Florida Department of Education

DRAFT School Improvement Plan (SIP)
Form SIP-1

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: Compass Middle Charter School	District Name: Polk County
Principal: Anita Fine	Superintendent: Dr. Sherrie Nickell
SAC Chair: Latoya Goodwine	Date of School Board Approval:

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.
School Grades Trend Data (Use this data to complete Sections 1-4 of the reading and mathematics goals and Sections 1 and 2 of the writing and science goals.)
Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data (Use this data to inform the problem-solving process when writing goals.)
High School Feedback Report
K-12 Comprehensive Research Based Reading Plan

Administrators

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/ statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)

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Principal	Anita Fine	Ed. S in Educational Leadership from Nova Southeastern University, MATL in Curriculum and Instruction from Nova Southeastern University, BA in Theatre Performance from Florida Southern College Certified in Educational Leadership, English 6-12, ESE K-12, Drama 6-12, and MGIC 5-9	1	2	Sleepy Hill Middle School: 2011-2012: Grade: D, Reading mastery:38%, Math mastery: 30%, Writing mastery: 77%, Science mastery: 25% 2010-2011: Grade: C, Reading mastery:52 % , Math mastery:46 % Writing mastery: 75% , Science mastery: 24%, 67% AYP Criteria met
Assistant Principal	Jennifer Jackson	B.S. Business Administration from Bethune Cookman College M.S. Education Leadership from Nova University Certified Mathematics and Educational Leadership	9	9	Compass Middle Charter School: 2011-2012 Declining Rating, 38% Reading Gains, 46% Math gains 2010-2011 Maintaining rating, 82% AYP criteria met 2009-2010 Improvement rating, 90% of AYP criteria met 2008-2009 Improvement rating, 95% of AYP met 2007-2008 Maintaining rating, 74% of AYP criteria met 2006-2007 Passing rating, 82% of AYP criteria met 2005-2006 Passing rating, 82% of AYP criteria met 2004-2005 earned grade of "D" 70% of AYP criteria met 2003-2004 earned grade of "F", 70% of AYP criteria met

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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)
Reading	Amy Blocher	M.Ed. Secondary Education, Reading Endorsement and ESOL Endorsement	3	7	Compass Charter Middle School: 2011-2012 Declining Rating, 38% Reading Gains, 46% Math gains 2010-2011 Maintaining rating, 82% AYP criteria met 2009-2010 Improvement rating, 90% of AYP criteria met

Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date
Monthly meetings highlighting topics/issues of concern.	Principal, Reading AIF	05-2013
Attend recruitment job fairs	Administration	06-2013
Feedback on evaluations/classroom walk-through throughout the year under the direction of Learning- Focused Strategies (LFS) Model.	Principal, AP, Reading AIF	06-2013
Offer safe/orderly work environment	Administration	06-2013
Additional training, strategies, and support in classroom management for new teachers and/or teachers in need of help.	Principal, Reading AIF	05-2013

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Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who are NOT highly effective.
*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
27%(3)	PD for certification in ESOL

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
11	9% (1)	9% (1)	46% (5)	36% (4)	27% (3)	100% (11)	27% (3)	0% (0)	36% (4)

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
Amy Blocher, AIF	Johelen Hawkins	Amy is in the AIF for the school and LFS Facilitator, designated as mentor for all first year teachers.	Completion of the PEC program, lesson plan monitoring, observations of classroom instruction with constructive feedback, monthly meetings, individualized PD on areas in need of improvement

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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: Title I, Part A funds school-wide services to Compass Middle Charter School. The Title I funds provide supplemental instructional resources and interventions for students with academic achievement needs. This program supports summer instructional programs, supplemental instructional materials, technology for students, professional development for the staff, and resources for parents.
Title I, Part C- Migrant: Compass Middle Charter School currently does not have any migrant students enrolled for the 2012-2013 school year. If a migrant student were to enroll, Migrant students enrolled in Compass Middle Charter School will be assisted by the school and by the District Migrant Education Program (MEP). Students will be prioritized by the MEP for supplemental services based on need and migrant status. They provide support to both students and parents in locating services necessary to ensure the academic success of these students whose education has been interrupted by numerous moves.
Title I, Part D: Compass Middle Charter School is not listed as a Department of Juvenile Justice (DJJ) facility or a zoned home school and is therefore not a participant of transition facilitators.
Title II: Compass Middle Charter School does not use Title II funds.
Title III: Compass Middle Charter School does not use Title III funds:
Title X- Homeless: The Hearth program, funded through Title X, provides support for identified homeless students. Title I provides additional support for this program, and many activities implemented by the Hearth program are carried out in cooperation with the Migrant Education Program (MEP) funded through Title I, Part C.
Supplemental Academic Instruction (SAI):   Compass Middle Charter School does not receive supplemental academic instruction units.
Violence Prevention Programs: Compass Middle Charter School provides violence and drug prevention programs in order to promote a safe school environment. Examples of violence prevention programs include anti-bullying, gang awareness, gun awareness, etc.

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Nutrition Programs:
This school is not a location for a summer feeding program for the community.

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

Head Start:
Head Start is not located on our campus.

Adult Education:
Students are provided with information related to adult education options upon request.

Career and Technical Education:
All eighth grade students are enrolled in a Career Development course through their eighth grade course requirement and receive assistance through the Choices program. The guidance counselor meets with all eighth grade students as they discover their career interests and plan for their high school course load.

Job Training:
Compass Middle Charter School does not partake in extensive job training through the curriculum.

Other:

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

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School-Based MTSS/RtI Team
Identify the school-based MTSS leadership team.   Principal, Anita Fine, and Assistant Principal, Jennifer Jackson: Provide a common vision for the use of data-based decision-making, ensures that the school-based team is implementing MTSS, conducts assessment of MTSS skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with parents regarding school-based MTSS plans and activities.   Leadership Team Members, Olivia Hazell and Sheritta Morris: Provide information about core instruction, participates in student data collection, delivers Tier 1 instruction/ intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.   Instructional Coach, Amy Blocher: Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches.
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 will meet at least once a month (more frequently as needed), facilitated by the principal, to engage in the following activities: Review school-wide, grade-level, and teacher data to problem solve interventions on a systematic level and identify students meeting/exceeding benchmarks as well as those at moderate or high risk for not meeting benchmarks. This will be done at least three times per year or as data is available. Help teachers design feasible strategies and interventions for struggling students by collaborating regularly, problem solving, sharing effective practices, evaluating implementation, assisting in making decisions for the school teachers, and student improvement. Facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation. Focus on improving student achievement outcome with evidence based interventions implemented with fidelity and frequent progress monitoring. Foster a sense of collegiality and mutual support among educators, promote the use of evidence-based interventions, and support teachers in carrying out intervention plans.
Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the RtI problem-solving process is used in developing and implementing the SIP?   The MTSS Leadership Team met with the School Advisory Council (SAC) and principal to help develop the SIP. The team provided data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that needed to be addressed; helped set clear expectations for instruction (Rigor, Relevance, Relationship); facilitated the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and aligned processes and procedures.
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 from previous year's FCAT scores, baseline on demand writing assessment, and the beginning of the year baseline Discovery Education Program assessment. Progress Monitoring is gathered two more times throughout the year through the Discovery Education Program and on demand writing assessments. Other progress monitoring data is collected through teacher assessment. End of year data is gathered through Discovery Education Program assessments and FCAT. Data is discussed and analyzed at least monthly in the MTSS team meetings.
Describe the plan to train staff on MTSS.   Professional development will be provided during teachers' common planning time and small sessions will occur throughout the year. The MTSS overview will take place in mid-August/September. The MTSS team will also evaluate additional staff PD needs during the monthly MTSS Team meetings.

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Describe the plan to support MTSS.
The team will have monthly meetings to discuss and develop plans for students identified as being At-Risk. Identified students will be monitored by the team as they progress through MTSS. All staff will follow the implementation plan to follow MTSS where students first identified will be given reinforced instruction through computer based programs, peer teachers, small groups, and pull out individualized instruction provided by the AIF.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). The Literacy Leadership Team is composed of the principal (Anita Fine), assistant principal (Jennifer Jackson), AIF (Amy Blocher), and Reading teachers (Sherrita Morris and Paula Santiago).
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). Scheduled monthly meetings facilitated by the principal. Each member is responsible for contributing to the development of the professional development, pacing guide, curriculum support materials, model effective teaching strategies, analyzing data, and monitor implemented practices.
What will be the major initiatives of the LLT this year? The high yield strategies will consist of summarizing, extended thinking, vocabulary, Depth of Knowledge, project based learning and novel-based instruction.

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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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?

All teachers will participate in Florida Continuous Improvement Sequencing Model which includes teaching reading and administering an assessment tool for each for the clusters in the reading content areas using Odyssey and/or all ancillary materials that provide support in reading clusters. In addition, all teachers will have FCAT Stems task cards that they will use to set up all reading assignments in all classrooms. The AIF will email the monthly reading focus and have PLCs to ensure teachers know how to effectively embed reading strategies in their instruction

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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* 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. -Students have limited access to educated & employed role models. -Parents are not equipped to help students at home.	1A.1. - Establish class routine and a climate of high expectations for students -Provide available resources for check out -Provide opportunities to educate parents on how to continue education at home.	1A.1. -Principal, -Assistant Principal -Title 1 Facilitator - AIF	1A.1. -Monitor use of check out equipment -Monitor participation in parent education programs -Subjective teacher ratings -Classroom observations	1A.1. -Observation of classrooms and parent nights using rubrics		

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Reading Goal #1A: 18% (32) of students in grade 5-8 will achieve mastery by scoring a level 3 by April of 2013 as evidenced by the 2013 FLDE school grades report.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	14% (25) of students scored a level as calculated from Compass'2011-2012 IDEAS report.	18% (32) of students will score a level 3.					
		1A.2. - Some students are not actively engaged in their instruction. -Education is not a priority for all students.	1A.2 -LFS and CISM implementation -Include career and community speakers to provide relevant presentations to students	1A.2. -Principal -Assistant Principal -AIF	1A.2. -Rubrics designed to focus on the specific area when observing classrooms -Discovery progress monitoring assessments	1A.2. -Classroom Walk-Throughs -Student work samples -Progress Monitoring data -FCAT scores	
		1A.3. -Students may not be able to read complex text fluently. -Students may not be able to paraphrase complex text. -Students may not be able to comprehend complex text.	1A.3. -Ongoing, monitored implementation of CISM in all subjects except Mathematics -Use of Marzano's 6-Step Process for Teaching Vocabulary –Implement the study of prefixes, suffixes and roots -Use of writing to summarize	1A.3. -Principal -Assistant Principal -AIG	1A.3. -Rubrics designed to evaluate the use of CISM, Marzano, and Summarization during classroom observations -Discovery progress monitoring assessments	1A.3. -Classroom Walk-Throughs -Benchmark Assessments -Progress Monitoring data -FCAT scores	

