Florida Department of Education



DRAFT School Improvement Plan (SIP) Form SIP-1

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: North Shore Elementary	District Name: Duval
Principal: Felicia W. Hardaway	Superintendent: Ed Pratt-Dannals
SAC Chair: Christine Hall	Date of School Board Approval:

Student Achievement Data:

The following links will open in a separate browser window.

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

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

High School Feedback Report

K-12 Comprehensive Research Based Reading Plan

Highly Effective Administrators

List your school's highly effective administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide Assessment performance (Percentage data for Achievement Levels, Learning Gains, Lowest 25%), and Ambitious but Achievable Annual Measurable Objective (AMO) progress.

Position	Name	Degree(s)/	Number of	Number of	Prior Performance Record (include prior School Grades, FCAT/
			Years at	Years as an	Statewide Assessment Achievement Levels, Learning Gains,
		Certification(s)	Current School	Administrator	Lowest 25%), and AMO progress along with the associated school
		、 ,			year)

Principal	Felicia W. Hardaway	Bachelor of Arts	1	6	North Shore Elementary 2011 – 2012
		English- 5 - 9			Grade- B
					Reading Mastery- 31%
		M. Ed-			Math Mastery- 54%
		Ed Leadership K-12			Science Mastery- 35%
					Writing Mastery- 78%
					Reading Gains- 64%
					Math Gains- 85%
					Reading 25%- 81%
					Math 25%- 93%
					AP- Long Branch Elementary 2010-2011
					Grade- A
					Reading Mastery- 55%
					Math Mastery- 82%
					Science Mastery- 23%
					Writing Mastery- 63%
					Reading Gains- 73%
					Math Gains- 82%
					Reading 25%- 73%
					Math 25%- 82%

		AYP- 100%
		AP- Long Branch Elem 2009-2010
		Grade- C
		Reading Mastery- 42%
		Math Mastery- 61%
		Science Mastery- 3%
		Writing Mastery- 71%
		Reading Gains- 53%
		Math Gains- 80%
		Reading 25%- 50%
		Math 25%- 80%
		AYP- 92% made; AYP was not made in reading

Assistant	Charlene T. James	Bachelor's Degree in	1	1	North Shore Elementary 2011 – 2012
Principal		Secondary Education			
					Grade- B
					Reading Mastery- 31%
		Master's Degree in Administration and			Moth Mostow: 540/
		Supervision			Math Mastery- 54%
					Science Mastery- 35%
					Writing Mastery- 78%
		Certifications:			- ,
		ESOL, Middle			Reading Gains- 64%
		Grade Language			Math Gains- 85%
		Arts 5-9,			D 1: 250/ 010/
		Educational Leadership			Reading 25%- 81%
		Deuteromp			Math 25%- 93%
					Instructional Coach- Eugene J. Butler Middle School 2010-2011
					School Grade – D
					Reading Mastery30%
					Math Mastery28%
					Science Mastery – 17%
					Writing Mastery – 76%
					Reading Gains– 52%
					Math Gains-65%
					Reading 25% – 69%

	Math- 25% 77% Butler Middle did not make AYP
	2009-2010 – Eugene J. Butler Middle School School Grade – D Math Mastery– 36% Reading Mastery– 33% Science Mastery– 16% Writing Mastery– 84% Math Gains– 58% Reading Gains– 50% Math 25%– 63% Reading 25%– 68% Butler Middle did not make AYP

Highly Effective Instructional Coaches

List your school's highly effective instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide Assessment performance (Percentage data for Achievement Levels, Learning Gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

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

Science	Candice Glover-Bullock	B.A. Psychology	1	2	North Shore Elementary 2011 – 2012
		B. A. Elem Education			Grade- B
		M.Ed Supervision & Admin			Reading Mastery- 31%
		Admin			Math Mastery- 54%
					Science Mastery- 35%
					Writing Mastery- 78%
					Reading Gains- 64%
					Math Gains- 85%
					Reading 25%- 81%
					Math 25%- 93%
					North Shore Elementary 2010-2011
					Science Mastery- 20% (up 10%)
					Huntington Middle School- 2009 – 2010
					AYP- 100%
					Science Mastery- 90%
					Huntington Middle School 2008-2009
					AYP- 100%
					Science Mastery- 89%

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Reading	Brooke Cobbin	B.A. Criminology	1	1	North Shore Elementary 2011 – 2012
		Elementary Certification			Grade- B
		Master of Curriculum and			Reading Mastery- 31%
		Instruction and Elementary			Math Mastery- 54%
		Education			Science Mastery- 35%
					Writing Mastery- 78%
					Reading Gains- 64%
					Math Gains- 85%
					Reading 25%- 81%
					Math 25%- 93%
					Long Branch Elementary 2011
					3 rd grade teacher
					School Grade: A
					Reading Proficiency 64%,
					Math Proficiency 71%;
					Reading Gains- 75% (3rd grade retained)
					Math Gains- 100% (3 rd grade retained)
					Lowest 25% Reading- 75% (3rd grade retained)
					Lowest 25% Math- 100% (3rd grade retained)

					AYP- 100%
					Long Branch Elementary 2010 3rd grade teacher School Grade: C Reading Proficiency 42%
Math	Mary McDougal	M.S. Family and	1	1	Math Proficiency 61% School did not meet AYP North Shore Elementary 2011 – 2012
Math	Wai y WicDougai	Consumer Sciences	1		Grade- B
		B.S. Family and Consumer Sciences			Reading Mastery- 31% Math Mastery- 54%
		Elementary Certification			Science Mastery- 35% Writing Mastery- 78%
		Math 5-9 Certification			Reading Gains- 64% Math Gains- 85%
					Reading 25%- 81% Math 25%- 93%

<u>Highly Effective Teachers</u>

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

April 2012

Rule 6A-1.099811

Revised April 29, 2011

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable
			(If not, please explain why)
Provide all Beginning teachers with mentor and instructional support	Administrators, School-Based Instructional Coaches, PDF	On-going	(11 not, please explain why)
2. Provide all teachers opportunities to receive research-based professional development in both content and pedagogy (i.e. Differentiated Instruction, Best Practices, Classroom Instruction that Works, Data Analysis, Technology Integration, etc.)	Administrators, Teachers, School- based Instructional Coaches	On-going	
3. Develop and monitor individual plan of action (IPDP) and timeline to strengthen teacher skills	Administrators, School-Based Instructional Coaches, PDF	On-going	
4. Administrators and instructional coaches will model lessons in classrooms	Administrators and school-based coaches	On-going	
5. Partnership with University of Florida's Lastinger Program to develop master teachers	Administrators, School-Based Instructional Coaches, PDF	On-going	

Non-Highly Effective Instructors

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

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Effective
Kashay Beck	ESOL	5 th Grade Science	Complete ESOL requirements

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)).

To	%	%	%	%	%	%	%	%	%
tal	of	of	of	of	of	Hi	Re	Na	
Nu	Fir	Те	Те	Te	Te	gh	ad	tio	ES
m	st-	ach	l ach	ach	ach	11/	inσ	lnal	l 😽
ber	Ye	ers	ers	ers	ers	Eff	En	Во	End
of	ar	with	with	with	wi	ect	dor	ard	orse

In	Te	1-5	6-	15+	th	ive	sed	Ce	d
str	ach	Yea	14	Yea	Ad	Te	Te	rtif	
uc	ers	rs of	Yea	rs of	van	ac	ach	ied	Tea
tio		Exp	rs of	Exp	ced	her	ers	Те	cher
nal		erie	Exp	erie	De	S		ac	S
Sta		nce	erie	nce	gre			her	
ff			nce		es			S	
44	9% (5)	52 %(2 3)	25 %(1 1)	.09 %(4)	29 %(13)	97 %(43)	.02 %(1)	0	13 %(6)

Teacher Mentoring Program

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

Mentor	Mentee	Rationale for	Planned
Name	Assigned	Pairing	Mentoring
			Activities
Toni Daniels	Kimberly	Ms. Fowler	Modeling/
Lee	Fowler	is a 1 st year	planning/
		kindergarten	Based on
		teacher	Needs
		and Ms.	Assessment
		Daniels is an	
		exemplary	
		kindergarten	
		teacher.	

Beam Griffin is a 1st year TFA 2nd grade teacher and Ms. Beam is an exemplary 2nd grade teacher. Felecia Hancock Parrish Parrish Modeling/ planning/ Assessmen Modeling/ planning/ planning/ Based on Needs Assessmen Toni Daniels Lordslienne Exantus Ms. Exantus is a 1st year kindergarten teacher Modeling/ planning/ Based on Needs			TM C :00 IM	1 1' /
year TFA 2nd grade teacher and Ms. Beam is an exemplary 2nd grade teacher. Felecia Hancock Parrish Wodeling/ planning/ Based on Needs to exit the MINT program and she and Ms. Hancock both teach 1st grade. Toni Daniels Lordslienne Exantus San description Needs Assessmen Modeling/ planning/ Assessmen Modeling/ planning/ Based on Needs Modeling/ planning/ Based on Needs	Beam	Emily		
Felecia Kimberly Parrish only needs to exit the program and she and Ms. Hancock Parrish Program and she and Ms. Hancock both teach 1st grade. Toni Daniels Lordslienne Exantus is a 1st year kindergarten teacher. Needs Assessmen Modeling/ planning/ Based on Needs MS. Exantus Modeling/ planning/ Based on Needs		Griffin	1	
teacher and Ms. Beam is an exemplary 2nd grade teacher. Felecia Kimberly Ms. Parrish only needs to exit the MINT program and she and Ms. Hancock both teach 1st grade. Toni Daniels Lordslienne Exantus is a 1st year kindergarten teacher teacher Assessmen Assessmen Modeling/planning/ Based on Needs			1 2	
and Ms. Beam is an exemplary 2nd grade teacher. Felecia Hancock Parrish Only needs to exit the MINT program and she and Ms. Hancock both teach 1st grade. Toni Daniels Lordslienne Exantus Based on Needs Assessmen Modeling/ planning/ Based on Needs Modeling/ planning/ Based on Needs				
Beam is an exemplary 2nd grade teacher. Felecia Kimberly Ms. Parrish only needs to exit the MINT program and she and Ms. Hancock both teach 1st grade. Toni Daniels Lordslienne Exantus is a 1st year kindergarten teacher Beam is an exemplary 2nd grade to exit the Modeling/ planning/ Based on Needs				essment
exemplary 2nd grade teacher. Felecia Hancock Parrish Ws. Parrish only needs to exit the MINT program and she and Ms. Hancock both teach 1st grade. Toni Daniels Lordslienne Exantus Exantus Service exemplary 2nd grade Based on Modeling/ planning/ Assessmen Modeling/ planning/ Based on Needs Modeling/ planning/ Based on Needs			and Ms.	
Parrish Felecia Hancock Farrish Farrish Felecia Farrish Farrish Felecia Farrish Farr			Beam is an	
Felecia Kimberly Ms. Parrish only needs to exit the MINT program and she and Ms. Hancock both teach 1st grade. Toni Daniels Lordslienne Exantus is a 1st year kindergarten teacher Rancock beds and Ms. Hancock beds and Ms. Exantus is a 1st year kindergarten teacher				
Felecia Kimberly Parrish only needs to exit the MINT program and she and Ms. Hancock both teach 1st grade. Toni Daniels Lordslienne Exantus is a 1st year kindergarten teacher Modeling/ planning/ Based on Needs Ms. Parrish Modeling/ planning/ Based on Needs Modeling/ planning/ Based on Needs			2 nd grade	
Hancock Parrish only needs to exit the MINT program and she and Ms. Hancock both teach 1st grade. Toni Daniels Lordslienne Exantus San Season Modeling/ planning/ Based on Needs Modeling/ planning/ Based on Needs			teacher.	
to exit the MINT program and she and Ms. Hancock both teach 1st grade. Toni Daniels Lordslienne Exantus is a 1st year kindergarten teacher Rased on Needs	Felecia	Kimberly	Ms. Parrish Mod	deling/
MINT program and she and Ms. Hancock both teach 1st grade. Toni Daniels Lordslienne Exantus is a 1st year kindergarten teacher Rased on Needs	Hancock	Parrish	only needs plan	nning/
roni Daniels Lordslienne Exantus Exantus Exantus Exantus Exantus Drogram and she and Ms. Hancock both teach 1st grade. Modeling/ planning/ planning/ planning/ Based on Needs			to exit the Base	ed on
she and Ms. Hancock both teach 1st grade. Toni Daniels Lordslienne Exantus is a 1st year kindergarten teacher Based on Needs			MINT Nee	eds
Toni Daniels Lordslienne Exantus is a 1st year kindergarten teacher Each			program and Ass	essment
both teach 1st grade. Toni Daniels Lordslienne Exantus is a 1st year planning/kindergarten teacher both teach 1st grade. Modeling/planning/kindergarten teacher both teach 1st grade. Modeling/planning/kindergarten teacher			she and Ms.	
Toni Daniels Lordslienne Exantus is a 1st year kindergarten teacher Nodeling/ Based on Needs			Hancock	
Toni Daniels Lordslienne Exantus is a 1st year kindergarten teacher Modeling/ planning/ Based on Needs			both teach	
Toni Daniels Lordslienne Exantus is a 1st year kindergarten teacher Ms. Exantus Modeling/planning/Based on Needs			1st grade.	
Exantus is a 1 st year kindergarten teacher planning/ Based on Needs	Toni Daniels	Lordslienne		deling/
kindergarten Based on teacher Needs		Exantus		
teacher Needs			1 7 1 1	
and Mc Accessmen				eds
i i anu ivis. I Assessinch			and Ms. Ass	essment
Daniels is an			Daniels is an	
exemplary				
kindergarten				
teacher.				
3	Shannon	Reneka	Ms. Mod	deling/
J - 11 J - 11 - 11 - 11 - 11 - 11 - 11		Reneka Willaims	Williams plan	nning/
			Williams plan is a 1 st year Base	nning/ ed on
			Williams plan is a 1 st year Base 2 nd grade Nee	nning/ ed on eds
1 1.			Williams plan is a 1 st year Base 2 nd grade Nee teacher and Asse	nning/ ed on eds
			Williams plan is a 1 st year Base 2 nd grade Nee teacher and Ms. Brennan	nning/ ed on eds
2 nd grade			Williams plan is a 1 st year Base 2 nd grade Nee teacher and Ms. Brennan is an	nning/ ed on eds
			Williams plan is a 1st year 2nd grade teacher and Ms. Brennan is an exemplary	nning/ ed on eds
2 nd grade teacher.			Williams plan is a 1st year 2nd grade teacher and Ms. Brennan is an exemplary	nning/ ed on eds

