students make sense of		Mathematics teachers will meet monthly to discuss and review student assessments. Instructional focus will be	Interim assessments Benchmark assessments Summative:	
	areas of concern: Standard 6 Radical Expressions and Equations The deficiency for this group may be caused by limited opportunities available for additional practice and exploration	opportunities to explore and re-enforce concepts, through manipulatives within APEX Provide students access to graphing software that make abstract concepts more concrete. Provide teachers with training in assisting students make sense of problems and plausible		Mathematics teachers will meet monthly to discuss and review student assessments. Instructional focus will be	Interim assessments Benchmark assessments Summative:	
	areas of concern: Standard 6 Radical Expressions and Equations The deficiency for this group may be caused by limited opportunities available for additional practice and exploration	opportunities to explore and re-enforce concepts, through manipulatives within APEX Provide students access to graphing software that make abstract concepts more concrete. Provide teachers with training in assisting students make sense of		Mathematics teachers will meet monthly to discuss and review student assessments. Instructional focus will be	Interim assessments Benchmark assessments Summative:	
	areas of concern: Standard 6 Radical Expressions and Equations The deficiency for this group may be caused by limited opportunities available for additional practice and exploration	opportunities to explore and re-enforce concepts, through manipulatives within APEX Provide students access to graphing software that make abstract concepts more concrete. Provide teachers with training in assisting students make sense of problems and plausible		Mathematics teachers will meet monthly to discuss and review student assessments. Instructional focus will be	Interim assessments Benchmark assessments Summative:	
	areas of concern: Standard 6 Radical Expressions and Equations The deficiency for this group may be caused by limited opportunities available for additional practice and exploration	opportunities to explore and re-enforce concepts, through manipulatives within APEX Provide students access to graphing software that make abstract concepts more concrete. Provide teachers with training in assisting students make sense of problems and plausible		Mathematics teachers will meet monthly to discuss and review student assessments. Instructional focus will be	Interim assessments Benchmark assessments Summative:	
	areas of concern: Standard 6 Radical Expressions and Equations The deficiency for this group may be caused by limited opportunities available for additional practice and exploration	opportunities to explore and re-enforce concepts, through manipulatives within APEX Provide students access to graphing software that make abstract concepts more concrete. Provide teachers with training in assisting students make sense of problems and plausible solutions. Provide teachers with		Mathematics teachers will meet monthly to discuss and review student assessments. Instructional focus will be	Interim assessments Benchmark assessments Summative:	
	areas of concern: Standard 6 Radical Expressions and Equations The deficiency for this group may be caused by limited opportunities available for additional practice and exploration	opportunities to explore and re-enforce concepts, through manipulatives within APEX Provide students access to graphing software that make abstract concepts more concrete. Provide teachers with training in assisting students make sense of problems and plausible solutions. Provide teachers with training in integrating		Mathematics teachers will meet monthly to discuss and review student assessments. Instructional focus will be	Interim assessments Benchmark assessments Summative:	
	areas of concern: Standard 6 Radical Expressions and Equations The deficiency for this group may be caused by limited opportunities available for additional practice and exploration	opportunities to explore and re-enforce concepts, through manipulatives within APEX Provide students access to graphing software that make abstract concepts more concrete. Provide teachers with training in assisting students make sense of problems and plausible solutions. Provide teachers with		Mathematics teachers will meet monthly to discuss and review student assessments. Instructional focus will be	Interim assessments Benchmark assessments Summative:	

	1.4.	1.4.	1.4.	1.4.	1.4.	
	The following are	Provide students	RtI Team	Mathematics teachers will	Formative:	
	areas of concern:	with opportunities		meet monthly to discuss and	Interim assessments	
		to explore and		review student assessments.	Benchmark assessments	
	Standard 7	re-enforce		Instructional focus will be		
	Quadratic	concepts, through		adjusted as necessary.	Summative:	
		manipulatives within APEX			2013 Algebra EOC results	
	The deficiency					
	for this group	Provide students				
	may be caused	access to graphing				
	by limited	software that make				
		abstract concepts				
		more concrete.				
	additional					
	ц	Provide teachers with				
	exploration	training in assisting				
		students make sense				
		of problems and				
		plausible solutions.				
		Provide teachers with				
		training in integrating				
		technology in their				
		lesson design.				
Based on the analysis of student	Anticipated	Strategy	Person or Position	Process Used to Determine	Evaluation Tool	
achievement data, and reference	Barrier		Responsible for	Effectiveness of		
to "Guiding Questions", identify			Monitoring	Strategy		
and define areas in need of						
improvement for the following						
group:						

2. Students scoring at or	2.1.	2.1.	2.1.	2.1.	2.1.	
above Achievement Levels			RtI Team	Mathematics teachers will	Formative:	
4 and 5 in Algebra.	The following are	Provide students		meet monthly to discuss and	Interim assessments	
4 and 5 in Aigebra.	areas of concern:			review student assessments.	Benchmark assessments	
		to collaborate on		Instructional focus will be		
	Standard 5	projects simulating		adjusted as necessary.	Summative:	
	Rational	real-world problems.			2013 Algebra EOC results	
	Expressions and					
		Provide students				
		access to graphing				
	The deficiency	software that make				
		abstract concepts				
	may be caused	more concrete.				
	by limited					
		Provide teachers with				
		training in assisting				
	additional	students make sense				
	exploration and	of problems and				
		plausible solutions.				
	other content					
		Provide teachers with				
		training in integrating				
		technology in their				
		lesson design.				
Algebra Goal #2:		2013 Expected Level				
		of Performance:*				
To increase level 4 or 5	Performance:*					
proficiency students by 50						
percentage points to 50%.						
	The results of	50% of students				
		Algebra EOC tested				
		will achieve Level 4				
	indicated that 0%					
	(0 students) of					
	students achieved					
	level 4 or 5					
1	proficiency.					

