Florida Department of Education

School Improvement Plan (SIP)
Form SIP-1

2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: Forsyth Woods Elementary	District Name: Orange
Principal: James Leslie	Superintendent: Dr. Barbara Jenkins
SAC Chair: David Lawrence	Date of School Board Approval: 1/29/13

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

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

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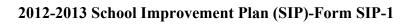
High School Feedback Report

K-12 Comprehensive Research Based Reading Plan

Administrators

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/ statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)
Principal	James Leslie	M.Ed. Educational Leadership/Elementary Education	1	13	9 Years as principal of a title one school with high mobility, ESE and ELL populations that made consistent gains toward AYP and maintained a school grade of "A". Opened new title one elementary with current grade of C.
Assistant Principal	Dr. Yvette Irizarry	Doctor Educational Leadership/TESOL/ Elementary Education	1	5	2 years as an assistant principal at a title one school earning an "A" school grade. Two years at a high school and then opened a new title one elementary with current grade of C.

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Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
All	Veronica Waldman	B.S. Elementary Education	2	11	9 Years as a CRT of a title one school with high mobility, ESE and ELL populations that made consistent gains toward AYP and maintained a school grade of "A". Opened new title one elementary with current grade of C.

Effective and Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date
1. Only HQ teachers will be selected through the hiring process.	James Leslie/Dr. Yvette Irizarry	Ongoing
2. Provide ongoing staff development of best practices in order to make sure teachers are adequately trained, prepared and kept up to date with trends and changes in educational research.	James Leslie/Dr. Yvette Irizarry	Ongoing

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Non-Highly Effective Instructors

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

Number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).	Provide the strategies that are being implemented to support the staff in becoming highly effective
None	

Staff Demographics

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

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

Total number of Instructional Staff	% of first-year teachers	% of teachers with 1-5 years of experience	% of teachers with 6-14 years of experience	% of teachers with 15+ years of experience	% of teachers with Advanced Degrees	% of teachers with an Effective rating or higher	% of Reading Endorsed Teachers	% of National Board Certified Teachers	% of ESOL Endorsed Teachers
52	4% (2)	21% (11)	50% (26)	25% (13)	4% (2)	N/A	1% (3)	0%	83% (44)

Teacher Mentoring Program/Plan

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Marcie Pegg	Erica Ramos	Proven success with student achievement, classroom management, etc.	Periodic meetings to discuss effective instructional strategies, classroom management and other requests from mentee.

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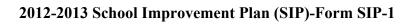|			
Stephanie Thompson	Amy Cameron	Proven success with student achievement, classroom management, etc.	Periodic meetings to discuss effective instructional strategies, classroom management and other requests from mentee.

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Additional Requirements

*Coordination and Integration-***Title I Schools Only**

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

Title I, Part A Funds will be used to purchase support positions and materials to assist our at-risk population.
Title I, Part C- Migrant N/A
Title I, Part D N/A
Title II Funds will be used to support staff development.
Title III Funds will be used to purchase a paraprofessional who supports our ELL students.
Title X- Homeless N/A
Supplemental Academic Instruction (SAI) Funds will be used to purchase support positions to help at-risk students.
Violence Prevention Programs N/A
Nutrition Programs This school participates in Univeral Breakfast and Lunch.
Housing Programs N/A
Head Start N/A
Adult Education N/A
Career and Technical Education N/A
Job Training N/A
Other

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

School-Based MTSS/RtI Team
Identify the school-based MTSS leadership team. James Leslie - Principal, Yvette Irizarry – Assistant Principal, Veronica Waldman - CRT, Sarah Drummond – Staffing Specialist, Somaliz Davila – Behavior/Counseling
Describe how the school-based MTSS leadership team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts? The MTSS team meets with teachers to address their concerns about students, working from general interventions with all students, progressing to focused interventions with selected students. The team discusses teacher concerns and then works with the teacher to implement interventions based upon collected data.
Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the RtI problem-solving process is used in developing and implementing the SIP? The MTSS Leadership Team provides input to the development of this plan. They will focus their meetings on the development of a problem-solving system to assist teachers in providing appropriate intervention strategies for students not achieving proficiency.
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. Baseline data, including Edusoft, FCAT, FAIR, DRA, WriteScore and school-based assessments will be used in directing implementation.
Describe the plan to train staff on MTSS. The MTSS team will provide an overview training at the beginning of the year and continue to provide more specific training throughout the year based upon data and teacher feedback.
Describe the plan to support MTSS. The school expectation will be that all students will participate in daily intervention and that data will be collected and analyzed. The team will meet with teachers twice a month to review data and adjust interventions.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). James Leslie - Principal Yvette Irizarry - Assistant Principal Ronnie Waldman - CRT Sarah Drummond – Staffing Specialist
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). The LLT team meets periodically as a team and with teachers to review student data and ensure the consistent implementation of Imagine It! The team also focuses on providing support to teachers for the successful implementation of small groups and to solicit input from teachers regarding additional resources and support they need.
What will be the major initiatives of the LLT this year? The major initiative of the LLT will be to increase the effectiveness of small group instruction and to close our achievement gaps, as well as develop a literacy resource library for our teachers.

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Revised April 29, 2011

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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.

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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.

There is not a VPK class at this school.

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

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

N/A

High Schools Only

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

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

N/A

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

N/A

Postsecondary Transition

Note: Required for High School- Sec. 1008.37(4), F.S.
Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report.

N/A

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PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Reading Goals	Problem-Solving Process to Increase Student 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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.	1A.1. ELL and SWD needs of individual students. Low SES of student population and lack of prior knowledge/ experiences.	1A.1. All students will use Imagine It! to receive core reading instruction.	1A.1. Principal/Asst. Principal/ CRT/Classroom Teachers	1A.1. Analyze 2013 FCAT Reading Assessment Data Monitor/Analyze District Edusoft Benchmark Data	1A.1. 2013 FCAT Reading Assessment District Edusoft Benchmark Assessment		
Reading Goal #1A: *We will improve our percentage of students scoring at Level 3 and above in Reading by 5% as measured by the 2013 FCAT.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