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Terri	Opal	Ms.	Modeling/
Washington	Menchan	Menchan	planning/
		is returning	Based on
		to Duval	Needs
		County as	Assessment
		a 5 th grade	
		teacher	
		and Ms.	
		Washington	
		is the team	
		leader	
		and an	
		exemplary	
		5th grade	
		teacher.	

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

The following services are provided to ensure that students receive nutritious meals, remediation in instruction, and extended learning opportunities:

- BIC- Breakfast in the Classroom- a free breakfast program to all students enrolled at North Shore.
- Pre-K- Pre-Kindergarten is a program that is designed to prepare students for Kindergarten
- Parental Involvement Center- A resource to parents designed to assist them with the necessary tools to empower their students for success. The center also gives parents valuable tools for self motivation and life improvement.
- Full Service Schools- Behavior Intervention Resource
- Girl Matters Behavior and academic Intervention Resource

a Title 1 school that has not made AYP in two or more years. The SES tutors will be required to align their daily instruction with the curriculum of the tutoring company as
approved by the Duval County School District
Title I, Part C- Migrant
Title I, Part D
Title II
Title III
Title X- Homeless
THE A- HOHICLESS
Complemental Academic Instruction (CAI)
Supplemental Academic Instruction (SAI)
CAI founds amounted after such and continued and continued and total and a continued and a con
SAI funds provide after school and Saturday school tutoring.
Violence Prevention Programs
Violence Flevention Flograms
Nutrition Programs
Nutrition Programs
II
Housing Programs
II. 10.
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.

The school-based RtI Leadership Team includes the principal, assistant principals, school instructional coach, guidance counselor, and VE teachers.

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 RtI Leadership team will meet **bi-weekly** (during PLC's) to look at data and use it to determine instructional decisions, review progress monitoring data at specific grade levels and to identify students who are meeting or exceeding the benchmark, at moderate risk, or at high risk for not meeting the benchmarks. Based on the data collected, the team will identify professional development and resources that the teachers will need to implement RtI.

The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation of plan, make decisions, and practice new processes and skills that will target "at risk" students, on target students, and students meeting/exceeding the standards and providing direct intervention services, monitoring students' progress, and measuring the results of the intervention.

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

The RtI Leadership team discussed data for Tier 1, 2 and 3 students, set targets, addressed academic, social and emotional areas that needed to be addressed and set clear expectations for instruction. The RtI team members assisted in the construction of the SIP.

MTSS Implementation

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

Data sources will be FCAT, benchmarks, PMA's, FAIR, and DRA's. The data management will be Limelight/Inform, SuccessMaker 2.0, PMA's, Benchmarks, Study Island

Baseline data: Florida Comprehensive Assessment Test (FCAT)/FAIR

Progress Monitoring: PMA's, DRA2, Benchmark Assessments, FCAT Simulations (Study Island/SuccessMaker 2.0)

Midyear: Benchmark Assessments, Florida Assessments for Instruction in Reading (FAIR)

End of Year: DRA2, FAIR, FCAT

A system of charts and graphs will be utilized to track and summarize the data collected on students that are targeted. Behavior will be tracked using monthly Genesis reports. Describe the plan to train staff on MTSS.

Professional Development on RtI will be conducted during Early Release Training, grade level meetings and common planning time (PLC). The coaches/RtI team will provide professional development based on district training of RtI, best practices, and based on evaluation of teacher needs as determined in the bi-weekly RtI Leadership team meetings. Describe plan to support MTSS.

Continuous monitoring and feedback from school-based coaches and district

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The school-based literacy leadership team includes the principal, assistant principals, instructional coaches, media specialist, and a representative (lead) from each grade level. Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).

The LLT will meet once per month to assess student performance data and make recommendations for next steps to improve student performance. At the monthly meetings, the LLT will review current data from FAIR; benchmarks and classroom assessments to determine areas of instructional focus for classroom instruction, interventions, and enrichment.

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

The major initiatives for the LLT will be to implement a school wide reading program and provide effective reading strategies that teachers and students are able to apply daily that will promote reading across the curriculum and build fluency and proficiency.

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.

Pre-Kindergarten is a part of a standards based program. This program is designed to prepare students for Kindergarten and beyond. This program has highly qualified teachers and a full time para-professional. The maximum capacity is 18 students per class. This program begins at 8:30 a.m. and ends at 3:00 p.m. daily. FLKRS, a district/state developed standardized test that is criterion referenced, is administered to determine students' kindergarten readiness. The FLKRS includes a subset of the Early Childhood Observation System (ECHOS) and the first two measures of the Florida Assessment in Reading (FAIR) for kindergarten. This assesses letter naming fluency, initial sound fluency and assists in gathering information on a child's development in emergent literacy. The results from these assessments are used to group students for differentiated instruction and to provide immediate intensive intervention.

Students and parents will have individual conferences to inform parents of students' progress and areas that will need further developing prior to their student entering kindergarten.

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

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

*High Schools Only

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

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

April 2012

Rule 6A-1.099811

Revised April 29, 2011

2012-2013 School Improvement Plan (SIP)-Form SIP-1								
How does the sch meaningful?	nool incorporate stude	nts' academic and ca	areer planning, as we	ll as promote student co	urse selections, so that students	s' course of study is personally		
Postsecondary 1	Transition							
	or High School- Sec. es for improving stude		public postsecondary	v level based on annual a	analysis of the <u>High School Fe</u>	edback Report.		
Reading Goal				700((0.5))				
		number of students	the percentage repres	sents (e.g., 70% (35)).				
Reading Goals	Problem- Solving Process to Increase Student Achieve							
	ment							

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Based on the analysis	Anticipated	Strategy		Process Used to Determine	Evaluation Tool	
of student achievement	Barrier		Responsible for	Effectiveness of		
data, and reference to			Monitoring			
"Guiding Questions",				Strategy		
identify and define				Strategy		
areas in need of						
improvement for the						
following group:						
1a. FCAT 2.0:	1a.1.Students	1a.1.Professional	1a.1.Principal	1a.1.Coach support and	la.1.	
Students scoring	vocabulary	development will		teacher attendance at		
	and rigor of	be provided by	Assistant principals	the grade level common	. 1	
at Achievement	text exposure	the state/district/		planning times will be	Assessment results-	
Level 3 in	and instruction	school based	Reading/Instructional /	monitored	T. (T)	
			district/state coaches		• FAIR	
reading.		the first 9 weeks		Analyzing ongoing data to		
		of school		determine student growth	 Benchmarks 	
				and proficiency		
	Teachers	On-going content		proficiency	• PMA's	
	use and	professional	Teachers			
	understanding	development			 Teacher generated 	
	of FAIR data	development				
	is limited	Grade level			• FCIM	
		common			Student work	
		planning time			5 Student work	
	instructional	(PLC's) will				
		allow teachers				
	skills and	an opportunity				
	levels are	to have lesson				
		studies				
		Teachers will				
		utilize FCAT				
		specs in planning				
		and instruction				
		and monuchon				
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		Utilize				
		SuccessMaker				
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To increase the percentage of students scoring at proficiency by 10%	2012 Current	2013 Expected					
percentage of students	Level of	Level of		1			
scoring at proficiency	Performance:*	Performance:*		1			
by 10%							
0, 10,0							
	100/	200/					
	19%	29%.					
		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 seeming							
Students scoring							
at Levels 4, 5,							
and 6 in reading.							
and o in reading.							
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Reading Goal #1b:	Level of	2013 Expected Level of Performance:*					
		lb.2.	Ib.2.	Ib.2.		Ib.2.	
		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		

2. ECATA	2a.1.	2a.1.	2a.1.	2a.1.	2a.1.	
	2a.1.	2a.1.	2a.1.	2a.1.	Za.1.	
Students scoring						
at or above						
Achievement	L					
Levels 4 and 5 in	Teachers level	Professional	Principal		Assessment results-	
reading.	of content	development			FAIR	
reading.	knowledge to	in higher order	Assistant principals	Analyzing ongoing student	PMA's	
	enrich high level students.	questioning using	Reading/Instructional /	data	Teacher generated	
	level students.	of knowledge,	district/state coaches	Continuous professional	FCIM	
		vocabulary	district/state coaches	development	Student work	
		acquisition		Lesson studies	Student Work	
		acquisition		Bessen staares		
		Analyzing	Teachers			
		priority				
		benchmarks				
		and FCAT 2.0				
		questions rigor				
		Conduct small				
		group pull-outs				
		group puri-outs				
		Utilize Success				
		Maker 2.0				
D 1: G 1//0	2012 G	2012 F				
Reading Goal #2a:	Laval of	Level of				
	<u>Level 01</u> Performance:*	Level of Performance:*				
	. CHOIMance.	oriormanec.				
	ĺ					
To increase the						
percentage of students	ĺ					
scoring at Level 4 or 5						
by 20%						
	ĺ					
	ĺ					

	.11%	31%				İ	
	.11 /0	31 /0					
		2a.2.	2a.2.	2a.2.	2a.2.	2a.2.	
		[
		2a.3	2a.3	2a.3	2a.3	2a.3	
21 121 11	2b.1.	2b.1.	2b.1.	2b.1.	2b.1.		
	20.1.	20.1.	20.1.	20.1.	20.1.		
Alternate							
Assessment:							
Students scoring							
at or above Level							
7 in reading.							

