Florida Department of Education

DRAFT School Improvement Plan (SIP)
Form SIP-1

Proposed for 2012-2013

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

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

<u>School Information</u>

School Name: Lake Alfred Addair Middle	District Name: Polk
Principal: Linda Joyce Ray	Superintendent: Sherrie B. Nickell, Ed.D.
SAC Chair: Dr. Atkinson	Date of School Board Approval:

<u>**Student Achievement Data and Reference Materials:**</u>

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

<u>**Administrators**</u>

List your school's administrators and briefly describe their ceMTSS/RtIfication(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)/ CeMTSS/RtIfication(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/ statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)

Principal	Linda J. Ray	Doctor of Education: Educational Leadership, Masters of Education: Educational Leadership, Bachelor of Science: Finance	0	18 yrs	Jewett Academy 2011-12: School Grade A Reading: 75% proficient, 66% learning gains, 73% lowest 25 Math: 71% proficient, 68% learning gains, 64% lowest Writing: 99% proficient Science: 62% proficient 2010-11: School Grade A (92% AYP) Reading: 85% proficient, 67% learning gains, 74% lowest 25 Math: 85% proficient, 71% learning gains, 70% lowest 25 Writing: 99% proficient Science: 64% proficient 2009-10: School Grade A (97% AYP) Reading: 85% proficient, 73% learning gains, 68% lowest 25 Math: 85% proficient, 72% learning gains, 74% lowest 25 Writing: 99% proficient Science: 63% proficient 2009-10: School Grade A (97% AYP) Reading: 85% proficient, 73% learning gains, 68% lowest 25 Math: 85% proficient, 72% learning gains, 74% lowest 25 Writing: 99% proficient Science: 63% proficient 2008-09: School Grade A (100% AYP) Reading: 84% proficient, 70% learning gains, 68% lowest 25 Math: 84% proficient, 73% learning gains, 64% lowest 25 Writing: 99% proficient Science: 58% proficient 2007-08: School Grade A (100% AYP) Reading: 86% proficient, 71% learning gains, 69% lowest 25 Math: 85% proficient, 83% learning gains, 82% lowest 25 Writing: 98% proficient Science: 66% proficient Jesse Keen Elementary School 2006-07: School Grade B (90% AYP) Reading: 61% proficient, 67% learning gains, 71% lowest 25 Math: 62% proficient, 68% learning gains, 77% lowest 25 Writing: 86% proficient Science: 18% proficient Janie Howard Wilson Elementary School 2005-06: School Grade A (100% AYP) Reading: 63% proficient, 60% learning gains, 67% lowest 25

					Math: 65% proficient, 80% learning gains Writing: 86% proficient 2004-05: School Grade D (83% AYP) Reading: 54% proficient, 47% learning gains, 43% lowest 25 Math: 46% proficient, 66% learning gains Writing: 50% proficient 2003-04: School Grade C (90% AYP) Reading: 52% proficient, 55% learning gains, 66% lowest 25 Math: 46% proficient, 59% learning gains Writing: 68% proficient
Assistant Principal of Curriculum	Tye Bruno	Master of Science, National Lewis University, Educational Leadership, BS, Florida Southern College, Elementary Education. CeMTSS/RtIfication: K-6, Endorsement: Educational Leadership.	1 year	6 years	Assistant Principal at Lake Alfred-Addair Middle 2011-2012, School Grade "F" , Reading Mastery 30%, Math Mastery 20%, Science Mastery 13%, Writing Mastery 52%, Reading LG 53%, Math 43%, Lowest 25% improve in Reading 56%, Lowest 25% improve in Math 58% Assistant Principal at Inwood Elem 2010-2011, School Grade "C" , Reading Mastery 51%, Math Mastery 59%, Science Mastery 26%, Writing Mastery 93%, Reading LG 56%, Math 68%, Lowest 25% improve in Reading 57%, Lowest 25% improve in Math 73% Assistant Principal at Inwood Elem 2009-2010, School Grade "C" , Reading Mastery 64%, Math Mastery 60%, Science Mastery 47%, Writing Mastery 90%, Reading LG 60%, Math 51%, Lowest 25% improve in Reading 57%, Lowest 25% improve in Math 43% Assistant Principal at Inwood Elem 2008-2009, School Grade "B" , Reading Mastery 59%, Math Mastery 68%, Science Mastery 34%, Writing Mastery 97%, Reading LG 63%, Math 68%, Lowest 25% improve in Reading 56%, Lowest 25% improve in Math 60% Assistant Principal at Inwood Elem 2007-2008, School Grade "B" , Reading Mastery 68%, Math Mastery 65%, Science Mastery 26%, Writing Mastery 93%, Reading LG 68%, Math 56%, Lowest 25% improve in Reading 74%, Lowest 25% improve in Math 53% Assistant Principal at Inwood Elem 2006-2007, School Grade "A" , Reading Mastery 72%, Math Mastery 66%, Science Mastery 38%, Writing Mastery 89%, Reading LG 78%, Math 61%, Lowest 25% improve in Reading 71%, Lowest 25% improve in Math 69%

