Florida Department of Education



DRAFT School Improvement Plan (SIP) Form SIP-1

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: Somerset Pines	District Name: Broward County
Principal: Dr. Donna Kaye	Superintendent:
SAC Chair: Sara Theile/ Lisa Baber	Date of School Board Approval:

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

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

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

High School Feedback Report

K-12 Comprehensive Research Based Reading Plan

Administrators

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/ statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)
Principal	Donna Kaye	Doc. Of Education, Ed. Leadership, Pre-K Primary, Journalism	3	6	Administrator 6 years, 2010-2011 school year "C" school, 2011-2012 AYP not required
Assistant Principal					

Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Karen Capello	Pre-k -3 rd general education, Reading endorsement	3	3	
Math	Margaret Corbett	Elem. Education K-6, Math 5-9	3	1	

Effective and Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date	
1. Teacher-Teacher Website	Dr. Kaye	On-going	
2. University Partnerships	Dr. Kaye	On- going	
3. Job Fair	Dr. Kaye	On-going	
4.			

Non-Highly Effective Instructors

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

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

Staff Demographics

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

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

Total number of Instructional Staff	% of first- year teachers	% of teachers with 1-5 years of experience	% of teachers with 6-14 years of experience	% of teachers with 15+ years of experience	% of teachers with Advanced Degrees	% of teachers with an Effective rating or higher	% of Reading Endorsed Teachers	% of National Board Certified Teachers	% of ESOL Endorsed Teachers
24	16% (4)	50% (12)	33% (8)	0	16% (4)	100% (24)	12.5% (3)	0	62.5% (15)

Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Wientor rume	Wientee Assigned	Rationale for Fairing	Trainied Wentoring Metryties

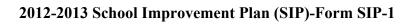
	Lisette Bazain	Team leader	
	Alma Polo-Sanchez	Team leader	
	Brian Dunne	Team leader	
Lisa Baber	Michael Torok	Team leader	
	Jaclyn Garippa	Knowledge of subject	
	Julie Maljean	Knowledge of subject	
	Donna Nero	Knowledge of subject	
Margaret Corbett	Stephanie Hibbard	Knowledge of subject	
Margaret Corbett	Cassandra Blume	Knowledge of subject	
	Allison Poss	Team leader	
Karen Capello	Octavia Lewis	Team leader	
	Katherine Noland	Team leader	
Jessica Banks	Rachel Jordon	Team leader	
Jessica Danks	Yaritza Manzano	Team leader	

Additional Requirements

Coordination and Integration-Title I Schools Only

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

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



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

School-Based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Donna Kaye, Sara Theile, Karen Capello, school psychologist, General Education teacher

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

The MTSS Leadership Team will inform grade level teams of MTSS procedures at workshops and grade level meetings. The MTSS team will provide support by meeting with grade level teams and assisting teachers in the student monitoring process. The ESE team will work with individual teachers and grade level teams in providing various intervention programs and ideas that the classroom teacher can use as "Tier II Interventions." The special area teachers will provide information for important anecdotal documentation and data collection.

MTSS Leadership team will meet on a monthly or as needed basis to monitor the progress of all referred students, monitor the implementation of the school reading plan, and assess and reassess the needs of our at risk students. The MTSS leadership team will also develop in-service and workshops for instructors in areas where weaknesses are shown.

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

The MTSS Leadership team will be vital in the implementation of the school improvement plan. They will monitor the objectives that have been set to make sure our school is meeting our goals.

The MTSS Leadership team and SAC will work together to identify problems, analyze data to develop and implement data-based goals and intervention plans, and evaluate the effectiveness of the interventions.

MTSS Implementation

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

Tier 1 data sources for academics include BAT testing, formative assessments, textbook assessments, FCAT, pre/post testing, STAR, FAIR,IXL Math Software, Accelerated Reader, STAR Math, FCAT Explorer and FCAT Focus.

Tier 2 data sources for academics include intervention assessments using the Triumphs reading series, STAR Reading and STAR math, the Intensive intervention program in the GO Math series and resources from Intervention Central website.

Tier 3 data sources for academics include the Strategic Intervention in the Go Math series, Wilson series, and Foundations reading series.

Tier 1 data for behavior includes the school-wide behavior system, the compliment system, the use of "Brag Tags", and the classroom management system for example the use of a token economy.

Tier 2 data for behavior includes individualized behavior plans and interventions used from resources found on Intervention Central and Mentoring Minds.

Tier 3 data for behavior includes a Functional Based Assessment and a Positive Behavior Intervention Plan.

Tier 1-3 data management systems for academics include graphical documentation from Pinnacle, the above assessments, weekly data based on interventions used in the classroom and in pull-out programs.

Tier 1-3 behavior data sources include graphical documentations of individual behavior plan charts and checklists, discipline referrals, parent/teacher communication, conference records and occurrences of target behaviors.

Describe the plan to train staff on MTSS.

MTSS Leadership team will provide scheduled days to meet with teachers and will speak with teams at grade level meetings. Intervention plans will also be created and modeled in the classroom by the MTSS coordinator as needed.

Describe the plan to support MTSS.

The MTSS team will require all teachers to keep weekly data on all students in the process. The MTSS coordinator will monitor interventions once a month to ensure success in the plan or to make changes if necessary.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Administration- Donna Kaye

Reading Specialist- Karen Capello

Teacher- Lisa Baber

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

The school-based LLT will meet monthly as a committee and will monitor the implementation of the school reading plan. The team will develop strategies and interventions for the teachers.

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

The implementation of the Common Core Standards across subjects and all grade levels.

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.
2 section prime for accounting presented with an author from early enhanced programs at approach.
*Grades 6-12 Only Sec. 1003.413 (2)(b) F.S
For schools with grades 6-12, how does the school ensure that every teacher contributes to the reading improvement of every student?
Reading is integrated in all subjects. Teachers use a variety of teaching methods to assure students are using reading skills to complete all work.
*High Schools Only
Note: Required for High School-Sec. 1003.413(2)(g), (2)(j) F.S.
How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?
How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?
Postsecondary Transition
Note: Required for High School- Sec. 1008.37(4), F.S. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the <u>High School Feedback Report</u> .

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

	1	l	lea e e	har so a second		1	
1A. FCAT 2.0:	1A.1. Students	IA.I. Leachers	1A.1. classroom teachers, team	1A.1. Data analysis and	1A.1. Pre/Post test, weekly		
Students scoring at	are not exposed	Will	leaders, administration	observations	assessment, BAT, AR quizzes,		
Achievement Level 3	enough to	differentiate			STAR assessment, FCAT, 3 rd		
in reading.	higher order	curriculum by			grade portfolios, rubrics, exit		
in reading.	thinking	using learning			slips		
	questions.	centers, one					
		on one, and					
		small groups					
		to challenge					
		proficient					
		students with					
		higher level					
		thinking and					
		enrichment activities.					
		Promethean					
		Boards,					
	1	Accelerated					
		Reader, FCAT					
		Explorer, and					
		Reading for					
		Meaning (5th					
		Grade) will be					
		implemented					
		in lessons in all					
		classes.					
		Teachers will					
		refer to essential	1				
		questions and	1				
		learning goals					
		throughout the					
		lesson.					
Reading Goal #1A:	2012 Current	2013 Expected					
Thirty-three percent of	Level of	Level of					
students will be proficient		Performance:*					
at Achievement Level 3 in							
reading.							
8							
	31%	33%					
		1A.2.	1A.2.	1A.2.	1A.2.	1A.2.	
		I	1	1	l		

		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	
Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.			IB.1.	IB.1.	1B.1.		
	Level of	2013 Expected Level of Performance:*					
	data for current level of	Enter numerical data for expected level of performance in this box.					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
	2A.1. Students				2A.1. Pre/Post test, weekly	
		Teachers will differentiate	leaders, administration		assessment, BAT, AR quizzes, STAR assessment, FCAT, 3 rd	
	stagnant.	curriculum by			grade portfolios, rubrics, exit	
Achievement Levels	sugnant.	using learning			slips	
4 in reading.		centers, one			•	
8		on one, and				
		small groups				
		to challenge proficient				
		students with				
		higher level				
		thinking and				
		enrichment				
		activities. Promethean				
		Boards,				
		Accelerated				
		Reader, FCAT				
		Explorer, and				
		Reading for				
		Meaning (5th Grade) will be				
		implemented				
		in lessons in all				
		classes.				
		Teachers will]			
		refer to essentia	1			
		questions and learning goals				
		throughout the				
		lesson.				