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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: Compass Middle Charter School will not partake in the Florida Alternate Assessment.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	No data	*No data*					
		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. -Students are satisfied with just passing (being C student).	2A.1. - Establish class routine and a climate of high expectations for students -Teachers are apprised of academic standing of incoming students - Include career and community speakers to provide relevant presentations to students	2A.1. -Principal -Assistant Principal -AIF	2A.1. - Subjective teacher ratings -Classroom observations -Discovery progress monitoring assessments -FCAT	2A.1. -Grade Reports -Progress Monitoring Data -FCAT		
Reading Goal #2A: 10% (17) of students in grade 5-8 will achieve above mastery by scoring a level 4 or higher by April of 2013 as evidenced by the FLDOE 2013 school grade report.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

	6% (10) of students scored at or above a level 4 in Reading, as calculated from Compass '2011-2012 IDEAS report.	*10% (17) of students will score at or above a level 4 in Reading*					
		2A.2. -Some teachers struggle to design HOT assessments.	2A.2. -PLCs to evaluate test design -PD's on STEM Questions, Depth of Knowledge, and HOTs	2A.2. -Principal -Assistant Principal -AIF	2A.2. -Use of specific rubric for HOTS during classroom walk-throughs -Discovery progress monitoring assessments -FCAT	2A.2. -Classroom walk-throughs -Progress Monitoring Data -FCAT	
		2A.3. - Some students are not challenged & authentically engaged in activities that require students to reason & problem solve.	2A.3. -PLC/Dept. review and comparison of course assignments and test development to avoid drift in grade level expectations -DBQ (Document-based questioning) -Lesson design to include cooperative learning and hands-on activities	2A.3. -Principal -Assistant Principal -AIF	2A.3. -lesson plans -teacher made tests -classroom observations -Discovery progress monitoring assessments -FCAT	2A.3. -Classroom Walk-Throughs -Benchmark Assessments -Progress Monitoring data -FCAT scores	
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: Compass Middle Charter School will not partake in the Florida Alternate Assessment.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	No data	*No Data.*					

		2B.2.	2B.2.	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 reading.	3A.1. -Students have limited access to educated & employed role models. -Parents are not equipped to help students at home.	3A.1. - Establish class routine and a climate of high expectations for students -Provide available resources for check out -Provide opportunities to educate parents on how to continue education at home.	3A.1. -Principal, -Assistant Principal -Title 1 Facilitator - AIF	3A.1. -Monitor use of check out equipment -Monitor participation in parent education programs -Subjective teacher ratings -Classroom observations	3A.1. -Observation of classrooms and parent nights using rubrics		
Reading Goal #3A: 42% (74) of students in grade 5-8 will make learning gains by April of 2013 as evidenced by the FLDOE 2013 school grades report.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

	38% (67) students made learning gains in Reading, as reported in the FLDOE 2012 AMO Report.	*42% (74) of students will make learning gains in Reading*				
		3A.2. - Some students are not actively engaged in their instruction. -Education is not a priority for all students.	3A.2 .-LFS and CISM implementation -Include career and community speakers to provide relevant presentations to students	3A.2. -Principal -Assistant Principal -AIF	3A.2. -Rubrics designed to focus on the specific area when observing classrooms -Discovery progress monitoring assessments	3A.2. -Classroom Walk-Throughs -Student work samples -Progress Monitoring data -FCAT scores	
		3A.3. -Students may not be able to read complex text fluently. -Students may not be able to paraphrase complex text. -Students may not be able to comprehend complex text.	3A.3. -Ongoing, monitored implementation of CISM in all subjects except Mathematics -Use of Marzano's 6-Step Process for Teaching Vocabulary —Implement the study of prefixes, suffixes and roots -Use of writing to summarize	3A.3. -Principal -Assistant Principal -AIG	3A.3. -Rubrics designed to evaluate the use of CISM, Marzano, and Summarization during classroom observations -Discovery progress monitoring assessments	3A.3. -Classroom Walk-Throughs -Benchmark Assessments -Progress Monitoring data -FCAT scores	
3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.		

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Reading Goal #3B: Compass Middle Charter School will not partake in the Florida Alternate Assessment.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	No data	*No data*					
		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		
4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.	4A.1.	4A.1.	4A.1.	4A.1.	4A.1.		
Reading Goal #4A: The state does not provide data on the lowest 25% for Compass Middle Charter School.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	No Data	No Data					
		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 reading.	4B.1.	4B.1.	4B.1.	4B.1.	4B.1.		

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Reading Goal #4B: The state does not provide data on the lowest 25% for Compass Middle Charter School.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	No data	*No data*				
		4B.2.	4B.2.	4B.2.	4B.2.	4B.2.
		4B.3.	4B.3.	4B.3.	4B.3.	4B.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**	21% (37) of students received a satisfactory score on the 2012 FCAT Reading Assessment, as reported in the 2012 AMO report.	36% (63) of students will score satisfactory in Reading by April 2013 as evidenced by the FCAT Reading Assessment.	42% (74) of students will score satisfactory in Reading by April 2014 as evidenced by the FCAT Reading Assessment.	49% (86) of students will score satisfactory in Reading by April 2015 as evidenced by the FCAT Reading Assessment.	55% (97) of students will score satisfactory in Reading by April 2016 as evidenced by the FCAT Reading Assessment.	62% (109) of students will score satisfactory in Reading by April 2017 as evidenced by the FCAT Reading Assessment.
Reading Goal #5A: 36% (63) of students will score satisfactory in Reading by April 2013 as evidenced by the FCAT Reading Assessment.							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in reading.**	5B.1. - Some students are not actively engaged in their instruction. -Education is not a priority for all students.	5B.1. .-LFS and CISM implementation -Include career and community speakers to provide relevant presentations to students	5B.1. -Principal -Assistant Principal -AIF	5B.1. -Rubrics designed to focus on the specific area when observing classrooms -Discovery progress monitoring assessments	5B.1. -Classroom Walk-Throughs -Student work samples -Progress Monitoring data -FCAT scores		

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Reading Goal #5B: 42% (30) of white students, 30% (18) of black students, 32% (12) of Hispanic students will make satisfactory progress in Reading by April of 2013 as evidenced by the FLDOE 2013 AMO report.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	White: 31% (22) Black:11% (6) Hispanic: 18% (7) Asian: N/A American Indian: N/A Made satisfactory progress in reading, as reported in the FLDOE 2012 AMO Report.	White: 42% (30) Black: 30% (18) Hispanic: 32% (12) Asian: N/A American Indian: N/A Will make satisfactory progress in Reading				
		5B.2. -Students may not be able to read complex text fluently. -Students may not be able to paraphrase complex text. -Students may not be able to comprehend complex text.	5B.2. -Ongoing, monitored implementation of CISM in all subjects except Mathematics -Use of Marzano's 6-Step Process for Teaching Vocabulary –Implement the study of prefixes, suffixes and roots -Use of writing to summarize	5B.2. -Principal -Assistant Principal -AIG	5B.2. -Rubrics designed to evaluate the use of CISM, Marzano, and Summarization during classroom observations -Discovery progress monitoring assessments	5B.2. -Classroom Walk-Throughs -Benchmark Assessments -Progress Monitoring data -FCAT scores
		5B.3. -Students have limited access to educated & employed role models. -Parents are not equipped to help students at home.	5B.3. - Establish class routine and a climate of high expectations for students -Provide available resources for check out -Provide opportunities to educate parents on how to continue education at home.	5B.3. -Principal, -Assistant Principal -Title 1 Facilitator - AIF	5B.3. -Monitor use of check out equipment -Monitor participation in parent education programs -Subjective teacher ratings -Classroom observations	5B.3. -Observation of classrooms and parent nights using rubrics

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

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subgroup:							
5C. English Language Learners (ELL) not making satisfactory progress in reading.	5C.1. -Students have limited access to educated & employed role models. -Parents are not equipped to help students at home.	5C.1. - Establish class routine and a climate of high expectations for students -Provide available resources for check out -Provide opportunities to educate parents on how to continue education at home.	5C.1. -Principal, -Assistant Principal -Title 1 Facilitator - AIF	5C.1. -Monitor use of check out equipment -Monitor participation in parent education programs -Subjective teacher ratings -Classroom observations	5C.1. -Observation of classrooms and parent nights using rubrics		
Reading Goal #5C: 17% (2) of ELL students in grade 5-8 will satisfactory progress in Reading in Reading by April of 2013 as evidenced by the FLDOE 2013 AMO report.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Data was not reported due to insignificant number of ELL population.	17% (2) of ELL students will meet AMO's in Reading.					

		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	
		-Students may not be able to read complex text fluently. -Students may not be able to paraphrase complex text. -Students may not be able to comprehend complex text.	-Ongoing, monitored implementation of CISM in all subjects except Mathematics -Use of Marzano's 6-Step Process for Teaching Vocabulary —Implement the study of prefixes, suffixes and roots -Use of writing to summarize	-Principal -Assistant Principal -AIF	-Rubrics designed to evaluate the use of CISM, Marzano, and Summarization during classroom observations -Discovery progress monitoring assessments	-Classroom Walk-Throughs -Benchmark Assessments -Progress Monitoring data -FCAT scores	
		5C.3. Language Students limited expressive and receptive language.	5C.3. LFS follow-up and additional PD, test strategy materials	5C.3. -Principal -Assistant Principal -AIF	5C.3. -Subjective teacher ratings, -Leadership team observation data, - Discovery Education assessments -FCAT. -Classroom Walk-Throughs	5C.3. -Progress Monitoring data -FCAT	
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		

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5D. Students with Disabilities (SWD) not making satisfactory progress in reading.	5D.1. -Students have limited access to educated & employed role models. -Parents are not equipped to help students at home.	5D.1. - Establish class routine and a climate of high expectations for students -Provide available resources for check out -Provide opportunities to educate parents on how to continue education at home.	5D.1. -Principal, -Assistant Principal -Title 1 Facilitator - AIF	5D.1. -Monitor use of check out equipment -Monitor participation in parent education programs -Subjective teacher ratings -Classroom observations	5D.1. -Observation of classrooms and parent nights using rubrics		
Reading Goal #5D: 33% (9) of students with disabilities in grade 5-8 will make satisfactory progress in Reading April of 2013 as evidenced by the FLDOE 2013 AMO report.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	10% (2.6) of students with disabilities made satisfactory progress in reading, as reported in the FLDOE 2012 AMO report.	33 % (9) of students with disabilities will make satisfactory progress in reading.					