| Assistant Principal | Criston Jensen | B.A. in Special Education M.A. in Educational Leadership Ed.S. Curriculum and Instructional Leadership. CeMTSS/RtIfications: Educational Leadership (k-12), Elementary Education (k-6), ESOL (k-12), Middle Grades Integrated Curriculum (5-9), and Exceptional Student Education (k-12) | 0 | 0 | Stambaugh Middle 2010-2011: School Grade C, Percentage meeting high standards in reading 52%, math 46%, writing 75%, science 29%, % learning gains: reading 54%, math 56%, adequate progress of lowest %: 66% reading, 66% math, AYP 79%. Stambaugh Middle 2009-2010: School Grade C, Percentage meeting high standards in reading 55%, math 54%, writing 87%, science 31%, % learning gains: reading 63%, math 66%, adequate progress of lowest 25%: 65% reading, 63% math, AYP 79%. Stambaugh Middle 2008-2009: School Grade B, Percentage meeting high standards in reading 57%, math 54%, writing 89%, science 34%, % learning gains: reading 61%, math 68%, adequate progress of lowest 25%: 68% reading, 72% math, AYP 82%. |

Instructional Coaches

List your school's instructional coaches and briefly describe their ceMTSS/RtIfication(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)/ CeMTSS/RtIfication(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)

Math	Kenyatta Cooper	Masters of Science, IE Bachelors of Science, Industrial Engineering	0	0	Geometry Teacher at Ridge Community School 2011-2012, Data TBA Geometry Teacher at Ridge Community High School 2010-2011, School Grade "C", Reading Mastery 35%, Math Mastery 71%, Science Mastery 29%, Writing Mastery 76%, Reading LG 46%, Math LG 80%, Lowest 25% Reading improvements 41%, Lowest 25% Math Improvements72 % Math Teacher at Dundee Ridge Middle 2009-2010, School Grade "B", Reading Mastery52 %, Math Mastery 52%, Science Mastery 27%, Writing Mastery 92%, Reading LG 65%, Math LG 73%, Lowest 25% Reading improvements 69%, Lowest 25% Math Improvements 75% Math Teacher at Dundee Ridge Middle 2008-2009, School Grade "C ", Reading Mastery 48%, Math Mastery 45%, Science Mastery 20%, Writing Mastery 98%, Reading LG 59%, Math LG 62%, Lowest 25% Reading improvements 68%, Lowest 25% Math Improvements 69 % Career Development Teacher at Dundee Ridge Middle 2007-2008, School Grade " C", Reading Mastery 47%, Math Mastery 46%, Science Mastery 20%, Writing Mastery 96%, Reading LG 59%, Math LG 66%, Lowest 25% Reading improvements 72%, Lowest 25% Math Improvements 70% Teacher at Dundee Ridge Middle 2006-2007, School Grade "C", Reading Mastery 48%, Math Mastery 46%, Science Mastery 15%, Writing Mastery 81%, Reading LG 61%, Math LG 64%, Lowest 25% Reading improvements 69%, Lowest 25% Math Improvements 67 %