Reading Goal #2A: Thirty-two percent of students scoring at or above Achievement Levels 4 in reading will achieve above proficiency.	Level of Performance:*	2013 Expected Level of Performance:*					
	3070	32/0					
		2A.2.	2A.2.	2A.2.	2A.2.	2A.2.	
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.			2B.1.	2B.1.	2B.1.		
Reading Goal #2B: Enter narrative for the goal in this box.	Level of	2013 Expected Level of Performance:*					
	performance in this box.	data for expected level of performance in this box.					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

Based on the analysis	Anticipated	Strategy	Person or Position	Process Used to Determine	Evaluation Tool		
of student achievement	Barrier		Responsible for Monitoring	Effectiveness of Strategy			
data and reference to "Guiding Questions,"							
identify and define areas							
in need of improvement							
for the following group:							
3A. FCAT 2.0:				3A.1. Data analysis, observations	3A.1. Pre/Post test, weekly		
Percentage of			Leaders, Administrators		assessment, BAT, AR quizzes,		
students making		offered for free.			STAR assessment, FCAT, 3rd		
learning gains in	resources not available	Computers in library open to			grade portfolios, rubrics, exit slips		
reading.		families			Ships		
reading.	school	Teachers will					
		meet with their					
		teams to discuss					
		effective strategies.					
		Teachers will					
		expose students					
		to a variety					
		of literature					
		and reading strategies					
		and utilize					
		small groups					
		for review of					
		concepts.					
Reading Goal #3A:	2012 Current	2013 Expected					
Fifty-five percent of	Level of Performance:*	<u>Level of</u> Performance:*					
students will make the learning goals.	i citormanec.	r criormance.					
icariffig goars.							
	53%	55%					
		2 4 2	2 4 2	2 4 2	2 4 2	2 A 2	
		3A.2.	3A.2.	3A.2.	3A.2.	3A.2.	
		3A.3.	3A.3.	3A.3.	3A.3.	3A.3.	

3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.	3B.1.		3B.1.	3B.1.	3B.1.		
Reading Goal #3B: Enter narrative for the goal in this box.	Level of	2013 Expected Level of Performance:*					
	data for current level of	Enter numerical data for expected level of performance in this box.					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

Based on the analysis	Anticipated	C44	Person or Position	Process Used to Determine	Evaluation Tool	i
		Strategy	Responsible for Monitoring		Evaluation 1001	
of student achievement data and reference to	Barrier		Responsible for Monitoring	Effectiveness of Strategy		
"Guiding Questions,"						
Guiding Questions,						
identify and define areas						
in need of improvement						
for the following group:						
	4A.1. Lack of				4A.1. Pre/Post test, weekly	
Percentage of	support at home	school tutoring	Leaders, Administrators, MTSS		assessment, BAT, AR quizzes,	
1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1	and reading	offered for free.	Team		STAR assessment, FCAT, 3 rd	
	resources	Computers in			grade portfolios, rubrics, MTSS	
25% making	not available	library open to			data, exit slips	
learning gains in	outside of	families				
reading.	school.	Teachers will				
reading.	I	meet with their				
	I	teams to discuss				
		effective				
		strategies.				
		MTSS team				
		will provide				
		intervention				
		supports.				
		Reading pullout				
		program will be				
		implemented				
		using the				
		Wilson Reading				
		Series and				
		Foundations.				
		Classroom				
		teachers will				
		expose students				
		to a variety				
		of literature				
	I	and reading				
	I	strategies,				
	I	utilize small				
		groups for				
	I	review of				
		concepts and				
		relate essential				
	I	questions and				
		learning goals				
		throughout the				
		lesson.				
		103011.				
	I	1				

percent of students	Level of Performance:*	2013 Expected Level of Performance:*					
		4A.2.	4A.2.	4A.2.	4A.2.	4A.2.	
		4A.3.	4A.3.	4A.3.	4A.3.	4A.3.	

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. In six years school will reduce their achievement gap by 50%.	Baseline data 2010-2011						
Reading Goal #5A: Enter narrative for the goal in this box.							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
subgroups by ethnicity (White, Black, Hispanic,	White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.		

.2.	
.3.	•

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Based on the analysis	Anticipated	Strategy	Person or Position	Process Used to Determine	Evaluation Tool		
of student achievement	Barrier		Responsible for Monitoring	Effectiveness of Strategy			
data and reference to							
"Guiding Questions,"							
identify and define areas							
in need of improvement							
for the following							
subgroup:							
	5C.1. Student	5C.1. Teachers	5C.1. Classroom Teacher, Team	5C 1 Determedian	5 C 1 D/D+++		
oc. English	communication			5C.1.Data analysis, observations	5C.1. Pre/Post test, weekly		
Language Learners	l .		Leader, Administration, ESOL		assessment, BAT, AR quizzes,		
(FII) mod modeling	and	strategies to	coordinator		STAR assessment, FCAT, 3 rd		
	understanding	assist students			grade portfolios, rubrics, exit		
satisfactory progress		in daily lessons.			slips		
mi i caame.	deterred due						
, and the second	to a language						
	barrier.						
Reading Goal #5C:	2012 Current	2013 Expected					
reducing Cour ne c.	Level of	Level of					
percent of LLL	Performance:*	Performance:*					
Students not making		r criormance.					
progress will make gains in							
reading.							
		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	
		C.5.			5 5.5.		
Danid on the small i	A	Ctunton	D Di-i	Durana Harder Datas :	Elti Tl		
Based on the analysis	Anticipated	Strategy	Person or Position	Process Used to Determine	Evaluation Tool		
of student achievement	Barrier		Responsible for Monitoring	Effectiveness of Strategy			
data and reference to							
"Guiding Questions,"							
identify and define areas							
in need of improvement							
for the following							
subgroup:							
buogroup.							

with Disabilities	education teachers struggle with implementation and assessment	will assist students with daily assignments, modify grading and homework based on IEP. ESE specialist will receive weekly data from general education teachers. Teachers will be provided with effective strategies for implementing and recording	leaders, Administration, ESE Leadership Team	observations	5D.1. Pre/Post test, weekly assessment, BAT, AR quizzes, STAR assessment, FCAT, 3 rd grade portfolios, rubrics, exit slips		
Reading Goal #5D: students with disabilities not making satisfactory progress in reading will make gains.	Level of		5D.2.			5D.2. 5D.3.	

	•					
Based on the analysis	Anticipated	Strategy	Person or Position	Process Used to Determine	Evaluation Tool	
of student achievement	Barrier		Responsible for Monitoring	Effectiveness of Strategy		
data and reference to						
"Guiding Questions,"						
identify and define areas						
in need of improvement						
for the following						
subgroup:						
5E. Economically	5E.1. Language	5E.1.	5E.1.Classroom teachers, Outreach	5E.1. Student observations, data	5E.1. Alternative Grading Scale	
Disadvantaged	barrier.	Computers in	Committee		due to lack of resources	
Disadvantaged	Parents	library available				
students not making	don't have an	for families.				
satisfactory progress	educational	Free after				
in reading.	background.	school tutoring.				
	Lack of	Teachers				
	resources	implement				
	and parental	strategies				
		presented to				
		them in Poverty				
		Training.				
		Outreach				
		Committee				
		will allow				
		opportunities				
		that will help				
		families.				
		Each class				
		provides				
		homework time				
		at end of the				
		day.				
		Teachers will				
		obtain supplies				
		for students if				
		necessary.				
		Teachers				
		will modify				
		homework/				
		assignments if				
		necessary.				

Reading Goal #5E: percent of economically disadvantaged students not making satisfactory progress in reading will make gains.	Level of	2013 Expected Level of Performance:*					
		5E.2.	5E.2.	5E.2.	5E.2.	5E.2.	
		5E.3.	5E.3.	5E.3.	5E.3.	5E.3.	

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)		Person or Position Responsible for Monitoring
Common Core	K-7	Dr. Kaye	School-wide	Early Release Days	IObservation	Dr. Kaye
Accelerated Reader	K-7	Dr. Kaye	School-wide	Pre-planning/ on-going	Monthly AR Reports	Karen Capello

	2012-2013 Sc	chool Improven	nent Plan (SIP)-Form SIP-1
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Reading Budget (Insert rows as needed)

Reading budget (insert rows as ne	ecueu)			
Include only school funded activities/				
materials and exclude district funded				
activities/materials.				
Evidence-based Program(s)/Materials(s)				
Strategy	Description of Resources	Funding Source	Amount	
Reading specialist works with small groups for intensive reading.	Wilson	Operations Account		
Students reading levels will increase by using a strategy to encourage students to read for pleasure.	Accelerated Reader Renewal	Operations Account		
Subtotal:				
Technology				
Strategy	Description of Resources	Funding Source	Amount	_
Teachers will instruct using interactive teaching.	Promethean Boards	Operations Account	6,800.00	
Families will have access to computers after school hours. Teachers will use computers for testing.	Desktop Computers	Implementation Grant		
Subtotal:				
Professional Development				
Strategy	Description of Resources	Funding Source	Amount	
District Trainings	Substitute Teachers	Title 1	\$5, 406.00	
Subtotal:				
Other				
Strategy	Description of Resources	Funding Source	Amount	
Subtotal:				
Total:				
Totali				

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

CELLA Goals	Problem-Solving Process to Increase Language Acquisition					
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
proficient in listening/speaking.	1.1.	1.1.	1.1.	1.1.	1.1.	
CELLA Goal #1: Enter narrative for the goal in this box.	2012 Current Percent of Students Proficient in Listening/Speaking:					
	Enter numerical data for current 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.
Students read grade- level text in English in a manner similar to non- ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
2. Students scoring proficient in reading.	l · ·	2.1.	2.1.	2.1.	2.1.	

CELLA Goal #2: Enter narrative for the	2012 Current Percent of Students Proficient in Reading:					
goal in this box.						
	Enter numerical data for current 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.