	Level of Performance:*	Level of Performance:*					
	data for current level of	Enter numerical data for expected level of performance in this box.					
						2b.2.	
		2b.3	2b.3	2b.3	2b.3	2b.3	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

-	h .	h .	h .	h .	h .	T	
	3.1.	3.1.	3.1.	3.1.	3.1		
Percentage of							
students making	Students	Sustained	Principal	Classroom observations	Assessment results-		
Learning Gains	lack reading	independent					
in reading.	stamina	reading			FAIR		
in reading.				ny co			
	G(1 (1 1		Assistant Principals	PLC's	Benchmarks		
	Students lack sufficient	more nonfiction			PMA's		
	vocabulary	reading material			PMA S		
	skills.	reading material	Instructional/reading/	Formal & Informal	Teacher generated		
	SKIIIS.	Frequent	district/state coaches	assessments	reaction generated		
		exposure to	district state coderies	u33C33IIICIII3	FCIM		
		authentic testing					
	Student	situations			Student work.		
	Academic			Analyzing students data			
	Readiness						
	Level	Higher order					
		questioning		L			
		using bloom's/		Lesson studies			
	G(1 (1 1	Webb's depth of					
	Students lack of background	knowledge					
	knowledge.	Teacher modeled					
	Kilowicuge.	think aloud					
		unink aloud					
		Focus lessons					
		based upon					
		the reporting					
		categories					
		D 111					
		Build background					
		knowledge					
		Knowicuge					
		Use of scaffold					
		reading material					
		l -					
		l					
		Conduct small					
		pull-out sessions					
		Utilize Success					
		Maker 2.0					
		2.0					

		Utilize FCAT					
1		Utilize FCAT Study Island					
Reading Goal #3a:	2012 Current	2013 Expected					
Reading Goal #3a.	Level of	Level of					
1	Performance:*	Performance:*					
	r criormanec.	errormance.					
1							
To increase the							
nercentage of students							
percentage of students making gains in reading by 6%							
making gains in							
reading by 6%							
1							
1							
1							
1							
1							
1							
	64%	70%					
1							
1							
1		3a.2.	3a.2.	3a.2.	3a.2.	3a.2.	
1							
1							
1							
1							
1							
1							
1							
1							
		3a.3.	3a.3.	3a.3.	3a3.	3a.3.	
1							
1							

3b. Florida Alternate	3b.1.	3b.1.	3b.1.	3b.1.	3b.1.		
Assessment:							
Percentage of students making							
Learning Gains in reading.							
in reading.							
Reading Goal #3b	2012 Current Level of	2013 Expected Level of					
	Performance:*	Performance:*					
		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	Barrier	Strategy	Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool		
data, and reference to "Guiding Questions", identify and define areas in need of			Monitoring	Strategy			
improvement for the following group:							

			•	•		i	
4a. FCAT 2.0:	4.1.	4.1.	4.1.	4.1.	4.1.		
Percentage							
	Students	Sustained	Principal	Classroom observations	Assessment results-		
0 - 0 - 0 - 0 - 0 - 0 - 0 - 0 - 0 - 0 -	lack reading	independent	rimeipar	Classicolli observations	2 ASSESSMENT TESTITS		
Lowest 25 70	stamina	reading			FAIR		
making learning	Starrina	reading			IAIK		
gains in reading.			Assistant principals	PLC's	Benchmarks		
	Students lack		Assistant principals	I LC 3	Benefimarks		
	sufficient	more nonfiction			PMA's		
	vocabulary	reading material			I WIA S		
	skills.	reading material	Reading/Instructional /	Formal & Informal	Teacher generated		
		Frequent	district/state coaches	assessments	reaction generated		
		exposure to	uistrict/state coaches	assessments	FCIM		
		authentic testing			renvi		
	Student	situations			Student work.		
	Academic	Situations		Analyzing student data	Student Work.		
	Readiness			ranaryzing student data			
		Higher order					
		questioning					
		using bloom's/		Lesson studies			
		Webb's depth of		Lesson studies			
	Students lack	knowledge					
	of background	Kilowieuge					
	knowledge.	Teacher modeled					
	knowledge.	think aloud					
		tnink aloud					
		Focus lessons					
		based upon					
		the reporting					
		categories					
		categories					
1	I			1			
	I	Build students'		1			
		background					
		knowledge					
		I					
		Use of scaffold					
	I	reading materials		1			
		Focus lessons					
1	I	based upon the					
		FCAT reporting					
		categories					
		3					
	ĺ						
1	I						
		Conduct small					
	I	pull-out sessions					

	1	i					
		Utilize Success					
		Maker 2.0					
		Utilize FCAT					
		Study Island					
Reading Goal #4a:	2012 Current	2013 Expected					
	Level of	Level of Performance:*					
	Performance:*	Performance:*					
To increase the							
percentage of gains in L25's by 5%.							
L25's by 5%.							
	81%	86%					
		4a.2.	4a.2.	4a.2.	4a.2.	4a.2.	
		4a.2.	4 a.2.	4 a.2.	4 a.2.	4 a.2.	
	<u> </u>						
		4a.3	4a.3.	4a.3.	4a.3.	4a.3.	

4b. Florida	4b.1.	4b.1.	4b.1.	4b.1.	4b.1.	
Alternate					10.11.	
Assessment:						
Percentage						
of students in						
Lowest 25%						
making learning						
gains in reading.						
Reading Goal #4b	2012 Current	2013 Expected				
<u> </u>	Level of	Level of				
	Performance:*	Performance:*				
Enter narrative for the	?					
goal in this box.						
	ĺ					
	ĺ					
	Enter numerica	Enter numerical				
	data for	data for expected level of				
	current level of performance in	expectea tevet of performance in this				
	this box.	performance in this box.				

		·	Ŷ			•	
		4b.2.	4b.2.	4b.2.	4b.2.	4b.2.	
1							
1							
		41.2	41. 2	41. 2	41. 2	41. 2	
		4b.3	4b.3.	4b.3.	4b.3.	4b.3.	
	I	1					
Based on Ambitious	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
but Achievable Annual	2011-2012	2012-2013	2013-2014	2014-2013	2013-2010	2010-2017	
Maggirable Objectives							
Measurable Objectives (AMOs), Reading and	1						
Math Performance	1						
	1						
Target	D 11						
	Baseline						
but Achievable	<mark>data 2010-</mark>						
	2011						
	2011						
Measurable	_						
Objectives							
(AMOs). In six							
year school will	<mark>38%</mark>						
year school will							
reduce their							
achievement gap							
<mark>by 50%.</mark>							
Reading Goal							
#5A:	I	I					
1							

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

5B. Student	5B.1.	5B.1.	5B.1.	5B.1.	5B.1.	
	DB.11.	DD.1.	DD.1.	5B.1.	SB.1.	
subgroups	D11	Tlill	Principal	Classroom observations	A	
1-3	Black: Students	Teachers will use assessment	Principal	Classroom observations	Assessment results-	
(winte, Diack,	lack reading	data to plan for			FAIR	
Hispanic, Asian,	stamina	differentiated			7 1110	
American Indian)		instruction	Assistant principals	PLC's	Benchmarks	
not making		focusing on				
satisfactory	Students lack	subgroups			PMA's	
progress in	sufficient			L	L	
reading.	vocabulary		Reading/Instructional /	Formal & Informal	Teacher generated	
reauring.	skills.	Conduct small	district/state coaches	assessments	FCIM	
		pull-out sessions			PCIIVI	
		pan out sessions			Student work.	
	Student			Analyzing student data		
	Academic			' '		
	Readiness	Utilize Success	Teachers			
	Level	Maker 2.0				
				Lesson studies		
	Students lack					
	of background					
	knowledge.					
	TT::-					
	Hispanic:					
	Asian:					
	American					
	Indian:					
		l				
		l				
						1

# 5 D.	Level of	2013 Expected Level of Performance:*					
Target students to meet AYP in the African American subgroup by 9%							
	Black: 31%	Black: 40%					
		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:		Strategy	Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy			
Language Learners (ELL) not making satisfactory progress in reading.			5C.1.	5C.1.	5C.1.		
Reading Goal #5C: Enter narrative for the goal in this box.	<u>Level of</u> <u>Performance:*</u>	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.					
						5C.2. 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:	: Barrier	Strategy	Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy		
following subgroup: 5D. Students with Disabilities (SWD) not making satisfactory progress in reading.	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.	

#5D:	Level of	2013 Expected Level of Performance:*					
Enter narrative for the goal in this box.							
	data for current level of	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 of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

				•		
5E. Economically	5E.1.	5E.1.	5E.1.	5E.1.	5E.1.	
Disadvantaged						
students						
not making	Students	Teachers will	Principal	Classroom observations	Assessment results-	
satisfactory	Students	reachers will	Principal	Classicolli observations	Assessment results-	
	lack reading	use assessment			EAID	
progress in	stamina	data to plan for			FAIR	
reading.		differentiated	.	DY 63	n	
		instruction	Assistant principals	PLC's	Benchmarks	
	Students lack	focusing on				
	sufficient	subgroups			PMA's	
	vocabulary					
	skills.		Reading/Instructional /	Formal & Informal	Teacher generated	
			district/state coaches	assessments		
		Conduct small			FCIM	
		pull-out sessions				
	Student				Student work	
	Academic		Teachers	Analyzing student data		
	Readiness					
	Level	Utilize Success				
		Maker 2.0				
				Lesson studies		
	Students lack					
	of background					
	knowledge.					
	Students lack					
	of resources					
	(glasses,					
	hearing					
	devices)					
	/					
		1				
		1				
		1				
		1				
		1				
1						

Reading Goal #5E:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
To increase by 9%							
	28%	37%					
		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)

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or PD Activity

Please note that each

assessment

Strategy does not require a professional development or PLC activity. PD Content /Topic PD Facilitator PD Participants Person or Position Responsible for Grade Level/ Target Dates and Schedules Strategy for Follow-up/Monitoring Subject Monitoring and/or PLC Focus and/or (e.g., PLC, subject, grade level, or (e.g., Early Release) and school-wide) Schedules (e.g., frequency of PLC Leader meetings) Based on data and needs Teacher leaders Teachers/coaches Early Dismissal Prof Classroom focus walks/observations Principal/assist principals/ Development Bi-weekly assessment Pre-K-5th/coaches school/district coaches Based on data and needs Teacher leaders Teachers/coaches Grade Level/Team meetings Classroom focus walks/observations Principal/assist principals/ assessment Pre-K-5th/coaches Weekly during common planning school/district coaches Teachers/coaches Saturday Prof Development Once Classroom focus walks/observations District/school Principal/assist principals/ school/district coaches per month coaches Based on data and needs $Pre\text{-}K-5^{th}$

Reading Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials. Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
	Class library books	District	
	Florida Achieves	State	
	Florida Ready Reading	District	
Subtotal:		State	
Technology			
Strategy	Description of Resources	Funding Source	Amount

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Success Maker 2.0	Comprehension program	District		
Subtotal:				
Professional Development				
Strategy	Description of Resources	Funding Source	Amount	
Early Dismissal	School Improvement Grant	SIG 1003		
Saturday Professional Development	School Improvement Grant	SIG 1003		
District Training	TBA			
Subtotal:				
Other				
Strategy	Description of Resources	Funding Source	Amount	
SES Tutoring				
Sat School tutoring	Title I			
TEAM Up	The Bridge			
Subtotal:				
Total:				

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

CELLA Goals	Problem-Solving Process to Increase Language Acquisition					
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1. Students scoring proficient in Listening/Speaking.	1.1.	1.1.	1.1.	1.1.	1.1.	