		The following are areas of concern: Standard 6 Radical Expressions and Equations The deficiency for this group may be caused by limited opportunities available for additional exploration and investigation in other content areas	2.2. Provide students the opportunity to collaborate on projects simulating real-world problems. Provide students access to graphing software that make abstract concepts more concrete. Provide teachers with training in assisting students make sense of problems and plausible solutions. Provide teachers with training in integrating	RtI Team	review student assessments. Instructional focus will be adjusted as necessary.	2.2. Formative: Interim assessments Benchmark assessments Summative: 2013 Algebra EOC results	
		2.3 The following are areas of concern: Standard 7 Quadratic Equations The deficiency for this group may be caused by limited opportunities available for additional exploration and investigation in other content areas	technology in their lesson design. 2.3 Provide students the opportunity to collaborate on projects simulating real-world problems. Provide students access to graphing software that make abstract concepts more concrete. Provide teachers with training in assisting students make sense of problems and plausible solutions.	RtI Team	2.3. Mathematics teachers will meet monthly to discuss and review student assessments. Instructional focus will be adjusted as necessary.	2.3 Formative: Interim assessments Benchmark assessments Summative: 2013 Algebra EOC results	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs),Reading and Math Performance Target	2011-2012		Provide teachers with training in integrating technology in their lesson design. 2013-2014	2014-2015	2015-2016	2016-2017	

Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Baseline data 2010-2011					
Algebra Goal #3A: Enter narrative for the goal in this box.						
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra.	3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.	

		i	,		i	,	
Algebra Goal #3B:	2012 Current	2013 Expected Level					
	Level of	of Performance:*					
	Performance:*						
To increase level 3 White							
by 39% to 50%,							
To increase level 3 Black by							
48% to 50%,							
To increase level 3 Asian by							
50% to 50%,							
To increase level 3							
American Indian by 50% to							
50% and							
To increase level 3							
Hispanic by 42% to 50%							
	The results of						
	1 2012 ECAT						
	0 0 D 1: T4	White: 50%					
		Black: 50%					
	110/ (2 atudanta)	Hispanic: 50%					
	of White, 2 %	Asian: 50%					
	(1 student) of	American Indian:					
	Black, 0% (no	50% of all students					
	students tested)	tested will make					
	of Asian, 0%	satisfactory progress.					
	of American						
	Indian and 8%						
	(5 students) of						
	Hispanic students						
	achieved level 3						
	proficiency.						
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	
			,		·		
1							

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
3C. English Language Learners (ELL) not making satisfactory progress in Algebra.	The challenges for this group vary across many content areas. The use of best practices for ELL will be most beneficial to this group.	Mathematics teachers will work closely with ELL teachers to develop instruction to reach students at their reading level.		Mathematics and ELL teachers will meet monthly to discuss and review student assessments. Instructional focus and strategy will be adjusted as necessary.	3C.1. Formative: Interim assessments Benchmark assessments Summative: 2013 Algebra EOC results	

<u>I</u>		2013 Expected Level of Performance:*					
To increase the number of ELL students making							
learning gains by 50							
percentage points to 50%.							
personage person to terror							
lt lt	he 2012 Algebra	50% of all ELL students tested will					
	EOC assessment ndicated that 0%	make satisfactory progress.					
	of ELL students						
I	nade satisfactory progress.						
		3C.2.	3C.2.	3C.2.	3C.2.	3C.2.	
		3C.3.	3C.3.	3C.3.	3C.3.	3C.3.	
Based on the analysis of student	Anticipated Barrier	Strategy	Person or Position	Process Used to Determine Effectiveness of	Evaluation Tool		
achievement data, and reference to "Guiding Questions", identify	Вагнег		Responsible for Monitoring	Strategy			
and define areas in need of			8				
improvement for the following subgroup:							

3D. Students with	3D.1.	3D.1.	3D.1.	3D.1.	3D.1.	
		Mathematics teachers	RtI team		Formative:	
Disabilities (SWD) not		will work closely			Interim assessments	
making satisfactory		with ESE teachers to			Benchmark assessments	
progress in Algebra.		develop instruction to		Instructional focus will be		
		meet each student's			Summative:	
	practices for	individual needs.		, ,	2013 Algebra EOC results	
	SWD will be				C	
	most beneficial to	Provide students				
	this group	with opportunities				
		to develop new				
		vocabulary through				
		a variety of teach				
		strategies including				
		connecting new				
		vocabulary words				
		with prior knowledge,				
		word walls and word				
		maps, teach antonyms				
		and synonyms, and provide examples and				
		non-examples.				
		non-examples.				
		Provide students with				
		scaffolding lessons				
		and worksheets				
		una worksneets				
		Provide students with				
		opportunities for peer				
		group learning.				
		Provide students with				
		opportunities for one-				
		on-one instruction.				
	1					
	2012 0					
Algebra Goal #3D:	2012 Current	2013 Expected Level				
	Level of	of Performance:*				
	Performance:*					
To increase the number						
of SWD students making						
satisfactory progress by 50						
percentage points to 50%.						

	the 2012 Algebra EOC assessment	50% of all SWD students tested will make satisfactory progress					
		3D.2.	3D.2.	3D.2.	3D.2.	3D.2.	
		3D.3.	3D.3.	3D.3.	3D.3.	3D.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

				•		
3E. Economically	3E.1.	3E.1.	3E.1.	3E.1.	3E.1.	
Disadvantaged students	The following are	Strategically assign	RtI team	Mathematics teachers will	Formative:	
	areas of concern:	students to small		meet monthly to discuss and	Interim assessments	
not making satisfactory		groups where each		review student assessments.	Benchmark assessments	
progress in Algebra.	Standard 2	member of the		Instructional focus will be		
	Relation and	group has the shared		adjusted as necessary.	Summative:	
	Functions	responsibility to			2013 Algebra EOC results	
		encourage the group				
	The deficiency	to improve in the				
	for this group	areas of attendance				
	may be caused	and study habits.				
	by students	and study naons.				
		Develop a plan as				
		to what are the best				
		days of the week to				
	and a l tutoris -	introduce new content	.]			
			4			
	opportunities,	based on attendance				
		and school climate.				
	habits					
		Make available to				
		students a compiled				
		list of out-of-school				
		resource that they				
		may access to address	1			
		their economical and				
		academic needs				
		Provide students with				
		scaffolding lessons				
		and worksheets.				
	1	1				
Algebra Goal #3E:	2012 Current	2013 Expected Level				
rigeora Goar #3E.	Level of	of Performance:*	1			
	Performance:*	or refromunee.				
	criormance.					
To increase the number of						
economically disadvantaged						
students making learning						
gains by 44 percentage						
points to 50%.						
<u> </u>						
			l	ļ.		