	24% (88)	*29%*				
		1A.2. Allocation of time in the instructional day.	1A.2. All students will receive 30 minutes per day of Reading Intervention based upon their skill needs. Materials will support the acquisition of NGSS.	1A.2. Principal/Asst. Principal/ CRT/Classroom Teachers	1A.2. Analyze 2013 FCAT Reading Assessment Data Monitor/Analyze District Edusoft Benchmark Data	1A.2. 2013 FCAT Reading Assessment District Edusoft Benchmark Assessment
		1A.3. Parents' ability/ willingness to allow students to participate in activities outside the school day.	1A.3. At-risk students will have the opportunity to participate in tutoring after school.	1A.3. Principal/Asst. Principal/SES Tutoring Facilitator	1A.3. Analyze 2013 FCAT Reading Assessment Data Monitor/Analyze District Edusoft Benchmark Data	1A.3. 2013 FCAT Reading Assessment District Edusoft Benchmark Assessment
1B. Florida Alternate Assessment: **Students scoring at Levels 4, 5, and 6 in reading.**	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.	
Reading Goal #1B: *N/A*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*				
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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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. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.	2A.1. ELL and SWD needs of individual students. Low SES of student population and lack of prior knowledge/ experiences.	2A.1. All students will use Imagine It! to receive core reading instruction and teachers will use enrichment component and other activities when appropriate.	2A.1. Principal/Asst. Principal/ CRT/Classroom Teachers	2A.1. Analyze 2013 FCAT Reading Assessment Data Monitor/Analyze District Edusoft Benchmark Data	2A.1. 2013 FCAT Reading Assessment District Edusoft Benchmark Assessment		
Reading Goal #2A: *We will improve our percentage of students scoring 4 or above in Reading by 3% as measured by the 2013 FCAT.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	21% (65)	*24%*					
		2A.2. Allocation of time in the instructional day.	2A.2. All students will receive 30 minutes per day of Reading Intervention that will provide enrichment. Materials will support the acquisition of NGSS and enrichment when appropriate.	2A.2. Principal/Asst. Principal/ CRT/Classroom Teachers	2A.2. Analyze 2013 FCAT Reading Assessment Data Monitor/Analyze District Edusoft Benchmark Data	2A.2. 2013 FCAT Reading Assessment District Edusoft Benchmark Assessment	
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	

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2B. **Florida Alternate Assessment:** Students scoring at or above Level 7 in reading.	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		
Reading Goal #2B: *N/A*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

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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 reading.	3A.1. Allocation of time and teachers' knowledge/ ability to successfully analyze assessment data and deconstruct standards.	3A.1. Analyze multiple data sources (FCAT, Edusoft, FAIR), deconstruct standards and determine students' areas of need, so that instruction can be targeted to specifically address those needs.	3A.1. Principal/Asst. Principal/ CRT/Classroom Teachers	3A.1. Analyze 2013 FCAT Reading Assessment Data, District Edusoft Data and FAIR Data	3A.1. 2013 FCAT Reading Assessment, District Edusoft Assessment and FAIR		
Reading Goal #3A: *We will increase the number of students making a Reading learning gain by 5% as measured by the 2013 FCAT results.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	61% (188)	*66%*					

		3A.2. Allocation of time on school master calendar to monitor data and make instructional changes in whole group and differentiated small group instruction.	3A.2. Meet with teachers bimonthly to monitor and discuss student progress toward achievement goals and implementation of instructional focus calendar.	3A.2. Principal/Asst. Principal/ CRT/Classroom Teachers	3A.2. Analyze 2013 FCAT Reading Assessment Data, District Edusoft Data and FAIR Data	3A.2. 2013 FCAT Reading Assessment, District Edusoft Assessment and FAIR	
		3A.3.Students' lack of solid foundation in vocabulary usage and informational text structure.	3A.3.Instructional Focus Calendar will target these areas of need.	3A.3. Principal/Asst. Principal/ CRT/Classroom Teachers	3A.3. Analyze 2013 FCAT Reading Assessment Data, District Edusoft Data and FAIR Data	3A.3. 2013 FCAT Reading Assessment, District Edusoft Assessment and FAIR	
3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.		
Reading Goal #3B: *N/A*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.	4A.1. Allocation of time on school master calendar to monitor data and make instructional changes.	4A.1. Meet with teachers bimonthly to monitor and discuss student progress of the lowest 25% toward achievement goals and progress with Tier 2 and Tier 3 Interventions.	4A.1. Principal/Asst. Principal/ CRT/Classroom Teachers	4A.1. Analyze 2013 FCAT Reading Assessment Data, District Edusoft Data and FAIR Data	4A.1. 2013 FCAT Reading Assessment, District Edusoft Assessment and FAIR		
Reading Goal #4: *We will increase the number of students in our lowest 25% making Reading learning gains by 5%.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	52% (30)	57%					
		4A.2. Allocation of time in the instructional day.	4A.2. Provide additional reading instruction/support to target students' specific areas of deficit.	4A.2. Principal/Asst. Principal/ CRT/Classroom Teachers	4A.2. Analyze 2013 FCAT Reading Assessment Data, District Edusoft Data and FAIR Data	4A.2. 2013 FCAT Reading Assessment, District Edusoft Assessment and FAIR	
		4A.3.	4A.3.	4A.3.	4A.3.	4A.3.	

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. In six years school will reduce their achievement gap by 50%.	**Baseline data 2010-2011** <u>N/A</u>						
<u>Reading Goal #5A:</u> *The achievement gap in Reading is 7 percentage points between White and Black students and 8 percentage points between White and Hispanic students. By 2017, the achievement gap between White/Black students will be 3percentage points and the gap between White/ Hispanic students will be 4 percentage points.*							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in reading.**	5B.1. Allocation of time for teachers to analyze their subgroups.	5B.1. Teachers will have a greater awareness of students they have in each subgroup. When meeting bimonthly teachers will be able to identify these students and discuss their progress toward achievement goals and adjust instruction as needed.	5B.1. Principal/Asst. Principal/ CRT/Classroom Teachers	5B.1. Analyze 2013 FCAT Reading Assessment Data Monitor/Analyze District Edusoft Benchmark Data	5B.1. 2013 FCAT Reading Assessment District Edusoft Benchmark Assessment		