Reading	Rebecca Wilhelm	Bachelors of Science in Elementary Education, Masters in Ed Leadership, Ed.S in Curriculum and Instruction, ESOL Endorsement, Reading Endorsement	0	0	English/Reading Teacher at Lake Minneola High School 2011-2012, Data TBA
					Assistant Principal of Windy Hill Middle School 2010-2011, School Grade "B", Reading Mastery 68%, Math Mastery 70%, Science Mastery 50%, Writing Mastery 78%, Reading LG 60%, Math 70%, Lowest 25% improve in Reading 64%, Lowest 25% improve in Math 57%
					Assistant Principal of Windy Hill Middle School 2009-2010, School Grade "A", Reading Mastery 71%, Math Mastery 71%, Science Mastery 53%, Writing Mastery 83%, Reading LG 64%, Math 70%, Lowest 25% improve in Reading 64%, Lowest 25% improve in Math 64%
					Assistant Principal of Windy Hill Middle School 2008-2009, School Grade "A", Reading Mastery 71%, Math Mastery 67%, Science Mastery 53%, Writing Mastery 94%, Reading LG 64%, Math 70%, Lowest 25% improve in Reading 62%, Lowest 25% improve in Math 67%
					Assistant Principal of Windy Hill Middle School 2007-2008, School Grade "A", Reading Mastery 72%, Math Mastery 73%, Science Mastery 51%, Writing Mastery 89%, Reading LG 65%, Math 73%, Lowest 25% improve in Reading 70%, Lowest 25% improve in Math 77%
					Assistant Principal of Windy Hill Middle School 2006-2007, School Grade "A", Reading Mastery 73%, Math Mastery 73%, Science Mastery 55%, Writing Mastery 92%, Reading LG 65%, Math 75%, Lowest 25% improve in Reading 68%, Lowest 25% improve in Math 71%
					Assistant Principal of Windy Hill Middle School 2005-2006, School Grade "A", Reading Mastery 73%, Math Mastery 72%, Writing Mastery 85%, Reading LG 64%, Math 72%, Lowest 25% improve in Reading 68%
					Drop Out Prevention Teacher Windy Hill Middle School 2004-2005, School Grade "A", Reading Mastery 70%, Math Mastery 69%, Writing Mastery 82%, Reading LG 64%, Math 75%, Lowest 25% improve in Reading 67%
					Language Arts Teacher at Windy Hill Middle School 2003-2004, School Grade "A", Reading Mastery 68%, Math Mastery 68%, Writing Mastery 85%, Reading LG 64%, Math 72%, Lowest 25% improve in Reading 68%
					Science Teacher at Windy Hill Middle School 2002-2003, No

					Data 4th Grade Teacher at Four Corners Charter School 2001-2002, School Grade "A", Reading Mastery 68%, Math Mastery 68%, Writing Mastery 61%, Reading LG 74%, Math 90%, Lowest 25% improve in Reading 74% 4th Grade Teacher at Four Corners Charter School 2000-2001, No Data 4th Grade Teacher at Loughman Oaks Elementary 1999-2000, No Data
Science	Rachel Jensen	Bachelor in Education	0	0	Stambaugh Middle 2011-2012: School Grade C, Percentage meeting high standards in reading 38%, math 38%, writing 68%, science 28%, % learning gains: reading 55%, math 61%, adequate progress of lowest %: 54% reading, 62% math, Stambaugh Middle 2010-2011: School Grade C, Percentage meeting high standards in reading 52%, math 46%, writing 75%, science 29%, % learning gains: reading 54%, math 56%, adequate progress of lowest %: 66% reading, 66% math, AYP 79%. Stambaugh Middle 2009-2010: School Grade C, Percentage meeting high standards in reading 55%, math 54%, writing 87%, science 31%, % learning gains: reading 63%, math 66%, adequate progress of lowest 25%: 65% reading, 63% math, AYP 79%.