Students write in English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
3. Students scoring proficient in writing.		2.1.	2.1.	2.1.	2.1.	
	2012 Current Percent of Students Proficient in Writing:					
	Enter numerical data for current 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.

CELLA Budget (Insert rows as needed)

ELLETT Dauget (moet 10 ws as nee	<i>(</i> () () () () () () () () () (
Include only school-based funded				
activities/materials and exclude district				
funded activities/materials.				
Evidence-based Program(s)/Materials(s)				
Strategy	Description of Resources	Funding Source	Amount	
Subtotal:				
Technology				
Strategy	Description of Resources	Funding Source	Amount	
Subtotal:				
Professional Development				
Strategy	Description of Resources	Funding Source	Amount	
Subtotal:				
Other				
Strategy	Description of Resources	Funding Source	Amount	
Subtotal:				
Total:				

End of CELLA Goals

Elementary School Mathematics Goals

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

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

1 . EC . E	1 4 1 C4	I1 A 1	1 4 1 Cl t	1 A 1 Dete	1 A 1 FCAT DAT IVI	
	1A.1. Students	IA.1.			1A.1. FCAT, BAT, IXL reports,	
Students scoring at	have a lack of	l eachers will	leaders, administration, pull out	observations (formal/informal)	STAR Math reports, weekly	
Achievement Level 3	practice in basic	their teams to	instructors, and math committee		assessments, math goal chart, exit slips	
in mathematics.	skills. Pacing	their teams to			exit siips	
		discuss effective				
	Math does not	strategies.				
	allow for ample	utiliza aggantial				
	review time.	questions and				
		learning goals				
		throughout the				
		lesson. Small				
		groups will be				
		implemented				
		for review of				
		concepts.				
		The use of				
		Promethean				
		Boards,				
		Sunshine Math,				
		Math IXL,				
		FCAT Explorer.				
		STAR Math,				
		manipulatives,				
		Show Me Math,	,			
		speed drills				
		focusing on				
		computation				
		skills, and				
		the use of				
		differentiated				
		instruction such				
		as learning				
		centers, one on				
		one, and small				
		groups will be				
		used across				
		settings.				
		Math				
		Committee will				
		provide teachers				
		suategies.				
		provide teachers with new and improved strategies.	3			
			1	1	1	

#1 A: Thirty paragnt of	Level of	2013 Expected Level of Performance:*					
	38%	30%					
		1A.2.	1A.2.	1A.2.	1A.2.	1A.2.	
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	
Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			1B.1.	1B.1.	1B.1.		
Mathematics Goal #1B: Enter narrative for the goal in this box.	Level of Performance:*	2013 Expected Level of Performance:*					
	performance in	data for expected level of performance in this box.					
		1B.2.	1B.2.	1B.2.	IB.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

Based on the analysis of student achievement Barrier Person or Position Process Used to Determine Evaluation Tool Responsible for Monitoring Effectiveness of Strategy	
of student achievement Barrier Responsible for Monitoring Effectiveness of Strategy	•
data and reference to	
"Guiding Questions,"	
identify and define areas	
in need of improvement	
for the following group:	
2A. FCAT 2.0: 2A.1. Student's 2A.1. Teachers 2A.1. Classroom teachers, team 2A.1. Data analysis and 2A.1. FCAT, BAT, IXL reports,	
111 (11	
becomes enrichment instructors and math committee	
at or above stagnant, portion of exit slips	
Achievement Teachers current math	
Levels 4 and 5 in struggle with curriculum	
mathematics. differentiating as well as	
the mathematics various outside	
instruction. resources.	
Teachers will	
utilize essential	
questions and	
learning goals	
throughout the	
lesson.	
The use of	
Promethean	
Boards,	
Sunshine Math,	
Math IXL,	
FCAT Explorer,	
STAR Math,	
manipulatives,	
Show Me Math,	
and speed drills	
focusing on	
computation	
skills will be	
used in all	
classrooms.	
Math	
Committee will	
provide teachers	
with new and	
improved	
strategies.	

	1	1		1		i	
	2012 Current	2013 Expected					
#2A: Twenty-one percent	Level of	Level of					
of students scoring at or	Performance:*	Performance:*					
above Achievement Levels							
4 in math will achieve							
above proficiency.							
above proficiency.							
	19%	21%					
		2A.2.	2A.2.	2A.2.	2A.2.	2A.2.	
		ZA.Z.	ZA.2.	2.7.2.	ZA.Z.	2.7.2.	
——			<u> </u>	l	<u> </u>	l	
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	
2B. Florida	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		
Alternate							
Assessment:							
Students scoring at							
or above Level 7 in							
mathematics.							
Mathematics Goal	2012 Current	2013 Expected					
#2B:	Level of	Level of					
<u> </u>	Performance:*	Performance:*					
Enter narrative for the							
goal in this box.							
goat in this box.							
1			l				
	Enter numerical						
	data for	data for	l				
	current level of	expected level of					
1	performance in	performance in					
	this box.	this box.	lan a	 	lan a	lan a	
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
1							
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	
1							
<u> </u>						·	

Based on the ar	nalysis Anticipated	Strategy	Person or Position	Process Used to Determine	Evaluation Tool	
of student achiev	vement Barrier		Responsible for Monitoring	Effectiveness of Strategy		
data and refere	nce to					
"Guiding Quest	tions,"					
identify and defin	ne areas					
in need of impro	vement					
for the following	group:					

3A. FCAT 2.0:	3A.1. Lack	3A.1. After	3A.1. Classroom teachers, team	3A.1. Data analysis and	3A.1. FCAT, BAT, IXL reports,	
Percentage of	of support at	school tutoring	leaders, administration, pull out	observations (informal/formal)	STAR Math reports, weekly	
students making	home, resources	offered for free	instructors, and math committee		assessments, math goal chart,	
	not available	and computers			exit slips	
learning gains in	outside of	in library will b	2			
mathematics.	school	open to families				
		Teachers will				
		meet with				
		their teams to				
		discuss effective				
		strategies.				
		Teachers will				
		utilize essential				
		questions and				
		learning goals				
		throughout the lesson. Small				
		groups will be				
		implemented				
		for review of				
		concepts.				
		The use of				
		Promethean				
		Boards,				
		Sunshine Math,				
		Math IXL,				
		FCAT Explorer				
		STAR Math,	'			
		manipulatives,				
		Show Me Math				
		speed drills				
		focusing on				
		computation				
		skills, and				
		the use of				
		differentiated				
		instruction such				
		as learning				
		centers, one on				
		one, and small				
		groups will be				
		used across				
		settings; Making	9			
		math interactive	1			
		through use				
		of engaging				
		activities.				
		Math				

		Committee will provide teachers with new and improved strategies and teachers will meet with their teams to discuss effective					
		strategies.					
	2012 G						
Mathematics Goal #3A: Fifty-one percent of students will make the learning goals in Mathematics.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	49%	51%					
		3A.2.	3A.2.	3A.2.	3A.2.	3A.2.	
		3A.3.	3A.3.	3A.3.	3A.3.	3A.3.	
3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.		

Mathematics Goal #3B: Enter narrative for the goal in this box.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	current level of performance in	Enter numerical data for expected level of performance in this box.					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

Based on the analysis	Anticipated	Strategy	Person or Position	Process Used to Determine	Evaluation Tool	
of student achievement	Barrier		Responsible for Monitoring	Effectiveness of Strategy		
data and reference to						
"Guiding Questions,"						
identify and define areas	5					
in need of improvement	t					
for the following group:						

4. FCAT 2.0:	4A.1. Lack		4A.1. Classroom teachers, team	4A.1. Data analysis and	4A.1. FCAT, BAT, IXL reports,	
Percentage of	of support at	small group pul	leaders, administration, pull out	observations (informal/formal)	STAR Math reports, weekly	
	home, resources	out. One-on-	instructors, ESE specialist, MTSS		assessments, math goal chart,	
students in lowest	not available	one assistance.	coordinator, and math committee		exit slips	
25% making	outside	Free afterschool			F	
learning gains in	of school.	tutoring.				
	Although	Implement				
mathematics.	students are	MTSS process				
	making gains	if needed,				
	for proficiency,					
		implemented as				
	be significantly	well.				
	lower than their					
		Promethean				
	gap for learning	Boards,				
	may get larger.					
		Math IXL,				
		FCAT Explorer	,			
		STAR Math,				
		manipulatives,				
		Show Me Math,	.1			
		speed drills				
		focusing on				
		computation				
		skills, and				
		the use of				
		differentiated				
		instruction such				
		as learning				
		centers, one on				
		one, and small				
		groups will be				
		used across				
		settings; Making				
		math interactive	1			
		through use				
		of engaging				
		activities.				
Mathematics Goal #4:	2012 Current	2013 Expected				
Percent of students	Level of	Level of				
in the lowest 25% will	Performance:*	Performance:*				
make learning goals in						
Mathematics.						

data for	Enter numerical data for expected level of performance in					
	this box.					
	4A.2.	4A.2.	4A.2.	4A.2.	4A.2.	
	4A.3.	4A.3.	4A.3.	4A.3.	4A.3.	