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Reading Goal #5B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Our current achievement gap between White and Black students is 7%. *Our current achievement gap between White and Hispanic students is 8%.* *Both achievement gaps listed above will be reduced by 1 percentage point.*							
	Enter numerical data for current level of performance in this box. White: 50% Black: 57% Hispanic: 58% Asian: 29% American Indian: N/A	*Enter numerical data for expected level of performance in this box.* White: 48% Black: 52%% Hispanic:55% Asian: 26% American Indian: N/A					
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5C. English Language Learners (ELL) not making satisfactory progress in reading.	5C.1. Linguistic needs of ELL students (vocabulary development)	5C.1. All students will use Imagine It! to receive core reading instruction and teachers will use the ELL component of this reading program.	5C.1. Principal/Asst. Principal/ CRT/Classroom Teachers	5C.1. Analyze and disaggregate 2013 FCAT Reading Assessment Data Monitor/Analyze District Edusoft Benchmark Data and CELLA scores	5C.1. 2013 FCAT Reading Assessment District Edusoft Benchmark Assessment CELLA		
Reading Goal #5C: *We will decrease our percentage of ELL students not making satisfactory progress in Reading by 5% as measured by the 2013 FCAT.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	63% (112) of ELL students did not make satisfactory progress.	*58% of Ell students will not make satisfactory progress.*					
		5C.2. Linguistic needs of ELL students (vocabulary development)	5C.2. All teachers will utilize effective ELL strategies and document strategies in their lesson plans as well as infuse vocabulary development into all content areas.	5C.2. Principal/Asst. Principal/ CRT/Classroom Teachers	5C.2. Analyze and disaggregate 2013 FCAT Reading Assessment Data Monitor/Analyze District Edusoft Benchmark Data and CELLA scores	5C.2. 2013 FCAT Reading Assessment District Edusoft Benchmark Assessment CELLA	

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		5C.3. Allocation of time on school master calendar to monitor data and make instructional changes.	5C.3. Meet with teachers bimonthly to monitor data and discuss ELL student progress toward achievement goals.	5C.3. Principal/Asst. Principal/ CRT/Classroom Teachers	5C.3. Analyze and disaggregate 2013 FCAT Reading Assessment Data Monitor/Analyze District Edusoft Benchmark Data and CELLA scores	5C.3. 2013 FCAT Reading Assessment District Edusoft Benchmark Assessment CELLA	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.	5D.1. Students' individual needs based upon their exceptionality, SES status and lack of prior knowledge/ experiences.	5D.1. All students will use either ImagineIt! Or Kaleidoscope to receive reading instruction and teachers will use accommodations and instructional strategies included in students' Individual Education Plans.	5D.1. Principal/Asst. Principal/ CRT/Classroom Teachers/ESE Teachers	5D.1. Analyze 2013 FCAT Reading Assessment Data Monitor/Analyze District Edusoft Benchmark Data	5D.1. 2013 FCAT Reading Assessment District Edusoft Benchmark Assessment	
Reading Goal #5D: *We will decrease our percentage of SWD students not making satisfactory progress in Reading by 5% as measured by the 2013 FCAT.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				

	87% (53) of SWD students did not make satisfactory progress.	*82% of SWD students will not make satisfactory progress.*				
		5D.2. Students' individual needs based upon their exceptionality, SES status and lack of prior knowledge/ experiences.	5D.2. In addition to their core instruction, students will receive additional targeted instruction using other research-based materials based upon the goals of their Individual Education Plans.	5D.2. Principal/Asst. Principal/ CRT/Classroom Teachers/ESE Teachers	5D.2. Analyze 2013 FCAT Reading Assessment Data Monitor/Analyze District Edusoft Benchmark Data	5D.2. 2013 FCAT Reading Assessment District Edusoft Benchmark Assessment
		5D.3. Allocation of time on school master calendar to monitor data and make instructional changes.	5D.3. Meet with teachers bimonthly to monitor data and discuss student progress toward achievement goals.	5D.3. Principal/Asst. Principal/ CRT/Classroom Teachers/ESE Teachers	5D.3. Analyze 2013 FCAT Reading Assessment Data Monitor/Analyze District Edusoft Benchmark Data	5D.3. 2013 FCAT Reading Assessment District Edusoft Benchmark Assessment

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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 Disadvantaged students not making satisfactory progress in reading.	5E.1. Low SES of student population and lack of prior knowledge/ experiences.	5E.1. All students will use Imagine It! to receive core reading instruction and teachers will use the "Reteach" and "Intervention" portions of this reading program based upon students individual needs to support progress in tiered interventions.	5E.1. Principal/Asst. Principal/ CRT/Classroom Teachers	5E.1. Analyze 2013 FCAT Reading Assessment Data Monitor/Analyze District Edusoft Benchmark Data	5E.1. 2013 FCAT Reading Assessment District Edusoft Benchmark Assessment		
Reading Goal #5E: *We will reduce the number of ED students not making satisfactory progress in Reading by 5% as measured by the 2013 FCAT.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	56%(196) of our ED students did not make satisfactory progress.	*51% of our ED students will not make satisfactory progress.*					

		5E.2. Allocation of time on school master calendar to monitor data and make instructional changes.	5E.2. Meet with teachers bimonthly to monitor data and discuss student progress toward achievement goals and to support instruction differentiated small groups.	5E.2. Principal/Asst. Principal/ CRT/Classroom Teachers	5E.2. Analyze 2013 FCAT Reading Assessment Data Monitor/Analyze District Edusoft Benchmark Data	5E.2. 2013 FCAT Reading Assessment District Edusoft Benchmark Assessment	
		5E.3.	5E.3.	5E.3.	5E.3.	5E.3.	

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Reading Instructional Focus Calendar/Data Analysis/ Deconstructing Standards	K – 5	Principal/Asst. Principal	School-wide	Ongoing	Lesson Plans, Informal Observations	Principal/Asst. Principal
Response To Intervention	K – 5	Staffing Specialist	School-wide	Ongoing	RTI Meetings, Progress Monitoring Meetings	Principal/Asst. Principal
Small Group/Differentiated Instruction	K - 5	CRT	School-wide	November, 2012	Lesson Plans, Informal Observations, Progress Monitoring Meetings	Classroom Teachers, Principal/Asst. Principal
Imagine Learning	K – 5 ELL Students	Consultant	School-wide	October 2012	PLC Mtgs., Informal Observations, Lesson Plans	Classroom Teachers, Principal, Asst. Principal
Compass Learning	K – 5	Consultant	School-wide	October 2012	PLC Mtgs., Informal Observations, Lesson Plans, Data Reports	Classroom Teachers, Principal, Asst. Principal

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Marzano Teacher Assessment	K – 5	Principal/Asst. Principal/CRT	School-wide	Ongoing	PLC Mtgs., Informal Observations, Lesson Plans	Principal, Asst. Principal
Common Core Standards	K – 5	Asst. Principal/ CRT	School-wide	Ongoing	PLC Mtgs., Informal Observations, Lesson Plans	Principal, Asst. Principal