		5D.2. -Students may not be able to read complex text fluently. -Students may not be able to paraphrase complex text. -Students may not be able to comprehend complex text.	5D.2. -Ongoing, monitored implementation of CISM in all subjects except Mathematics -Use of Marzano's 6-Step Process for Teaching Vocabulary –Implement the study of prefixes, suffixes and roots -Use of writing to summarize	5D.2. -Principal -Assistant Principal -AIG	5D.2. -Rubrics designed to evaluate the use of CISM, Marzano, and Summarization during classroom observations -Discovery progress monitoring assessments	5D.2. -Classroom Walk-Throughs -Benchmark Assessments -Progress Monitoring data -FCAT scores	
		5D.3. -Students are not provided modifications and accommodations.	5D.3. -Provide PD on LFS Scaffolding	5D.3. -Principal -Assistant Principal -AIF	5D.3. -Classroom walk-throughs -Monthly Consultations with students	5D.3. -Student work samples -Progress Monitoring data -FCAT scores	

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		

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5E. Economically Disadvantaged students not making satisfactory progress in reading.	5E.1. -Students have limited access to educated & employed role models. -Parents are not equipped to help students at home.	5E.1. - Establish class routine and a climate of high expectations for students -Provide available resources for check out -Provide opportunities to educate parents on how to continue education at home.	5E.1. -Principal, -Assistant Principal -Title 1 Facilitator - AIF	5E.1. -Monitor use of check out equipment -Monitor participation in parent education programs -Subjective teacher ratings -Classroom observations	5E.1. -Observation of classrooms and parent nights using rubrics		
Reading Goal #5E: 35% (55) of economically disadvantaged students in grade 5-8 will make satisfactory progress in Reading by April of 2013 as evidenced by the FLDOE 2013 AMO report.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	20% (31) of economically disadvantaged students made satisfactory progress in reading, as reported in the FLDOE 2012 AMO report.	35% (55) of economically disadvantaged students will make satisfactory progress in Reading.					

		5E.2. -Students may not be able to read complex text fluently. -Students may not be able to paraphrase complex text. -Students may not be able to comprehend complex text.	5E.2. -Ongoing, monitored implementation of CISM in all subjects except Mathematics -Use of Marzano's 6-Step Process for Teaching Vocabulary —Implement the study of prefixes, suffixes and roots -Use of writing to summarize	5E.2. -Principal -Assistant Principal -AIG	5E.2. -Rubrics designed to evaluate the use of CISM, Marzano, and Summarization during classroom observations -Discovery progress monitoring assessments	5E.2. -Classroom Walk-Throughs -Benchmark Assessments -Progress Monitoring data -FCAT scores	
		5E.3. - Some students are not actively engaged in their instruction. -Education is not a priority for all students.	5E.3. -LFS and CISM implementation -Include career and community speakers to provide relevant presentations to students	5E.3. -Principal -Assistant Principal -AIF	5E.3 -Rubrics designed to focus on the specific area when observing classrooms -Discovery progress monitoring assessments	5E.3. -Classroom Walk-Throughs -Student work samples -Progress Monitoring data -FCAT scores	

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

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CISM	All	District	New Teachers and Teachers not yet trained	October and November, through District	Lesson Plans for Review and Classroom Observation	AIF, Assistant Principal, Principal
Marzano 6-Step Vocabulary	All	AIF, Principal	All Teachers	9/19 During Morning Training Time	Lesson Plans for Review and Classroom Observation using Rubric for Evaluation	AIF, Assistant Principal, Principal
Write to Summarize	All	AIF, Principal	All Teachers	9/19 During Morning Training Time	Lesson Plans for Review and Classroom Observation using Rubric for Evaluation	AIF, Assistant Principal, Principal
HOTS/DOK/STEM Questions	All	AIF, Principal	All Teachers	11/28 and 12/19 During Morning Training Time	Lesson Plans for Review and Classroom Observation using Rubric for Evaluation	AIF, Assistant Principal, Principal
Evaluation of Test Design	All	AIF, Principal	All Teachers	1/16 During Morning Training Time	Lesson Plans for Review and Classroom Observation using Rubric for Evaluation	AIF, Assistant Principal, Principal
LFS Catching Kids Up	All	AIF, Principal	All Teachers	1/7 Staff Development Day	Lesson Plans for Review and Classroom Observation using Rubric for Evaluation	AIF, Assistant Principal, Principal
Project Based Learning	All	AIF, Principal	All Teachers	2/20 and 3/20 During Morning Training Time	Lesson Plans for Review and Classroom Observation using Rubric for Evaluation	AIF, Assistant Principal, Principal

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
High Interest Novels	Novels of high interest for students available for check out and novel studies	General Fund	$500.00
Reading Teacher	Instructional duties	Title I	$56,029.00
Subtotal: $56,526.00			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Failure Free Reading	An interactive intensified reading program	General Fund	$3600.00
Subtotal: $2000.00			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
LFS Catching Kids Up	Research based strategies for scaffolding	General Fund	$650.00

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Subtotal: $650.00			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total: $60,779.00			

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

CELLA Goals	Problem-Solving Process to Increase Language Acquisition				
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring proficient in listening/speaking.	1.1 -Students have limited access to educated & employed role models. -Parents are not equipped to help students at home.	1.1 - Establish class routine and a climate of high expectations for students -Provide available resources for check out -Provide opportunities to educate parents on how to continue education at home.	1.1. -Principal, -Assistant Principal -Title 1 Facilitator - AIF	1.1 -Monitor use of check out equipment -Monitor participation in parent education programs -Subjective teacher ratings -Classroom observations	1.1 -Observation of classrooms and parent nights using rubrics

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CELLA Goal #1:	2012 Current Percent of Students Proficient in Listening/Speaking:				
87% (11) of students in grade 5-8 taking the CELLA test will score proficient in listening/ speaking by April 2013 as evidenced by CELLA 2013 spring report.					
	62% (8) of students were proficient in listening/speaking, as reported on the CELLA 2012 spring report.				
		1.2 -Students may not be able to understand complex text fluently. -Students may not be able to paraphrase complex text.	1.2 -Ongoing, monitored implementation of CISM in all subjects except Mathematics -Use of Marzano's 6-Step Process for Teaching Vocabulary —Implement the study of prefixes, suffixes and roots -Use of talk aloud to summarize	1.2 -Principal -Assistant Principal -AIF	1.2 -Rubrics designed to evaluate the use of CISM, Marzano, and Summarization during classroom observations -Discovery progress monitoring assessments	1.2 -Classroom Walk-Throughs -Benchmark Assessments -Progress Monitoring data -FCAT scores
		1.3 - Some students are not actively engaged in their instruction. -Education is not a priority for all students.	1.3 .-LFS and CISM implementation -Include career and community speakers to provide relevant presentations to students	1.3 -Principal -Assistant Principal -AIF	1.3 -Rubrics designed to focus on the specific area when observing classrooms -Discovery progress monitoring assessments	1.3. -Classroom Walk-Throughs -Student work samples -Progress Monitoring data -FCAT scores
Students read grade-level text in English in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
2. Students scoring proficient in reading.	2.1 -Students have limited access to educated & employed role models. -Parents are not equipped to help students at home.	2.1 - Establish class routine and a climate of high expectations for students -Provide available resources for check out -Provide opportunities to educate parents on how to continue education at home.	2.1. -Principal, -Assistant Principal -Title 1 Facilitator - AIF	2.1 -Monitor use of check out equipment -Monitor participation in parent education programs -Subjective teacher ratings -Classroom observations	2.1 -Observation of classrooms and parent nights using rubrics	

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<table>
<tr><td>CELLA Goal #2:

54% (7) of students in grade 5-8 taking the CELLA test will score proficient in Reading by April 2013 as evidenced by CELLA 2013 spring report.</td><td>2012 Current Percent of Students Proficient in Reading:</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td>*25% (3) of students were proficient in Reading, as reported on the CELLA 2012 spring report..*</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td>2.2
-Students may not be able to read complex text fluently.
-Students may not be able to paraphrase complex text.
-Students may not be able to comprehend complex text.</td><td>2.2
-Ongoing, monitored implementation of CISM in all subjects except Mathematics
-Use of Marzano's 6-Step Process for Teaching Vocabulary
—Implement the study of prefixes, suffixes and roots
-Use of writing to summarize</td><td>2.2
-Principal
-Assistant Principal
-AIF</td><td>2.2
-Rubrics designed to evaluate the use of CISM, Marzano, and Summarization during classroom observations
-Discovery progress monitoring assessments</td><td>2.2
-Classroom Walk-Throughs
-Benchmark Assessments
-Progress Monitoring data
-FCAT scores</td></tr>
<tr><td></td><td></td><td>2.3
- Some students are not actively engaged in their instruction.
-Education is not a priority for all students.</td><td>2.3
.-LFS and CISM implementation
 -Include career and community speakers to provide relevant presentations to students</td><td>2.3
-Principal
-Assistant Principal
-AIF</td><td>2.3
-Rubrics designed to focus on the specific area when observing classrooms
-Discovery progress monitoring assessments</td><td>2.3.
-Classroom Walk-Throughs
-Student work samples
-Progress Monitoring data
-FCAT scores</td></tr>
<tr><td>Students write in English at grade level in a manner similar to non-ELL students.</td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td><td></td></tr>
<tr><td>**3. Students scoring proficient in writing.**</td><td>3.1
-Students have limited access to educated & employed role models.
-Parents are not equipped to help students at home.</td><td>3.1
- Establish class routine and a climate of high expectations for students
-Provide available resources for check out
-Provide opportunities to educate parents on how to continue education at home.</td><td>3.1.
-Principal,
-Assistant Principal
-Title 1 Facilitator
- AIF</td><td>3.1
-Monitor use of check out equipment
-Monitor participation in parent education programs
-Subjective teacher ratings
 -Classroom observations</td><td>3.1
-Observation of classrooms and parent nights using rubrics</td><td></td></tr>
</table>

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CELLA Goal #3:	2012 Current Percent of Students Proficient in Writing :				
46% (6) of students in grade 5-8 taking the CELLA test will score proficient in Writing by April 2013 as evidenced by CELLA 2013 spring report.					
	15% (2) of students were proficient in writing, as reported on the CELLA 2012 spring report.				
		3.2 -Students may not be able to read complex text fluently. -Students may not be able to paraphrase complex text. -Students may not be able to comprehend complex text.	3.2 -Ongoing, monitored implementation of CISM in all subjects except Mathematics -Use of Marzano's 6-Step Process for Teaching Vocabulary −Implement the study of prefixes, suffixes and roots -Use of writing to summarize	3.2 -Principal -Assistant Principal -AIF	3.2 -Rubrics designed to evaluate the use of CISM, Marzano, and Summarization during classroom observations -Discovery progress monitoring assessments	3.2 -Classroom Walk-Throughs -Benchmark Assessments -Progress Monitoring data -FCAT scores
		3.3 - Some students are not actively engaged in their instruction. -Education is not a priority for all students.	3.3 .-LFS and CISM implementation -Include career and community speakers to provide relevant presentations to students	3.3 -Principal -Assistant Principal -AIF	3.3 -Rubrics designed to focus on the specific area when observing classrooms -Discovery progress monitoring assessments	3.3. -Classroom Walk-Throughs -Student work samples -Progress Monitoring data -FCAT scores

CELLA Budget (Insert rows as needed)

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

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Strategy	Description of Resources	Funding Source	Amount
Failure Free Reading	An interactive intensified reading program	General Fund	$3600.00
Subtotal: $3600.00			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
LFS Catching Kids Up	Research based strategies for scaffolding	General Fund	$650.00
Subtotal: $650.00			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total: $4,250.00			