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. In six years	Baseline data 2010-2011						
school will reduce their achievement							
gap by 50%.							
Mathematics Goal #5A:							
Enter narrative for the goal in this box.							
Based on the analysis	Anticipated Barrier	Strategy	Person or Position	Process Used to Determine	Evaluation Tool		
of student achievement data and reference to "Guiding Questions,"	·	<i>S</i>	Responsible for Monitoring	Effectiveness of Strategy			
identify and define areas in need of improvement							
for the following subgroups:							
5B. Student subgroups by ethnicity (White,	Parents don't have an educational background.	5B.1. ESE/ESOL strategies Teachers will obtain supplies and resources needed for students in need.	5B.1.ESE specialist, ESOL coordinator, RTI coordinator	5B.1. Data analysis, observations	STAR Math reports, weekly assessments, math goal chart,		
Black, Hispanic, Asian, American	Lack of resources and parental involvement.	Parent Outreach Committee			exit slips		
Indian) not making							
satisfactory progress in mathematics.							
m mathematics.							

Mathematics Goal #5B: percent of students in subgroups by ethnicity not making satisfactory progress will make gains in mathematics	Performance:*	2013 Expected Level of Performance:*					
	Black:	White: Black: Hispanic: Asian: American Indian:					
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

Based on the analysis	Anticipated	Strategy	Person or Position	Process Used to Determine	Evaluation Tool		
of student achievement	Barrier	Strategy	Responsible for Monitoring	Effectiveness of Strategy	Evaluation 1001		
data and reference to			recoponition for Monitoring	Effectiveness of Strategy			
"Guiding Questions,"							
identify and define areas							
in need of improvement							
for the following							
subgroup:							
	5C.1. Language	5C.1. Teachers	5C.1.Classroom Teacher, Team		5C.1. FCAT, BAT, IXL reports,		
Language Learners		will use ESOL	Leaders, ESOL coordinator,		STAR Math reports, weekly		
(ELI) mod moliimo		strategies to	Administration		assessments, math goal chart,		
satisfactory progress	don't have an	assist students			exit slips		
		in daily lessons.					
	background. Lack of						
	resources						
	and parental						
	involvement.						
	2012 Current	2013 Expected					
#5C:	Level of	Level of					
percent of ELL	Performance:*	Performance:*					
students not making							
progress will make gains in							
mathematics.							
	Enter numerical	Enter numerical					
	data for	data for					
	current level of	expected level of					
	performance in	performance in					
	this box.	this box.	50.2	50.2	50.2	50.2	
		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	
		JC.J.	JC.J.	JC.J.	JC.3.	50.5.	
Based on the analysis	Anticipated	Strategy	Person or Position	Process Used to Determine	Evaluation Tool		
of student achievement	Barrier		Responsible for Monitoring	Effectiveness of Strategy			
data and reference to				1			
"Guiding Questions,"							
identify and define areas							
in need of improvement							
for the following							
subgroup:							

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.	education teachers struggle with the implementation and assessment of IEP goals.	students with daily assignments, modify grading and homework based on IEP. Teachers will be provided with effective strategies for implementing and recording student progress towards goals. ESE specialist	teacher, team leaders, administration	5D.1. data analysis, observations	5D.1. FCAT, BAT, IXL reports, STAR Math reports, weekly assessments, math goal chart, exit slips		
Mathematics Goal #5D:students with disabilities not making satisfactory progress in mathematics will make gains.	2012 Current Level of Performance:*	will receive weekly data from general education teachers. 2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	

		~				
Based on the analysis	Anticipated	Strategy	Person or Position	Process Used to Determine	Evaluation Tool	
of student achievement	Barrier		Responsible for Monitoring	Effectiveness of Strategy		
data and reference to						
"Guiding Questions,"						
identify and define areas						
in need of improvement						
for the following						
subgroup:	5E 1 Languaga	5E 1 Commutara	5E.1. Classroom teacher, team	5E.1. Data analysis, observations	5E.1. Alternative Grading Scale	
	barrier.	in library	leaders, administration	SE.1. Data analysis, observations	due to lack of resources	
misau vantageu	_	available for	ioadors, administration		due to lack of resources	
students not making	don't have an	families.				
satisfactory progress	educational	Free after school				
		tutoring.				
	Lack of	Teachers				
	resources	implement				
		strategies				
		presented to				
		them in Poverty				
		Training.				
		Homework time				
		at end of the				
		day.				
		Teachers will				
		obtain supplies				
		for students if				
		necessary.				
		Teachers				
		will modify				
		homework/				
		assignments if				
		necessary.				
		Outreach				
		Committee				
	2012 Current	2013 Expected				
	Level of	Level of				
percent of	Performance:*	Performance:*				
economically						
disadvantaged students						
not making satisfactory						
progress in mathematics						
will make gains.						
8						

	data for current level of performance in	Enter numerical data for expected level of performance in this box.					
		5E.2.	5E.2.	5E.2.	5E.2.	5E.2.	
		5E.3.	5E.3.	5E.3.	5E.3.	5E.3.	

End of Elementary School Mathematics Goals

Middle School Mathematics Goals

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

ddle S <mark>cho</mark> o		Problem- Solving Process to Increase Student Achievem ent					
of s da "G iden in n	ased on the analysis student achievement ata and reference to Guiding Questions," ntify and define areas need of improvement the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

1 A ECAT 2 O	1 A 1 Students	1 A 1 Tanahara	1A.1. Classroom teacher, team	1A.1. Data analysis and	1A.1. FCAT, BAT, IXL reports,	
	have a lack of	IA.1. Teachers	leaders, administration		STAR Math reports, weekly	
Students scoring at	nave a lack of	will meet with	leaders, administration			
Achievement Level 3	practice in basic	discuss effective			assessments, math goal chart, exit slips	
in mathematics.	computation	discuss effective			exit siips	
in mathematics.		strategies.				
	guide of Go	Teachers will				
	Math does not	utilize essential				
	allow for ample review time.	questions and				
	review time.	learning goals throughout the				
		lesson. Small				
		groups will be				
		implemented				
		for review of				
		concepts.				
		The use of				
		Promethean				
		Boards,				
		Sunshine Math,				
		Math IXL,				
		FCAT Explorer				
		STAR Math,	·			
		manipulatives,				
		Show Me Math,				
		speed drills				
		focusing on				
		computation				
		skills, and				
		the use of				
		differentiated				
		instruction such				
		as learning				
		centers, one on				
		one, and small				
		groups will be				
		used across				
		settings.				
		Math				
		Committee will				
		provide teachers	5			
		with new and				
		improved				
		strategies.				

Mathematics Goal	2012 Current	2013 Expected		i	İ		
#1 A : Et t	Level of	Level of					
#1A: Forty-two percent of students will be proficient	Performance:*	Performance:*					
at Achievement Level 3 in							
mathematics.							
	40%	42%					
		1A.2.	1A.2.	1A.2.	1A.2.	1A.2.	
		14.2	1 4 2	1 4 2	1 4 2	1 4 2	
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	
1B. Florida	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
Alternate			12				
Assessment:							
Students scoring at							
Levels 4, 5, and 6 in							
mathematics.							
Mathematics Goal	2012 Current	2013 Expected					
#1B:	Level of	Level of					
	Performance:*	Performance:*					
Enter narrative for the							
goal in this box.							
	Entan numari1	Enton mum oni1					
	Enter numerical data for	Enter numerical data for					
	current level of	expected level of					
	performance in	performance in					
	this box.	this box. 1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		110.2.	ID.2.	16.2.	ID.2.	110.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	
1		1					

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

		la	Tana ar	In the second second	L	
2A. FCAT 2.0:		2A.1. Teachers	2A.1. Classroom teacher, team	2A.1. Data analysis and	2A.1. FCAT, BAT, IXL reports,	
Students scoring		will utilize	leaders, administration	observations (informal/formal)	STAR Math reports, weekly	
at or above	becomes	enrichment			assessments, math goal chart,	
	stagnant.	portion of			exit slips	
Achievement	Teachers	current math				
Levels 4 and 5 in	struggle with	curriculum				
mathematics.	differentiating	as well as				
	the mathematics					
	instruction.	resources.				
		Teachers will				
		meet with				
		their teams to				
		discuss effective	e			
		strategies.				
		Teachers will				
		utilize essential				
		questions and				
		learning goals				
		throughout the				
		lesson. Small				
		groups will be				
		implemented				
		for review of				
		concepts.				
		The use of				
		Promethean				
		Boards,				
		Sunshine Math, Math IXL,				
		FCAT Explorer				
		STAR Math,	,			
		manipulatives,				
		Show Me Math				
		speed drills	'			
		focusing on				
		computation				
		skills, and				
		the use of				
		differentiated				
		instruction such				
		as learning				
		centers, one on				
		one, and small				
		groups will be				
		used across				
		settings.				
		Math				
		Committee will				