the 2012 Algebra EOC assessment indicated that	Disadvantaged students tested will make learning gains					
	Standard 3 Linear Equations and Inequalities The deficiency for this group may be caused by students inconsistent attendance, limited after school tutoring opportunities, and poor study habits	Strategically assign students to small groups where each member has the shared responsibility to encourage the group to improve in the areas of attendance and study	RtI team	Instructional focus will be adjusted as necessary.	3E.2. Formative: Interim assessments Benchmark assessments Summative: 2013 Algebra EOC results	

3E.3	3E.3	3E.3	3E.3	3E.3	
	Strategically assign		Mathematics teachers will	Formative:	
Polynomials	students to small groups		meet monthly to discuss and	Interim assessments	
	where each member has		review student assessments.	Benchmark assessments	
The deficiency	the shared responsibility		Instructional focus will be		
for this group	to encourage the group		adjusted as necessary.	Summative:	
may be caused by	to improve in the areas			2013 Algebra EOC results	
students inconsistent	of attendance and study				
attendance, limited	habits.				
after school tutoring					
	Develop a plan as to				
	what are the best days				
	of the week to introduce				
	new content based on				
	attendance and school				
	climate.				
	Make available to students				
	a compiled list of out-of-				
	school resource that they				
	may access to address				
	their economically and				
	academic needs				
	Provide students with				
	scaffolding lessons and				
	worksheets.				

End of Algebra EOC Goals

Geometry End-of-Course Goals

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

Geometry EOC	Problem-			
Goals	Solving			
	Process to			
	Increase			
	Student			
	Achieveme			
	nt			

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1. Students scoring at Achievement Level 3 in Geometry.	Polyhedra and Other Solids The deficiencies for this group of students may be caused by limited opportunities available for practice and exploration.	with opportunities to explore and re-enforce concepts, through		Mathematics teachers will meet monthly to discuss and review student assessments. Instructional focus will be adjusted as necessary.	1.1. Formative: Interim assessments Benchmark assessments Summative: 2013 Geometry EOC results	

Section y Sour W1.		2013 Expected Level of Performance:*					
NO DATA AVAILABLE	2012 Geometry	Enter numerical data for expected level of performance in this box.					
		Discrete Mathematics The deficiency may be cause by not covering the content area in depth.	sequence and align lesson plans to districts pacing guide to ensure that all content areas are sufficiently covered. Provide student with practice solving real- world problems using trigonometric ratios.		discuss and review student assessments. Instructional focus will be adjusted as necessary.	1.2. Formative: Interim assessments Benchmark assessments Summative: 2013 Geometry EOC results	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	1.3. Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	1.3. Evaluation Tool	1.3.	

	The deficiency for this group may be caused by limited opportunities available for additional exploration and investigation in other content	2.1. Provide students with hands on activities via graphing software or hard paper which involves the creation of solid objects, analyzing their different parts, calculating various measures, and deriving formulas. Provide student with practice solving real- world problems using solids	RtI Team	Mathematics teachers will meet monthly to discuss and review student assessments. Instructional focus will be adjusted as necessary.	2.1. Formative: Interim assessments Benchmark assessments Summative: 2013 Geometry EOC results	
Geometry Godina:	Level of Performance:*	2013 Expected Level of Performance:*				
	2012 Geometry	Enter numerical data for expected level of performance in this box.				

		2.2.	2.2.	2.2.	2.2.	2.2.	
		Trigonometry and	Adhere to scope and	RtI Team			
		Discrete Mathematics	sequence and align				
			lesson plans to districts				
		The deficiency may	pacing guide to ensure				
		be cause by not	that all content areas are				
		be cause by not	that all content areas are				
			sufficiently covered.				
		area in depth.					
			Provide student with				
			practice solving real-				
			world problems using				
			trigonometric ratios.				
			2.3	2.3	2.3	2.3	
		2.3	2.3	L.3	2.3	2.3	
D 1 1111	2011 2012	2012 2012	2012 2014	2014 2015	2017 2016	2017 2017	
Based on Ambitious but	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
Achievable Annual Measurable							
Objectives (AMOs), Reading							
and Math Performance Target							
3A. Ambitious but	Baseline data						
	2010-2011						
	2010-2011						
Measurable Objectives							
(AMOs). In six year							
school will reduce their							
achievement gap by 50%.							
Geometry Goal #3A:							
Enter narrative for the goal in this							
box.							
Based on the analysis of student	Anticipated	Stratogy	Person or Position	Process Used to Determine	Evaluation Tool		
	Barrier	Strategy			Evaluation 1001		
achievement data, and reference	Barrier		Responsible for	Effectiveness of		1	
to "Guiding Questions",			Monitoring	Strategy			
identify and define areas in							
need of improvement for the						1	
following subgroup:							
		•				•	•

by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry.	White: Black: Hispanic: Asian: American Indian:		3B.1.	3B.1.	3B.1.		
Geometry Goal #3B: To increase level 3 White, Black, and Hispanic proficiency students by %, %, and % percentage points to %, %, and % respectively.	Level of Performance:*	2013 Expected Level of Performance:*					
	the 2012 FCAT 2.0 Reading Test indicated that % of White, % of Black, and % of Hispanic students achieved level 3 proficiency.						
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	