CELLA Goal #1:	2012 Current Percent of Students Proficient in Listening/Speaking:					
Enter narrative for the goal in this box.						
	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 in English at grade level text 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.	2.1.	2.1.	2.1.	2.1.	2.1.	
proficient in Reading.						
CELLA Goal #2:	2012 Current Percent of Students Proficient in Reading:					
	Proficient in Reading:					
Enter narrative for the goal in this box.						
box.						
	Enter numerical data for current level of performance in this box.					
	ej perjormance in illis vox.					

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	· · · · · · · · · · · · · · · · · · ·			L -	l	la .
		2.2.	2.2.	2.2.	2.2.	2.2.
				l		
				l		
		2.3	2.3	2.3	2.3	2.3
Students write in English at grade level in a manner similar to non-	Anticipated Barrier	Strategy	Person or Position Responsible	Process Used to	Evaluation Tool	
level in a manner similar to non-			for Monitoring	Determine Effectiveness		
ELL students.			č	of		
				1		
				Strategy		
3 Students seering	2.1.	2.1.	2.1.	2.1.	2.1.	
		∠. 1.	□.1.	Г	T	
proficient in Writing.				l		
				l		
				l		
				l		
				I		
				l		
				l		
				l		
				l		
				l		
				l		
				l		
				I		
1				I		

CELLA Goal #3:	2012 Current Percent of Students Proficient in Writing:					
	roneion in writing.					
Enter narrative for the 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

CELLA Budget (Insert rows as needed)

CEEE'T Buaget (misert fows as new	eded)		
Include only school-based funded			
activities/materials and exclude district			
funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount

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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)).

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	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:	Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

	1 1	i, ,	li i	li i	l	
1a. FCAT 2.0:		1a.1.	1a.1.	1a.1.	1a.1.	
Students scoring at						
Achievement Level						
3 in mathematics.	Lack of student	C-11 11	Principal		Formal and informal	
	engagement	academic	Principai	Lesson Plans	Observations.	
	engagement	academic		Lesson Flans	Obsci vations.	
	Teacher lack of	mathematics		Student Work		
	skill to	coach will	Assistant principals			
				Data from informal and formal	Lesson plans	
	teach to this	collaborate with district		assessments		
	cognitive	district	School-Based Math			
	complexity	instructional	Coach/Instructional /		Student Work	
	level	specialists to	district/state coaches			
		determine an				
		appropriate				
	Students	professional	Teachers		Formal and informal	
	not being	development	1 cachers		data	
	challenged					
		model to				
		facilitate an				
	Lack of	instructional				
	Differentiated	delivery model				
	Instruction					
		that includes				
		explicit				
	Teacher	instruction,				
	unpacking	modeled				
	unpucking	modered				
	standards and	instruction,				
	aligning	guided practice,				
	lesson plans	independent				
	with NGSS	practice,				
		p. 401100,				
		lesson				
	Core	assessment,				
		vocabulary				
		acquisition and				
		content				
		knowledge.				

_

	i	1a.3.	1a.3.	1a.3.	1a.3.	1a.3.	
		14.3.	1a.J.	14.5.	ia.s.	14.5.	
1b. Florida	1b.1.	1b.1.	1b.1.	1b.1.	1b.1.		
Alternate							
Assessment:							
Students scoring at							
Students scoring at Levels 4, 5, and 6 in							
Levels 4, 5, and 6 in							
mathematics.							
Mathematics Goal	2012 Current Level of	2013 Expected Level of					
<u>#1b:</u>	Level of Performance:*	Level of Performance:*					
	i criormance. *	i criormance.					

	1b.2.	1b.2.	1b.2.	1b.2.	1b.2.	
	1b.3.	1b.3.	1b.3.	lb.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:	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

2a. FCAT 2.0:	2.1.	2.1.	2.1.	2.1.	2.1.	
Students scoring	[···	[···			[
at or above			School-Based Coach	Lesson Plans	Formal and informal	
Achievement Levels 4 and 5 in	Lack of student engagement	School-based academic	District Coaches	Student Work	observations	
mathematics.	Teacher lack of		Administrators	Data from informal and formal assessments	Lesson plans	
	skill to	coach will	Teachers	assessments	Student Work	
	teach to this cognitive	collaborate with district			Formal and informal	
	complexity level	instructional specialists to determine an appropriate			data	
	Students not being challenged	professional development				
		model to facilitate an				
	Lack of Differentiated Instruction	instructional delivery model				
	instruction	that includes explicit				
	Teacher unpacking	instruction, modeled				
	standards and aligning	instruction, guided practice,				
	lesson plans with NGSS	independent practice,				
	and Common Core	lesson assessment, vocabulary				
		acquisition and content				
		knowledge.				

		Teachers will use assessment data to plan for differentiated instruction focusing on subgroups			
		Conduct small pull-out sessions			
		Utilize Success Maker 2.0			
		Utilize FCAT Study Island			
Mathematics Goal #2a:	2012 Current Level of	2013 Expected Level of Performance:*			
To increase the percentage of students scoring at 4 or 5 by 4%					
	16%	20%			

		2a.2.	2a.2.	2a.2.	2a.2.	2a.2.	
		_					
		2a.3	2a.3	2a.3	2a.3	2a.3	
		24.3	2a.3	2a.3	2a.3	24.3	
A1 77 11	21 1	b) 1	21. 1	21 1	21. 1		
	2b.1.	2b.1.	2b.1.	2b.1.	2b.1.		
Alternate							
Assessment:							
Students scoring at							
or above Level 7 in							
mathematics.							

#2h:	Level of	2013 Expected Level of Performance:*					
Enter narrative for the goal in this box.							
	data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
		2b.2.	2b2.	2b.2.	2b.2.	2b.2.	
		2b.3	2b.3	2b.3	2b.3	2b.3	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of	Evaluation Tool		
define areas in need of improvement for the following group:				Strategy			

3a. FCAT 2.0:	3.1.	3.1.	3.1.	3.1.	3a.1.	
Percentage of	[[[···		
students making	Lack of student	School-based		Lesson Plans		
Learning Gains in	engagement	academic				
Lear ming Gams in			School-Based Coach	Student Work		
	Teacher lack of skill to	mathematics coach will	D: (: (C	Data from informal and formal		
	SKIII to	coach will	District Coaches	assessments		
	teach to this	collaborate with	Administrators	assessments		
	cognitive	district				
			Teachers			
	complexity level	instructional specialists to				
	icvei	determine an				
		appropriate				
	Student-	nno foggis1				
	Students not being	professional development				
	challenged					
		model to				
		facilitate an				
	Lack of	instructional				
	Differentiated	delivery model				
	Instruction	l				
		that includes explicit				
		explicit				
	Teacher	instruction,				
	unpacking	modeled				
	standards and	instruction,				
	aligning	guided practice,				
	lesson plans with NGSS	independent				
	with NGSS	practice,				
	and Common	lesson				
	Core	assessment,				
		vocabulary				
		acquisition and				
		content				
		knowledge.				
		Knowicuge.				

		Teachers will use assessment			
		data to plan for differentiated			
		instruction focusing on			
		subgroups			
		Conduct small			
		pull-out sessions			
		Utilize Success			
		Maker 2.0			
		Utilize FCAT Study Island			
Mathematics Goal	2012 Current Level of	2013 Expected Level of			
#3a:	Performance:*	Performance:*			
To improve students					
making learning gains by 5%					
	85%	90%			

	Ì	3a.2.	3a.2.	3a.2.	3a.2.	3a.2.	
						3a.3.	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.		3b.1.	3b.1.	3b.1.	3b.1.		

Mathematics Goal #3b: Enter narrative for the goal in this box.	Level of	2013 Expected Level of Performance:*					
	Enter numerical	Enter numerical					
	current level of performance in this box.	data for expected level of performance in this box. 3b.2.	3b.2.	3b.2.	3b.2.	3b.2.	
		50.2.	50.2.	50.2.	50.2.	50,2.	
				3b.3.		3b.3.	

4 ECAE * *	4- 1	4- 1	4 - 1	4- 1	4- 1	ı
4a. FCAT 2.0:	4a.1.	4a.1.	4a.1.	4a.1.	4a.1.	
Percentage of				L		
students in Lowest	Lack of student engagement	School-based academic	School-Based Coach	Lesson Plans	Formal and informal	
25% making	engagement	academic	Administrators	Student Work	observations	
learning gains in	Teacher lack of					
mathematics.	skill to	coach will	Teachers	Data from informal and formal	Lesson plans	
	teach to this	collaborate with	District Coaches	assessments	Student Work	
	cognitive	district	Sistinct Couches			
	1	l			Formal and informal	
	complexity level	instructional specialists to			data	
	10 (01	determine an			autu	
		appropriate				
	Students	professional				
	not being	development				
	challenged					
		model to facilitate an				
	Lack of	instructional				
	Differentiated Instruction	delivery model				
	mstruction	that includes				
		explicit				
	Teacher	instruction,				
	unpacking	modeled				
	standards and aligning	instruction, guided practice,				
	lesson plans	independent				
	with NGSS	practice,				
	and Common	lesson				
	Core	assessment,				
		vocabulary				
		acquisition and				
		content				
		knowledge.				
		Teachers will				

		use assessment data to plan for differentiated instruction focusing on subgroups			
		Conduct small pull-out sessions			
		Utilize Success Maker			
		Utilize Number Worlds			
		Utilize FCAT Study Island			
#40:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*			
To improve the bottom quartile making learning gains by 5%					
	85%	90%			

		1	1	1		1	
		4a.2.	4a.2.	4a.2.	4a.2.	4a.2.	
1							
		4a.3	4a.3.	4a.3.	4a.3.	4a.3.	
4b. Florida	4b.1.	4b.1.	4b.1.	4b.1.	4b.1.		
Alternate							
4 4.							
Assessment:							
Percentage of							
students in Lowest							
Students in Lowest							
25% making learning gains in mathematics.							
learning gains in							
mathamatics							
mathematics.							
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		I					

#4b:	Level of	2013 Expected Level of Performance:*					
Enter narrative for the goal in this box.							
	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
	4 M M M M M M M M M M M M M M M M M M M		4b.2.	4b.2.	4b.2.	4b.2.	
		4b.3	4b.3.	4b.3.	4b.3.	4b.3.	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target		2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	

but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	data 2010- 2011	<mark>54</mark>				
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 subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

5B. Student	5B.1.	5B.1.	5B.1.	5B.1.	5B.1.	
subgroups by	DB.11.	55.1.	DB.1.		DD.11.	
	Black:	School-based	School-Based Coach	Lesson Plans		
1	Diack.	academic	School-Based Coach	Lesson Flans		
Black, Hispanic,	Lack of student		District Coaches	Student Work		
Asian, American		mathematics				
Indian) not making		coach will	Administrators	Data from informal and formal		
satisfactory	Teacher lack of skill to	11.1	T. 1	assessments		
progress in	skill to	collaborate with district	Teachers			
mathematics.	teach to this	district				
	cognitive	instructional				
		specialists to				
	complexity	determine an				
	level	appropriate				
		professional				
		development				
	Students	development				
	not being	model to				
	challenged	facilitate an				
		instructional delivery model				
	Lack of	delivery illoder				
	Differentiated	that includes				
	Instruction	explicit				
		instruction,				
	Teacher	modeled				
		instruction,				
		guided practice,				
	standards and					
	aligning	independent				
	, ,	practice,				
	lesson plans with NGSS	lesson				
	with NGSS	assessment,				
	and Common	vocabulary				
	Core					
		acquisition and				
		content				
		knowledge.				
		Kilowieuge.				
		Teachers will				

		: 5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
	Black:54%	Black: 44%					
American subgroup not making satisfactory progress by 10%							
To decrease the African American subgroup							
#JD.	Performance:*	Performance:*					
Mathematics Goal #5B:	2012 Current Level of	Study Island 2013 Expected Level of					
		Utilize FCAT					
		Utilize Success Maker					
		pun-out sessions					
		Conduct small pull-out sessions					
		focusing on subgroups					
		use assessment data to plan for differentiated instruction					

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1		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	
Based on the analysis of	Anticipated	Strategy	Person or Position	Process Used to Determine	Evaluation Tool		
student achievement data,	Barrier	Suureg)	Responsible for	Effectiveness of	2,41,441,011,1001		
and reference to "Guiding	Burrer		Monitoring	Effectiveness of			
Questions", identify and			ivioe				
define areas in need of				Strategy			
improvement for the							
following subgroup:							
	5C.1.	5C.1.	5C.1.	5C.1.	5C.1.		
Language Learners		[[
(ELI) not maline	ĺ	I					
(ELL) not making							
satisfactory							
progress in							
mathematics.							
Mathematics Goal	2012 Current	2013 Expected					
#5C:	Level of	Level of					
#3C.	Performance:*	Performance:*					
Enter narrative for the							
goal in this box.							
	ĺ	I					
		Enter numerical					
	data for	data for					
	current level of performance in	expected level of					
	perjormance in this box.	performance in this box.					
	inis bux.	oon.					