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Reading Budget (Insert rows as needed)

Include only school funded activities/ materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Core reading materials, Intervention materials	Cars/Stars, Zoom In, Consumable Imagine It Materials, Kaleidoscope	School Budget	$40,000
Analyzing and monitoring data	Instructional Resources (RTI/Marzano)	School Budget	$10,000
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Analyzing and monitoring data	Compass Learning, Accelerated Reader, Imagine Learning	School Budget	$40,000
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Analyzing and monitoring data	Compass Learning/Imagine Learning Training		Included in above cost
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total: $90,000			

End of Reading Goals

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Comprehensive English Language Learning Assessment (CELLA) Goals

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

CELLA Goals	Problem-Solving Process to Increase Language Acquisition					
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1. Students scoring proficient in listening/speaking.	1.1. Linguistic needs of ELL students (vocabulary development)	1.1. All teachers will utilize effective ELL strategies and document strategies in their lesson plans as well as infuse vocabulary development into all content areas.	1.1. Principal/Asst. Principal/CRT/ Classroom Teachers	1.1. Analyze 2013 CELLA scores	1.1. 2013 CELLA Assessment	
CELLA Goal #1: *We will increase our number of students proficient in Listening/ Speaking by 3% as measured by the 2013 CELLA results.*	2012 Current Percent of Students Proficient in Listening/Speaking: *47%*					
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read grade-level text in English in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

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2. Students scoring proficient in reading.	2.1. Linguistic needs of ELL students (vocabulary development)	2.1. All students will use Imagine It! to receive core reading instruction and teachers will use the ELL component of this reading program.	2.1. Principal/Asst. Principal/CRT/ Classroom Teachers	2.1. Analyze 2013 FCAT Reading Assessment Data Monitor/Analyze District Edusoft Benchmark Data and CELLA scores	2.1. 2013 FCAT Reading Assessment District Edusoft Benchmark Assessment CELLA	
CELLA Goal #2: *We will increase our number of students proficient in Reading by 3% as measured by 2013 CELLA results.*	2012 Current Percent of Students Proficient in Reading:					
	52%					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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Students write in English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
3. Students scoring proficient in writing.	2.1. Linguistic needs of ELL students (vocabulary development)	2.1. All students will receive writing instruction using Write . . . From the Beginning and Thinking Maps. Teachers will use effective ELL strategies and will focus on writing structure, and grammar.	2.1. Principal/Asst. Principal/CRT/ Classroom Teachers	2.1. Analyze 2013 FCAT Reading Assessment Data Monitor/Analyze District Edusoft Benchmark Data and CELLA scores	2.1. 2013 FCAT Reading Assessment District Edusoft Benchmark Assessment CELLA	
CELLA Goal #3: We will increase the number of students proficient in Writing by 3% as measured by 2013 CELLA.	2012 Current Percent of Students Proficient in Writing :					
	42%					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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CELLA Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
No funds necessary.			
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
No funds necessary.			
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
No funds necessary			
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
No funds necessary.			
Subtotal:			
Total:			

End of CELLA Goals

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Elementary School Mathematics Goals

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

Elementary Mathematics Goals	Problem-Solving Process to Increase Student 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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.	1A.1. ELL and SWD needs of individual students. Low SES of student population and lack of prior knowledge/ experiences as well as our mobility rate.	1A.1. All students will receive math instruction through the use of Envision, Moby Math and by following the order of instruction for acquisition of NGSS.	1A.1. Principal/Asst. Principal/ CRT/Classroom Teachers	1A.1. Analyze 2013 FCAT Math Assessment Data Monitor/Analyze District Edusoft Benchmark Data	1A.1. 2013 FCAT Math Assessment District Edusoft Benchmark Assessment		
Mathematics Goal #1A: *We will increase the number of students scoring 3 and above in Math by 5% as measured by the 2013 FCAT.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

	23% (86)	*28%*				
		1A.2. Allocation of time in the instructional day for additional practice to develop math fluency.	1A.2. All students will receive supplemental math practice and instruction through the use of Compass Learning.	1A.2. Principal/Asst. Principal/ CRT/Classroom Teachers	1A.2. Analyze 2013 FCAT Math Assessment Data Monitor/Analyze District Edusoft Benchmark Data	1A.2. 2013 FCAT Math Assessment District Edusoft Benchmark Assessment	
		1A.3. Allocation of time on the school master calendar to monitor data and make instructional changes.	1A.3. Meet with teachers bimonthly to monitor data and discuss student progress toward achievement goals and deconstruct standards.	1A.3. Principal/Asst. Principal/ CRT/Classroom Teachers	1A.3. Analyze 2013 FCAT Math Assessment Data Monitor/Analyze District Edusoft Benchmark Data	1A.3. 2013 FCAT Math Assessment District Edusoft Benchmark Assessment	
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.	
Mathematics Goal #1B: *N/A*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*				
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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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. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.	2A.1. Low SES of student population and lack of prior knowledge/ experiences as well as our mobility rate. Lack of exposure/ practice with higher level questioning/ thinking.	2A.1. All students will receive math instruction through the use of Envision, Moby Math and by following the order of instruction for acquisition of NGSS, providing enrichment as needed.	2A.1. Principal/Asst. Principal/ CRT/Classroom Teachers	2A.1. Analyze 2013 FCAT Math Assessment Data Monitor/Analyze District Edusoft Benchmark Data and Envision Assessments	2A.1. 2013 FCAT Math Assessment District Edusoft Benchmark Assessment		
Mathematics Goal #2A: _We will increase the number of students scoring Level 4 or higher in Math by 3% as measured by the 2013 FCAT._	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	_21%(62)_	_24%_					
		2A.2. Allocation of time in the instructional day for additional practice and enrichment.	2A.2. All students will receive supplemental math practice and instruction through the use of Compass Learning to provide an extension of learning.	2A.2. Principal/Asst. Principal/ CRT/Classroom Teachers	2A.2. Analyze 2013 FCAT Math Assessment Data Monitor/Analyze District Edusoft Benchmark Data and Envision Assessments	2A.2. 2013 FCAT Math Assessment District Edusoft Benchmark Assessment	