		provide teachers					
		with new and					
		improved					
		strategies.					
Madhamadian Caal	2012 Current	2013 Expected					
	1 C	z 1 c					
#2A:	Level of	Level of					
Twenty-six percent of	Performance:*	Performance:*					
students scoring at or above							
Achievement Levels 4 in							
math will achieve above							
proficiency.							
1							
1							
1							
12	24%	26%					
ľ							
1		2A.2.	2A.2.	2A.2.	2A.2.	2A.2.	
1							
1							
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	
				[- 1.3.		
2B. Florida 2	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		
-2,1,101144	.Б.1.						
Alternate			[²	2D.1.	2B.1.		
			25.11	20.1.	2B.1.		
Assessment:			25.1.	25.1.	2B.1.		
Assessment:				20.1.	2B.1.		
Students scoring at				20.1.	2B.1.		
Students scoring at				20.1.	2B.1.		
Students scoring at or above Level 7 in				20.1.	2B.1.		
Students scoring at or above Level 7 in mathematics.	2012 Current			20.1.	2B.1.		
Students scoring at or above Level 7 in mathematics. Mathematics Goal	2012 Current	2013 Expected		20.1.	28.1.		
Students scoring at or above Level 7 in mathematics. Mathematics Goal	Level of	2013 Expected Level of		20.1.	28.1.		
Students scoring at or above Level 7 in mathematics. Mathematics Goal	Level of	2013 Expected		20.1.	28.1.		
Students scoring at or above Level 7 in mathematics. Mathematics Goal #2B:	Level of	2013 Expected Level of		20.1.	2B.1.		
Students scoring at or above Level 7 in mathematics. Mathematics Goal #2B: Enter narrative for the	Level of	2013 Expected Level of		20.1.	2B.1.		
Students scoring at or above Level 7 in mathematics. Mathematics Goal #2B:	Level of	2013 Expected Level of		20.1.	28.1.		
Students scoring at or above Level 7 in mathematics. Mathematics Goal #2B: Enter narrative for the	Level of	2013 Expected Level of		ZD.11.	28.1.		
Students scoring at or above Level 7 in mathematics. Mathematics Goal #2B: Enter narrative for the	Level of	2013 Expected Level of		ZD.11.	28.1.		
Students scoring at or above Level 7 in mathematics. Mathematics Goal #2B: Enter narrative for the	Level of	2013 Expected Level of		20.1.	28.1.		
Students scoring at or above Level 7 in mathematics. Mathematics Goal #2B: Enter narrative for the	Level of	2013 Expected Level of		20.1.	28.1.		
Students scoring at or above Level 7 in mathematics. Mathematics Goal #2B: Enter narrative for the goal in this box.	Level of	2013 Expected Level of Performance:*		20.1.	28.1.		
Students scoring at or above Level 7 in mathematics. Mathematics Goal #2B: Enter narrative for the goal in this box.	evel of Performance:* Enter numerical	2013 Expected Level of Performance:*		20.1.	28.1.		
Students scoring at or above Level 7 in mathematics. Mathematics Goal #2B: Enter narrative for the goal in this box.	evel of Performance:* Enter numerical lata for current level of	2013 Expected Level of Performance:* Enter numerical data for expected level of		ZD.11.	28.1.		
Students scoring at or above Level 7 in mathematics. Mathematics Goal #2B: Enter narrative for the goal in this box.	evel of Performance:* Enter numerical lata for	2013 Expected Level of Performance:* Enter numerical data for		ZD.1.	28.1.		

	2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
	2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

Based on the ar	nalysis Anticipated	Strategy	Person or Position	Process Used to Determine	Evaluation Tool	
of student achiev	vement Barrier		Responsible for Monitoring	Effectiveness of Strategy		
data and refere	nce to					
"Guiding Quest	tions,"					
identify and defin	ne areas					
in need of impro	vement					
for the following	group:					

		la	la	la de la companya de	b	
3A. FCAT 2.0:	3A.1. Lack	3A.1. After	3A.1. Classroom teacher, team	3A.1. Data analysis and	3A.1. FCAT, BAT, IXL reports,	
Percentage of	of support at	school tutoring	leaders, administration	observations (informal/formal)	STAR Math reports, weekly	
	home, resources				assessments, math goal chart,	
students making	not available	and computers			exit slips	
learning gains in	outside of	in library will be			1	
mathematics.	school	open to families				
mathematics.	Jenico.	Teachers will				
		meet with				
		their teams to				
		discuss effective				
		strategies.				
		Teachers will				
		utilize essential				
		questions and				
		learning goals				
		throughout the				
		lesson. Small				
		groups will be				
		implemented				
		for review of				
		concepts.				
		The use of				
		Promethean				
		Boards,				
		Boards,				
		Sunshine Math,				
		Math IXL,				
		FCAT Explorer				
		STAR Math,				
		manipulatives,				
		Show Me Math,				
		speed drills				
		focusing on				
		computation				
		skills, and				
		the use of				
		differentiated				
		instruction such				
		as learning				
		centers, one on				
		one, and small				
		groups will be				
		used across				
		settings; Making				
		math interactive				
		through use				
		of engaging				
		activities.				
		Math		1		

		Committee will provide teachers with new and improved strategies and teachers will meet with their teams to discuss effective strategies.					
Mathematics Goal #3A: Sixty-nine percent of students will make learning gains in mathematics.	n c *	2013 Expected Level of Performance:*					
	67%	69%					
		3A.2.	3A.2.	3A.2.	3A.2.	3A.2.	
		3A.3.	3A.3.	3A.3.	3A.3.	3A.3.	
Alternate Assessment: Percentage of students making learning gains in mathematics.	3B.1.		3B.1.	3B.1.	3B.1.		
	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

current level of performance in	data for expected level of					
	3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
	3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

Based on the analysis	Anticipated	Strategy	Person or Position	Process Used to Determine	Evaluation Tool	
of student achievement	Barrier	Suategy	Responsible for Monitoring	Effectiveness of Strategy	Evaluation 1001	
data and reference to	Dairici		Responsible for Wonttornig	Effectiveness of Strategy		
"Guiding Questions,"						
identify and define areas						
in need of improvement						
for the following group:						
	4A.1. Lack	AA 1 Intensive	4A.1. Classroom teacher, team	4A.1. Data analysis and	4A.1. FCAT, BAT, IXL reports,	
.,			4A.1. Classroom teacher, team	4A.1. Data analysis and	GTAD M. 4.	
Percentage of		math class.	leaders, administration, MTSS	observations (informal/formal)	STAR Math reports, weekly	
	home, resources		leadership team as needed		assessments, math goal chart,	
,		assistance. Free			exit slips	
		afterschool				
	of school.	tutoring.				
mathematics.		Implement				
		MTSS process				
	making gains	if needed,				
	for proficiency,					
		implemented as				
	be significantly					
	lower than their					
		Promethean				
	gap for learning	Boards,				
	may get larger.	Sunsnine Math,				
		Math IXL,				
		FCAT Explorer,				
		STAR Math,				
		manipulatives,				
		Show Me Math,				
		speed drills				
		focusing on				
		computation				
		skills, and				
		the use of				
		differentiated				
		instruction such				
		as learning				
		centers, one on				
		one, and small				
		groups will be used across				
		used across settings; Making				
		math interactive				
		through use of engaging				
		activities.				
		activities.				

2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
data for current level of performance in	Enter numerical data for expected level of performance in this box.					
	4A.2.	4A.2.	4A.2.	4A.2.	4A.2.	
	4A.3.	4A.3.	4A.3.	4A.3.	4A.3.	

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. In six years, school will reduce their achievement gap by 50%.	Baseline data 2010-2011						
Mathematics Goal #5A: Enter narrative for the goal in this box.							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress	Lack of resources and parental involvement. White: Black:	5B.1. ESE/ESOL strategies Teachers will obtain supplies and resources needed for students in need. Parent Outreach Committee	5B.1. Classroom teacher, team leaders, administration, ESE coordinator, ESOL coordinator	5B.1. data analysis, observations	5B.1. FCAT, BAT, IXL reports, STAR Math reports, weekly assessments, math goal chart, exit slips		

#5B:percent of students in subgroups by ethnicity not making satisfactory progress will make gains in	Performance:*	2013 Expected Level of Performance:*					
mathematics.							
		Enter numerical data for expected level of performance in this box. White: Black: Hispanic: Asian: American Indian:					
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
(ELL) not making satisfactory progress in mathematics.	don't have an educational background. Lack of resources and parental involvement.	will use ESOL strategies to assist students in daily lessons.	5C.1. Classroom teacher, team leaders, administration, ESOL coordinator		5C.1. FCAT, BAT, IXL reports, STAR Math reports, weekly assessments, math goal chart, exit slips		
Mathematics Goal #5C: percent of ELL students not making progress will make gains in mathematics.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.	5C.2.	5C.2.	5C.2.	5C.2.	
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

5D. Students	5D.1. General	5D.1. Assist	5D.1. Classroom teacher, team	5D.1. data analysis, observations	5D.1. FCAT, BAT, IXL reports,	l	
	education		leaders, administration, ESE	55.1. data anarysis, observations	STAR Math reports, weekly		
with Disabilities			specialist		assessments, math goal chart,		
(SWD) not making		assignments,	Specialist		exit slips		
satisfactory progress	with the	modify grading			CAR SIEPS		
in mathematics.	implementation	and homework					
in mathematics.	and assessment						
	of IEP goals.	Teachers will					
		be provided					
		with effective					
		strategies for					
		implementing					
		and recording					
		student progress				l	
		towards goals.					
		ESE specialist					
		will receive					
		weekly data					
		from general					
		education					
		teachers.					
Mathematics Goal	2012 Current	2013 Expected					
#5D:	Level of	Level of					
students with	Performance:*	Performance:*					
disabilities not making							
satisfactory progress in							
mathematics will make							
gains.							
	Enter numerical	Enter numerical					
	data for	data for					
	current level of	expected level of					
	performance in	performance in					
	this box.	this box. 5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		DD.2.	DD.2.	DD.2.	517.2.	DD.2.	
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	
		<u> </u>					