		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	
Based on the analysis of student achievement data,	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool		
and reference to "Guiding			Monitoring	Effectiveness of			
Questions", identify and define areas in need of				Strategy			
improvement for the							
following subgroup:							

5D. Students	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.	
	55.1.	DD.1.	JD.1.	55.1.	5D.1.	
with Disabilities						
(SWD) not making						
satisfactory						
progress in						
mathematics.						
Mathematics Goal	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
#5D:	Level of Performance:*	Level of Performance:*				
	i ci ioi mance.	i ci ioiinance.				
Enter narrative for the						
goal in this box.						

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	data for current level of performance in	Enter numerical data for expected level of performance in this box.					
	1	5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
						5D.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

	len i	len i	len i	len i	len i	
	5E.1.	5E.1.	5E.1.	5E.1.	5E.1.	
Disadvantaged						
students not	Lack of student	School-based academic	School-Based Coach	Lesson Plans	Formal and informal	
making satisfactory	engagement	academic	District Coaches	Student Work	observations	
progress in	Teacher lack of	mathematics	Bistrict Couches	Student Work	observations	
mathematics.	skill to	coach will	Administrators	Data from informal and formal assessments	Lesson plans	
	teach to this cognitive	collaborate with district	Teachers		Student Work	
					Formal and informal	
	complexity level	instructional specialists to				
	levei	determine an appropriate			data	
	Students not being	professional development				
	challenged	model to				
		facilitate an				
	r 1 c					
	Lack of Differentiated	instructional delivery model				
	Instruction					
		that includes				
		explicit				
	Teacher	instruction,				
	unpacking	modeled				
	standards and	instruction,				
	aligning	guided practice,				
	lesson plans	independent				
	with NGSS	practice,		ĺ		
	and Common	lesson				
	Core	assessment,		ĺ		
		vocabulary		ĺ		
		acquisition and		ĺ		
		content				
		knowledge.		ĺ		
		Knowiedge.		ĺ		
		Teachers will		ĺ		
		reachers will				

			ı	1		1	
		use assessment					
		data to plan for differentiated					
		differentiated					
		instruction					
		focusing on					
		subgroups					
		buogroups					
		Conduct small					
		pull-out sessions					
		ĺ					
		Utilize Success					
		Ounize Success					
		Maker					
		Utilize FCAT					
		Study Island					
	2012 Current	2012 F 4 1					
Mathematics Goal	2012 Current	2013 Expected					
#5E:	Level of	Level of					
<u></u>	Performance:*	Performance:*					
To decrease the ED							
and aroung program by							
subgroups progress by 10%							
10%							
				I			
				I			
				I			
	52%	42%					
	D2%0	42%					
		5E.2.	5E.2	5E.2.	5E.2.	5E.2.	
		[- .		[T = . = .	[
				I			
		5E.3	5E.3	5E.3	5E.3	5E.3	
		511.5	J.L.J		I		
			I.	1			

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)).

le School		fresoblems Solving Process to Increase Student Achievem ent					
student ach and referen Questions' define are improve	the analysis of nievement data, nee to "Guiding ", identify and eas in need of ement for the ring group:	Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

1a. FCAT 2.0:	1a.1.	1a.1.	1a.1.	1a.1.	1a.1.	
C4dan4s saaning at		14.1.	14.1.	14.11	14.11	
Students scoring at						
Achievement Level						
3 in mathematics.						
Mathematics Goal	2012 Current	2013 Expected				
#1a:	Level of	Level of				
<u>π1α.</u>	Performance:*	Performance:*				
Enter narrative for the						
goal in this box.						
gout in this box.						
	Enter numerical	Enter numerical				
	data for	data for				
	current level of performance in	expected level of performance in this				
	performance in this box.	performance in this box.				
	inis DOX.	$UU\lambda$.				

	i e	i	L _	L -			
		1a.2.	1a.2.	1a.2.	1a.2.	1a.2.	
1							
		1a.3.	1a.3.	1a.3.	1a.3.	1a.3.	
1b. Florida	1b.1.	1b.1.	1b.1.	1b.1.	1b.1.		
Alternate							
Alternate							
Assessment:							
Students scoring at Levels 4, 5, and 6 in							
Lavels 4.5 and 6 in							
Levels 4, 5, and 6 m	•						
mathematics.							
1							
1							

Mathematics Goal #1b: Enter narrative for the goal in this box.	Level of	2013 Expected Level of Performance:*					
	Enter numerical	Enter numerical					
	data for current level of performance in this box.	data for expected level of performance in this box.					
		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:		Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

2a. FCAT 2.0:	2a.1.	2a.1.	2a.1.	2a.1.	2a.1.	
2a. FCA1 2.0.	2u. 1 .	24.1.	Lu. 1 .		24.1.	
Students scoring						
at or above						
Achievement						
Levels 4 and 5 in						
mathematics.						
1						
1						
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1						
Mathematics Goal	2012 Current	2013 Expected				
#2 - ·	2012 Current Level of	2013 Expected Level of				
#2a:	Performance:*	Performance:*				
1						
1						
1						
Enter narrative for the						
goal in this box.						
Sout in this box.						
	Enton num or1	Enter numerical				
	Enter numericai data for	Enter numericai data for				
	current level of	expected level of				
	current level of performance in	expected level of performance in this	S			
	this box.	box.				

		2a.2.	2a.2.	2a.2.	2a.2.	2a.2.	
		24.2.	24.2.	24.2.	24.2.	24.2.	
		2a.3	2a.3	2a.3	2a.3	2a.3	
	2b.1.	2b.1.	2b.1.	2b.1.	2b.1.		
Alternate							
Assessment:							
Students scoring at							
or above Level 7 in							
or above Level / III							
mathematics.							
1							

#2h:	Level of	2013 Expected Level of Performance:*					
Enter narrative for the goal in this box.							
	data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
		2b.2.	2b2.	2b.2.	2b.2.	2b.2.	
		2b.3	2b.3	2b.3	2b.3	2b.3	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

3a. FCAT 2.0: Percentage of students making Learning Gains in mathematics.	3a.1.	3a.1.	3a.1.	3a.1.	3a.1.	
Mathematics Goal #3a: Enter narrative for the goal in this box.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				

current level of performance in	Enter numerical data for expected level of performance in this box.					
	3a.2.	3a.2.	3a.2.	3a.2.	3a.2.	
	3a.3.	3a.3.	3a.3.	3a3.	3a.3.	

3b. Florida Alternate	3b.1.	3b.1.	3b.1.	3b.1.	3b.1.	
Assessment: Percentage of						
students making Learning Gains in						
mathematics.						
Mathematics Goal #3b:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
<u></u>	Performance:*	Performance:*				
Enter narrative for the goal in this box.						
goui in inis vox.						

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

4a. FCAT 2.0:	4a.1.	4a.1.	4a.1.	4a.1.	4a.1.	
4a. FCA1 2.0:	Ha.1.	1 a.1.	Ha.1.	+a.1.	Ha.1.	
Percentage of						
students in Lowest						
25% making						
learning gains in						
mathematics.						
mathematics.						
Mathematics Goal	2012 Current	2013 Expected				
#4a:	2012 Current Level of	Level of Performance:*				
#4a.	Performance:*	Performance:*				
Enter narrative for the						
goal in this box.						
	Enter numerical data for	Enter numerical data for				
	current level of	expected level of				
	performance in	expected level of performance in this				
	this box.	box.				

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	1	1					
		4a.2.	4a.2.	4a.2.	4a.2.	4a.2.	
		4a.3	4a.3.	4a.3.	4a.3.	4a.3.	
4b. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in mathematics.		4b.1.	4b.1.	4b.1.	4b.1.		

Mathematics Goal #4b:	Level of	2013 Expected Level of Performance:*					
Enton namative for the							
Enter narrative for the goal in this box.							
	data for current level of	Enter numerical data for expected level of performance in this box.					
			4b.2.	4b.2.	4b.2.	4b.2.	
		4b.3	4b.3.	4b.3.	4b.3.	4b.3.	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	

but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.					
Mathematics Goal #5A: Enter narrative for the goal in this box.					
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

Mathematics Goal #5B: Enter narrative for the goal in this box.	Level of Performance:* Enter numerical	2013 Expected Level of Performance:*					
		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:	Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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5C. English Language Learners (ELL) not making satisfactory progress in mathematics.		5C.1.	5C.1.	5C.1.	5C.1.		
Mathematics Goal #5C:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Enter narrative for the goal in this box.	Enter numerical	Enter numerical					
	data for current level of performance in this box.	data for expected level of performance in this box.					
						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:	Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.	

#5D:	Level of	2013 Expected Level of Performance:*					
Enter narrative for the goal in this box.							
	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.2.	
		5D.3	5D.3.	5D.3.		5D.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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

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)).

igh Sch	ool	Mathemat	Ps (Bleats-			
Ü			Solving			
			Process			

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	to Increase Student Achieve ment					
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		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.	

Mathematics Goal #1:	Level of	2013 Expected Level of Performance:*					
Enter narrative for the goal in this box.							
	data for current level of	Enter numerical data for expected level of performance in this box.					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	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		

2.1. Assessment: Students scoring at or above Level 7 in mathematics.			2.1.	2.1.	2.1.		
Enter narrative for the goal in this box.	evel of erformance:* ater numerical ta for errent level of rformance in s box.	Enter numerical data for expected level of performance in this box.	2.2.	2.2.	2.2.	2.2.	

						i	
	2	3	2.3	2.3	2.3	2.3	
student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	nticipated 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.	3.1.		

И2 -	Level of	2013 Expected Level of Performance:*					
	Enter numerical	Enter numerical					
	data for current level of	data for expected level of performance in this box.					
-							
		3.2.	3.2.	3.2.	3.2.	3.2.	
						3.2.	

4 T21	4.1	4b.1.	4b.1.	4b.1.	4b.1.	
4. Florida Alternate	H.1.	HU.1.	HU.1.	40.1.	40.1.	
Assessment:						
Percentage of						
students in Lowest						
250/ malsing						
25% making						
learning gains in mathematics.						
mathematics.						
	l	I				
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	l	I				
Mothematics Coal #4:	2012 Current	2013 Expected				
Mathematics Goal #4:	Level of	Level of				
	Performance·*	Performance:*				
	errormance.	r criormanee.				
	l	I				
Enter narrative for the						
goal in this box.						
	l	I				
	l	I				
	l	I				
	l	I				
	<u> </u>	<u> </u>	ļ			
	Enter numerical	Enter numerical				
1	aata jor	auta for evnected level of				
	performance in	data for expected level of performance in this	s			
	this box.	box.				

	4.2.	4.2.	4.2.	4.2.	4.2.	
	1 2	1 2	1.2	4 2	4.2	
	4.3	4.3.	4.3.	4.3.	4.3.	