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
1. Hire instructors with outstanding references, optimistic and a positive demeanor, highly qualified and certified. Convince applicants that the school culture is changing and pride and academic achievement is the primary focus of the school.	Linda J. Ray Tye Bruno Criston Jensen	On going
2. To recruit and retain – All teachers will paMTSS/RtIcipate in: PEC, New Teacher training, AIF facilitators coaching, Learning Focused Professional Development, PBS/MTSS/RtI training, PLC, PD 360 PD,T.A.R.G.E.T.	Administration, Reading AIF, Math AIF, Science Resource, Title I Program Facilitator	On going
3. To retain by providing model instruction to all teachers	Administration, Reading AIF, Math AIF, Science Resource, Title I Program Facilitator	On going

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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
None	

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board CeMTSS/ RtIfied Teachers	% ESOL Endorsed Teachers
~~47~~ 56	~~17%~~ 14% [8]	~~32%[15]~~ 37% [20]	~~26%[12]~~ 29% [16]	~~26%[12]~~ 21% [12]	~~40%[19]~~ 36% [20]	~~100%[47]~~ 100% [56]	~~13%[6]~~ 11% [6]	0%[0]	~~28% [13]~~ 38% [21]

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
Klickus Brigman	Mrs. Shockley – Reading AIF	New to teaching and/or the school in Reading and/or Language Arts	Daily contact and weekly formal PLC's
Nieves	Kenyatta Cooper – Math AIF	New to teaching and/or the school in Math	Daily contact and weekly formal PLC's
Meadows Wiles	Rachel Jensen – Science AIF	New to teaching and/or the school in Science	Daily contact and weekly formal PLC's

Additional Requirements
Coordination and Integration-Title I Schools Only

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

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

Title I, Part A funds school-wide services to Lake Alfred-Addair Middle School (LAAMS). The Title I funds provide supplemental instructional resources and interventions for students with academic needs. Title I, Part A, support also provides after school and summer instructional programs and technology for students. In addition funds supplement the purchase of instructional materials, professional development for teachers and additional resource teachers. Title I Part A funds also provide for resources for parents.
Title I, Part C-Migrant students enrolled in LAAMS will be assisted by the school and assigned District Education Program. (MEP) Students will be prioritized by the MEP for supplemental services based on needs and migrant status. MEP Teacher Advocates, assigned to schools with high percentages of migrant students will monitor the progress of these high need students and provide or coordinate supplemental academic support to both students and parents in locating the necessary services to ensure the academic success of these students whose education has been interrupted by numerous moves.
Title I, Part D   Title 1, Part D, provides Transition Facilitators to assist students with transition from Department of Juvenile Justice (DJJ) facilities back into their zoned school. The Transition Facilitators communicate with the Guidance Counselors at schools to facilitate the transfer of records and appropriate placement.
Title II   Professional development resources are available to Title I schools through Title II funds. In addition, fund available to Lake Alfred-Addair Middle, School Technology Services provide technical support, technology training, and licenses for software programs and web-based access via Title II-D funds.
Title III   Title III provides supplemental resources for English Language Learners (ELL) and their teachers in Title I schools, as well as professional learning opportunities for school staff.
Title X- Homeless   The Hearth program, funded through Title X, provides support for identified homeless students. Title I provides 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)   SAI funds will be coordinated with the Title I funds to provide after school math and reading support for all level 1 students who are able to paMTSS/RtIcipate. The summer Credit Retrieval program makes it possible for students to succeed and gain credit when it may not have been achieved in their regular classes during the school year. SES (Supplemental Educational Services) provides additional academic instruction for economically disadvantaged students for enhancement in Reading, Math, and Science.
Violence Prevention Programs   Lake Alfred-Addair Middle provides violence and drug prevention programs in order to promote a safe school environment. Examples of violence prevention programs include anti-bullying, gang awareness and Positive Behavior Support (PBS). Many speakers are scheduled throughout the year to support making the right choices in life for our students. School safety is a major concern.
Nutrition Programs   NA
Housing Programs   N/A
Adult Education   Students are provided with information related to adult education options upon request through the Guidance and Administration Departments.