Based on the analysis	A (* * 4 1	Ct t	Person or Position	Process Used to Determine	Evaluation Tool	
	Anticipated	Strategy			Evaluation 1001	
of student achievement data and reference to	Barrier		Responsible for Monitoring	Effectiveness of Strategy		
"Guiding Questions,"						
identify and define areas						
in need of improvement						
for the following						
subgroup:						
	SE 1 Languaga	5E 1 Computors	5E.1. Classroom teacher, team	5E.1. data analysis, observations	5E.1. Alternative Grading Scale	
c == t == t == t == t == t	barrier.		leaders, administration		due to lack of resources	
IIJISAUVAIILAPEU		available for	leaders, administration		due to lack of resources	
students not making	don't have an	families.				
satisfactory progress	educational	Free after school				
in mathematics.		tutoring.				
in mathematics.	Lack of	Teachers				
	resources	implement				
	and parental	strategies				
		presented to				
		them in Poverty				
		Training.				
		Homework time				
		at end of the				
		day.				
		Teachers will				
		obtain supplies				
		for students if				
		necessary.				
		Teachers				
		will modify				
		homework/				
		assignments if				
		necessary.				
		Outreach				
		Committee				
	2012 Current	2013 Expected				
	Level of	Level of				
of economically	Performance:*	Performance:*				
disadvantaged students						
not making satisfactory						
progress in mathematics						
will make gains.						
8						

	current level of performance in	Enter numerical data for expected level of performance in this box.					
		5E.2.	5E.2.	5E.2.	5E.2.	5E.2.	
		5E.3.	5E.3.	5E.3.	5E.3.	5E.3.	

End of Middle School Mathematics Goals

Florida Alternate Assessment High School Mathematics Goals

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

		and the hallic	To students the percent	age represents (e.g., 70% [1	1	1
	Problem- Solving Process to Increase Student Achievem ent						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.	1.1.	1.1.	1.1.	1.1.	1.1.		
	Level of	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
				1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Florida Alternate	2.1.	2.1.	2.1.	2.1.	2.1.		
Assessment:							
Students scoring at or above Level 7 in							
mathematics.							
Mathematics Goal #2: Enter narrative for the goal in this box.	Level of	2013 Expected Level of Performance:*					
	data for current level of performance in this box.	data for expected level of performance in this box.					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

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

End of Florida Alternate Assessment High School Mathematics Goals

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

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

Goals	Problem- Solving Process to Increase Student Achievem ent					
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1. Students scoring at Achievement	in 7th grade are taking a high school course. This can be extremely challenging.	essential questions and learning goals	1.1. classroom teacher, team leader, administration	1.1.data analysis, observations	1.1. EOC, BAT, IXL reports, STAR Math reports, weekly assessments, exit slips	
Thirty-five percent of	Level of Performance:*	2013 Expected Level of Performance:*				
	N/A	35%				

		1.2.		1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
4 and 5 in Algebra 1.	in 7 th grade are taking a high school course. This can be extremely challenging.	essential questions and learning goals throughout the lesson. After school tutoring offered for free Small groups for review of concepts.	2.1. classroom teacher, team leader, administration	2.1.data analysis, observations	2.1. EOC, BAT, IXL reports, STAR Math reports, weekly assessments, exit slips		
Algebra Goal #2: Fifteen percent of students will comprehend and apply algebraic concepts using Algebra resources (i.e., texts, online resources).	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	N/A	15%					
				2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

Based on ambitious	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
but achievable Annual							
Measurable Objectives							
(AMOs), identify reading and mathematics							
performance target for							
the following years							
3A. In six years,	Baseline data 2010-2011						
school will reduce	Bascinic data 2010-2011						
their achievement							
gap by 50%.							
Algebra 1 Goal #3A:							
μπιχουια τ Ουαι πυΑ.							
Enter narrative for the							
goal in this box.							
	4 18	a	, , , , , , , , , , , , , , , , , , ,	D	7 1 .: 7 1		
Based on the analysis of student achievement	Anticipated Barrier	Strategy	Person or Position	Process Used to Determine	Evaluation Tool		
data and reference to			Responsible for Monitoring	Effectiveness of Strategy			
"Guiding Questions,"							
identify and define areas							
in need of improvement							
for the following							
subgroups:							
3B. Student	3B.1. Language barrier.	3B.1. ESE/ESOL strategies	3B.1. classroom teacher, team	3B.1. data analysis, observations		_	
subgroups by	Parents don't have an	Teachers will obtain supplies and	leader, administration		STAR Math reports, weekly		
41 (33.71 .)		resources needed for students in			assessments, exit slips		
		need.					
, 1	involvement.	Parent Outreach Committee					
Asian, American	White:						
mulam) not making	D1 1						
satisfactory progress	Hispanic:						
in Algebra I.	Asian:						
	American Indian:						

Performance:*	2013 Expected Level of Performance:*					
Black: Hispanic: Asian:	Enter numerical data for expected level of performance in this box. White: Black: Hispanic: Asian: American Indian:					
	3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
	3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

		_					· · · · · · · · · · · · · · · · · · ·
Based on the analysis	Anticipated	Strategy	Person or Position	Process Used to Determine	Evaluation Tool		
of student achievement	Barrier		Responsible for Monitoring	Effectiveness of Strategy			
data and reference to							
"Guiding Questions,"							
identify and define areas							
in need of improvement							
for the following							
subgroup:							
3C. English	3C.1. Language	3C.1.Teachers	3C.1. classroom teacher, team	3C.1. data analysis, observations	3C.1. EOC, BAT, IXL reports,		
Language Learners	barrier.	will utilize	leader, administration, ESOL		STAR Math reports, weekly		
(FII) mod modelma	Parents	ESOL strategies	coordinator		assessments, exit slips		
	don't have an	in daily lessons					
satisfactory progress							
in Algebra 1.	background.						
_	Lack of						
	resources						
	and parental						
	involvement.						
Algebra 1 Goal #3C:	2012 Current	2013 Expected					
percent of students	Level of	Level of					
will comprehend and apply	Performance:*	Performance:*					
algebraic concepts using							
Algebra resources (i.e.,							
texts, online resources).							
	Enter numerical	Enter numerical					
	data for	data for					
	current level of	expected level of					
	performance in this box.	performance in this box.					
	ints DOX.	3C.2.	3C.2.	3C.2.	3C.2.	3C.2.	
		JC.2.	PC.2.	JC.2.	50.2.	JC.2.	
		3C.3.	3C.3.	3C.3.	3C.3.	3C.3.	
		pc.3.	pc.s.	DC.3.	DC.3.	DC.3.	
D1 4h1	A4i - i 4 1	Ctuata an	Person or Position	Process Used to Determine	Evaluation Tool		
Based on the analysis	Anticipated	Strategy			Evaluation 1001		
of student achievement	Barrier		Responsible for Monitoring	Effectiveness of Strategy			
data and reference to							
"Guiding Questions,"							
identify and define areas							
in need of improvement							
for the following							
subgroup:							

3D. Students			3D.1. classroom teacher, team	3D.1. data analysis, observations	3D.1. EOC, BAT, IXL reports,		
with Disabilities	education	students	leader, administration, ESE		STAR Math reports, weekly		
(SWD) not making	teachers		specialist		assessments, exit slips		
satisfactory progress	struggle	assignments,					
	implementation	modify grading					
in Algebra 1.	and assessment						
		Teachers will					
		be provided					
		with effective					
		strategies for					
		implementing					
		and recording					
		student progress towards goals.					
		ESE specialist					
		will receive					
		weekly data					
		from general					
		education					
	2012	teachers.					
Algebra 1 Goal #3D:	2012 Current	2013 Expected					
percent of students	<u>Level of</u> <u>Performance:*</u>	Level of Performance:*					
	r criormance.	r criormanec.					
algebraic concepts using Algebra resources (i.e.,							
texts, online resources).							
texts, omme resources).							
		Enter numerical					
	data for current level of	data for expected level of					
	performance in	expected level of performance in					
	this box.	this box.					
		3D.2.	3D.2.	3D.2.	3D.2.	3D.2.	
		3D.3.	3D.3.	3D.3.	3D.3.	3D.3.	