End of Florida Alternate Assessment High School Mathematics Goals

Algebra End-of-Course (EOC) Goals

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

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

	1	i	l	I	l	
1. Students scoring at Achievement Level 3 in	1.1.	1.1.	1.1.	1.1.	1.1.	
Achievement Level 3 in						
Algebra.						
ingebia.						
		1				
	2012 0					
Algebra Goal #1:	2012 Current	2013 Expected Level of Performance:*				
	Level of	of Performance:*				
	Performance:*					
Enter narrative for the goal in thi	· c					
box.						
		1				
		1				
	Enter numerical	Enter numerical data				
	data for	for expected level of performance in this box.		l		
	current level of	performance in this box.		l		
	performance in this box.					
	DOX.					

·	_	·	•	i		i .
	1.2.	1.2.	1.2.	1.2.	1.2.	
	1.3.	1.3.	1.3.	1.3.	1.3.	
	1		1.5.		1.5.	
Based on the analysis of student Anticipated	Strategy	Person or Position	Process Used to Determine	Evaluation Tool		
achievement data, and reference Barrier	Strategy	Degrangible for	Effectiveness of	Evaluation 1001		
achievement data, and reference Darrier		Responsible for Monitoring	Effectiveness of			
to "Guiding Questions", identify		Monitoring				
and define areas in need of	I		Strategy			
improvement for the following	I		Strategy			
group:						
2. Students scoring at or 2.1.	2.1.	2.1.	2.1.	2.1.		
2. Students scoring at or						
above Achievement Levels						
4 and 5 in Algebra.						
i mar e m ragewim						
1	I					
1	I					
1	I					
1	I					
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	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Enter narrative for the goal in this box.							
	data for	Enter numerical data for expected level of performance in this box.					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs),Reading and Math Performance Target		2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
	Baseline data						
Achievable Annual Measurable Objectives	2010-2011						
(AMOs). In six year							
school will reduce their							
achievement gap by 50%.							

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

Algebra Goal #3B: Enter narrative for the goal in this box.	Performance:*	2013 Expected Level of Performance:*					
Enter narrative for the goal in this							
Enter narrative for the goal in this box.							
box.							
	Entan many! I	Fudou array out - I J-4					
	Enter numerical data for	Enter numerical data for expected level of performance in this box.					
	current level of performance in this	performance in this box.					
	hov	White:					
	White:	Black:					
	Black:	Hispanic:					
	Hispanic:	Asian:					
	Asian:	American Indian:					
	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 for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
3C. English Language Learners (ELL) not making satisfactory progress in Algebra.	3C.1.	3C.1.	3C.1.	3C.1.	3C.1.	

Algebra Goal #3C:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Enter narrative for the goal in this box.							
	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
		3C.2.	3C.2.	3C.2.	3C.2.	3C.2.	
		3C.3.	3C.3.	3C.3.	3C.3.	3C.3.	
		Qt. :	7	D. W. L. D.			
Based on the analysis of student achievement data, and reference to "Guiding Ouestions". identify	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of	Evaluation Tool		
to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:				Strategy			

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

		hr. a	hD 2	hp a	ap 2	an a	
		3D.3.	3D.3.	3D.3.	3D.3.	3D.3.	
		_					
Based on the analysis of student	Anticipated	Strategy	Person or Position	Process Used to Determine	Evaluation Tool		
achievement data, and reference	Barrier		Responsible for	Effectiveness of			
to "Guiding Questions", identify			Monitoring				
and define areas in need of				Strategy			
improvement for the following							
subgroup:							
	3E.1.	3E.1.	3E.1.	3E.1.	3E.1.		
Disadvantaged students							
not making satisfactory							
nucauss in Alashus							
progress in Algebra.							
1	ĺ			l			

	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Enter narrative for the goal in this box.							
	data for current 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 EOC Goals

Geometry End-of-Course Goals

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

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

C	l			l		
1. Students scoring at Achievement Level 3 in	1.1.	1.1.	1.1.	1.1.	1.1.	
Achievement Level 3 in						
C						
Geometry.						
				1		1
				1		1
	2012.0					
Geometry Goal #1:	2012 Current	2013 Expected Level of Performance:*				
	Level of	of Performance:*				
	Performance:*					
Enter narrative for the goal in this	3					
box.						
				1		1
	Enter numerical	Enter numerical data				
	data for	for expected level of		1		1
	data for current level of	for expected level of performance in this box.				
	performance in this	,		1		1
1	box.					

		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.2	1.3	1.2	1.2	1.2	
		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student	Anticipated	Strategy	Person or Position	Process Used to Determine	Evaluation Tool		
achievement data, and reference	Barrier		Responsible for	Effectiveness of			
to "Guiding Questions", identify			Responsible for Monitoring				
and define areas in need of							
and define areas in need of				Strategy			
improvement for the following]			
group:							
2. Students scoring at or	2.1.	2.1.	2.1.	2.1.	2.1.		<u> </u>
ah and A shi and and I make						l	
above Achievement Levels							
4 and 5 in Geometry.							
The second of th							
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						1	
						1	
						1	

Stomeny Comman	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Enter narrative for the goal in this box.							
	data for	Enter numerical data for expected level of performance in this box.					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
3A. Ambitious but	Baseline data 2010-2011						
(AMOs). In six year school will reduce their							
achievement gap by 50%.							

Geometry Goal #3A: Enter narrative for the goal in this box.						
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

3B. Student subgroups	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.	
by ethnicity (White, Black, Hispanic, Asian, American	White:					
Indian) not making	Black:					
satisfactory progress in Geometry.	Hispanic:					
Geometry.						
	Asian:					
	American Indian:					
Geometry Goal #3B:	2012 Current Level of	2013 Expected Level of Performance:*				
	Performance:*	of refrontiance.				
Enter narrative for the goal in thi	i e					
box.						

	data for current level of performance in this box. White: Black: Hispanic: Asian: American Indian:	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 for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3C. English Language Learners (ELL) not making satisfactory progress in Geometry.	3C.1.	3C.1.	3C.1.	3C.1.	3C.1.		

	<u>Level of</u> Performance:*	2013 Expected Level of Performance:*					
Enter narrative for the goal in this box.							
	data for	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 with	3D.1.	3D.1.	3D.1.	3D.1.	3D.1.	
Dischilities (CWD) and	DD.11.	DD.11.	DD.11.	DD.1.	55.1.	
Disabilities (SWD) not						
making satisfactory						
progress in Geometry.						
Geometry Goal #3D:	2012 Current	2013 Expected Level				
	Level of	of Performance:*				
	Performance:*					
Enter narrative for the goal in thi	· c					
box.						
	Enter numerical	Enter numerical data				
	data for	for expected level of				
	current level of	for expected level of performance in this box.				
	performance in this	1				
	box.					

		3D.2.	3D.2.	3D.2.	3D.2.	3D.2.	
		3D.3.	3D.3.	3D.3.		3D.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

2E Essentially	3E.1.	3E.1.	3E.1.	3E.1.	3E.1.	
	DE.1.	DE.1.	DE.1.	DE.1.	DE.1.	
Disadvantaged students						
not making satisfactory						
progress in Geometry.						
progress in Geometry.						
				1		
Geometry Goal #3E:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	Level of	of Performance:*				
	Performance:*					
				1		
Enter narrative for the goal in this						
box.	,					
our.						
				1		
				1		
				1		
1				1		
	Enter numerical	Enter numerical data				
	data for	for expected level of performance in this box.		1		
	current level of	performance in this box.				
	performance in this	1		1		
	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

Pre-K-5th

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.

PLC activity. PD Content /Topic	Grade Level/ Subject	PD Facilitator	PD Participants	Target Dates and Schedules	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
and/or PLC Focus		and/or	(e.g. , PLC, subject, grade level, or school-wide)	(e.g., Early Release) and Schedules (e.g., frequency of		
Based on data and Needs Assessment	$K-5^{th} \\$	PLC Leader Coaches	Teachers/coaches	meetings) Early return/ Pre-planning	Classroom focus walks/observations	Principal/assist principals/
Based on data and Needs Assessment	Pre-K – 5 th	Teacher leaders / coaches	Teachers/coaches	(District PD: Common Core) Early Dismissal Prof Development (topics based on needs assessment)Bi-weekly	Classroom focus walks/observations	school/district coaches Principal/assist principals/ school/district coaches
Based on data and Needs Assessment	P16-K – J	Teacher leaders/coaches	Teachers/coaches	Grade Level/Team meetings	Classroom focus walks/observations	Principal/assist principals/
	Pre-K - 5th			(topics based on needs assessment)Weekly during common planning		school/district coaches
Based on data and Needs Assessment		District/school coaches	Teachers/coaches	SIG Saturday Prof Development Once per month	Classroom focus walks/observations	Principal/assist principals/ school/district coaches

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Based on data and Needs Assessment		District trainers	Teach	ers/coaches	District trainings TBD by district	Classroom focus walks/observations	Principal/assist principals/
	Pre-K - 5th						school/district coaches

Mathematics 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
K – 5 will use during extended hr/centers	FCAT Explorer	State	
Use during after school program	Study Island	Team Up	
K – 5 will use during extended hr/centers	Destinations Success	District	

Use for pull out groups as well as $K-5$	Compass Odyssey	District	
will use during extended hr/centers			
K-5 will use during extended hr/centers	Number Worlds	District	
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Strategy	Description of Resources	Funding Source	Amount
Early Dismissal	School Improvement Grant	SIG 1003	Early Dismissal
Saturday Professional Development	School Improvement Grant	SIG 1003	Saturday Professional Development
District Training	TBA		District Training
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Elementary and	Problem-			

Middle Science Goals	Solving Process to Increase Student Achieveme nt					
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
	Lack of exposure to prior knowledge benchmarks needed to master 5 th grade benchmarks Lack of additional time needed for	Incorporate prior benchmarks into 5 th grade benchmarks to insure all material is covered for FCAT.	Classroom Teacher Science Coach Classroom teacher Team Up Tutor	FCIM Lesson Plans Scores from Study Island Assessments used in Team Up	Ia.1. Informal assessments (exit slips, homework) Common Assessment created by Science Coach Interim benchmarks Assessments Assessments from Study island Mini Assessments	

Science Goal #1a: To increase students scoring at achievement level 3 or higher by 5%	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	26%	31%					
	Properly implementing NGSSS curriculum at each grade level la.3. Readability of science test for students.	Reinforce to teachers the importance of following science curriculum, training teachers on item specs to insure understanding of benchmarks, train on new textbook, incorporate technology	Science Coach	Common Assessments created by Science Coach	created by Science Coach		
		Creating interdisciplinary	Admin Reading Coach Science Coach	Observations	1a.3. Reading passages from FCAT Explorer	1a.3.	

1b. Florida Alternate	1b.1.	1b.1.	1b.1.	1b.1.	1b.1.		
Assessment: Students	10.1.	10.1.	10.1.	10.11			
seering at I evol 4.5 and 6							
scoring at Level 4, 5, and 6 in science.							
in science.							
Science Goal #1b:	2012 Current Level of	2013 Expected Level of					
	<u>Level of</u>	<u>Level of</u>					
	Performance:*	Performance:*					
		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.	2a.1.	2a.1.	2a.1.	2a.1.		
scoring at or above							
Achievement Levels 4 and	Supplemental	Project based	Classroom teacher	Data from FCAT Explorer	FCAT Explorer mini		
5 in science	material	learning to			assessments		
	to increase achievement	increase critical thinking and	Science Coach	FOCUS	Rubrics for quality		
	level.	vocabulary		Project/hands on experiments	student work		
				Virtual experiments through GIZMO and new textbook	FOCUS mini assessments.		
				interactive curriculum	assessments.		
Science Goal #2a:	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
To increase the number of students scoring 4 or 5 by 7%							
scoring 4 or 3 by 7/6							
	9%	14%					
		2a.2.	2a.2.	2a.2.	2a.2.	2a.2.	
		2a.3	2a.3	2a.3	2a.3	2a.3	

2b. Florida Alternate	2b.1.	2b.1.	2.1.	2b.1.	2b.1.	
Assessment: Students						
scoring at or above Level 7	,					
in science.						
in science.						
Science Goal #2b:	2012 Current Level of Performance:*	2013Expected Level of Performance:*				
	Performance:*	Performance:*				
Enter narrative for the goal in this	,					
box.						