	1	2D 2	an a	an 2	lan a	lan a	·
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	
Based on the analysis of student	Anticipated	Strategy	Person or Position	Process Used to Determine	Evaluation Tool		
achievement data, and reference	Barrier		Responsible for	Effectiveness of			
to "Guiding Questions",			Monitoring	Strategy			
identify and define areas in need of improvement for the							
following subgroup:							
3C. English Language	3C.1.	3C.1.	3C.1.	3C.1.	3C.1.		
Learners (ELL) not	The challenges	Mathematics teachers		Mathematics and ELL teachers	Formative:		
		will work closely			Interim assessments		
making satisfactory		with ELL teachers to		and review student assessments.	Benchmark assessments		
progress in Geometry.		develop instruction to		Instructional focus and strategy	G		
		reach students at their reading level.			Summative: 2013 Geometry EOC results		
	ELL will be most	reading level.			2013 Geometry EGE results		
	beneficial to this						
		with opportunities					
		to develop new					
		vocabulary through					
		a variety of teach					
		strategies including connecting new					
		vocabulary words					
		with prior knowledge,					
		word walls and word					
		maps, teach antonyms					
		and synonyms, and					
		provide examples and non-examples.					
		non examples.					
		Provide students with					
		scaffolding lessons					
		and worksheets					
		Danida stadenta (d.					
		Provide students with opportunities for peer					
		group learning.					
		Provide students with					
		opportunities for one-					
		on-one instruction.					

	2012 Current Level of Performance:*	2013 Expected Level of Performance.*					
	2012 Geometry EOC assessment indicated that % of ELL students made learning gains.	Enter numerical data for expected level of performance in this box.					
						3C.2.	
		3C.3.	3C.3.	3C.3.	3C.3.	3C.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

making satisfactory progress in Geometry. for this group vary across many content areas. The use of best practices for SWD will be most beneficial to this group vocabulary through a variety of teach strategies including connecting new vocabulary words with prior knowledge, word walls and word maps, teach antonyms and synonyms, and provide examples and non-examples. For this group vary across many with ESE teachers to develop instruction to meet each student's individual needs. SWD will be adjusted as necessary. Interim assessments Benchmark	3D. Students with Disabilities (SWD) not		3D.1. Mathematics teachers		3D.1. Formative:	
progress in Geometry. Vary across many content areas. The use of best practices for SWD will be most beneficial to this group with opportunities to develop new vocabulary through a variety of teach strategies including connecting new vocabulary words with prior knowledge, word walls and word maps, teach antonyms and synonyms, and provide examples and non-examples. Provide students with ESE teachers to develop instruction to meet each student's individual needs. Summative: Summative: 2013 Geometry EOC results Summative: 2013 Geometry EOC results			will work closely			
The use of best practices for SWD will be most beneficial to Provide students with opportunities to develop new vocabulary through a variety of teach strategies including connecting new vocabulary words with prior knowledge, word walls and word maps, teach antonyms and synonyms, and provide examples and non-examples. Provide students with		vary across many			Benchmark assessments	
practices for SWD will be most beneficial to Provide students this group with opportunities to develop new vocabulary through a variety of teach strategies including connecting new vocabulary words with prior knowledge, word walls and word maps, teach antonyms and synonyms, and provide examples and non-examples. Provide students with	progress in Geometry.					
SWD will be most beneficial to Provide students this group with opportunities to develop new vocabulary through a variety of teach strategies including connecting new vocabulary words with prior knowledge, word walls and word maps, teach antonyms and synonyms, and provide examples and non-examples. Provide students with						
this group with opportunities to develop new vocabulary through a variety of teach strategies including connecting new vocabulary words with prior knowledge, word walls and word maps, teach antonyms and synonyms, and provide examples and non-examples. Provide students with		SWD will be			2013 Geometry EOC results	
to develop new vocabulary through a variety of teach strategies including connecting new vocabulary words with prior knowledge, word walls and word maps, teach antonyms and synonyms, and provide examples and non-examples. Provide students with						
vocabulary through a variety of teach strategies including connecting new vocabulary words with prior knowledge, word walls and word maps, teach antonyms and synonyms, and provide examples and non-examples. Provide students with		this group	with opportunities			
a variety of teach strategies including connecting new vocabulary words with prior knowledge, word walls and word maps, teach antonyms and provide examples and non-examples. Provide students with			to develop new			
strategies including connecting new vocabulary words with prior knowledge, word walls and word maps, teach antonyms and synonyms, and provide examples and non-examples. Provide students with						
connecting new vocabulary words with prior knowledge, word walls and word maps, teach antonyms and synonyms, and provide examples and non-examples. Provide students with			a variety of teach			
vocabulary words with prior knowledge, word walls and word maps, teach antonyms and synonyms, and provide examples and non-examples. Provide students with						
with prior knowledge, word walls and word maps, teach antonyms and synonyms, and provide examples and non-examples. Provide students with						
word walls and word maps, teach antonyms and synonyms, and provide examples and non-examples. Provide students with						
maps, teach antonyms and synonyms, and provide examples and non-examples. Provide students with			with prior knowledge,			
and synonyms, and provide examples and non-examples. Provide students with						
provide examples and non-examples. Provide students with						
non-examples. Provide students with						
Provide students with						
			non examples.			
			Provide students with			
			scaffolding lessons			
and worksheets			and worksheets			
Provide students with						
opportunities for peer						
group learning.			group learning.			
						l
Provide students with						l
opportunities for one-						l
on-one instruction.			on-one instruction.			l
						l
						l
						l
						l

Geometry Goal #3D: To increase the number of SWD students making learning gains by X percentage points to %.		2013 Expected Level of Performance:*					
	2012 Geometry						
						3D.2.	
		3D.3.	3D.3.			3D.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