Based on the analysis	Anticipated	Strategy	Person or Position	Process Used to Determine	Evaluation Tool	
of student achievement	Barrier		Responsible for Monitoring	Effectiveness of Strategy		
data and reference to						
"Guiding Questions,"						
identify and define areas						
in need of improvement						
for the following						
subgroup:						
3E. Economically	3E.1. Language	3E.1.	3E.1. classroom teacher, team	3E.1. data analysis, observations	3E.1. EOC, BAT, IXL reports,	
Disadvantaged	barrier.	Computers in	leader, administration		STAR Math reports, weekly	
bisad vantaged	Parents	library available			assessments, exit slips	
students not making	don't have an	for families.				
satisfactory progress	educational	Free after				
		school tutoring.				
	Lack of	Teachers				
	resources	implement				
	and parental	strategies				
		presented to				
		them in Poverty				
		Training.				
		Homework time				
		at end of the				
		day.				
		Teachers will				
		obtain supplies				
		for students if				
		necessary.				
		Teachers				
		will modify				
		homework/				
		assignments if				
		necessary.				
		Outreach				
		Committee				
Algebra 1 Goal #3E:	2012 Current	2013 Expected				
percent of students	Level of	Level of				
will comprehend and apply	Performance:*	Performance:*				
algebraic concepts using						
Algebra resources (i.e.,						
texts, online resources).						
,						

	data for current level of performance in	Enter numerical data for expected level of performance in this box.					
		3E.2.	3E.2.	3E.2.	3E.2.	3E.2.	
		3E.3.	3E.3.	3E.3.	3E.3.	3E.3.	

End of Algebra 1 EOC Goals

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

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

				<i>C</i> 1 (<i>C</i>) E			
Geometry EOC Goals	Solving Process to Increase Student Achievem ent						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Students scoring at Achievement Level 3 in Geometry.			1.1.	1.1.	1.1.		
Geometry Goal #1: Enter narrative for the goal in this box.	Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
			1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Students scoring at or above	2.1.	2.1.	2.1.	2.1.	2.1.		
Achievement Levels							
4 and 5 in Geometry.							
	Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

their achievement	2012-2013 Baseline data 2011- 2012	2013-2014	2014-2015	2015-2016	2016-2017	
gap by 50%.			ĺ			
Geometry 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 subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
3B. Student subgroups by ethnicity (White,	White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.	

Geometry Goal #3B: Enter narrative for the goal in this box.		Level of Performance:*					
	data for current level of performance in this box. White: Black: Hispanic:	Enter numerical data for expected level of performance in this box. White: Black: Hispanic: Asian: American Indian:					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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

3D. Students	3D.1.	3D.1.	3D.1.	3D.1.	3D.1.		
with Disabilities							
(SWD) not making							
satisfactory progress							
in Geometry.							
Geometry Goal #3D:		2013 Expected					
E		Level of Performance:*					
Enter narrative for the goal in this box.							
5							
		Enter numerical					
		data for expected level of					
	performance in	performance in this box.					
			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	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
for the following subgroup:							
3E. Economically Disadvantaged students not making satisfactory progress in Geometry.			3E.1.	3E.1.	3E.1.		
	Level of	2013 Expected Level of Performance:*					
	data for	Enter numerical data for expected level of performance in this box.					
		3E.2.	3E.2.	3E.2.	3E.2.	3E.2.	
		3E.3.	3E.3.	3E.3.	3E.3.	3E.3.	

End of Geometry EOC Goals

Mathematics Professional Development

Professional				
Development	l .			
(PD) aligned with	l .			
Strategies through	1			
Professional	l .			

Learning Community (PLC) or PD Activities Please note that each strategy does not require a professional development or						
PLC activity. PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Math Initiative	K-7	Margaret Corbett	School-wide	Pre-planning/ On-going	Margaret Corbett and Dr. Kaye	

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

Include only school-based funded			
activities/materials and exclude district			
funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
To align curriculum to standards	GO MATH	N/A	
To monitor progress and identify deficiencies.	STAR Math	Internal Accounts	
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Teachers will instruct using interactive technology	Promethean boards	Implementation Grant	\$6,800.00
Families will have access to computers after school hours. Teachers will use computers for testing.	Desktop Computers		
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Math resource teacher will use math intervention for lowest 25%	SRA Math	N/A	
Subtotal:			
Total:			

End of Mathematics Goals

Elementary and Middle School Science Goals

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

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

Students scoring at Achievement Level 3 in science.	of materials for hands on experiments. Students have a lack of background	IA.1. Teachers will use interactive lessons and virtual labs on Think Central to enhance learning. Small group activities using ScienceSaurus books. FCAT Coach Science books for grades 3-7. Teachers integrate science throughout the curriculum. Teachers will use science fusion to implement daily science lessons that challenge and motivate students	leaders, administration	IA.1. data analysis	1A.1. FCAT, chapter tests, BAT, weekly assessments		
Science Goal #1A: Forty-five percent students scoring Achievement Level 3 in Science will make gains.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
		1A.2.	1A.2.	1A.2.	1A.2.	1A.2.	
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	

1B. Florida	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
Alternate							
Assessment:							
Students scoring at							
Levels 4, 5, and 6 in							
science.							
Science Goal #1B:		2013 Expected					
	Level of Performance:*	Level of Performance:*					
Enter narrative for the goal in this box.	r criormance.	errormance.					
50							
		Enter numerical					
		data for expected level of					
	performance in	performance in					
		this box.	10.2	ID 2	10.2	10.2	
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	
	Į						

Based on the analysis	Anticipated	Strategy	Person or Position	Process Used to Determine	Evaluation Tool		
of student achievement	Barrier	Strategy	Responsible for Monitoring	Effectiveness of Strategy	Evaluation 1001		
data and reference to	Burrer		responsible for Monitoring	Effectiveness of Strategy			
"Guiding Questions,"							
identify and define areas							
in need of improvement							
for the following group:							
2A. FCAT 2.0:				2A.1. data analysis	2A.1. FCAT, chapter tests, BAT,		
Students scoring			leaders, administratio		weekly assessments		
4 1		interactive					
		lessons and					
		virtual labs on					
4 and 5 in science.		Think Central					
		to enhance learning.					
		Small group					
	implementing	activities using					
		Sciencesaurus					
	thinking within						1
	class routines.	FCAT Coach					
		Science books					
		for grades 3-7.					
		Teachers					
		integrate					
		science					
		throughout the curriculum.					
G : G 1//24							
Science Goal #2A:	2012 Current Level of	2013Expected Level of					i
Time percent of stagents	Performance:*	Performance:*					i
scoring at or above Achievement Levels 4 in	r criormance.	CHOIMance.					i
science will achieve above							i
proficiency.							i
proficiency.							i
							1
							i
	7%	9%					
		2A.2.	2A.2.	2A.2.	2A.2.	2A.2.	
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	

2B. Florida	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		
Alternate							
Assessment:							
Students scoring at							
or above Level 7 in							
science.							
Science Goal #2B:		2013Expected					
	<u>Level of</u> Performance:*	Level of Performance:*					
Enter narrative for the goal in this box.	i criorinanec.	CHOIMance.					
Som in mis oom							
	Enter numerical	Enter numerical					
	data for	data for					
	current level of performance in	expected level of performance in					
	this box.	this box.					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

End of Elementary and Middle School Science Goals

Florida Alternate Assessment High School Science Goals

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

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Florida Alternate Assessment: Students scoring at or above Level 7 in science.		2.1.	2.1.	2.1.	2.1.		
	Level of Performance:*	2013Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

End of Florida Alternate Assessment High School Science Goals

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

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

Biology 1 EOC	Problem-			
Goals	Solving			
	Process to			
	Increase			
	Student			
	Achievem			

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

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

End of Biology 1 EOC Goals

Science Professional Development

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

Science Budget (Insert rows as needed)

Science Budget (misere to we as nee			
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
Science Fusion 7th Grade	Science Curriculum	Operations Fund (FTE)	4,875.00
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Teachers will use interactive teaching	Promethean boards		
methods			

Students will access online resources	laptops		
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Science Goals

Writing Goals

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

<i>U</i> 1							
Writing Goals	Problem- Solving Process to Increase Student Achievem ent						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:		Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.	of writing experience in students.	1A.1. Teachers will accommodate students by introducing writing in a variety of ways.	1A.1. teachers, team leaders, administrators	1A.1. writing samples and data analysis	1A.1. Pre/Mid/Post writing tests, FCAT, writing portfolio		
Writing Goal #1A: Sixty-one percent of students will score at Achievement Level 3.0 and higher in writing.		2013 Expected Level of Performance:*					
	J770	61% 1A.2.	1A.2.	1A.2.	1A.2.	1A.2.	
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	

1B. Florida	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
Alternate							
Assessment:							
Students scoring at 4							
or higher in writing.							
Writing Goal #1B:	2012 Current Level of						
Enter narrative for the	Performance:*						
goal in this box.		2013 Expected					
		Level of Performance:*					
		Enter numerical					
		data for expected level of					
	performance in	performance in					
	this box.	this box. 1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1.2.2.	12.2.		1.0.0.	12.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

Writing Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Four Square Planning	4	District Training	4th Grade Teachers	January 2013	iObservation	Dr. Kaye
FDOE Writing 2.0 Workshop	4	District Training	4th Grade Teachers	November 2012	iObservation	Dr. Kaye

Writing Budget (Insert rows as needed)

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

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

End of Writing Goals

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

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

				<i>E</i> 1 (<i>E</i>) E			
Civics EOC Goals	Problem- Solving Process to Increase Student Achievem ent						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
at Achievement Level 3 in Civics.			1.1.	1.1.	1.1.		
Civics Goal #1: Enter narrative for the goal in this box.	Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Students scoring at or above Achievement Levels	2.1.	2.1.	2.1.	2.1.	2.1.		
4 and 5 in Civics.							
	Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

Civics Professional Development

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

Civics Budget (Insert rows as needed)