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

1. Florida Alternate	1.1.	1.1.	1.1.	1.1.	1.1.		
Assessment: Students	1.1.		1.1.		1.1.		
scoring at Level 4, 5, and 6							
in science.							
Science Goal #1:	2012 Current Level of	2013 Expected Level of					
	Performance:*	Performance:*					
	r criormance.	r criormance.					
L							
Enter narrative for the goal in this box.							
oox.							
	Enter numerical	Enter numerical					
	data for	data for					
	data for current level of performance in this	expected tevel of performance in this					
	box.	box.					
		1.2.	1.2.	1.2.	1.2.	1.2.	

			•	•	i .	•	
		1.3.	1.3.	1.3.	1.3.	1.3.	
	4 4 1	G	D D 32	D. H. H. D.	P 1 6 7 1		
Based on the analysis of student achievement data, and reference	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of	Evaluation Tool		
to "Guiding Questions", identify	Barrier		Responsible for Worthorning	Effectiveness of			
and define areas in need of				Gr. 4			
improvement for the following				Strategy			
group:							
	2.1.	2.1.	2.1.	2.1.	2.1.		
Assessment: Students							
scoring at or above Level 7	1						
in science.				ĺ			
				ĺ			
				ĺ			
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				ĺ			
	ļ				ļ		

	Level of	2013Expected Level of Performance:*					
Enter narrative for the goal in this box.							
	data for	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 End-of-Course (EOC) Goals

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

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

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

	Level of	2013 Expected Level of Performance:*					
Enter narrative for the goal in this box.							
	data for	Enter numerical data for expected level of performance in this					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	

End of Biology EOC Goals

Science Professional Development

Professional
Development
(PD) aligned with
Strategies through
Professional
Learning
Community (PLC)
or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

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PD Content /Topic	Grade Level/ Subject	PD Facilitator	PD Participants	Target Dates and Schedules	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
and/or PLC Focus		and/or	(e.g. , PLC, subject, grade level, or school-wide)	Schedules (e.g., frequency of		
Based on data and Needs	K-4	PLC Leader Science Coach	K-4	meetings) once a month	Lesson plans	Science Coach
Assessment	K-4	Science Coden	K-4	once a month	Lesson plans	Science Coach
				All year	Assessments	Administrators
Based on data and Needs Assessment	K-5	Science Coach	K-5	Early Release or PLC	Projects using rubrics	Science Coach
						Administrator
Based on data and Needs Assessment	K-4	Science Coach	K-4	PLC	Lesson Plans	Science Coach
		5 th Grade Science Teacher		All Year	observations	Administrator
		2 nd Grade teacher				

Science Budget (Insert rows as needed)

Include only school-based funded	T		
activities/materials and exclude district			
funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
	Science leveled reader	District	
	Science manipulatives	Magnet	
	STEM trainings	Magnet	
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
	FCAT Explorer		
	Gizmos		
	Study Island		
	STEM		

Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
	Science Academy	District	
	STEM	Magnet	
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 next to the percentage (e.g. 70% (35)).

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

1 ECAE	l _{1 1}	1 1	1 1	1 1	1 1		
1a. FCAT:	1.1.	1.1.	1.1.	1.1.	1.1.		
Students scoring at					L		
			Classroom Teachers	Lesson Plans	Formal and informal		
3.0 and higher in	understanding of how to teach the	professional development and			observations		
writing.	process of revising	peer modeling			observations		
	and editing.	peer modering	Instructional Coaches	Student Work			
		so that students					
		effectively use the			Lesson plans		
		process of revising					
	Lack of	and editing in their		Data from informal and formal			
	understanding of how to utilize the 4th	writing.		assessments	Student Work		
	grade FCAT scoring				Student Work		
	rubric.						
		Peer partnerships					
		will be established			Formal and informal		
		among teachers					
	Students correct	to improve the			data		
	use of grammar in everyday language	accuracy of scoring student writing.					
	everyday fanguage	Teachers will score					
		20% of a random					
		sampling of their					
		partner's student					
		work					
Writing Goal #1a:	2012 Current Level	2013 Expected					
	of Performance:*	Level of Performance:*					
		remormance.					
To increase the percentage							
of students making 3 or							
higher by 5%							
	78%						
		83%					
		1a.2.	1a.2.	1a.2.	1a.2.	1a.2.	

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

	1	1a.3.	1a.3.	1a.3.	1a.3.	1a.3.	İ
		14.5.	14.5.	14.5.	14.5.	14.5.	
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	2013 Expected					
William Gown Wile.	of Performance:*	Level of					
		Performance:*					
Enter narrative for the							
goal in this box.							
	Enter numerical data	Enter numerical data					
	for current level of	for expected level of performance in this					
	performance in this box.	performance in this box.					
			11. 2	11. 2	11. 2	11. 2	
		1b.2.	1b.2.	1b.2.	1b.2.	1b.2.	

Γ		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.

PLC activity. PD Content /Topic	Grade Level/ Subject	PD Facilitator	PD Participants	Target Dates and Schedules	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
and/or PLC Focus		and/or PLC Leader	(e.g., PLC, subject, grade level, or school-wide)	(e.g., Early Release) and Schedules (e.g., frequency of meetings)		
Based on data and Needs Assessment	Pre-K-5 th	Coaches	Teachers/coaches	Early return/ Pre-planning	Classroom focus walks/observations	Principal/assist principals/
				(high order questioning/ unpacking standards 2.0/DA rubric)		school/district coaches
Based on data and Needs Assessment		Teacher leaders / coaches	Teachers/coaches	Early Dismissal Prof Development	Classroom focus walks/observations	Principal/assist principals/
	Pre-K – 5 th			(topics based on needs assessment)		school/district coaches

Based on data and Needs Assessment		Teacher leaders/ coaches	Teachers/coaches	Grade Level/Team meetings	Classroom focus walks/observations	Principal/assist principals/
	Pre-K-5 th			(topics based on needs assessment)		school/district coaches
Based on data and Needs Assessment		District/school coaches	Teachers/coaches	,	Classroom focus walks/observations	Principal/assist principals/ school/district coaches
Based on data and Needs Assessment	Pre-K – 5 th	District trainers	Teachers/coaches	Saturday Prof Development	Classroom focus walks/observations	Principal/assist principals/
	Pre-K-5 th			District trainings		school/district coaches

Writing Budget (Insert rows as needed)

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

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

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

	l	li i	h 1	h 1	1 1	1
1. Students scoring at Achievement Level 3 in	1.1.	1.1.	1.1.	1.1.	1.1.	
Achievement Level 3 in						
Civics.						
Civics.						
Civics Goal #1:	2012 Current Level of	2013 Expected Level of Performance:*				
Civios Godi III 1.	Level of	of Performance:*				
	Performance:*					
Enter narrative for the goal in this	,					
box.						
1						
	Enter numerical	Enter numerical data				
	data for	for expected level of performance in this box.				
	current level of	performance in this box.				
1	performance in this box.	1				
	box.					

1.2. 1.2. 1.2. 1.2.	
1.3. 1.3. 1.3. 1.3.	
Based on the analysis of student Anticipated Strategy Person or Position Process Used to Determine Evaluation Tool	
achievement data, and reference to "Guiding Questions", identify Responsible for Monitoring Responsible for Monitoring	
to "Guiding Questions", identify Monitoring	
to Guidning Questions , tuentity	
and define areas in need of simprovement for the following	
improvement for the following	
group:	
2. Students scoring at or 2.1. 2.1. 2.1. 2.1. 2.1.	
a. Statemes scoring at or	
above Achievement Levels	
4 and 5 in Civics.	

Civics Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Enter narrative for the goal in thi box.	s						
	Enter numerical	Enter numerical data					
	data for	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 PD Participants Target Dates and Schedules Strategy for Follow-up/Monitoring Person or Position Responsible for Grade Level/ PD Facilitator Subject Monitoring (e.g., PLC, subject, grade level, or and/or PLC Focus and/or (e.g., Early Release) and school-wide) Schedules (e.g., frequency of meetings) PLC Leader

Civics Budget (Insert rows as needed)

5d)			
Description of Resources	Funding Source	Amount	
Description of Resources	Funding Source	Amount	
Description of Resources	Funding Source	Amount	
Description of Resources	Funding Source	Amount	
	Description of Resources Description of Resources Description of Resources	Description of Resources Funding Source Description of Resources Funding Source Funding Source Funding Source	Description of Resources Funding Source Amount Description of Resources Funding Source Amount Description of Resources Funding Source Amount Amount

Total:		

End of Civics Goals

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

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

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

1 Ct. doute cooring at	1.1.	1.1.	1.1.	1.1.	1.1.	
	1.1.	1.1.	1.1.	1.1.	1.1.	
Achievement Level 3 in						
U.S. History.						
1						
1						
U.S. History Goal #1:	2012 Current Level of	2013 Expected Level of Performance:*				
	Level of	of Performance:*				
	Performance:*					
Enter narrative for the goal in this						
box.						
	Enter numerical	Enter numerical data				
	data for	for expected level of performance in this box.				
	current level of performance in this	perjormance in inis box.				
	perjormance in inis box.					
	V V V V V					

	•			•	•	•	
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
		1.5.	1.3.	1.3.	1.5.	1.3.	
Based on the analysis of student	Anticipated	Strategy	Person or Position	Process Used to Determine	Evaluation Tool		
Based on the analysis of student	Anticipateu	Strategy	reison of rosition	Flocess Used to Determine	Evaluation 1001		
achievement data, and reference	Barrier		Responsible for	Effectiveness of			
to "Guiding Questions", identify			Responsible for Monitoring				
and define areas in need of	ĺ			C44			
improvement for the following	ĺ			Strategy			
group:							
	h 1	2.1.	2.1	h 1	2.1.		
_ · · · · · · · · · · · · · · · · · · ·		2.1.	2.1.	2.1.	2.1.		
above Achievement Levels							
4 and 5 in U.S. History.							
	ĺ			l			
	ĺ			l			
	ĺ			l			
				1			

	<u>Level of</u> Performance:*	2013 Expected Level of Performance:*					
box.							
	Enter numerical	Enter numerical data					
	data for current level of performance in this box.	for expected level of performance in this box.		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

Grade Level/ Subject PD Facilitator

PLC Leader

PD Participants

Target Dates and Schedules

Strategy for Follow-up/Monitoring

Person or Position Responsible for Monitoring

and/or PLC Focus

and/or

(e.g. , PLC, subject, grade level, or school-wide)

(e.g., Early Release) and Schedules (e.g., frequency of

meetings)

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:				
A 11 2012				

Total:		
	I	1

End of U.S. History Goals

Attendance Goal(s)

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

When using perce			· · · · · · · · · · · · · · · · · · ·		_ 0 0	
Attendance	Problem-					
Goal(s)	solving					
	Process to					
	Increase					
	Attendance					
Based on the analysis	Anticipated Barrier	Strategy	Person or Position	Process Used to Determine	Evaluation Tool	
of attendance data, and			Responsible for Monitoring	Effectiveness of		
reference to "Guiding Questions", identify and				G		
define areas in need of				Strategy		
improvement:						

1. Attendance	1.1.	1.1.	1.1.	1.1.	1.1.	
1. Attenuance	1.1.	1.1.	1.1.	1.1.	1.1.	
	Parent lack of transportation,	Communicate the importance of		Itemize student attendance data quarterly	Genesis	
	resources, computers	attending school		quarterry		
	and phone	daily.				
	communication		Assistant Principal		Data	
	,	Parent Link Phone				
	Newsletters and school	messaging system	Counselor			
	communication not					
	delivered by student	Parent Newsletter	Truant Officer			
		Parent Newsletter	Truant Officer			
		Parent/Teacher	Teacher			
		conferences	reaction			
		Parent/Administrator				
		attend related conferences				
		contenences				
		Teacher phone calls				
		and communication				
		with truant officer regarding students				
		regarding students				
		Home visit from				
		truant officer				
		Attendance Intervention Team				
		intervention Team				
		meeting (AIT)				

Attendance Goal #1:	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*					
To increase attendance by 5%							
		97%					
	2012 Current Number of Students	2013 Expected Number of Students					
	with Excessive	with Excessive Absences					
	Absences _	<u>Absences</u>					
	(10 or more)	(10 or more)					
		239					
	Number of Students with	2013 Expected Number of					
	Excessive Tardies	Students with Excessive Tardies					
		(10 or more)					
	137	130					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Professional Development (PD) aligned with Strategies through **Professional** Learning **Community (PLC)** or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic Grade Level/

Subject

Pre-K - 5th

PD Facilitator

and/or

PLC Leader

Truant

PD Participants

Target Dates and Schedules

Strategy for Follow-up/Monitoring

Person or Position Responsible for Monitoring

and/or PLC Focus

(e.g., PLC, subject, grade level, or

school-wide)

All

(e.g., Early Release) and

Schedules (e.g., frequency of meetings) Bi-weekly

Genesis/Truant Report

Principal/Assist Principals/CRT/Truant Officer/Teacher

Truant Policy and Procedures

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)).