		2A.3.Allocation of time on the school master calendar to monitor data and make instructional changes.	2A.3. Meet with teachers bimonthly to monitor data and discuss student progress toward achievement goals and deconstruct standards.	2A.3. Principal/Asst. Principal/ CRT/Classroom Teachers	2A.3. Analyze 2013 FCAT Math Assessment Data Monitor/Analyze District Edusoft Benchmark Data and Envision Assessments	2A.3. 2013 FCAT Math Assessment District Edusoft Benchmark Assessment	
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		
Mathematics Goal #2B: *N/A*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

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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. Allocation of time and teachers' knowledge/ ability to successfully analyze assessment data.	3A.1. Analyze multiple data sources (FCAT, Edusoft, Envision, Compass Learning) and determine students' areas of need, so that instruction can be targeted to specifically address those needs through the use of the instructional focus calendar.	3A.1. Principal/Asst. Principal/ CRT/Classroom Teachers	3A.1. Analyze 2013 FCAT Math Assessment Data Monitor/Analyze District Edusoft Benchmark Data and Envision Assessments	3A.1. 2013 FCAT Math Assessment District Edusoft Benchmark Assessment		
Mathematics Goal #3A: *We will increase the number of students making learning gains in Math by 3% as measured by the 2013 FCAT.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	63% (194)	66%					

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		3A.2. Allocation of time on the school master calendar to monitor data and make instructional changes including the development of math fluency.	3A.2. Meet with teachers bimonthly to monitor data and discuss student progress toward achievement goals and deconstruct standards.	3A.2. Principal/Asst. Principal/ CRT/Classroom Teachers	3A.2. Analyze 2013 FCAT Math Assessment Data Monitor/Analyze District Edusoft Benchmark Data and Envision Assessments	3A.2. 2013 FCAT Math Assessment District Edusoft Benchmark Assessment	
		3A.3.	3A.3.	3A.3.	3A.3.	3A.3.	
3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.		
Mathematics Goal #3B: *N/A*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.	4A.1. Allocation of time on the school master calendar to monitor data and make instructional changes.	4A.1. Meet with teachers bimonthly to monitor data and discuss student progress toward achievement goals.	4A.1. Principal/Asst. Principal/ CRT/Classroom Teachers	4A.1. Analyze 2013 FCAT Math Assessment Data Monitor/Analyze District Edusoft Benchmark Data and Envision Assessments	4A.1. 2013 FCAT Math Assessment District Edusoft Benchmark Assessment		
Mathematics Goal #4: *We will increase the number of students in the lowest 25% making learning gains in Math by 5% as measured by the 2013 FCAT.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	60% (34)	65%					
		4A.2. Allocation of time during the instructional day to provide differentiated and remedial instruction.	4A.2. Provide differentiated instruction to address students' deficits based upon data analysis.	4A.2. Principal/Asst. Principal/ CRT/Classroom Teachers	4A.2. Analyze 2013 FCAT Math Assessment Data Monitor/Analyze District Edusoft Benchmark Data and Envision Assessments	4A.2. 2013 FCAT Math Assessment District Edusoft Benchmark Assessment	
		4A.3.Students' lack of basic math computation fluency	4A.3.Provide practice for students to improve math computation fluency using technology (Moby Math, Compass Learning).	4A.3. Principal/Asst. Principal/ CRT/Classroom Teachers	4A.3. Analyze 2013 FCAT Math Assessment Data Monitor/Analyze District Edusoft Benchmark Data and Envision Assessments	4A.3. 2013 FCAT Math Assessment District Edusoft Benchmark Assessment	

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. In six years school will reduce their achievement gap by 50%.	**Baseline data 2010-2011** N/A						
Mathematics Goal #5A: *The achievement gap between our White and Black students in Math is 11%.*							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in mathematics.**	5B.1. Allocation of time for teachers to analyze their subgroup data and identify disparities.	5B.1. Teachers will have a greater awareness of students they have in each subgroup. When meeting bimonthly teachers will be able to identify these students and discuss their progress toward achievement goals. They will also discuss what changes they are making to address disparities.	5B.1. Principal/Asst. Principal/ CRT/Classroom Teachers	5B.1. Analyze 2013 FCAT Math Assessment Data Monitor/Analyze District Edusoft Benchmark Data and Envision Assessments	5B.1. 2013 FCAT Math Assessment District Edusoft Benchmark Assessment		

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Mathematics Goal #5B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Our current achievement gap between White and Black students is 11%. There is no negative achievement gap with our Hispanic students. *We will work to reduce the achievement gap between our White and Black students by 2% as measured by the 2013 FCAT.*							
	Enter numerical data for current level of performance in this box. White: 59% Black: 70% Hispanic: 57% Asian: 18% American Indian: N/A	*Enter numerical data for expected level of performance in this box.* White: 56% Black: 65% Hispanic: 54% Asian: 15% American Indian: N/A					
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.	5C.1. Linguistic needs of ELL students (Vocabulary development)	5C.1. All teachers will utilize effective ELL strategies and document strategies in their lesson plans as well as infuse vocabulary development into all math instruction.	5C.1. Principal/Asst. Principal/ CRT/Classroom Teachers	5C.1. Analyze 2013 FCAT Math Assessment Data Monitor/Analyze District Edusoft Benchmark Data and Envision Assessments	5C.1. 2013 FCAT Math Assessment District Edusoft Benchmark Assessment		
Mathematics Goal #5C:_____ *We will reduce the number of ELL students not making satisfactory progress by 3% as measured by the 2013 FCAT.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	62%(111)	*59%*					
		5C.2. Allocation of time on the school master calendar to monitor data and make instructional changes.	5C.2. Meet with teachers bimonthly to monitor data and discuss student progress toward achievement goals and adjust instruction as necessary.	5C.2. Principal/Asst. Principal/ CRT/Classroom Teachers	5C.2. Analyze 2013 FCAT Math Assessment Data Monitor/Analyze District Edusoft Benchmark Data and Envision Assessments	5C.2. 2013 FCAT Math Assessment District Edusoft Benchmark Assessment	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
	5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.	5D.1. Students' individual needs based upon their exceptionality, SES status and lack of prior knowledge/ experiences.	5D.1. All students will use Envision to receive math instruction and teachers will use accommodations and instructional strategies included in students' Individual Education Plans.	5D.1. Principal/Asst. Principal/ CRT/Classroom Teachers/ESE Teachers	5D.1. Analyze 2013 FCAT Math Assessment Data Monitor/Analyze District Edusoft Benchmark Data and Envision Assessments	5D.1. 2013 FCAT Math Assessment District Edusoft Benchmark Assessment		
Mathematics Goal #5D: _We will reduce the number of SWD students not making satisfactory progress by 3% as measured by the 2013 FCAT._	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	_86%(55)_	_83%_					