End of CELLA Goals

Elementary School Mathematics Goals

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

Elementary Mathematics Goals	Problem-Solving Process to Increase Student Achievement					

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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		
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.	1A.1. -Teacher needs to consistently deliver math lessons that include collaborative structures, distributive practice, and distributive summarizing. -Teacher needs to provide a seamlessly paced math lesson to promote optimal student learning.	1A.1. -Utilize current math events to engage students in discourse relating curriculum to real world issues through the use of articles or other media types. -Student discourse is facilitated through collaborative structures embedded in lessons. -Increase the use of projects within the curriculum and de-emphasize lecture.	1A.1. -Principal -Assistant Principal -AIF	1A.1 -Rubrics designed to focus on the specific area when observing classrooms -Discovery progress monitoring assessments	1A.1. Classroom Walk-Through -Benchmark Assessments -Progress Monitoring data -FCAT scores		

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Mathematics Goal #1A: 23% (8) of students in grade 5 will achieve mastery by scoring a level 3 by April of 2013 as evidenced by the FLDOE 2013 school grades report.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	6% (2) of 5th grade students scored an achievement level of 3, as calculated from Compass'2011-2012 IDEAS report.	*23% (8) of 5th grade students will score an achievement level of 3*					
		1A.2. -Teacher needs instructional practices in math to reflect extensive development of students' understanding of each lesson by seamlessly communicating what students will know or be able to do.	1A.2. -Utilize LFS strategies such as posting and referring to the LEQ during instruction, connecting to prior knowledge, and embedded assessments (assessment prompts, distributed summarization) to provide a focus to the lesson.	1A.2. -AIF -Principal -Assistant Principal	1A.2. -Rubrics designed to focus on implementation of LFS when observing classrooms -Discovery progress monitoring assessments	1A.2. -Classroom Walk-through -Progress Monitoring Data -FCAT Sc ores	

		1A.3. -Weak computation skills	1A.3. -Scaffolding -Activators -Summarization -Reinforced skills through remedial materials	1A.3. -Principal -Assistant Principal -AIF -Subjective teacher ratings	1A.3. -Class room observations -Teacher made assessments -benchmark assessments -Discovery progress monitoring assessments	1A.3. -Classroom Walk-through -Progress Monitoring Data -FCAT Sc ores	
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: Compass Middle Charter School will not partake in the Florida Alternate Assessment.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	No Data	*No Data*					
		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		

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2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.	2A.1. -Students fail to recognize the relevance of math to their daily lives leading to disengagement.	2A.1. -Utilize current math events to engage students in discourse relating curriculum to real world issues through the use of articles or other media types.	2A.1. -Principal -Assistant Principal -AIF	2A.1. -Classroom observations -Subjective teacher ratings -Lesson Plans -Discovery progress monitoring assessments	2A.1. Teacher made assessments -Benchmark assessments -Progress monitoring data		
Mathematics Goal #2A: 17% (6) of students in grade 5 will achieve above mastery by scoring a level 4 or higher by April of 2013 as evidenced by the FLDOE 2013 school grades report.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	6% (2)5th grade students scored an achievement level of 4 or higher, as calculated from Compass'2011-2012 IDEAS report.	17% (6) of 5th grade students will score an achievement level of 4 or higher.					
		2A.2. -Teacher needs to make intellectual student engagement in math pervasive and challenging.	2A.2. -Lesson study to discover rigorous and relevant course work -Engage students in math work that would simulate real work skills	2A.2. -Principal -Assistant Principal -AIF	2A.2. -Lesson Plans -Subjective teacher ratings -Classroom observations -Discovery progress monitoring assessments	2A.2. -Student work samples -Classroom observations -progress monitoring data -FCAT	

		2A.3. -Teacher needs to provide a seamlessly paced math lesson to promote optimal student learning.	2A.3.. -Utilize LFS strategies such as posting and referring to the LEQ during instruction, connecting to prior knowledge, and embedded assessments (assessment prompts, distributed summarization) to provide a focus to the lesson.	2A.3. -AIF -Principal -Assistant Principal	2A.3. -Rubrics designed to focus on implementation of LFS when observing classrooms -Discovery progress monitoring assessments	2A.3. -Classroom Walk-through -Progress Monitoring Data -FCAT Sc ores	
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: Compass Middle Charter School will not partake in the Florida Alternate Assessment.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	No Data.	No Data.					
		2B.2.	2B.2.	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		

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3A. FCAT 2.0: Percentage of students making learning gains in mathematics.	3A.1. -Weak computation skills	3A.1. -Scaffolding -Activators -Summarization -Reinforced skills through remedial materials	3A.1. -Principal -Assistant Principal -AIF -Subjective teacher ratings	3A.1. -Class room observations -Teacher made assessments -benchmark assessments -Discovery progress monitoring assessments	3A.1. -Classroom Walk-through -Progress Monitoring Data -FCAT Sc ores		
Mathematics Goal #3A: 29% (10) of students in grade 5 will make learning gains by April of 2013 as evidenced by the FLDOE 2013 school grades report.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	11 % (3)5th grade students made learning gains in mathematics, as calculated from Compass'2011-2012 IDEAS report.	*29% (10) of 5th grade students will make learning gains in mathematics.*					

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		3A.2. -Teacher needs instructional practices in math to reflect extensive development of students' understanding of each lesson by seamlessly communicating what students will know or be able to do.	3A.2. -Utilize LFS strategies such as posting and referring to the LEQ during instruction, connecting to prior knowledge, and embedded assessments (assessment prompts, distributed summarization) to provide a focus to the lesson.	3A.2. -AIF -Principal -Assistant Principal	3A.2. -Rubrics designed to focus on implementation of LFS when observing classrooms -Discovery progress monitoring assessments	3A.2. -Classroom Walk-through -Progress Monitoring Data -FCAT Sc ores

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		3A.3. -Teacher needs to consistently deliver math lessons that include collaborative structures, distributive practice, and distributive summarizing. -Teacher needs to provide a seamlessly paced math lesson to promote optimal student learning.	3A.3. -Utilize current math events to engage students in discourse relating curriculum to real world issues through the use of articles or other media types. -Student discourse is facilitated through collaborative structures embedded in lessons. -Increase the use of projects within the curriculum and de-emphasize lecture.	3A.3. -Principal -Assistant Principal -AIF	3A.3. . -Rubrics designed to focus on the specific area when observing classrooms -Discovery progress monitoring assessments	3A.3. Classroom Walk-Through -Benchmark Assessments -Progress Monitoring data -FCAT scores	
3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.	3B.1.	3B.1.					
Mathematics Goal #3B: Compass Middle Charter School will not partake in the Florida Alternate Assessment.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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	No Data	*No Data*				
		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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.	4A.1.	4A.1.	4A.1.	4A.1.	4A.1.		
Mathematics Goal #4A: The state does not provide data on the lowest 25% for Compass Middle Charter School.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	No Data	*No Data*					
		4A.2.	4A.2.	4A.2.	4A.2.	4A.2.	
		4A.3.	4A.3.	4A.3.	4A.3.	4A.3.	

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4B. **Florida Alternate Assessment:** **Percentage of students in lowest 25% making learning gains in mathematics.**	4B.1.	4B.1.	4B.1.	4B.1.	4B.1.		
Mathematics Goal #4B: The state does not provide data on the lowest 25% for Compass Middle Charter School.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	No Data	*No Data*					
		4B.2.	4B.2.	4B.2.	4B.2.	4B.2.	
		4B.3.	4B.3.	4B.3.	4B.3.	4B.3.	

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. In six years school will reduce their achievement gap by 50%.	**Baseline data 2010-2011**						

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Mathematics Goal #5A: This area is addressed for grades 5-8 in the middle school mathematics portion.							
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. - Some students are not actively engaged in their instruction. -Education is not a priority for all students.	5B.1. -LFS implementation -Include career and community speakers to provide relevant presentations to students -Create lessons that are relevant to the students	5B.1. -Principal -Assistant Principal -AIF	5B.1. -Rubrics designed to focus on the specific area when observing classrooms -Discovery progress monitoring assessments	5B.1. -Classroom Walk-Through -Student work samples -Progress Monitoring data -FCAT scores		
Mathematics Goal #5B: This area is addressed for grades 5-8 in the middle school mathematics portion.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		-Students have limited access to educated & employed role models. -Parents are not equipped to help students at home.	- Establish class routine and a climate of high expectations for students -Provide available resources for check out -Provide opportunities to educate parents on how to continue education at home.	-Principal, -Assistant Principal -Title 1 Facilitator - AIF	-Monitor use of check out equipment -Monitor participation in parent education programs -Subjective teacher ratings -Classroom observations	-Observation of classrooms and parent nights using rubrics	
		5B.3. -Weak computation skills	5B.3. -Scaffolding -Activators -Summarization -Reinforced skills through remedial materials	5B.3. -Principal -Assistant Principal -AIF -Subjective teacher ratings	5B.3. -Class room observations -Teacher made assessments -benchmark assessments -Discovery progress monitoring assessments	5B.3. -Classroom Walk-through -Progress Monitoring Data -FCAT Sc ores	

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. -Language skills are not at grade level	5C.1. -Visual models and aids. Graphic Organizers.	5C.1. -Principal -Assistant Principal -AIF	5C.1. -Classroom observations -Subjective teacher ratings -Discovery progress monitoring assessments	5C.1. -Classroom observations -Progress monitoring data -FCAT Scores		
Mathematics Goal #5C: This area is addressed for grades 5-8 in the middle school mathematics portion.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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		5C.2. -Students have limited access to educated & employed role models. -Parents are not equipped to help students at home.	5C.2. - Establish class routine and a climate of high expectations for students -Provide available resources for check out -Provide opportunities to educate parents on how to continue education at home.	5C.2. -Principal, -Assistant Principal -Title 1 Facilitator - AIF	5C.2. -Monitor use of check out equipment -Monitor participation in parent education programs -Subjective teacher ratings -Classroom observations	5C.2. -Observation of classrooms and parent nights using rubrics	
		5C.3. -Weak computation skills	5C.3. -Scaffolding -Activators -Summarization -Reinforced skills through remedial materials	5C.3. -Principal -Assistant Principal -AIF -Subjective teacher ratings	5C.3. -Class room observations -Teacher made assessments -benchmark assessments -Discovery progress monitoring assessments	5C.3. -Classroom Walk-through -Progress Monitoring Data -FCAT Sc ores	
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		