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Career and Technical Education
Ridge Technical Career Center holds tours and will send representatives from different vocations to Lake Alfred Middle to showcase the many careers available for our students who many not be college bound. In an effort to introduce our students into the world of career and technical opportunities, the LAAMs curriculum includes several elective classes to provide students with an opportunity to explore the framework into careers such as culinary arts, vocational agriculture, the performing arts, computer technology, television, and the fine arts.
Job Training
In an effort to introduce our students into the world of career and technical opportunities, the LAAMs curriculum includes several elective classes to provide students with an opportunity to explore the framework into careers such as culinary arts, vocational agriculture, the performing arts, computer technology, and television

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

School-Based MTSS//RtI Team
Identify the school-based MTSS leadership team: Criston Jensen: APA, Tye Bruno: APC, Shawn Warr: ESE Facilitator, Kenyatta Cooper: AIF Math, Rebecca Wilhelm: AIF Reading and Lang Arts, Rachel Jensen: AIF Science, Emma Downing: Guidance Counselor, Leonda Narramore: teacher, Delores Shockley: Dean of Students, Jonathan Harris: Dean of Students and Linda Ray: Principal
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/RtI Leadership Team will meet once a week to determine how to develop and maintain a problem-solving system to bring out the best in our school, our teachers, and students. The principal will provide a common vision for the use of data-based decision-making, ensuring that the school-based team is implementing MTSS/RtI, conducts assessment of MTSS/RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS/RtI implementation, and communicates with parents regarding school-based MTSS/RtI plans and activities. Once a week the team will review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on this information, the team will identify professional development and resources. The team will collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processed and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.
Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the MTSS/RtI problem-solving process is used in developing and implementing the SIP? The MTSS/RtI Team met for several sessions and evaluated the needs of the school to make learning gains, meet AYP, and improve academic and social/emotional areas. The MTSS/RtI Team members are key personnel and had a hands-on role in developing the SIP. The data provided on the Tier 1, 2, and 3 targets helped set clear expectations and facilitated the development of a systemic approach to teaching with rigor, relevance, and building relationships being the focus. Learning Focused Strategies in accordance with the Florida Continuous Improvement Model align process and procedures and will produce campus safety and learning gain results.
MTSS Implementation

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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: Progress Monitoring Discovery Education testing 3 sessions for Reading, Math, and Science. Behavior is monitored by APA and Dean with data distribution. Progress Monitoring: Fast Forward - Curriculum Based Measurement (CBM), FCAT Simulation , Spring Board Pre/Post Unit Assessments Midyear: Discovery Education, Diagnostic Assessment for Reading (DAR) End of year: Discovery Learning assessments, AIMS web, FCAT Frequency of data days: once a month
Describe the plan to train staff on MTSS. Professional development will be provided during teachers' common planning and small sessions will occur throughout the year. Two PD sessions entitled: "MTSS/RtI: Problem Solving Model: Building Consensus Implementing and Sustaining Problem-Solving/RtI" and "RtI: Challenges to Implementation Data-based Decision-making, and Supporting and Evaluating Interventions: will take place in mid October. Every Thursday at 7:00a.m. have been set aside for once planning sessions in the content area and PreAP meeting to coordinate lesson plans, share strategies, and collaborate. The MTSS/RtI Team will also evaluate additional staff PD needs during the weekly MTSS/ RtI Leadership Team meetings.
Describe the plan to support MTSS. The administrative staff and members of the MTSS/RtI will meet every Tuesday during Professional Development day to discuss, implement and support the staff. During weekly walk throughs (conducted by Administration), the plan will be implemented within the classroom setting.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). Principal: Linda Ray, Assistant Principal Curriculum: Tye Bruno, AIF Reading and Language Arts: Rebecca Wilhelm, Dean: Shockley, Reading Teacher: Mrs. McDuffie, Language Arts Teacher:Brigman, Math Teacher: Nieves, Science Teacher: Jensen, Social Studies Teacher: Haughn, ESE Teacher: Harvey, Electives Teacher: Ingram
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). The team meets monthly to discuss the implementation of effective high yielding strategies in all classrooms. The function of the team is to ensure that all teachers have the proper resources to implement all strategies with fidelity and rigor. Weekly newsletters are emailed to the staff to address highly effective classroom teaching strategies.
What will be the major initiatives of the LLT this year? Consistency within all classrooms, by building background knowledge, vocabulary development, close reading and support wit parallel text.