		5D.2. Students' individual needs based upon their exceptionality, SES status and lack of prior knowledge/ experiences.	5D.2. In addition to their core instruction, students will receive additional targeted instruction based upon the goals of their Individual Education Plans.	5D.2. Principal/Asst. Principal/ CRT/Classroom Teachers/ESE Teachers	5D.2. Analyze 2013 FCAT Math Assessment Data Monitor/Analyze District Edusoft Benchmark Data and Envision Assessments	5D.2. 2013 FCAT Math Assessment District Edusoft Benchmark Assessment	
		5D.3. Allocation of time on the school master calendar to monitor data and make instructional changes.	5D.3. Meet with teachers bimonthly to monitor data and discuss student progress toward achievement goals and adjust instruction as necessary.	5D.3. Principal/Asst. Principal/ CRT/Classroom Teachers/ESE Teachers	5D.3. Analyze 2013 FCAT Math Assessment Data Monitor/Analyze District Edusoft Benchmark Data and Envision Assessments	5D.3. 2013 FCAT Math Assessment District Edusoft Benchmark Assessment	

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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 Disadvantaged students not making satisfactory progress in mathematics.	5E.1. Low SES of student population and lack of prior knowledge/ experiences. Students' lack of basic math computation fluency	5E.1.Teachers will provide instruction to students based upon NGSS/ CCSS and will remediate and provide intervention as needed, using Envision, Moby Math and Compass Learning.	5E.1. Principal/Asst. Principal/ CRT/Classroom Teachers/ESE Teachers	5E.1. Analyze 2013 FCAT Math Assessment Data Monitor/Analyze District Edusoft Benchmark Data and Envision Assessments	5E.1. 2013 FCAT Math Assessment District Edusoft Benchmark Assessment		
Mathematics Goal #5E: _We will reduce the number of ED students not making satisfactory progress in Math by 3% as measured by the 2013 FCAT._	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	_57%(201)_	_54%_					
		5E.2. Allocation of time on the school master calendar to monitor data and make instructional changes.	5E.2. Meet with teachers bimonthly to monitor data and discuss student progress toward achievement goals and adjust instruction as necessary.	5E.2. Principal/Asst. Principal/ CRT/Classroom Teachers/ESE Teachers	5E.2. Analyze 2013 FCAT Math Assessment Data Monitor/Analyze District Edusoft Benchmark Data and Envision Assessments	5E.2. 2013 FCAT Math Assessment District Edusoft Benchmark Assessment	

		5E.3.	5E.3.	5E.3.	5E.3.	5E.3.	

End of Elementary School Mathematics Goals

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Compass Learning	K - 5	Consultant	School-wide	October, 2012	Informal Observations, Lesson Plans, Data Reports	Principal/Asst. Principal
Marzano Teacher Assessment Learning Goals and Scales	K - 5	Assistant Principal/ CRT	School-wide	Ongoing	PLC Mtgs., Informal Observations, Lesson Plans	Principal/Asst. Principal
Common Core Standards	K - 5	CRT/Selected Teachers	School-wide	Ongoing	PLC Mtgs., Informal Observations, Lesson Plans	Principal/Asst. Principal
Response To Intervention	K - 5	Staffing Specialist	School-wide	Ongoing	RTI Mtgs., Informal Observations, Progress Monitoring Mtgs.	Principal/Asst. Principal

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

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Core math instructional materials,	Consumable Envision Materials	School Budget	$10,000
Additional practice/remediation	Compass Learning	School Budget	Cost included in Reading Goal
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Additional practice/remediation	Compass Learning	School Budget	Cost included in Reading Goal
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total: $10,000			

End of Mathematics Goals

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Elementary and Middle School Science Goals

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

Elementary and Middle Science Goals	Problem-Solving Process to Increase Student 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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1A. FCAT 2.0: Students scoring at Achievement Level 3 in science.	1A.1. ELL and SWD needs of the student population, high mobility rate and low SES, lack of exposure and prior knowledge of key science concepts and vocabulary	1A.1. Teachers will use the district order of instruction including Essential Labs, along with Fusion Science materials to provide instruction to all students and infuse vocabulary development throughout all lessons.	1A.1. Principal/Asst. Principal/ CRT/Classroom Teachers	1A.1. Analyze 2013 FCAT Science Assessment Data Monitor/Analyze District Edusoft Benchmark Data	1A.1. 2013 FCAT Science Assessment District Edusoft Benchmark Assessment		

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Science Goal #1A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
We will increase the number of students scoring Level 3 or more in Science by 5% as measured by the 2013 FCAT.							
	25%(31)	30%					
		1A.2. Insufficient time during the school day for students to mater science concepts.	1A.2. Provide opportunities for students to have additional science instruction outside the school day, to include essential labs and vocabulary development	1A.2. Principal/Asst. Principal/ CRT/Classroom Teachers	1A.2. Analyze 2013 FCAT Science Assessment Data Monitor/Analyze District Edusoft Benchmark Data	1A.2. 2013 FCAT Science Assessment District Edusoft Benchmark Assessment	
		1A.3. Allocation of time on the school master calendar; ability of teachers to analyze data and target instruction	1A.3. Meet with teachers periodically to monitor Edusoft Science data and make instructional changes as necessary.	1A.3. Principal/Asst. Principal/ CRT/Classroom Teachers	1A.3. Analyze 2013 FCAT Science Assessment Data Monitor/Analyze District Edusoft Benchmark Data	1A.3. 2013 FCAT Science Assessment District Edusoft Benchmark Assessment	
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
Science Goal #1B: *N/A*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*				
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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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. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.	2A.1. ELL and SWD needs of the student population, high mobility rate and low SES, lack of exposure and prior knowledge of key science concepts and vocabulary	2A.1. Teachers will use the district order of instruction and the Essential Labs, along with Fusion Science materials to provide instruction to all students, infusing vocabulary development into all lessons. Enrichment activities, including additional labs will be provided.	2A.1. Principal/Asst. Principal/ CRT/Classroom Teachers	2A.1. Analyze 2013 FCAT Science Assessment Data Monitor/Analyze District Edusoft Benchmark Data	2A.1. 2013 FCAT Science Assessment District Edusoft Benchmark Assessment		
Science Goal #2A: *We will increase the number of students scoring Level 4 or higher in Science by 3% as measured by 2013 FCAT.*	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	10% (13)	13%					