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5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.	5D.1. - Some students are not actively engaged in their instruction. -Education is not a priority for all students.	5D.1. .-LFS implementation -Include career and community speakers to provide relevant presentations to students -Create lessons that are relevant to the students	5D.1. -Principal -Assistant Principal -AIF	5D.1. -Rubrics designed to focus on the specific area when observing classrooms -Discovery progress monitoring assessments	5D.1. -Classroom Walk-Through -Student work samples -Progress Monitoring data -FCAT scores		
Mathematics Goal #5D: This area is addressed for grades 5-8 in the middle school mathematics portion.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		-Students have limited access to educated & employed role models. -Parents are not equipped to help students at home.	- Establish class routine and a climate of high expectations for students -Provide available resources for check out -Provide opportunities to educate parents on how to continue education at home.	-Principal, -Assistant Principal -Title 1 Facilitator - AIF	-Monitor use of check out equipment -Monitor participation in parent education programs -Subjective teacher ratings -Classroom observations	-Observation of classrooms and parent nights using rubrics	
		5D.3. -Weak computation skills	5D.3. -Scaffolding -Activators -Summarization -Reinforced skills through remedial materials	5D.3. -Principal -Assistant Principal -AIF -Subjective teacher ratings	5D.3. -Class room observations -Teacher made assessments -benchmark assessments -Discovery progress monitoring assessments	5D.3. -Classroom Walk-through -Progress Monitoring Data -FCAT Sc ores	

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		

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5E. Economically Disadvantaged students not making satisfactory progress in mathematics.	5E.1. - Some students are not actively engaged in their instruction. -Education is not a priority for all students.	5E.1. .-LFS implementation -Include career and community speakers to provide relevant presentations to students -Create lessons that are relevant to the students	5E.1. -Principal -Assistant Principal -AIF	5E.1. -Rubrics designed to focus on the specific area when observing classrooms -Discovery progress monitoring assessments	5E.1. -Classroom Walk-Through -Student work samples -Progress Monitoring data -FCAT scores		
Mathematics Goal #5E: This area is addressed for grades 5-8 in the middle school mathematics portion.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
		5E.2. -Students have limited access to educated & employed role models. -Parents are not equipped to help students at home.	5E.2. - Establish class routine and a climate of high expectations for students -Provide available resources for check out -Provide opportunities to educate parents on how to continue education at home.	5E.2. -Principal, -Assistant Principal -Title 1 Facilitator - AIF	5E.2. -Monitor use of check out equipment -Monitor participation in parent education programs -Subjective teacher ratings -Classroom observations	5E.2. -Observation of classrooms and parent nights using rubrics	

| | | 5E.3.
-Weak computation skills | 5E.3.
-Scaffolding
-Activators
-Summarization
-Reinforced skills through remedial materials | 5E.3.
-Principal
-Assistant Principal
-AIF
-Subjective teacher ratings | 5E.3.
-Class room observations
-Teacher made assessments
-benchmark assessments
-Discovery progress monitoring assessments | 5E.3.
-Classroom Walk-through
-Progress Monitoring Data
-FCAT Sc ores | |

End of Elementary School Mathematics Goals

Middle School Mathematics Goals

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

ddle School Mathema	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 2.0: **Students scoring at Achievement Level 3 in mathematics.**	1A.1 - Students have difficulty making connections to the content.	1A.1. - professional learning opportunities to make math relevant -Lesson Study/PLC of relevant engaging math lessons - read research articles from NCTM	1A.1. -Principal -Assistant Principal -AIF	1A.1. -Classroom observations -Subjective teacher ratings -Discovery progress monitoring data	1A.1. -Observation rubrics -Progress monitoring assessments -FCAT assessment		
<u>Mathematics Goal #1A:</u> 20% (28) of students in grades 6-8 will achieve mastery on the FCAT Math assessment by scoring a level 3 by April of 2013 as evidenced by the FLDOE 2013 school grades report.	<u>2012 Current Level of Performance:*</u> <u>2013 Expected Level of Performance:*</u>						
	16% (23) of students in grades 6-8 scored a level 3, as calculated for Compass' IDEAS 2012 report.	***20% (28) of students in grades 6-8 will score a level 3***					
		1A.2. -Students may not be motivated to learn.	1A.2. -Presenting material in an engaging way that will help motivate students. Using LFS -Integrate a variety of tech tools with curriculum to engage students. (i.e. Smart Response for immediate feedback on understanding of content etc.).	1A.2. -Principal -Assistant Principal -AIF	1A.2. -Classroom observations -Subjective teacher ratings -Discovery progress monitoring data	1A.2. -Observation rubrics -Progress monitoring assessments -FCAT assessment	

		1A.3. -Weak computation skills	1A.3. -Scaffolding -Activators -Summarization -Reinforced skills through remedial materials	1A.3. -Principal -Assistant Principal -AIF	1A.3. -Class room observations -Teacher made assessments -benchmark assessments -Discovery progress monitoring assessments	1A.3. -Classroom Walk-through -Progress Monitoring Data -FCAT Sc ores	
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: Compass Middle Charter School will not partake in the Florida Alternate Assessment.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	No Data	*No Data*					
		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		

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2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.	2A.1. -Teachers are in need of accessing resources/ ideas/ strategies to improve pedagogical practices in the classroom.	2A.1. -Professional learning opportunities to implement new practices with DOK -Lesson Study/PLC of research based strategies -Read, research articles from NCTM	2A.1. -Principal -Assistant Principal -AIF	2A.1. -Classroom observations -Subjective teacher ratings -Discovery progress monitoring data	2A.1. -Observation rubrics -Progress monitoring assessments -FCAT assessment		
Mathematics Goal #2A: 8% (11) of students in grade 6-8 will achieve above mastery on the FCAT Math assessment by scoring a level 4 or 5 by April of 2013 as evidenced by the FLDOE 2013 school grades report.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	3% (4) of students in grade 6-8 scored a level 4 or above, as calculated for Compass' IDEAS 2012 report.	*8% (11) of students in grade 6-8 will score a level 4 or above*					

		2A.1. -Some students are not authentically engaged in their instruction.	2A.2. -PD on developing lessons that Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media. -Project Based Learning with teacher as facilitator.	2A.2. Principal -Assistant Principal -AIF	2A.2. -Classroom observations -Discovery progress monitoring data	2A.2. -Observation rubrics -Progress monitoring assessments -FCAT assessment	
		2A.3. -Students fail to recognize the relevance of math to their daily lives leading to disengagement.	2A.3. -Utilize LFS strategies such as posting and referring to the LEQ during instruction, connecting to prior knowledge, and embedded assessments (assessment prompts, distributed summarization) to provide a focus to the lesson.	2A.3. -Principal -Assistant Principal -AIF	2A.3. -Classroom observations -Discovery progress monitoring data	2A.3. -Observation rubrics -Progress monitoring assessments -FCAT 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: Compass Middle Charter School will not partake in the Florida Alternate Assessment.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	No Data	No Data					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	

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		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 - Students have difficulty making connections to the content.	3A.1. - professional learning opportunities to make math relevant -Lesson Study/PLC of relevant engaging math lessons - read research articles from NCTM	3A.1. -Principal -Assistant Principal -AIF	3A.1. -Classroom observations -Subjective teacher ratings -Discovery progress monitoring data	3A.1. -Observation rubrics -Progress monitoring assessments -FCAT assessment		
Mathematics Goal #3A: 50% (71) of students in grades 6-8 will make learning gains by April of 2013 as evidenced by the FLDOE 2013 school grades report.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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	46% (65) of students in grades 6-8 made learning gains in mathematics, as calculated from Compass'2011-2012 IDEAS report.	*50% (71) of students in grade 6-8 will make learning gains in mathematics*					
		3A.2. -Students may not be motivated to learn.	3A.2. -Presenting material in an engaging way that will help motivate students. Using LFS -Integrate a variety of tech tools with curriculum to engage students. (i.e. Smart Response for immediate feedback on understanding of content etc.).	3A.2. -Principal -Assistant Principal -AIF	3A.2. -Classroom observations -Subjective teacher ratings -Discovery progress monitoring data	3A.2. -Observation rubrics -Progress monitoring assessments -FCAT assessment	
		3A.3. -Weak computation skills	3A.3. -Scaffolding -Activators -Summarization -Reinforced skills through remedial materials	3A.3. -Principal -Assistant Principal -AIF	3A.3. -Class room observations -Teacher made assessments -benchmark assessments -Discovery progress monitoring assessments	3A.3. -Classroom Walk-through -Progress Monitoring Data -FCAT Scores	
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: Compass Middle Charter School will not partake in the Florida Alternate Assessment.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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	No Data	*No Data*					
		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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.	4A.1.	4A.1.	4A.1.	4A.1.	4A.1.		
Mathematics Goal #4A: The state does not provide data on the lowest 25% for Compass Middle Charter School.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	No Data	*No Data.*					
		4A.2.	4A.2.	4A.2.	4A.2.	4A.2.	
		4A.3.	4A.3.	4A.3.	4A.3.	4A.3.	

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4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in mathematics.	4B.1.	4B.1.	4B.1.	4B.1.	4B.1.		
Mathematics Goal #4B: The state does not provide data on the lowest 25% for Compass Middle Charter School.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	No Data	*No Data*					
		4B.2.	4B.2.	4B.2.	4B.2.	4B.2.	
		4B.3.	4B.3.	4B.3.	4B.3.	4B.3.	
Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. In six years school will reduce their achievement gap by 50%.	**Baseline data 2010-2011**	19% (33) of students in grades 5-8 received a satisfactory score on the 2012 FCAT Reading Assessment	33% (58) of students in grades 5-8 will score satisfactory in mathematics by April 2013 as evidenced by the FCAT Math Assessment.	39% (69) of students in grades 5-8 will meet annual measurable objectives by April 2014 as evidenced by the FCAT Math Assessment.	46% (81) of students in grades 5-8 will meet annual measurable objectives by April 2015 as evidenced by the FCAT Math Assessment.	53% (93) of students in grades 5-8 will meet annual measurable objectives by April 2016 as evidenced by the FCAT Math Assessment.	60% (106) of students in grades 5-8 will meet annual measurable objectives by April 2017 as evidenced by the FCAT Math Assessment.