3E. Economically	3E.1.	3E.1.		3E.1.	3E.1.	
Disadvantaged students	Standard 2		RtI team	Mathematics teachers will	Formative:	
not making satisfactory	Polygons	students to small groups where each		meet monthly to discuss and review student assessments.	Interim assessments Benchmark assessments	
progress in Geometry.	The deficiency	member has the		Instructional focus will be	Denemiark assessments	
	for this group	shared responsibility		adjusted as necessary.	Summative:	
	may be caused	to encourage the			2013 Geometry EOC results	
	by students inconsistent	group to improve in the areas of				
	attendance,	attendance and study				
	limited after	habits.				
	school tutoring	D 1 1				
	opportunities, and poor study	Develop a plan as to what are the best				
	habits	days of the week to				
		introduce new content				
		based on attendance and school climate.				
		and school climate.				
		Make available to				
		students a compiled				
		list of out-of-school resource that they				
		may access to address				
		their economically				
		and academic needs				
		Provide students with				
		scaffolding lessons				
		and worksheets.				
Geometry Goal #3E:	2012 Current	2013 Expected Level				
, 00m	Level of	of Performance:*				
	Performance:*					
To in angest the manch on of						
To increase the number of economically disadvantaged	1					
	I.					
students making learning gains by X percentage						
points to %.						
points to 70.						

2012 Geometry	Enter numerical data for expected level of performance in this box.				
	Standard 6 Circles The deficiency for this group may be caused by students inconsistent attendance, limited after school tutoring opportunities, and poor study habits	RtI team	Instructional focus will be	3E.2. Formative: Interim assessments Benchmark assessments Summative: 2013 Geometry EOC results	

	3E.3	3E.3	3E.3	3E.3	3E.3	
	Standard 7	Strategically assign	RtI team	Mathematics teachers will	Formative:	
		students to small groups		meet monthly to discuss and	Interim assessments	
		where each member has			Benchmark assessments	
		the shared responsibility		Instructional focus will be		
	The deficiency	to encourage the group		adjusted as necessary.	Summative:	
l f	for this group	to improve in the areas			2013 Geometry EOC results	
	may be caused by	of attendance and study			,	
		habits.				
	attendance, limited					
	after school tutoring	Develop a plan as to				
	opportunities, and	what are the best days				
	poor study habits	of the week to introduce				
		new content based on				
		attendance and school				
		climate.				
		Make available to students				
		a compiled list of out-of-				
		school resource that they				
		may access to address				
		their economically and				
		academic needs				
		L				
		Provide students with				
		scaffolding lessons and				
		worksheets.				

End of Geometry EOC Goals

Mathematics Professional Development

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

PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Teaching with technology	9-12	Principal/Math Teacher	School-wide	TBA	Classroom observations, walkthroughs, review lesson plans	Principal/ Leadership Team
Teaching problem solving techniques	9-12	Principal/Math Teacher	Mathematics teachers	TBA	Classroom observations, walkthroughs, review lesson plans	Principal/ Leadership Team
APEX Curriculum	9-12	Professional Consultant	School Wide	2012-2013	Implementation of program, student data	Principal/ Leadership Team

Mathematics Budget (Insert rows as needed)

Include only caheal based funded			1
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 School Support Level I & II students	Math books, student materials such as manipulatives, pencils, pens, notebooks, chart paper, markers	Title I	\$500.00
Saturday School Support Level I & II students	Bus passes for students who live beyond the 2 mile distance.	Title I	\$146.25
Saturday School Support Level I & II students	Refreshments for students in attendance at Saturday Reading Tutorial	FEFP	
Saturday School Support Level I & II students	Compensation for one Math Teacher and one ESE Teacher to instruct students for four hours each week	Title I	\$5412.00
Improve performance on FCAT and End of Course exams in Algebra and Geometry	FCAT/EOC Math practice workbooks	Title I	\$500.00
Provide additional math support to ESE students	Supplemental reading materials for ESE and low level readers		
Saturday Math Tutorial	Compensation for one math teacher to instruct ESE students for Four hours each week		
Subtotal:\$6558.25			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
1 2012			

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Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:\$6558.25			

End of Mathematics Goals

Biology End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Biology.	low in the Category of Molecular and cellular Biology. The deficiencies were in organization and development of living organisms and could be attributed to limited laboratory and hands on activities.	activities Provide students greater opportunities to work in teams to discuss projects, experiments, and write related reports.	and projects. Instructional focus will be adjusted as necessary.	1.1. Formative: Interim assessments Benchmark assessments Summative: 2013 Biology EOC results	
Biology Goal #1: To increase the number of level 3 proficiency students by X percentage points to %.	The results of the 2012 Biology EOC assessment indicated that % of students achieved level 3 proficiency.	2013 Expected Level of Performance:* Enter numerical data for expected level of performance in this box.			

		low in the Category of Classification, Heredity, and Evolution The deficiencies were in heredity and reproduction and could be attributed to limited hands on activities and visual aids in lesson presentations	opportunities to participate in inquiry-based activities. Integrate visual aids such as video, animation, and diagrams into lessons.		meet monthly to discuss and review student assessments, lab reports and projects. Instructional focus will be adjusted as necessary.	2013 Biology EOC results	
		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Students scoring at or above Achievement Levels 4 and 5 in Biology.	Students scored low in the Category of Molecular and cellular Biology. The deficiencies were in organization and development of living organisms and could be attributed to limited laboratory	Provide students more opportunities to participate in laboratory experiments and inquiry based activities Provide	RtI Team	monthly to discuss and review student assessments, lab reports and projects. Instructional focus will be adjusted as necessary.	2.1. Formative: Interim assessments Benchmark assessments Summative: 2013 Biology EOC results		

 Level of Performance:*	2013 Expected Level of Performance:*					
The results of the 2012 Biology EOC assessment indicated that % of students scored at or above achievement level 4 and 5.	Enter numerical data for expected level of performance in this box.					
	Students scored low in the Category of Classification, Heredity, and Evolution The deficiencies were in heredity and reproduction and could be attributed to limited hands on activities and visual aids in lesson presentations	Provide students more opportunities to participate in inquiry based activities. Integrate visual aids such as video, animation, and diagrams into lessons.	RtI Team	Science teachers will meet monthly to discuss and review student assessments, lab reports and projects. Instructional focus will be adjusted as necessary.	2013 Biology EOC results	
	2.3	2.3	2.3	2.3	2.3	