		2A.2. Insufficient time during the school day for students to receive enrichment activities for science.	2A.2. Provide opportunities for students to have additional science instruction outside the school day, to include essential labs and vocabulary development	2A.2. Principal/Asst. Principal/ CRT/Classroom Teachers	2A.2. Analyze 2013 FCAT Science Assessment Data Monitor/Analyze District Edusoft Benchmark Data	2A.2. 2013 FCAT Science Assessment District Edusoft Benchmark Assessment	
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	
2B. Florida Alternate Assessment: **Students scoring at or above Level 7 in science.**	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		
Science Goal #2B: *N/A*	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		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

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Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Order of Instruction	School-wide	Kimberly Hartley	School-wide	January 2013	Informal Observations, Lesson Plans	Principal/Asst. Principal
Essential Labs	School-wide	Kimberly Hartley	School-wide	January 2013	Informal Observations, Lesson Plans	Principal/Asst. Principal
Science Fusion Training	School-wide	Consultant	School-wide	August 2012	Informal Observations, Lesson Plans	Principal/Asst. Principal

Science Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Essential Labs	Materials for Essential Labs	District and School Budget	$10,000
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount

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Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:$10,000			
Total:			

End of Science Goals

Writing Goals

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

Writing Goals	Problem-Solving Process to Increase Student 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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

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1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.	1A.1. Students' lack of prior knowledge/ experiences with writing and unfamiliarity with the writing process.	1A.1.All students will receive writing instruction using Write . . . From the Beginning and Thinking Maps, as well as the language arts component of Imagine It!	1A.1. Principal/Asst. Principal/ CRT/Classroom Teachers	1A.1. Analyze 2013 FCAT Writing Assessment Data Monitor/Analyze WriteScore Assessment Data	1A.1. 2013 FCAT Writing Assessment		
Writing Goal #1A: *We will improve the percentage of students scoring at the satisfactory level by 5% as measured by the 2013 FCAT Writing Assessment.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	76% (87) of students at satisfactory performance.	*81% of students at satisfactory performance.*					
		1A.2. Allocation of time in the instructional day and ability of teachers to effectively analyze data	1A.2. Students will be assessed periodically using school-wide writing prompts and WriteScore assessments and teachers will analyze data from these assessments to differentiate/target instruction	1A.2. Principal/Asst. Principal/ CRT/Classroom Teachers	1A.2. Analyze 2013 FCAT Writing Assessment Data Monitor/Analyze WriteScore Assessment Data	1A.2. 2013 FCAT Writing Assessment	
		1A.3. Time in the school day for additional writing practice and instruction.	1A.3. 4th Grade students will be provided opportunities for additional writing instruction and practice outside the school day.	1A.3. Principal/Asst. Principal/ CRT/Classroom Teachers	1A.3. Analyze 2013 FCAT Writing Assessment Data Monitor/Analyze WriteScore Assessment Data	1A.3. 2013 FCAT Writing Assessment	
1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		

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Writing Goal #1B: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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Writing Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Thinking Maps	All Grades	Lindsey Snell/ Lourdes Suarez	School-wide	August, 2012	Informal Observations, Lesson Plans	Principal/Asst. Principal
Writing Rubric Training	All Grades	Ronnie Waldman	School-wide	October, 2012	Progress Monitoring Meetings	Principal/Asst. Principal

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
Core writing materials/assessments	WriteScore Assessment, Thinking Maps and Write From the Beginning Materials	School Budget	$10,000
Subtotal:			
Technology			

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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: $10,000			

End of Writing Goals

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Attendance Goal(s)

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

Attendance Goal(s)	Problem-solving Process to Increase Attendance						
Based on the analysis of attendance data and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Attendance	1.1. High mobility rate and parents' ability/ willingness to attend meetings and ensure their students are in school and on time daily.	1.1.Provide Child Study Team meetings for parents to reinforce the importance of school attendance and its impact on academic achievement.	1.1.Registrar, Teachers, Social Worker, Administrators	1.1.Monitor the attendance data throughout the 2012 – 2013 school year.	1.1.District Student Management System and Enterprise Data Warehouse		
Attendance Goal #1: *We will increase our average daily attendance by 2%.*	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*					
	93% (697)	*95%*					

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	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)				
	44% (326)	*(250)*				
	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)				
	17% (129)	*(75)*				
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.

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Attendance Professional Development

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

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
N/A			
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
N/A			

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

End of Attendance Goals

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Suspension Goal(s)

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

Suspension Goal(s)	Problem-solving Process to Decrease Suspension						
Based on the analysis of suspension data, and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Suspension	1.1.Allocation of time to introduce, implement and monitor expectations. Parental support for school-wide expectations.	1.1.Implement a school-wide behavior management system, including consistent behavioral expectations, rewards, consequences and character education. (BUCKS)	1.1.Administration, Instructional and Classified Staff, School Resource Officer	1.1.Analyze and compare suspension data from 2011-2012 to 2012-2013.	1.1.Enterprise Data Warehouse		
Suspension Goal #1: _We will reduce our number of out of school suspensions by 10._	2012 Total Number of In –School Suspensions	2013 Expected Number of In- School Suspensions					
	_1_	_N/A_					
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In -School					
	_1_	_N/A_					

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	2012 Total Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions					
	78	68					
	2012 Total Number of Students Suspended Out- of- School	2013 Expected Number of Students Suspended Out- of-School					
	55	50					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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Suspension Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
School-wide Behavior Mangagement Plan	All	Behavior Specialist	Schoolw-wide	August, 2012	Review referral/suspension data	Principal/Asst. Principal

Suspension Budget (Insert rows as needed)

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

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Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
N/A			
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Provide student incentives for appropriate behavior.	Student Rewards	School Budget	$1,000
Subtotal:			
Total: $1,000			

End of Suspension Goals

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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 Involvement						
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. Parent Involvement	1.1.Parents inability and/ or willingness to participate in activities offered by the school.	1.1. Provide opportunities for parents to learn activities that they can do at home with students to help them meet achievement goals (Math/ Reading Nights)	1.1.Principal/Asst. Principal/ CRT/Classrom Teachers	1.1.Analyze number of parents participating and compare that to 2011 – 2012 data.	1.1.Parent sign-in sheets/ survey		
Parent Involvement Goal #1:_ _During the 2012 – 2013 school year our percentage of parents participating in school activities will increase by 5%._	2012 Current Level of Parent Involvement:*	2013 Expected Level of Parent Involvement:*					
	_25% (187)_	_30%_					