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<table>
<tr><td colspan="7">Mathematics Goal #5A:

33% (58) of students in grades 5-8 will score satisfactory in mathematics by April 2013 as evidenced by the FLDOE 2013 AMO report.</td></tr>
<tr><td>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:</td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td><td></td><td></td></tr>
<tr><td>**5B. Student subgroups by ethnicity** (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in mathematics.**</td><td>5B.1.
-Some students are not authentically engaged in their instruction.</td><td>5B.2.
-PD on developing lessons that Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
-Project Based Learning with teacher as facilitator.</td><td>5B.2.
Principal
-Assistant Principal
-AIF</td><td>5B.2.
-Classroom observations
-Discovery progress monitoring data</td><td>5B.2.
-Observation rubrics
-Progress monitoring assessments
-FCAT assessment</td><td></td><td></td></tr>
</table>

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Mathematics Goal #5B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
38% (27) of white students, 26% (16) of black students, 32% (10) of Hispanic students in grades 5-8 will make satisfactory progress in mathematics by April of 2013 as evidenced by the FLDOE 2013 AMO report.						
	White: 29% (21) Black:11% (7) Hispanic:11% (4) Asian: N/A American Indian: N/A Of students in grades 5-8 made satisfactory progress in mathematics, as reported in FLDOE's 2012 AMO report	White: 38% (27) Black: 26% (16) Hispanic: 32% (10) Asian: N/A American Indian: N/A Of students in grades 5-8 will make satisfactory progress in Mathematics				
	5B.2. -Weak computation skills	5B.2. -Scaffolding -Activators -Summarization -Reinforced skills through remedial materials	5B.2. -Principal -Assistant Principal -AIF	5B.2. -Class room observations -Teacher made assessments -benchmark assessments -Discovery progress monitoring assessments	5B.2. -Classroom Walk-through -Progress Monitoring Data -FCAT Sc ores	
	5B.3. -Students with limited background knowledge.	5B.3. - PD on scaffolding -PLC/Lesson Study to discuss and observe scaffolding	5B.3. -Principal -Assistant Principal -AIF	5B.3. -Classroom observations -Discovery Progress monitoring data	5B.3. -Rubric for observations -Progress monitoring assessments -FCAT	

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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. -Teachers need assistance in implementing ELL strategies with fidelity.	5C.1. -PD trainings in ESOL -PLC's to discuss effective ESOL strategies -Lesson Study to observe effective ESOL strategies	5C.1. -Principal -Assistant Principal -AIF	5C.1. -Subjective teacher ratings -Classroom observations -Discovery Progress monitoring data	5C.1. -Rubrics for observations -Progress monitoring assessments -FCAT		
Mathematics Goal #5C: 25% (3) of ELL students in grades 5-8 will make satisfactory progress in mathematics by April of 2013 as evidenced by improvement of scores from the 2012 FCAT Math assessment to the 2013 FCAT 2.0 Math assessment.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	17% (2) of students in grades 5-8 made satisfactory progress in mathematics, as reported in FLDOE's 2012 AMO report.	25% (3) of students in grades 5-8 will make satisfactory progress in mathematics.					

		5C.2. -Teachers are in need of increasing integration of use of manipulatives effectively to enhance classroom instruction.	5C.2. -Professional Learning opportunities on appropriate use of manipulatives.	5C.2. -Principal -Assistant Principal -AIF	5C.2. -Classroom observations -Discovery Progress monitoring data	5C.2. -Rubric for observations -Progress monitoring assessments -FCAT	
		5C.3. -Students with limited background knowledge.	5C.3. - PD on scaffolding -PLC/Lesson Study to discuss and observe scaffolding	5C.3. -Principal -Assistant Principal -AIF	5C.3. -Classroom observations -Discovery Progress monitoring data	5C.3. -Rubric for observations -Progress monitoring assessments -FCAT	
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		Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.	5D.1. -Most teachers are not assigning grade level work to these students.	5D.1. -PD on developing lessons that Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media. -Project Based Learning with teacher as facilitator. -PLC on developing lessons on grade level	5D.1. Principal -Assistant Principal -AIF	5D.1. -Classroom observations -Discovery progress monitoring data	5D.1. -Observation rubrics -Progress monitoring assessments -FCAT assessment		
Mathematics Goal #5D: 23% (6) of students in grade 5-8 will make satisfactory progress in mathematics by April of 2013 as evidenced by the FLDOE 2013 AMO report.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Data was not reported due to insignificant number of SWD population.	23% (6) of students in grades 5-8 will make satisfactory progress in mathematics.					

		5D.2. -Teachers are in need of increasing integration of use of manipulatives effectively to enhance classroom instruction.	5D.2. -Professional Learning opportunities on appropriate use of manipulatives.	5D.2. -Principal -Assistant Principal -AIF	5D.2. -Classroom observations -Discovery Progress monitoring data	5D.2. -Rubric for observations -Progress monitoring assessments -FCAT	
		5D.3. -Students with limited background knowledge.	5D.3. - PD on scaffolding -PLC/Lesson Study to discuss and observe scaffolding	5D.3. -Principal -Assistant Principal -AIF	5D.3. -Classroom observations -Discovery Progress monitoring data	5D.3. -Rubric for observations -Progress monitoring assessments -FCAT	

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		

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5E. Economically Disadvantaged students not making satisfactory progress in mathematics.	5E.1. -Some students are not authentically engaged in their instruction.	5E.1. -PD on developing lessons that Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media. -Project Based Learning with teacher as facilitator.	5E.2. Principal -Assistant Principal -AIF	2E.2. -Classroom observations -Discovery progress monitoring data	2E.2. -Observation rubrics -Progress monitoring assessments -FCAT assessment		
Mathematics Goal #5E: 31% (39) of students in grades 5-8 will make satisfactory progress by April of 2013 as evidenced by the FLDOE 2013 AMO report.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	20% (25) of students in grades 5-8 made satisfactory progress, as reported in FLDOE's AMO report.	31% (39) of students in grades 5-8 will make satisfactory progress.					

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		1A.3. -Weak computation skills	1A.3. -Scaffolding -Activators -Summarization -Reinforced skills through remedial materials	1A.3. -Principal -Assistant Principal -AIF	1A.3. -Class room observations -Teacher made assessments -benchmark assessments -Discovery progress monitoring assessments	1A.3. -Classroom Walk-through -Progress Monitoring Data -FCAT Sc ores	
		5E.3. -Students with limited background knowledge.	5E.3. - PD on scaffolding -PLC/Lesson Study to discuss and observe scaffolding	5E.3. -Principal -Assistant Principal -AIF	5E.3. -Classroom observations -Discovery Progress monitoring data	5E.3. -Rubric for observations -Progress monitoring assessments -FCAT	

End of Middle 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
LFS	All	AIF	New Teachers and Teachers not yet trained	8/13-17 During Pre-Planning Week	Lesson Plans for Review and Classroom Observation	AIF, Assistant Principal, Principal
Rigor and Relevant	All	AIF, Principal	All Teachers	9/17 During Data Day	Lesson Plans for Review and Classroom Observation using Rubric for Evaluation	AIF, Assistant Principal, Principal

Summarization	All	AIF, Principal	All Teachers	8/14 During Pre-Planning Week	Lesson Plans for Review and Classroom Observation using Rubric for Evaluation	AIF, Assistant Principal, Principal
HOTS/DOK/STEM Questions	All	AIF, Principal	All Teachers	11/28 and 12/19 During Morning Training Time	Lesson Plans for Review and Classroom Observation using Rubric for Evaluation	AIF, Assistant Principal, Principal
Evaluation of Test Design	All	AIF, Principal	All Teachers	1/16 During Morning Training Time	Lesson Plans for Review and Classroom Observation using Rubric for Evaluation	AIF, Assistant Principal, Principal
LFS Catching Kids Up	All	AIF, Principal	All Teachers	1/7 Staff Development Day	Lesson Plans for Review and Classroom Observation using Rubric for Evaluation	AIF, Assistant Principal, Principal
Project Based Learning	All	AIF, Principal	All Teachers	2/20 and 3/20 During Morning Training Time	Lesson Plans for Review and Classroom Observation using Rubric for Evaluation	AIF, Assistant Principal, Principal

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
Manipulatives	Hands on activities and visuals to improve understanding of math concepts	General Fund	$500.00
Subtotal: $500.00			
Technology			
Strategy	Description of Resources	Funding Source	Amount
10 Marks	Interactive Computer Program to Improve the Basic 10 Math Skills	General Fund	$1920.00
Subtotal: $1920.00			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
LFS Catching Kids Up	Research based strategies for scaffolding	General Fund	$650.00
Subtotal: $650.00			

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Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total: $3,070.00			

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Elementary and Middle Science Goals	Problem-Solving Process to Increase Student 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 2.0: Students scoring at Achievement Level 3 in science.	1A.1. -Students have gaps in their background knowledge of essential science concepts.	1A.1. -Integrate a variety of instructional strategies, such as video clips, online resources, and print materials differentiated for individual student needs. -PD on differentiated instruction -PD on Flexible Grouping	1A.1. -Principal -Assistant principal -AIF	1A.1. -Classroom observations -Subjective teacher ratings -Discovery progress monitoring data	1A.1. -Benchmark Assessments -Progress monitoring assessments		
Science Goal #1A: 11% (9) of students in grade 5 and 8 will achieve mastery by scoring a level 3 by April of 2013 as evidenced by the FLDOE 2013 school grades report.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	5% (4) of students in grades 5 and 8 scored an achievement level 3, as calculated from Compass'2011-2012 IDEAS report.	11% (9) of students in grades 5 and 8 will score an achievement level of 3					

		1A.2. -Teacher made assessments and classroom assignments are not authentic or engaging or lack HOT questions for students.	1A.2. -PD and implementation of summative assessment strategies -PD and focus on project based learning	1A.2. -Principal -Assistant principal -AIF	1A.2. -Classroom observations -Subjective teacher ratings -Discovery progress monitoring data	1A.2. -Benchmark Assessments -Progress monitoring assessments	
		1A.3. -Students fail to recognize the relevance of science to their daily lives leading to disengagement.	1A.3. -Utilize a variety of media resources, including print, internet, and videos to engage students in discourse relating curriculum to real world issues.	1A.3. -Principal -Assistant principal -AIF	1A.3. -Classroom observations -Discovery progress monitoring data	1A.3. -Benchmark Assessments -Progress monitoring assessments	
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: Compass Middle Charter School will not partake in the Florida Alternate Assessment.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	No Data	*No Data*					

		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. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.	2A.1. -Increasing the pace of instruction, or adding assignments is mistaken for increasing rigor.	2A.1. -professional development for teachers to promote rigor for all students.	2A.1. -Principal -Assistant Principal -AIF	2A.1. -Classroom observations -Discovery progress monitoring data	2A.1. -Rubrics for observations -Progress monitoring assessments -FCAT		
Science Goal #2A: 5% (4) of students in grade 5 and 8 will achieve above mastery by scoring a level 4 or 5 by April of 2013 as evidenced by the FLDOE 2013 school grades report.	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	1% (1) of students in grades 5 and 8 scored an achievement level of 4 and above, as calculated from Compass'2011-2012 IDEAS report.	*5% (4) of students in grades 5 and 8 will score an achievement level of 4 and above*					

		2A.2. - Teacher made assessments and classroom assignments are not authentic or engaging or lack HOT questions for students.	2A.2. -PD and implementation of summative assessment strategies -PD and focus on project based learning	2A.2. -Principal -Assistant principal -AIF	2A.2. -Classroom observations -Subjective teacher ratings -Discovery progress monitoring data	2A.2. -Rubrics for observations -Progress monitoring assessments -FCAT	
		2A.3. -Students are not provided opportunity to utilize critical thinking skills.	2A.3. -Incorporate inquiry based lessons with content connected to ethical issues.	2A.3. -Principal -Assistant principal -AIF	2A.3. -Classroom observations -Discovery progress monitoring data	2A.3. -Rubrics for observations -Progress monitoring assessments -FCAT	
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: Compass Middle Charter School will not partake in the Florida Alternate Assessment.	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	No Data	*No Data.*					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	