End of Biology EOC Goals

Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning						
Community (PLC)						
or PD Activity Please note that each						
Strategy does not require a						
professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Inquiry-Bases Instructions	9-12	Science Teacher	Science Teachers	ТВА	Leadership team will evaluate implementation of strategy during classroom visits and reviewing lesson plans	
Teaching with technology	9-12	Science Teacher	Science Teachers	ТВА	Leadership team will evaluate implementation of strategy during classroom visits and reviewing lesson plans Principal/Leadership Team	Principal/ Leadership Team
APEX Curriculum	9-12	Professional Consultant	School Wide	2012-2013	Implementation of program, student data	Principal/ Leadership Team

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

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Saturday School Support Level I & II students	Compensation for one science teacher to instruct students for Four hours each week	Title I	\$2706.00
Saturday School Support Level I & II students	Bus passes for students who live beyond the 2 mile distance.	Title I	\$146.25
Increase students' proficiency in science, critical thinking	Supplies and materials to conduct dry labs	Title I	\$1000.00
Improve student performance on End of Course exams	End of course study guides for biology		
Improve student performance and proficiency in science	Supplemental materials for ESE and low level students		
Subtotal:\$3852.25			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Computer/license upgrades	Upgrade existing software	FEFP	\$
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
APEX Learning	PD for teachers	FEFP	\$
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:\$3852.25			
End of Coiose of Coulo	L	1	<u> </u>

End of Science Goals

Writing Goals

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

ϵ_1			$\mathcal{E} \setminus \mathcal{E}$	
	Problem-			
	Solving			
Writing	Process to			
· · · · · · · · · · · · · · · · · · ·	Increase			

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Goals	Student Achievement					
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1a. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.	The deficiency may be caused by students' choice of vocabulary words, limited exposure to a variety of persuasive text.	with example of a variety of persuasive text (ads, editorials, speeches, posters) and review the persuasive writing techniques used in	RtI team	Ia.1. Monthly writing prompt will be to administered and review. Instructional focus will be adjusted as necessary.	Ia.1. Formative: Monthly writing prompts Summative: 2013 FCAT Writing assessment	

Writing Goal #1a: To increase the number of level 3 or higher proficiency students by 26 percentage points to 75%.	of Performance:*	2013 Expected Level of Performance:*				
	2012 FCAT Writing test indicated that	75% of students 2012 FCAT Writing tested will achieve level 3 or higher.	1a.2.	1a.2.	1a.2.	
		1a.2. 1a.3.			1a.3.	
1b. Florida	1b.1.	1b.1.		1b.1.	ru.s.	
Alternate Assessment: Students scoring at 4 or higher in writing.		2012				
Writing Goal #1b: Enter narrative for the goal in this box.	2012 Current Level of Performance:*	2013 Expected Level of Performance.*				

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for current level of performance in this						
	1b.2.	16.2.	16.2.	1b.2.	16.2.	

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 and Schedules (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Persuasive writing	9-12 Language Arts	Principal/ Language Arts Teacher	School-wide		Leadership team will evaluate implementation of strategy during classroom visits and reviewing lesson plans	Principal/ Leadership Team
Expository writing	9-12 Language Arts	Principal/ Language Arts Teacher	School-wide		Leadership team will evaluate implementation of strategy during classroom visits and reviewing lesson plans	Principal/ Leadership Team

Writing Budget (Insert rows as needed)

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

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Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Improve writing skills of all students	Supplemental writing practice materials	Title I	\$243.00
Improve ESE, ELL proficiency in writing	Supplemental ESE, ESOL writing materials		
Subtotal:\$243.00			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:\$243.00			

End of Writing Goals

Civics End-of-Course (EOC) Goals

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

	Civics EOC Goals	Problem-				
		Solving				
		Process to				
		Increase				
		Student				
		Achieveme				
		nt				
- 1				I		

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Students scoring at	1.1.	1.1.	1.1.	1.1.	1.1.		
Achievement Level 3 in							
Civics.							
Civics Goal #1:	2012 Current Level of	2013 Expected Level of Performance:*					
Enter narrative for the goal in this	Performance:*	of i crioimance.					
box.							
	Did not	Enter numerical data					
	participate	for expected level of performance in this box.					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student	Anticipated	Strategy	Person or Position	Process Used to Determine	Evaluation Tool		
achievement data, and reference to "Guiding Questions", identify	Barrier		Responsible for Monitoring	Effectiveness of Strategy			
and define areas in need of			3				
improvement for the following group:							

2 Students seeming at an	2 1	2.1.	2.1.	2.1.	2.1.		
2. Students scoring at or	2.1.	2.1.	2.1.	2.1.	2.1.		
above Achievement Levels							
4 and 5 in Civics.							
	2012.0	2012 5					
Civics Goal #2:	2012 Current	2013 Expected Level					
	Level of	of Performance:*					
Enter narrative for the goal in this	Performance:*						
box.							
İ	Did not	Enter numerical data					
	participate	for expected level of					
ľ	r F	performance in this box.					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		۷.2.	L.L.	2.2.	f -	2.2.	
		2.3	2.3	2.3	2.3	2.3	
		د.ع	2.3	2.3	\(\frac{\pi}{2}\).	2.3	
		l					

Civics Professional Development

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

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

Civics Budget (Insert rows as needed)

cu)			
Description of Resources	Funding Source	Amount	
Description of Resources	Funding Source	Amount	
Description of Resources	Funding Source	Amount	
Description of Resources	Funding Source	Amount	
	Description of Resources Description of Resources Description of Resources	Description of Resources Funding Source Description of Resources Funding Source Funding Source Funding Source	Description of Resources Funding Source Amount

Total:		

End of Civics Goals

U.S. History End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in U.S. History.	Student score low in the following category: Standard 5 Analyze the effects of the changing social, political, and economic conditions of the roaring twenties and the great depressions. The deficiency	Integrate literacy development by provide opportunities to strengthen read comprehension, interpret graphs, charts, maps, timeline, and other graphic representations		1.1. Formative: Interim and Benchmark assessments Summative: 2013 U.S. History EOC results	
U.S. History Goal #1: To increase the number of level 3 proficiency students by X percentage points to %.	to students have difficulty learning new vocabulary word and reading comprehension. 2012 Current Level of Performance:*	word. 2013 Expected Level of Performance.* Enter numerical data			
	participate	for expected level of performance in this box.			