Public School Choice
- **Supplemental Educational Services (SES) Notification**
  Upload a copy of the SES Notification to Parents in the designated upload link on the "Upload" page.

*Elementary Title I Schools Only: Pre-School Transition

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

N/A

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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 are responsible for teaching reading and supporting literacy goals for the entire school. Each teacher must include a reading goal in his/her Individual Professional Growth Plan. Our Reading AIF, Rebecca Wilhelm, will provide teacher support through PLC's, highly effective strategies and classroom support. The entire school, including faculty and staff personnel will read three universal books this year, participating in a school wide reading event to include, stem questions, implementation of extended reading passages in all content areas. All teachers will participate in PLCs that will include a book study focusing on literacy strategies.

High Schools Only
Note: Required for High School-Sec. 1003.413(2)(g), (2)(j) F.S.
How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

NA

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

NA

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

NA

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Reading Goals	Problem-Solving Process to Increase Student Achievement					

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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 reading.	1A. -Most teaching, tasks, & assignments are not at the proficient/ advanced level.	1A.-Employ CISM using grade level text - Teacher will unpack benchmarks and ensure that they teach at the complexity of the benchmark - SpringBoard Curriculum will be implemented.	1A -Reading AIF - Administrator	1A.-Daily classroom walk-through -Discovery Baseline -- Assessments - Lesson plans	1A. -2013 FCAT -Discovery Baseline Assessments - Walk-Through Rubric - Review of teacher lesson plans.		
Reading Goal #1A: In the Spring 2013, 40 % of Students will score AL3 on FCAT	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	30%	40%					

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		1A.2. Education is not a priority for all students.	1A.2. Use career and community speakers to provide relevant presentations to students Hired part time Motivational person to work with student groups, staff and community School Social Worker will work with individual students.	1A.2. Administration Parent Involvement Community members Classroom teachers	1A.2.Discussions with students and teachers	1A.2. Survey	
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		

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1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.	1A. -Most teaching, tasks, & assignments are not at the proficient/ advanced level.	1A.-Employ CISM using grade level text - Teacher will unpack benchmarks and ensure that they teach at the complexity of the benchmark - SpringBoard Curriculum will be implemented	1A -Reading AIF - Administrator	1A.-Daily classroom walk-through -Discovery Baseline -- Assessments - Lesson plans	1A. -2013 FCAT -Discovery Baseline Assessments - Walk-Through Rubric - Review of teacher lesson plans.		
Reading Goal #1A: In the Spring 2013, 40 % of Students will score AL3 on FCAT	2012 Current Level of Performance :*	2013 Expected Level of Performance :*					
	30%	40%					
		1A.2. Education is not a priority for all students.	1A.2. Use career and community speakers to provide relevant presentations to students Hired part time Motivational person to work with student groups, staff and community School Social Worker will work with individual students.	1A.2. Administration Parent Involvement Community members Classroom teachers	1A.2.Discussions with students and teachers	1A.2. Survey	

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1B. Florida Alternate Assessment: **Students scoring at Levels 4, 5, and 6 in reading.**	1B.1. Students are not provided appropriate learning of the strategies being assessed on the Florida Alternate Assessment.	1B.1. Provide the InD teacher with the most current information on the topics and skills covered in the FAA.	1B.1. LEA Facilitator Administration	1B.1. Daily classroom walk-through. Lesson plans. Assessments.	1B.1.Walk- through Rubric. Review of lesson plans. 2013 FAA.		
Reading Goal #1B: In the Winter 2013 20% of the students taking the FAA will score between a level 4 and level 6.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	6th Grade- 0% 7th Grade- 20% 8th Grade- 33%	6th, 7th ,8th Graders- 20% will pass the FAA with a score between level 4- 6.					
		1B.2. Administrators and/ or teacher have limited awareness of students with disabilities' needs.	1B.2. Heighten awareness through professional development opportunities	1B.2. LEA Facilitator	1B.2. 1. Discussions with students and teachers.	1B.2. 1. Survey	