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

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

1. Suspension	1.1.	1.1.	1.1.	1.1.	1.1	
1. Suspension				····		
	Lack of implementation	Conduct a CHAMPS training for all staff	Administration	Genesis Report	Genesis reports	
	of CHAMPS on a	members on each				
	consistent basis.	grade level to discuss				
		expectations.	Problem Solving Team/RTI	Behavior data	Behavior data	
	Evidence of Rituals					
	and Routines in place	Foundations Team			Surveys and decrease	
	in every classroom	will review school- wide discipline plan			number of referrals written	
		with grade level				
	T 1 C' 4	to ensure all staff				
	to address	members are familiar with plan.				
	misbehavior	,,,,,,,				
		Teachers will				
	Problem Solving	review expectations				
	Team/RTI	(CHAMPS) with				
		students during the first nine weeks of				
		school to embed the				
	New Students	expectation within				
	not acclimated to expectations.	the culture of the school and as new				
	enperations.	students arrive.				
		Implement Classroom				
		Guidance with focus				
		on conflict resolution, bullying, anger				
		management skills,				
		social skills, and				
	I	other personal skills		ĺ		

Suspension Goal #1:	of In -School Suspensions	2013 Expected Number of In- School					
To reduce the number of suspensions by 25%		<u>Suspensions</u>					
	0	0					
	2012 Total Number of Students Suspended	2013 Expected Number of Students Suspended					
	<u>In-School</u> 0	<u>In -School</u>					
	2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School					
	225	Suspensions 169					
	2012 Total Number of Students Suspended	2013 Expected Number of Students Suspended					
	Out- of- School	Out- of-School					
	225	169					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Suspension Professional Development

Professional
Development
(PD) aligned with
April 2012
Rule 6A-1.099811
Revised April 29, 2011

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	Grade Level/ Subject	PD Facilitator	PD Participants	Target Dates and Schedules	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
and/or PLC Focus		and/or	(e.g. , PLC, subject, grade level, or school-wide)	(e.g., Early Release) and Schedules (e.g., frequency of		
		PLC Leader		meetings)		
CHAMPS training	All grade levels	Admin/	School-wide	Ongoing	Focus Walk to view CHAMPS in action	Administration
_		Foundations Team				
Foundations training	All grade levels	Admin/	School-wide	Quarterly	Review Agendas/Minutes	Foundations Team
2	C	Foundations Team			Č	
Grade level PLC	All grade levels	Foundations/Grade level Chair	PLC	Weekly	Review Agendas/Minutes	Grade Level Chair

Suspension Budget (Insert rows as needed)

		_
Description of Resources	Funding Source	Amount
Description of Resources	Funding Source	Amount
Description of Resources	Funding Source	Amount
	Description of Resources Description of Resources	Description of Resources Funding Source Description of Resources Funding Source

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

End of Suspension Goals

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

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

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

1. Dropout	1.1.	1.1.	1.1.	1.1.	1.1.		
Prevention							
revention							
Duna and Duna and an							
Dropout Prevention							
Goal #1:							
*D1							
*Please refer to the							
percentage of students							
who dropped out during the 2011-2012							
gahool yeer							
school year.							
	2012 Current	2013 Evpected					
	Dropout Rate:*	2013 Expected Dropout Rate:*					
Enter narrative for the goal							
in this box.							
		Enter numerical data					
	data for dropout	for expected dropout					
	rate in this box. 2012 Current	rate in this box. 2013 Expected					
	Graduation Rate:*	Graduation Rate:*					
	Enter numerical	Enter numerical					
	data for	data for expected					
	graduation rate in this box.	graduation rate in this box.					
	mis vox.		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

Grade Level/ Subject PD Facilitator

PD Participants

Target Dates and Schedules

Strategy for Follow-up/Monitoring

Person or Position Responsible for Monitoring

and/or PLC Focus

and/or
PLC Leader

(e.g. , PLC, subject, grade level, or school-wide)

, or (e. Sche

(e.g., Early Release) and Schedules (e.g., frequency of meetings)

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	

	l		1 1	1 1	1 1	
1. Parent Involvement	1.1.	1.1.	1.1.	1.1.	1.1.	
Parent Involvement Goal #1: *Please refer to the	agendas or parents fail to check agendas. Transportation,	Every teacher communicates with parents through the student agendas concerning progress in student performance.	PTA Liaison	Teachers will monitor planners on a daily basis Feedback forms and surveys and sign in sheets to determine level of parent participation		
		Monthly parent nights		Teachers will monitor planners on a daily basis		
	Communications not being delivered back to school	volunteers at all				

To increase parent involvement with parent programs during and after school to improve healthy parent communication between school and home	2012 Current level of Parent Involvement.*	2013 Expected level of Parent Involvement:*					
	10%	25%					
		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 Grade Level/

Subject

PD Facilitator

PD Participants

Target Dates and Schedules

Strategy for Follow-up/Monitoring

Person or Position Responsible for Monitoring

and/or PLC Focus

and/or PLC Leader (e.g., PLC, subject, grade level, or

school-wide)

(e.g., Early Release) and Schedules (e.g., frequency of meetings)

Parent Involvement Budget

T 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1				
Include only school-based funded				
activities/materials and exclude district				
funded activities /materials.				
Evidence-based Program(s)/Materials(s)				
Strategy	Description of Resources	Funding Source	Amount	
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)

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

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	Evaluation Tool
				Strategy	

STEM Goal #1:	1.1.	1.1.	1.1.	1.1.	1.1.
1- 0 0000 0 0 0 0 0 0	Student access to technology	data to plan for differentiated	Principal		Student Data: Assessment results-
core academic classes school-wide	outside of school	Buogroups	Assistant principals	PLC's	FAIR
		Conduct amall mult out accions			Benchmarks
		Conduct small pull-out sessions	Reading/Instructional / district/state coaches	Formal & Informal assessments	PMA's
		Utilize Success Maker 2.0	district/state coaches		Teacher generated
		Othize Success Maker 2.0		Analyzing student data	FCIM
		Utilize FCAT Study Island			Student work
		etinze i erri study isiand		Lesson studies	
	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

Grade Level/ Subject

le Level/ PD Facilitator

PD Participants

Target Dates and Schedules

Strategy for Follow-up/Monitoring

Person or Position Responsible for

Monitoring

and/or PLC Focus

and/or
PLC Leader

(e.g., PLC, subject, grade level, or school-wide)

(e.g., Early Release) and Schedules (e.g., frequency of

meetings)

STEM- science/technology/ ALL

Coaches

PLC/Early Dismissal/District trainings Ongoing

Classroom focus walks/observations

Principal/assist principals/

engineering/math

school/district coaches

STEM Budget (Insert rows as needed)

T., 1., 4., ., 1., ., 1.1., ., 1.4.			
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 STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

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

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

CTE Professional Development

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 Grade Level/

Subject

PD Facilitator

PD Participants

Target Dates and Schedules

Strategy for Follow-up/Monitoring

Person or Position Responsible for Monitoring

and/or PLC Focus

and/or

PLC Leader

(e.g. , PLC, subject, grade level, or school-wide)

(e.g., Early Release) and Schedules (e.g., frequency of meetings)

CTE Budget (Insert rows as needed)

ETE Budget (Insert to We de necede	· · · · · · · · · · · · · · · · · · ·	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)).

	<u> </u>						
	Additional Goal(s)	Problem- Solving Process to Increase Student					
		Achieveme					
		nt					
ſ	Based on the analysis of school data, identify and define	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of	Evaluation Tool	
	•						
	areas in need of improvement:				Strategy		

1. Additional Goal	1.1.	1.1.	1.1.	1.1.	1.1.	
	for NEW Teachers is not available do to the demands or	Collaborate with other Micro Society Schools and develop a model Micro Classroom.	Faith Roberts-Graham, Magnet Coordinator Teachers	Conduct peer evaluations	Micro Society Peer Evaluation Rubric and Guideline	
Additional Goal #1: The goal of our micro society program is to provide an innovative concept in which students from diverse backgrounds create a miniature society within the school. In addition to following a traditional academic curriculum, students at North Shore develop the self-discipline, work habits, and life skills needed to achieve success outside the classroom.	<u>Level :*</u>	2013 Expected Level :*				
	47%	57%				

1.2.	2. 1	.2.	1.2.	1.2.	1.2.	1.2.	
has are I usin mate they class 1.3. Boo reco sugg avai	s if they very limited to ong only the atterials that it by have in their essroom.	with the supply order form and go over tindetails to	Magnet Coordinator Teachers		Surveys will be conducted.		
	P te M s s n te	Provide eachers with a Micro Society ections using upplemental naterials for eachers and	Faith Roberts-Graham,	Create a tracking system listing the supplemental materials.	1.3. Monitor the use of the supplemental materials by reviewing the tracking form. Communicate with the media specialist.	1.3.	

Additional Goals Professional Development

Professional
Development
(PD) aligned with
Strategies through
Professional
Learning
April 2012
Rule 6A-1.099811
Revised April 29, 2011

Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic

Grade Level/ Subject

PD Facilitator

PD Participants

Target Dates and Schedules

Strategy for Follow-up/Monitoring

Person or Position Responsible for

Monitoring

and/or PLC Focus

and/or

(e.g., PLC, subject, grade level, or school-wide)

(e.g., Early Release) and Schedules (e.g., frequency of

meetings)

PLC Leader K-5 /Social Studies Faith Roberts-

School Wide

Daily micro society notation

Weekly class visits

Magnet Lead

Attend Choice College meeting Graham

Early Release-Market Place Products

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

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

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

End of Additional Goal(s)

Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	
	Total:
Mathematics Budget	
	Total:
Science Budget	
	Total:
Writing Budget	
	Total:
Attendance Budget	
	Total:
Suspension Budget	

	Total:
Dropout Prevention Budget	
	Total:
Parent Involvement Budget	
	Total:
Additional Goals	
	Total:
	Grand Total:

eva

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

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

School Differentiated Accountability Status		
□Priority	□Focus	□Prevent

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

School Advisory Council (SAC)

SAC Membership Compliance The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers education support employees, students (for middle and high school only), parents, and other business and community members who are representative of the ethnic racial, and economic community served by the school. Please verify the statement above by selecting "Yes" or "No" below.
□ Yes □ No
If No, describe the measures being taken to comply with SAC requirements.
We will continue to hold monthly meeting inviting all stakeholders to become a part of the SAC committee in order to hold elections and establish an active SAC.
Describe the activities of the SAC for the upcoming school year.
Once establish will be to support the school in all endeavors.

Amount

Describe the projected use of SAC funds.