		Understand the causes and course of world war II, the character of the war at home and abroad, and its reshaping of the United State role in the post world war. The deficiency may be attributed to students have	1.2. Integrate literacy development by provide opportunities to strengthen read comprehension, interpret graphs, charts, maps, timeline, and other graphic representations Provide students with activities (word wall, etymology exercises, etc) which help students develop content-specific vocabulary word.		monthly to discuss and review student assessments. Instructional focus will be adjusted as necessary.	1.2. Formative: Interim and Benchmark assessments Summative: 2013 U.S. History EOC results	
		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

above Achievement Levels 4 and 5 in U.S. History.	Standard 7 Understanding the rise and continuing international influence of the U.S. as a world power and the impact of contemporary social and political movements on American life	with opportunities to deepen their understanding through writing activities – informative,	RtI Team	History teachers will meet monthly to discuss and review student assessments. Instructional focus will be adjusted as necessary.	2.1. Formative: Interim and Benchmark assessments Summative: 2013 U.S. History EOC results		
<u> </u>	2012 Current Level of	2013 Expected Level of Performance:*					
To increase the number of students scoring at or above level 4 and 5 by X percentage points to %.	Performance:*						
	participate	Enter numerical data for expected level of performance in this box.					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	

U.S. History Professional Development

Professional			

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

U.S. History 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
California			
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			

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

End of U.S. History Goals

Attendance Goal(s)

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

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

			•			
1. Attendance	1.1.	1.1.	1.1.	1.1.	1.1.	
	Students experience	Provide information	Leadership team		Attendance records in	
	situations outside of	on community	_	day by data collection person	SIS	
		services, such as		and leadership team.		
	upon their ability	TAP, KidCare, etc. to				
		students.				
		Students.				
	regularly, such as					
	child care, work	Encourage attendance				
		through the incentive				
	etc.	programs offered				
		through Mavericks				
	Some students lack	which earns them				
	motivation to be	recognition and				
	present and/or on-	monetary reward.				
	time every day.	monetary reward.				
	tillie every day.	Teachers make daily				
		call to students who				
		are absent from				
		school or tardy to				
		school.				
		Enforce attendance				
		policy.				
Attendance Goal #1:	2012 Current	2013 Expected				
Attendance Goal #1:	Attendance Rate:*	Attendance Rate:*				
	Attendance Rate.	Attendance Kate.				
To increase the						
number of students						
with 80% attendance						
by 50 percentage						
points to 50%.						
points to 50%.						
	23%	80%				
1						
	2012 Current	2013 Expected				
1	Number of Students	Number of Students				
	with Excessive	with Excessive				
1		Absences Absences				
1	Absences (10	(10				
1	(10 or more)	(10 or more)				
	647	100				
1	1 ''	100				
			·			

Number of Students with Excessive Tardies	2013 Expected Number of Students with Excessive Tardies (10 or more)					
0	0					
	1.2.	1.2.	1.2.	1.2.	1.2.	
	1.3.	1.3.	1.3.	1.3.	1.3.	

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

Attendance Budget (Insert rows as needed)

Include only school-based funded		
activities/materials and exclude district		
funded activities /materials.		
Evidence-based Program(s)/Materials(s)		

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

Strategy	Description of Resources	Funding Source	Amount	
Maestro	Technology-based record tracking	FEFP		
Subtotal:				
Technology				
Strategy	Description of Resources	Funding Source	Amount	
Subtotal:				
Professional Development				
Strategy	Description of Resources	Funding Source	Amount	
Maestro	PD for Teachers	FEFP		
Subtotal:				
Other				
Strategy	Description of Resources	Funding Source	Amount	
Subtotal:				
Total:				
	1	I	I	

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	Problem-			
Goal(s)	solving			
	Process to			
	Decrease			
	Suspension			
	-			

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:		Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1. Suspension	Conduct. A barrier for this goal is the appropriate training of school	Consistence enforcement of rules and consequences as noted in the Student Code of Conduct and provide students with	Leadership Tem		Referrals	

Data indicates that the number of suspensions for the 2011-2012 school year was 19. The goal is to reduce the number of suspensions by 19 students, to 0 students.	of In —School Suspensions	2013 Expected Number of In- School Suspensions					
	0	0					
	of Students Suspended In-School	2013 Expected Number of Students Suspended In -School					
	0	0					
	Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions					
	19	0					
	of Students Suspended	2013 Expected Number of Students Suspended Out- of-School					
	19	0					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Suspension Professional Development

~	uspension i roie.	351011 00 1 2 0 1 0	10 1110110			
	Professional					
	Development					
	(PD) aligned with					
S	Strategies through					

Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Classroom Management	9-12	Principal	All teachers	ТВА	Classroom observations, walkthroughs and tracking detentions and referrals	Principal/ Leadership Team

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
Provide tools to reduce conflict among students	Workshop and materials on conflict resolution strategies to implement in the classroom		\$0.00
Provide classroom management strategies to increase time on task in the classroom	Workshops, presentations and materials on the topic of classroom management.		
Subtotal: \$0.00			
Technology			
Strategy	Description of Resources	Funding Source	Amount
			\$0.00
Subtotal: \$0.00			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			\$0.00