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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 Majority of schools are not providing all students with access to academically challenging coursework	2A. Employ CISM using grade level text Teacher will unpack benchmarks and ensure that they teach at the complexity of the benchmark	2A.1Coaching by AIF's Expectations Lesson Study	2A.1. Daily classroom walk-through -Discovery Baseline -- Assessments - Lesson plans	2A.1. 2013 FCAT -Discovery Baseline Assessments - Walk-Through Rubric - Review of teacher lesson plans.		
Reading Goal #2A: In the Spring 2013, 15% of Students will score AL4 or above on FCAT 2.0.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	9%	*15%*					

		2A.2. Most students are not reading and engaging with long, complex texts across the content areas and writing about what they're reading.	2A.2. Employ CISM using grade level text (1) *PLC/Dept. review and comparison of course assignments and test development to avoid drift in grade level expectations	2A.2. Reading AIF Leadership Team Administration	2A.2. 2013 FCAT -Discovery Baseline Assessments - Walk-Through Rubric - Review of teacher lesson plans.	2A.2. 2013 FCAT -Discovery Baseline Assessments - Walk-Through Rubric - Review of teacher lesson plans.	
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 Majority of schools are not providing all students with access to academically challenging coursework	2A. Employ CISM using grade level text Teacher will unpack benchmarks and ensure that they teach at the complexity of the benchmark	2A.1Coaching by AIF's Expectations Lesson Study	2A.1. Daily classroom walk-through -Discovery Baseline -- Assessments - Lesson plans	2A.1. 2013 FCAT -Discovery Baseline Assessments - Walk-Through Rubric - Review of teacher lesson plans.	

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Reading Goal #2A: In the Spring 2013, 15% of Students will score AL4 or above on FCAT 2.0.	2012 Current Level of Performance :*	2013 Expected Level of Performance :*					
	9%	15%					
		2A.2. Most students are not reading and engaging with long, complex texts across the content areas and writing about what they're reading.	2A.2. Employ CISM using grade level text (1) *PLC/Dept. review and comparison of course assignments and test development to avoid drift in grade level expectations	2A.2. Reading AIF Leadership Team Administration	2A.2. 2013 FCAT -Discovery Baseline Assessments - Walk-Through Rubric - Review of teacher lesson plans.	2A.2. 2013 FCAT -Discovery Baseline Assessments - Walk-Through Rubric - Review of teacher lesson plans.	
2B. Florida Alternate Assessment: **Students scoring at or above Level 7 in reading.**	2B.1. Students are not provided appropriate learning of the strategies being assessed on the Florida Alternate Assessment.	2B.1. Making grade level material available to students and teachers	2B.1. Administration LEA Facilitator	2B.1. Daily classroom walk-through. Lesson plans. Assessments.	2B.1.Walk- through Rubric. Review of lesson plans. 2013 FAA.		

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Reading Goal #2B: In the Winter 2013, 75% of the students taking the FAA will score level 7 or higher.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	6th Grade- 100% 7th Grade- 80% 8th Grade- 33%	6th Grade, 7th Grade, 8th Grade- 75% will pass the FAA with a level 7 or higher.					
		2B.2. Students have difficulty making connections to the content.	2B.2. LEARN 360 *Teachers build background knowledge prior to instruction (1,2,3)	2B.2. Classroom teacher Administration	2B.2. Observations	2B.2. LEARN 360 videos *Links to Media Online subscriptions (1,2)	