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

End of Elementary and Middle School Science Goals

Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Rigor and Relevant	All	AIF, Principal	All Teachers	9/17 During Data Day	Lesson Plans for Review and Classroom Observation using Rubric for Evaluation	AIF, Assistant Principal, Principal
Summarization	All	AIF, Principal	All Teachers	8/14 During Pre-Planning Week	Lesson Plans for Review and Classroom Observation using Rubric for Evaluation	AIF, Assistant Principal, Principal
HOTS/DOK/STEM Questions	All	AIF, Principal	All Teachers	11/28 and 12/19 During Morning Training Time	Lesson Plans for Review and Classroom Observation using Rubric for Evaluation	AIF, Assistant Principal, Principal
LFS Flexible Grouping	All	AIF, Principal	All Teachers	1/7 Staff Development Day	Lesson Plans for Review and Classroom Observation using Rubric for Evaluation	AIF, Assistant Principal, Principal
LFS Catching Kids Up	All	AIF, Principal	All Teachers	1/7 Staff Development Day	Lesson Plans for Review and Classroom Observation using Rubric for Evaluation	AIF, Assistant Principal, Principal
Project Based Learning	All	AIF, Principal	All Teachers	2/20 and 3/20 During Morning Training Time	Lesson Plans for Review and Classroom Observation using Rubric for Evaluation	AIF, Assistant Principal, 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)			

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Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Study Island	Interactive Science Curriculum	General Fund	$2000.00
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
LFS Catching Kids Up	Research based strategies for scaffolding	General Fund	$650.00
LFS Flexible Grouping	Research based strategies for flexible grouping	General Fund	$650.00
Subtotal: $1300.00			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total: $3,300.00			

End of Science Goals

Writing Goals

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

Writing Goals	**Problem-Solving Process to Increase Student Achievem**					

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	ent	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
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						
1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.	1A.1. -Poor basic understanding (FCAT Level 3.0 and higher) of the writing process	1A.1. -PD on writing process. -Writing Workshops for all 8th grade students	1A.1. -Principal -Assistant Principal -AIF	1A.1. -Classroom observations -Discovery progress monitoring data	1A.1. -Rubrics for observations -Progress monitoring assessments -FCAT		
<u>Writing Goal #1A:</u> 92% (12) of students in grade 8 will achieve mastery by scoring a level 3 and higher by March of 2013 as evidenced by the FLDOE 2013 school grades report.	<u>2012 Current Level of Performance:*</u> <u>2013 Expected Level of Performance:*</u>						
	85% (11) of students in grade 8 scored at an achievement level of 3.0 and higher, as calculated from Compass'2011-2012 IDEAS report.	*92% (12) students in grade 8 will score an achievement level of 3.0 and higher.*					
		1A.2. -Weak Vocabulary Skills	1A.2. -PD on Marzano's six steps of vocabulary -Use of vocabulary notebooks	1A.2. - Principal -Assistant Principal -AIF	1A.2. - Classroom observations -Discovery progress monitoring data	1A.2. -Rubrics for observations -Progress monitoring assessments -FCAT	

		1A.3. -Lack basic grammar skills	1A.3. -Implementation of grammar bell work in all LA courses -Integrating grammar into course work	1A.3. - Principal -Assistant Principal -AIF	1A.3. - Classroom observations -Discovery progress monitoring data	1A.3. -Rubrics for observations -Progress monitoring assessments -FCAT	
1B. Florida Alternate Assessment: **Students scoring at 4 or higher in writing.**	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
Writing Goal #1B: Compass Middle Charter School will not partake in the Florida Alternate Assessment.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	No Data	*No Data*					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

Writing Professional Development

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

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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
Writing Process	All	Principal	LA Teachers	10/22 During Teacher Work Day	Lesson Plans for Review and Classroom Observation	AIF, Assistant Principal, Principal
Marzano 6-Step Vocabulary	All	AIF, Principal	All Teachers	9/19 During Morning Training Time	Lesson Plans for Review and Classroom Observation using Rubric for Evaluation	AIF, Assistant Principal, Principal
Write to Summarize	All	AIF, Principal	All Teachers	9/19 During Morning Training Time	Lesson Plans for Review and Classroom Observation using Rubric for Evaluation	AIF, Assistant Principal, Principal
HOTS/DOK/STEM Questions	All	AIF, Principal	All Teachers	11/28 and 12/19 During Morning Training Time	Lesson Plans for Review and Classroom Observation using Rubric for Evaluation	AIF, Assistant Principal, Principal
LFS Catching Kids Up	All	AIF, Principal	All Teachers	1/2 Staff Development Day	Lesson Plans for Review and Classroom Observation using Rubric for Evaluation	AIF, Assistant Principal, Principal
Project Based Learning	All	AIF, Principal	All Teachers	2/20 and 3/20 During Morning Training Time	Lesson Plans for Review and Classroom Observation using Rubric for Evaluation	AIF, Assistant Principal, 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
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
LFS Catching Kids Up	Research based strategies for scaffolding	General Fund	$650.00

Subtotal: $650.00				
Other				
Strategy		Description of Resources	Funding Source	Amount
Subtotal:				
Total: $650.00				

End of Writing Goals

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

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

Civics EOC 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		
1. Students scoring at Achievement Level 3 in Civics.	1.1. -Many teachers lack a strong knowledge of their content	1.1. -Professional development related to content	1.1 - Principal -Assistant Principal -AIF	1.1. - Classroom observations -Benchmark Assessment Data	1.1. -Rubrics for observations -Benchmark Assessment Data -Grade Reports		

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Civics Goal #1: 54% (32) of students enrolled in a Civics course will perform at an achievement level of 3 in Civics as evidenced by receiving a grade of B in the course by June 2013.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	44% (26) of students enrolled in a Civics course, earned a grade of B in Civics, as reported in the Genesis2011-2012 final grade report.	*54% (32) of students enrolled in a Civics course will earn a grade of B in Civics*					
		1.2. -Lack of common assessment to measure progress	1.2. -Develop benchmarkassessments based on curriculum maps and course descriptions	1.2 - Principal -Assistant Principal -AIF	1.2 -Benchmark Assessment Data -Lesson Plans	1.2 -Benchmark Assessment Data -Grade Reports	
		1.3. -Need for additional rigor focused on the skills needed to test well.	1.3. -Implement instruction focused on interpreting and analyzing photographs, cartoons, maps and charts.	1.3. - Principal -Assistant Principal -AIF	1.3. - Classroom observations -Benchmark Assessment Data	1.3. -Rubrics for observations -Benchmark Assessment Data -Grade Reports	
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				

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2. Students scoring at or above Achievement Levels 4 and 5 in Civics.	2.1. -Many teachers lack a strong knowledge of their content	2.1. -Professional development related to content	2.1 - Principal -Assistant Principal -AIF	2.1. - Classroom observations -Benchmark Assessment Data	2.1. -Rubrics for observations -Benchmark Assessment Data -Grade Reports		
Civics Goal #2: 20% (12) of students enrolled in a Civics course will perform at an achievement level of 4 or 5 in Civics as evidenced by receiving a grade of A in the course by June 2013.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	14% (8) of students enrolled in a Civics course earned a grade of A in Civics, as reported in the Genesis2011-2012 final grade report.	*20% (12) of students enrolled in a Civics course will earn a grade of A in Civics*					
	1.2. -Lack of common assessment to measure progress 1.3. -Need for additional rigor focused on the skills needed to test well.	2.2. -Lack of common assessment to measure progress	2.2. -Develop common assessments based on curriculum maps and course descriptions	2.2 - Principal -Assistant Principal -AIF	2.2 -Benchmark Assessment Data -Lesson Plans	2.2 -Benchmark Assessment Data -Grade Reports	

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		2.3. -Need for additional rigor focused on the skills needed to test well.	2.3. -Implement instruction focused on interpreting and analyzing photographs, cartoons, maps and charts.	2.3. - Principal -Assistant Principal -AIF	2.3. - Classroom observations -Benchmark Assessment Data	2.3. -Rubrics for observations -Benchmark Assessment Data -Grade Reports	

Civics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Based Assessments	All	Principal	SS Teachers	10/22 During Teacher Work Day	Lesson Plans for Review and Classroom Observation	AIF, Assistant Principal, Principal
Write to Summarize	All	AIF, Principal	All Teachers	9/19 During Morning Training Time	Lesson Plans for Review and Classroom Observation using Rubric for Evaluation	AIF, Assistant Principal, Principal
HOTS/DOK/STEM Questions	All	AIF, Principal	All Teachers	11/28 and 12/19 During Morning Training Time	Lesson Plans for Review and Classroom Observation using Rubric for Evaluation	AIF, Assistant Principal, Principal
LFS Catching Kids Up	All	AIF, Principal	All Teachers	1/2 Staff Development Day	Lesson Plans for Review and Classroom Observation using Rubric for Evaluation	AIF, Assistant Principal, Principal
Project Based Learning	All	AIF, Principal	All Teachers	2/20 and 3/20 During Morning Training Time	Lesson Plans for Review and Classroom Observation using Rubric for Evaluation	AIF, Assistant Principal, Principal

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Civics Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal: $.00			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
LFS Catching Kids Up	Researched based strategies for scaffolding.	General Fund	$650.00
Subtotal: $650.00			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total: $650.00			

End of Civics Goals

Attendance Goal(s)

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

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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. -Poor Social Skills	1.1. -Implement Anti-bullying programs -Conduct peer-mediations -Activities to promote social development	1.1. -Principal -Assistant Principal	1.1. -monitor behavior data -walk-throughs and observations -Review monthly with administrative team	1.1. -Discipline Reports		

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Attendance Goal #1: 95% (158) of students will regularly attend school during the 2012-2013 as evidence by the Genesis attendance rate report in June of 2013. No more than 50% (83) of students will receive excessive absences (10 or more) during the 2012-2013 school year as evidenced by the 2013 Genesis excessive absences report. No more than 44% (73) of students will receive excessive tardies (10 or more) during the 2012-2013 school year as evidenced by the 2013 Genesis excessive tardy report.	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*				
	90% (150), as reported in the 2011-2012 attendance rate Genesis report.	*95% (159) of student will attend school regularly.*				
	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)				
	60%(101) of students had excessive absences, as reported in the 2011-2012 absences report.	*50%(83) of students will have excessive absences*				

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	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)					
	54% (92) of students had excessive tardies, as reported in the 2011-2012 tardy report.	44%(73) of students will have excessive tardies					
		1.2. -Disengaged Students (social, academic, personal)	1.2. -Increase engagement through mentors, technology, parent involvement, and incentive programs	1.2. -Title I Facilitator -Principal -Assistant Principal	1.2. -Classroom Observations -Attendance Reports -Subjective Teacher Ratings	1.2. -Attendance data	
		1.3. -Unclear attendance policy	1.3. -Set clear attendance and make-up work policies that are implemented starting the first day of school. -Parent communication involving absences	1.3. -Title I Facilitator -Principal -Assistant Principal	1.3. -Attendance Reports	1.3. -Attendance data	

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.						