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

Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
District Trainings	Substitute Teachers	Title 1	\$5, 406.00
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Civics Goals

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

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

				<i>E</i> 1 (<i>E</i>) E			
U.S. History EOC Goals	Problem- Solving Process to Increase Student Achievem ent						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
at Achievement Level 3 in U.S. History.			1.1.	1.1.	1.1.		
U.S. History Goal #1: Enter narrative for the goal in this box.	Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Students scoring	2.1.	2.1.	2.1.	2.1.	2.1.		
at or above							
Achievement Levels							
4 and 5 in U.S.							
History.							
U.S. History Goal #2:	2012 Current Level of	2013 Expected Level of					
		Performance:*					
	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
		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 (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
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount

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

End of U.S. History Goals

Attendance Goal(s)

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

Attendance Goal(s)	Problem- solving Process to Increase Attendan ce					
Based on the analysis of attendance data and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1. Attendance	involvement	1.1. Outreach committee	1.1. office staff and administration	1.1. daily analysis	1.1. Pinnacle	
Attendance Goal #1: Teachers and Staff will promote the importance of attending school daily and arriving on time.	Attendance Rate:*	2013 Expected Attendance Rate:*				
	attendance rate in this box.	Enter numerical data for expected attendance rate in this box.				
	Number of Students with Excessive Absences	2013 Expected Number of Students with Excessive Absences (10 or more) Enter numerical				
	data for current number of absences in this box	data for expected number of absences in this box.				

Number of Students with Excessive Tardies (10 or more)	Excessive Tardies (10 or more)					
students tardy in	data for expected number of					
	1.2.	1.2.	1.2.	1.2.	1.2.	
	1.3.	1.3.	1.3.	1.3.	1.3.	

Attendance Professional Development

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

Attendance Budget (Insert rows as needed)

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

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

End of Attendance Goals

Suspension Goal(s)

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

			I	represents next to the p	I	(<i>33))</i> .	
Suspension	Problem-						
Goal(s)	solving						
0 0 0 0 0 0 0	Process to						
	Decrease						
	Suspension						
	_						
Based on the analysis	Anticipated	Strategy	Person or Position	Process Used to Determine	Evaluation Tool		
of suspension data, and reference to "Guiding	Barrier		Responsible for Monitoring	Effectiveness of			
Questions," identify and				Strategy			
define areas in need of							
improvement:							
1. Suspension	1 New teachers	1.1. Training and	1.1. administration	1.1.	1.1. Data Warehouse		
1		NESS					
	with classroom						
	management						
Suspension Goal #1:	2012 Total Number	2013 Expected					
Suspension will be		Number of					
reduced by 25%.	<u>Suspensions</u>	In- School					
		<u>Suspensions</u>					
	39	29					
		2013 Expected					
		Number of Students					
	<u>Suspended</u> In-School	Suspended In -School					
	39	29					
	2012 Total	2012 Evmonted					
	2012 Total Number of Out-of-	2013 Expected Number of					
		Out-of-School					
		Suspensions					
	13	10					
		2013 Expected					
		Number of Students					
	Suspended .	Suspended 1					
	Out- of- School	Out- of-School					

13	10					
	1.2.	1.2.	1.2.	1.2.	1.2.	
	1.3.	1.3.	1.3.	1.3.	1.3.	

Suspension Professional Development

Suspension 1 Total						
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 Facilitator	PD Participants	Target Dates (e.g. Farly		
PD Content /Topic and/or PLC Focus	Grade Level/	and/or	(e.g., PLC, subject, grade level, or	Target Dates (e.g., Early Release) and Schedules (e.g.,	Strategy for Follow-up/Monitoring	Person or Position Responsible for
und/of 1 EC 1 ocus	Subject	PLC Leader	school-wide)	frequency of meetings)	Strategy for Follow up/Monitoring	Monitoring
			,	. , , , ,		

Suspension Budget (Insert rows as needed)

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

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

End of Suspension Goals

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)).

when using percer	itages, ilicitade	the humber of s	tudents the percentage	represents next to the po	creentage (e.g. 707)	J (33)).	
Dropout	Problem-						
Prevention	solving						
	_						
Goal(s)	Process to						
	Dropout						
	Prevention						
	1 1 C V C II C I C II						
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
improvement:		L 2					
1. Dropout	1.1.	1.1.	1.1.	1.1.	1.1.		
Prevention							
Dropout Prevention Goal #1: Enter narrative for the goal	2012 Current Dropout Rate:*	2013 Expected Dropout Rate:*					
in this box.							
*Please refer to the percentage of students who dropped out during the 2011-2012 school year.							
	data for dropout	Enter numerical data for expected dropout rate in this box.					
		2013 Expected					

graduation rate in	Enter numerical data for expected graduation rate in this box.					
	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 (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
_						

Dropout Prevention Budget (Insert rows as needed)

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

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

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

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

1 D (T 1	1	Families	14	Outreach	1.1. office staff, PTSO,	1.1. data analysis to show	1.1. observations, record	
1. Parent Involvement	1.	Families do not have access to	11.	Outreach	1.1. office staff, PTSO,			
		do not nave		Committee	classroom teacher	increased parent involvement	keeping, and attendance	
							logs	
		internet.		of parents				
		Parents		in need of				
		do not		hours for				
		have free		teachers to				
		time to be		utilize.				
		involved on	1	Provide				
		weekdays.		off campus				
				opportu				
				nities for				
				parent				
				involveme				
				nt (i.e. cut				
				laminated				
				items,				
				prepare				
				materials				
				for				
				classroom				
				projects)				
			Tea	chers				
			and	staff will				
			enc	ourage				
			pare	ents to be				
			inv	olved in				
			his/	her child's				
				cation				
			by a	attending				
			con	ferences,				
			fiel	d trips,				
			clas	s activities,				
			sch	ool functions,				
			PTS	SO meetings				
			and	utilizing				
			onli	ne resources				
			(Pir	nnacle/				
			Thi	nkCentral).				

Parent Involvement Goal #1: Ninety-five percent of parents will demonstrate parent involvement with teachers and the school.	Level of Parent	2013 Expected Level of Parent Involvement:*					
	90%	95%					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Parent Involvement Professional Development

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

Parent Involvement Budget

Include only school-based funded				
activities/materials and exclude district				
funded activities /materials.				
Evidence-based Program(s)/Materials(s)				
Strategy	Description of Resources	Funding Source	Amount	
Increase Parent Communication	Agendas/ Planners	Title 1	1,387.00	
Subtotal:				
Technology				
Strategy	Description of Resources	Funding Source	Amount	
	 			
Subtotal:				
Professional Development				
Strategy	Description of Resources	Funding Source	Amount	
Subtotal:				
Other	_			
Strategy	Description of Resources	Funding Source	Amount	
Subtotal:				
Total:				

End of Parent Involvement Goal(s)

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

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

STEM Professional Development

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

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

STEM Budget (Insert rows as needed)

Total:			
Subtotal:			
	1		
Strategy	Description of Resources	Funding Source	Amount
Other			
Subtotal:			
	r. sarata and a		
Strategy	Description of Resources	Funding Source	Amount
Professional Development			
Subtotal:			
Strategy	Description of Resources	1 unumg Source	Amount
Strategy	Description of Resources	Funding Source	Amount
Technology			
Subtotal:			
Strategy	Description of Resources	Funding Source	Amount
Evidence-based Program(s)/Materials(s)			
funded activities /materials.			
activities/materials and exclude district			
Include only school-based funded			

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

	<i></i>		
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)).

when using percentage		ilumber of s	tudents the percentage	represents next to the p	ercentage (e.g. 707	(3 <i>3))</i> .	
Additional Goal(s)	Problem- Solving Process to Increase Student Achieveme nt						
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
			1.1.	1.1.	1.1.		
Additional Goal #1:	2012 Current Level :*	2013 Expected Level :*					
Enter narrative for the goal in this box.							
	Enter numerical data for current goal in this box.	Enter numerical data for expected goal in this box.					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Additional Goals Professional Development

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

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

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

End of Additional Goal(s)

Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	
	Total:
CELLA Budget	
	Total:
Mathematics Budget	
	Total:
Science Budget	
	Total:
Writing Budget	
	Total:
Civics Budget	
	Total:
U.S. History Budget	
	Total:
Attendance Budget	
	Total:
Suspension Budget	
	Total:
Dropout Prevention Budget	
Dropout Trevention Budget	Total:
Parent Involvement Budget	Total.
1 archit involvement Budget	Total:
STEM Budget	Total.
STEW Budget	Totale
CODE D. 1. 4	Total:
CTE Budget	
	Total:
Additional Goals	
	Total:

2012-2013 School In	provement Plan	(SIP)-Form	SIP-1

Grand Total:

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

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

School Differentiated Accountability Status		
Priority	Focus	Prevent

Are you reward school? Yes XNo

(A reward school is any school that has improved their letter grade from the previous year or any A graded school.)

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

School Advisory Council (SAC)

SAC Membership Compliance

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

X Yes No

If No, describe the meas	sures being taken to comply with SAC requirements.
Describe the activities of	of the SAC for the upcoming school year.
Approval of School Improv	vement Plan

Describe the projected use of SAC funds.	Amount

2012-2013 School Improvement Plan (SIP)-Form SIP-1				