Subtotal: \$0.00			
Other			
Strategy	Description of Resources	Funding Source	Amount
Use of behavioral incentives to improve student behavior	Gift cards for movies and local restaurants	PSSAC	\$250.00
Subtotal:\$250.00			
Total: \$250.00			

End of Suspension Goals

Dropout Prevention Goal(s)

Note: Required for High School- F.S., Sec. 1003.53

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

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

Goal #1: *Please refer to the percentage of students	Students are under exposed to the opportunities available with the achievement of a high school diploma. Some students are under motivated because of their lack of self-confidence in their ability to achieve a high school diploma.	Educate students on the opportunities that are available for those who have a high school diploma through field trips to colleges, vocational schools, technical schools, technical schools, other post-secondary opportunities. And career fairs.	Leadership Team	completion of all students	1.1. Progress tracking charts; Student Passport to Graduation		
	students)	2%					
	Graduation Rate:*	2013 Expected Graduation Rate:*					
	- (c statems)	1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Dropout Prevention Professional Development

Professional			
Development			
(PD) aligned with			
Strategies through			
Professional			

Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Best practices/strategies to prevent students from dropping out		Administrator	School /Wide	2012-2013	Monitor Drop Out Rate	Administration

Dropout Prevention Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district			
funded activities /materials. Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Field Trips	Buses	Host Institution Sponsored	\$0.00
Subtotal: \$0.00			
Technology			
Strategy	Description of Resources	Funding Source	Amount
			\$0.00
Subtotal: \$0.00			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Provide learning opportunities for all staff-best practices and strategies to prevent students from dropping out.	Professional library of materials on topics that deal with at risk students, classroom management and drop out students.	FEFP	\$0.00

Subtotal: \$0.00			
Other			
Strategy	Description of Resources	Funding Source	Amount
			\$0.00
Subtotal: \$0.00			
Total: \$0.00			

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

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

	Problem- solving Process to Parent Involveme nt					
Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
Parent Involvement Goal	1.1. Conflict with working hours	1.1. Have events throughout the course of the day	1.1. Administrator Family Coordinator	1.1. Involvement in ongoing events	1.1. Number of communications by email, phone or attendance to events.	

To increase Parental Involvement at School Functions	level of Parent	2013 Expected level of Parent Involvement:*					
	data for current level of parent involvement in this	functions 1.2.	1.2.	1.2.	1.2.	1.2.	
		Transportation	Create carpools from predominant areas		Involvement in ongoing events	Attendance at functions	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Parent Involvement Professional Development

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 subject, grade level, or PLC Leader PLC Leader PD Participants (e.g., PLC, subject, grade level, or school-wide) Target Dates and Schedules (e.g., Early Release) and Schedules (e.g., Farly Release) and Schedules (e.g., frequency of meetings) Strategy for Follow-up/Monitoring	
Effective Communication Secondary Administrator School Wide 2012-2013 Monitor the number of calls, emails, parent meetings.	
How to facilitate parent/ teacher meetings Secondary Administrator School Wide 2012-2013 Monitor process and outcome of parent/ teacher meetings Administrator	

Parent Involvement Budget

Include only school-based funded			
activities/materials and exclude district			
funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal: \$0.00			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal: \$0.00			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Monitor process and outcome of parent/teacher	Provide refreshments at parent trainings, an estimate	Title I	\$150.00
meetings	of one training per month, a minimum of 25 parents in attendance.		
Provide training in areas of interest to parents-	Materials that support parent training- handouts,	Title I	\$400.00
example: presentation on topics that deal with raising teenagers, substance abuse, etc. Involve the	take away items from presenters, presenter fees (if applicable)		
community agencies such as the health department,	application)		
etc.	Postage for parent's mail outs		\$250.00
Subtotal: \$800.00			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal: \$0.00			
Total: \$800.00			
E 1 CD . I 1 . C 1/\			

End of Parent Involvement Goal(s)

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

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

STEM Goal(s) Based on the analysis of school data, identify and define	Problem-Solving Process to Increase Student Achievement Anticipated Barrier	Stratogy	Person or Position	Process Used to Determine	Evaluation Tool
areas in need of improvement:	Anticipated Barrier	Strategy	Responsible for Monitoring	Effectiveness of Strategy	Evaluation 1001
STEM Goal #1: Enter narrative for the goal in this box.		1.1.	1.1.	1.1.	1.1.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

STEM Professional Development

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

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

STEM Budget (Insert rows as needed)

i .
i .
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t

Subtotal:		
Total:		

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

CTE Goal(s)	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
CTE Goal #1: Enter narrative for the goal in this box.			1.1.	1.1.	1.1.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

CTE Professional Development

Professional			
Development			
(PD) aligned with			
Strategies through			
Professional			
Learning			

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

CTE Budget (Insert rows as needed)

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

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

End of CTE Goal(s)

Additional Goal(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:	2012 Current	2013 Expected					
Enter narrative for the goal in	Level :*	Level:*					
this box.							
	Enter numerical data for current	Enter numerical data for expected					
	goal in this box.	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 and Schedules (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

Additional 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			
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount

Subtotal:		
Total:		

End of Additional Goal(s)

Final Budget (Insert rows as needed)

Total:\$10628.88
Total:\$6558.25
Total:\$3852.25
Total:\$243.00
Total:
Total:

	Total:
Parent Involvement Budget	
	Total:\$800.00
Additional Goals	
	Total:
	Grand Total:\$22083.38

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	\square No					
If No, describe the me	easures being taken to comply with SAC requirements.					
Describe the activities	s of the SAC for the upcoming school year.					
	The EESAC will meet monthly to discuss, evaluate, and change processes or procedures that will continuously improve the overall performance of the students, staff or school climate. The School Improvement Plan strategies and assessment data will be reviewed, analyzed, and updated on an ongoing basis throughout the year					
Describe the projected	l use of SAC funds.	Amount				
School Attendance Initia	atives					