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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
Positive Behavior Strategies	All	Assistant Principal	All	9/17 During Data Day	Attendance data	Assistant Principal, Principal

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
PBS	Students Incentives	General Fund	$2000.00
Subtotal: $2000.00			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total: $2,000.00			

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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. -Students lack motivation, social skills, and academic history to behave in school.	1.1. -Implement an incentive rewards program that is linked to rules and expectations, included student selection, varied, and includes incentives for faculty	1.1. -Assistant Principal -Principal	1.1. -Monthly discipline reports	1.1. -discipline data		

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Suspension Goal #1: By spring 2013, Compass Middle Charter will decrease its total number of out-of-school suspensions by 25% (508) and decrease its total number of students receiving out-of school suspensions to 43% (75) students as evidenced by the 2013 Genesis end of year out- of school suspension report. By spring 2013, Compass Middle Charter will decrease its total number of in-school suspensions by 23% (125) and decrease its total number of students receiving in-of school suspensions to 28% (50) students as evidenced by the 2013 Genesis end of year in-school suspension report.	2012 Total Number of In –School Suspensions	2013 Expected Number of In- School Suspensions				
	162 In-School Suspensions were given in 2012, as reported in the 2012 Genesis end of year in-school suspensions report.	***No more than 125 In-School Suspensions will be given in 2013.***				
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In -School				

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	35% (61) students received at least 1 In-School Suspension, as reported in the 2012 Genesis end of year in-school suspensions report.	*No more than 28% (50) students will receive an In-School Suspension in 2013.*				
	2012 Total Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions				
	678 Out of School Suspensions were given in 2012, as reported in the 2012 Genesis end of year out-of school suspension report.	*No more than 508 Out of School Suspensions will be given in 2013.*				
	2012 Total Number of Students Suspended Out- of- School	2013 Expected Number of Students Suspended Out- of-School				
	57% (101) students received at least 1 Out of School Suspension, as reported in the 2012 Genesis end of year out-of school suspension report.	*No more than 43% (75) students will receive an Out of School Suspension in 2013.*				
		1.2. -Students do not know the correct way to handle adverse situations between peers.	1.2. -Explicit Instruction of Appropriate/ Inappropriate Behaviors: -Teachers will teach expectations and social skills to all students throughout the year -Grade level assemblies to address expectations.	1.2. -Assistant Principal -Principal	1.2. -Monthly discipline reports	1.2. -discipline data
		1.3. -Lack of parent involvement	1.1. -Increased parent communication and teaching students about actions and consequences -Positive Behavior Support Plan	1.1. -Assistant Principal -Principal	1.1. -Monthly discipline reports	1.1. -discipline data

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

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
PBS	Students Incentives	General Fund	$2000.00
Subtotal: $2000.00			
Technology			
Strategy	Description of Resources	Funding Source	Amount

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

Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total: $2,000.00			

End of Suspension Goals

Dropout Prevention Goal(s)

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

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

Dropout Prevention Goal(s)	Problem-solving Process to Dropout Prevention						
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Dropout Prevention	1.1.	1.1.	1.1.	1.1.	1.1.		

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Dropout Prevention Goal #1: *Enter narrative for the goal in this box.* **Please refer to the percentage of students who dropped out during the 2011-2012 school year.*	2012 Current Dropout Rate:*	2013 Expected Dropout Rate:*				
	Enter numerical data for dropout rate in this box.	*Enter numerical data for expected dropout rate in this box.*				
	2012 Current Graduation Rate:*	2013 Expected Graduation Rate:*				
	Enter numerical data for graduation rate in this box.	*Enter numerical data for expected graduation rate in this box.*				
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.

Dropout Prevention Professional Development

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

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

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

Dropout Prevention Budget (Insert rows as needed)

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

Subtotal:				
Total:				

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

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

Parent Involvement Goal(s)	**Problem-solving Process to Parent 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.	1.1. See School Parent Involvement Plan submitted online to the LEA September 2012.	1.1.	1.1.	1.1.	

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Parent Involvement Goal #1: Enter narrative for the goal in this box. *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	2012 Current Level of Parent Involvement:*	2013 Expected Level of Parent Involvement:*				
	Enter numerical data for current level of parent involvement in this box.	*Enter numerical data for expected level of parent involvement in this box.*				
		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 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

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Parent-Teacher Conferences	All	Title 1 Facilitator	Instructional Staff	10/3/2012	Observations of Conferences	Title 1 Coordinator, Principal
Parent Friendly Office	All	Title 1 Facilitator	Office Staff	10/2/2012	Observations/ Comment cards completed by parents	Principal, Assistant Principal

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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
Communication	Flyers, Postage, Letters, Brochures, Agenda	Title I	$2,300.00
Connect ED	Communication system for parents and staff	General Fund	$900.00
Subtotal: $2,273.33			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Book Study-Beyond the Bake Sale; 101 Ways to Create Real Family Engagement	Giving staff information and ideas to increase parent involvement	Title 1-Parent Involvement	$73.00
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total: $3,273.33			

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: By April 2013, students will increase STEM knowledge through interactive, simulation lab activities and educational STEM focused field trips as evidenced in an increase of learning gains on the Science FCAT to 11% (9) of students making a level 3 of higher on the FCAT Science assessment and on the Math FCAT assessment to 50% (71) of students making learning gains.	1.1. -As content specific specialists, teachers struggle to make cross discipline connections.	1.1. -PLC's to promote cross curricular connections with a focus on math, science and technology.	1.1. -Principal -Assistant Principal -AIF	1.1. -Classroom Observations -Lesson Plans -Subjective Teacher Ratings	1.1. -Observations with the use of a specific STEM rubric -Student Survey Data
	1.2. -Students lack basic knowledge of science and engineering careers.	1.2. -Apply a variety of instructional strategies, such as video clips, online resources and print materials to provide students information about STEM careers.	1.2. -Principal -Assistant Principal -AIF	1.2. -Classroom Observations -Lesson Plans	1.2. -Observations -Student Survey Data

	1.3. -Lessons focus on completion of the activity without providing opportunities for students to seek innovative and creative solutions to real world issues.	1.3. -Provide resources (inquiry based activities incorporating math, science and technology) that promote student innovation and creative solutions to problems.	1.2. -Principal -Assistant Principal -AIF	1.2. -Classroom Observations -Lesson Plans	1.2. -Observations -Student Survey Data

STEM Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Project Based Learning	All	AIF, Principal	All Teachers	2/20 and 3/20 During Morning Training Time	Lesson Plans for Review and Classroom Observation using Rubric for Evaluation	AIF, Assistant Principal, Principal
HOTS/DOK/STEM Questions	All	AIF, Principal	All Teachers	11/28 and 12/19 During Morning Training Time	Lesson Plans for Review and Classroom Observation using Rubric for Evaluation	AIF, Assistant Principal, Principal
PLC Curricular Connections focusing on math, science, and technology	All	AIF, Principal	All Teachers	1/7 During Staff Development Day	Lesson Plans for Review and Classroom Observation using Rubric for Evaluation	AIF, Assistant Principal, Principal

STEM Budget (Insert rows as needed)

Include only school-based funded			

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activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
A Companion to Interdisciplinary STEM Project-Based Learning, Book by Capraro and Morgan	Integration of STEM in the classroom through project-based learning	General Fund	$40.00
Subtotal: $40.00			
Technology			
Strategy	Description of Resources	Funding Source	Amount
CHOICES	Career Profiles and Inventory Database		$0.00
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total: $40.00			

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

CTE Goal(s)	Problem-Solving Process to				

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Based on the analysis of school data, identify and define areas in need of improvement:	Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
CTE Goal #1: By June 2013, 50% (82) students will increase CTE knowledge through enrollment in US History and Career Planning or Technology Education as evidenced by receiving a passing grade in the courses taken.	1.1. -Lessons are not reflecting industry experiences and industry certifications.	1.1. -teachers will develop project based learning based on industry standards -WE allocates necessary resources to support coherent instruction.	1.1. -Principal -Assistant Principal	1.1. -Observations -Teacher Made Test	1.1 -Data from teacher made tests and student surveys
	1.2. Intellectual student engagement is not evident. Students are not aware of the available opportunities of Career and Technical Programs.	1.2. All 5th and 8th grade students are provided the opportunity to attend the WE 3 EXPO, highlighting and engaging them in the available career curriculums.	1.2. -Principal -Assistant Principal	1.2. -Observations -Teacher Made Test	1.2 -Data from teacher made tests and student surveys
	1.3. Instructional practices reflect a lack of developing students' understanding for the lesson by rarely communicating what students will know or be able to do.	1.3. CTE programs will develop advisory councils, partnerships with industry and post-secondary institutions. CTE programs will participate in Career and Technical Student Organizations that provide a connection for students to the content area.	1.3. -Principal -Assistant Principal	1.3. -Observations -Teacher Made Test	1.3 -Data from teacher made tests and student surveys

CTE Professional Development

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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
Project Based Learning	All	AIF, Principal	All Teachers	2/20 and 3/20 During Morning Training Time	Lesson Plans for Review and Classroom Observation using Rubric for Evaluation	AIF, Assistant Principal, Principal

CTE Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
WE Expo	WE expose 5th and 8th grade students to careers through an expo.	General Fund	$300.00
Crystal Springs STEM Boat Field Trip			$600.00
Subtotal:$900.00			
Technology			
Strategy	Description of Resources	Funding Source	Amount
New Computers into Technology Class	Updated computers	IDEAS	$10,000.00
CHOICES	Career Profiles and Inventory Database		$0.00
Subtotal:			

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Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total: $10,900.00			

End of CTE Goal(s)

Additional Goal(s)

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

Additional Goal(s)	Problem-Solving Process to Increase Student 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	

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1. Additional Goal	1.1.	1.1.	1.1.	1.1.	1.1.		
Additional Goal #1: *Enter narrative for the goal in this box.*	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.	

Additional Goals Professional Development

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

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

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

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

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Subtotal:			
Total:			

End of Additional Goal(s)

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Final Budget (Insert rows as needed)

Please provide the total budget from each section.
Reading Budget
Total: $60,779.00
CELLA Budget
Total: $4,250.00
Mathematics Budget
Total: $3,070.00
Science Budget
Total: $3,300.00
Writing Budget
Total: $650.00
Civics Budget
Total: $650.00
U.S. History Budget
Total: $0.00
Attendance Budget
Total: $2,000.00
Suspension Budget
Total: $2,000.00
Dropout Prevention Budget
Total: $0.00
Parent Involvement Budget
Total: $3,273.33
STEM Budget
Total: $40.00
CTE Budget
Total:$10,900.00
Additional Goals
Total:$0.00

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Grand Total:$90,912.33 (some purchases will be covered in more than one goal area resulting in a grand total of 82,062.33)	

Differentiated Accountability

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

School Differentiated Accountability Status		
Priority	Focus	Prevent

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

School Advisory Council (SAC)

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

Yes   No

If No, describe the measures being taken to comply with SAC requirements.
Describe the activities of the SAC for the upcoming school year.

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The SAC committee will continually review, meeting at least four times throughout the year, the School Improvement Plan by evaluating the progress monitoring data, indentify problem areas, developing and monitoring improvement strategies as well as assisting with the school budget.

Describe the projected use of SAC funds.	Amount