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| | | 1.2. Parents inability and/ or willingness to participate in activities offered by the school. | 1.2.Provide parent workshops for our ELL students to assist parents with strategies that will help their students with language acquisition | 1.2. Principal/Asst. Principal/ CRT/Classrom Teachers | 1.2. Analyze number of parents participating and compare that to 2011 – 2012 data. | 1.2. Parent sign-in sheets/survey | |
| | | 1.3. Parents inability and/ or willingness to participate in activities offered by the school. | 1.3.Provide activities for parents to bring their students and participate in family building/bonding | 1.3. Principal/Asst. Principal/ CRT/Classrom Teachers | 1.3. Analyze number of parents participating and compare that to 2011 – 2012 data. | 1.3. Parent sign-in sheets/survey | |

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

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Parent Involvement Budget

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
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
	Materials for Parent Workshops, Student Planners for Home/School Connection, Resource Position for Parent Involvement	Title One School Budget	$100,000
Subtotal:			
Total:$100,000			

End of Parent Involvement Goal(s)

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
STEM Goal #1: *Increase awareness of STEM careers in all grade levels.*	1. Allocation of time and the securing of volunteers to come and speak with students	1.1. Selected teachers will use Partners in Education contacts, Additions contacts, etc to identify individuals who have a STEM related career and have them provide information to students regarding those careers.	1.1. Principal/Asst. Principal/CRT/Classrom Teachers	1.1. Review the number of classes who had presentations by volunteers in STEM related careers.	1.1.Sign-in sheets (Teach-In, Additions, Visitors Log)
	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)					

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

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STEM Budget (Insert rows as needed)

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

End of STEM Goal(s)

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Additional Goal(s)	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Additional Goal	1. Allocation of time in the instructional day and the willingness/ability of parents to allow their students to participate.	1.1. We will participate in "A Gift for Music" grant for 3rd – 5th grade students. Our chorus will perform for Veteran's Day, Winter Holiday and Spring Concerts. Each grade level will have a performance night throughout the school year.	1.1.Music Teacher, Classroom Teachers, Principal/Asst. Principal	1.1.Student participation in these activities and parent attendance at these activities.	1.1.Attendance/sign in sheets.		

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Additional Goal #1: *We will increase the number of opportunities our students have to participate in fine arts activities.*	2012 Current Level :*	2013 Expected Level :*				
	There were 5 opportunities for students to participate in fine arts activities.	*There will be 10 opportunities for students to participate in fine arts activities.*				
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.

	Problem-Solving Process to Increase					

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Additional Goal(s)	Student Achievement						
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Additional Goal	1.1. See SIP Goal 5B	1.1.	1.1.	1.1.	1.1.		
Additional Goal #2: *We will decrease the disproportionate classification in Exceptional Education.* *See SIP Goal 5B*	2012 Current Level :*	2013 Expected Level :*					
	Enter numerical data for current goal in this box.	*Enter numerical data for expected goal in this box.*					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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Additional Goal(s)	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3. Additional Goal	1.1. See SIP Goal 2A	1.1.	1.1.	1.1.	1.1.		
Additional Goal #3: *We will increase college and career readiness for our students.* *See SIP Goal 2A*	2012 Current Level :*	2013 Expected Level :*					
	Enter numerical data for current goal in this box.	*Enter numerical data for expected goal in this box.*					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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Additional Goal(s)	Problem-Solving Process to Increase Student Achievement					
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
4. Additional Goal	1.1. There is no VPK offered at Forsyth Woods in 2012-2013.	1.1.	1.1.	1.1.	1.1.	
Additional Goal #4: Increase by 3 to 5% - The Percent of VPK Students Who Will Enter Elementary School Ready Based on FLKRS Data (score 70% and above)	2012 Current Level :*	2013 Expected Level :*				
	NA	NA				
		1.2.	1.2.	1.2.	1.2.	1.2.

		1.3.	1.3.	1.3.	1.3.	1.3.	

Additional Goal(s)	**Problem-Solving Process to Increase Student Achievement**						
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5. Additional Goal	1.1. . *See Goal #1A*	1.1.	1.1.	1.1.	1.1.		
Additional Goal #5: Reading by Age 9 *See Goal #1A*	2012 Current Level :* *See Goal #1A*	2013 Expected Level :* *See Goal #1A*					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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Additional Goal(s)	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
6. Additional Goal	1.1. See Math #4A	1.1.	1.1.	1.1.	1.1.		
Additional Goal #6: Math Fluency See Math #4A	2012 Current Level :* See Math #4A	2013 Expected Level :* See Math #4A					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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Additional Goal(s)	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
4. Additional Goal	1.1. See Reading Goal #5B-E See Math Goal #5B-E	1.1.	1.1.	1.1.	1.1.		
Additional Goal #7: Decrease the achievement gap See Reading Goal #5B-E See Math Goal #5B-E	2012 Current Level :*	2013 Expected Level :*					
	See Reading Goal #5B-E See Math Goal #5B-E	See Reading Goal #5B-E See Math Goal #5B-E					

		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Final Budget (Insert rows as needed)

Please provide the total budget from each section.
Reading Budget
Total:$90,000
CELLA Budget
Total:$0
Mathematics Budget
Total:$10,000
Science Budget
Total:$10,000
Writing Budget
Total:$10,000
Civics Budget
Total:$0
U.S. History Budget
Total:$0
Attendance Budget
Total:$0
Suspension Budget
Total:$0
Dropout Prevention Budget

	Total:$0
Parent Involvement Budget	
	Total:$100,000
STEM Budget	
	Total:$0
CTE Budget	
	Total:$0
Additional Goals	
	Total:$0
	Grand Total:$220,000

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Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

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

School Differentiated Accountability Status		
▢Priority	▢Focus	▢Prevent

Are you reward school? ▢Yes   ▢No
(A reward school is any school that has improved their letter grade from the previous year or any A graded school.)

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

School Advisory Council (SAC)

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

▢ Yes   ▢ No

If No, describe the measures being taken to comply with SAC requirements.
Describe the activities of the SAC for the upcoming school year.
SAC will meet regularly to review the progress toward meeting our school improvement goals and making recommendations for modifications/ adjustments throughout the year.

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Describe the projected use of SAC funds.	Amount
Additional support/intervention materials for at-risk students in our ELL and SWD subgroups.	Approximately $5000