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 reading.	3A.1. Some teachers may not be using periodic assessment to check for understanding.	3A.1. Use distributive summarization throughout lesson design	3A.1.Administration Reading AIF Leadership team	3A.1. Lesson plans will be reviewed during classroom walkthroughs by administrators and visits by Math AIF	3A.1. Administrative classroom walkthrough logs		
Reading Goal #3A: On the Spring 2013, 69% of Students will make a learning gains on FCAT 2.0.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	53%	69%					
		3A.2. Students are exposed to low level assignments based on teachers having low expectations for student success.	3A.2. Teachers problem solve building strategies during PLC's by unpacking the benchmarks	3A.2. AIF's Administration	3A.2. Teacher discussion Teach the assessed curriculum and review teacher made tests	3A.2. PLC Survey Review Teacher made tests	
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 reading.	3A.1. Some teachers may not be using periodic assessment to check for understanding.	3A.1. Use distributive summarization throughout lesson design	3A.1.Administration Reading AIF Leadership team	3A.1. Lesson plans will be reviewed during classroom walkthroughs by administrators and visits by Math AIF	3A.1. Administrative classroom walkthrough logs		
Reading Goal #3A: On the Spring 2013, 69% of Students will make a learning gains on FCAT 2.0.	2012 Current Level of Performance :*	2013 Expected Level of Performance :*					
	53%	69%					
		3A.2. Students are exposed to low level assignments based on teachers having low expectations for student success.	3A.2. Teachers problem solve building strategies during PLC's by unpacking the benchmarks	3A.2. AIF's Administration	3A.2. Teacher discussion Teach the assessed curriculum and review teacher made tests	3A.2. PLC Survey Review Teacher made tests	
3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.	3B.1. Students were not exposed to real life relevant activities	3B.1.Provide real life relevant activities on an off campus	3B.1. Classroom teacher	3B.1. lesson plans student verbal and non verbal clues	3B.1. Class room Walk Throughs by Adminstration		

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Reading Goal #3B: In Winter 2013, 100% of the students taking the FAA will show learning gains on the Reading portion.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	6th Grade- 67% 7th Grade- 80% 8th Grade- 67%	6th Grade, 7th Grade, 8th Grade- 100% will show learning gains on the FAA.					
		3B.2. Practice using choice skills	3B.2. Ensure that students practice using and asking for choice skills	3B.2. Classroom Teachers	3B.2.Student and teacher discussion Observations	3B.2. Leadership Walkthroughs	

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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4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.	4A.1. Students may not be motivated to learn.	4A.1. Teacher need to create high interest lessons grade level material Implementation of Spring Board Curriculum	4A.1. Reading AIF Administrator Leadership Team	4A.1. Lesson plan checks Keeping the End in Mind when planning	4A.1. Lesson plan checks Observation		
Reading Goal #4A: On the Spring 2013, 80% of students will make a learning gain on FCAT 2.0.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	56%	80%					
		4A.2. Some students are not properly grouped for differentiated instruction.	4A.2. Utilize data for small flexible groups in which instruction may be scaffolded	4A.2. Reading AIF Administration Leadership Team	4A.2. Classroom walkthroughs Lesson plan checks	4A.2. Observation Evaluation of lesson plans	
4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in reading.	4B.1. Many teachers lack a strong knowledge of their content.	4B.1. LEARN 360 2. Specific content professional development through PLC's	4B.1. Classroom Teacher Reading AIF Adminstration	4B.1. Learn 360 use monitoring	4B.1. LEA Administration AIF's		

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Reading Goal #4B: In Winter 2013, 100% of the lowest 25% of students taking the FAA will show learning gains on the Reading portion.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	6th Grade- 0% 7th Grade- 0% 8th Grade- 33%	6th Grade, 7th Grade, 8th Grade- 100% of the lowest 25% will show learning gains on the FAA.					
		4B.2. Some students begin the school year with below grade level skills.	4B.2. Extended Learning; tutoring before/after school and Saturday Academies	4B.2. Administration Title One	4B.2. Walkthroughs Surveys	4B.2. Observation Student progress	

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	

for the following years							
5A. In six years school will reduce their achievement gap by 50%.	**Baseline data 2010-2011** Black/African American 25% Hispanic 29% White 50% ELL 17% SWD 27% ED 33%	Black/African American 23% Hispanic 31% White 37% ELL 18% SWD 16% ED 29%	Black/African American 38% Hispanic 41% White 58% ELL 31% SWD 39% ED 44%	Black/African American 44% Hispanic 47% White 63% ELL 38% SWD 45% ED 50%	Black/African American 50% Hispanic 53% White 67% ELL 45% SWD 51% ED 55%	Black/ African American 56% Hispanic 59% White 71% ELL 52% SWD 57% ED 61%	Black/ African American 63% Hispanic 65% White 75% ELL 59% SWD 64% ED 67%
Reading Goal #5A: Over the next 6 years students will reduce their achievement gap by 50% through SpringBoard Curriculum, Direct Whole Group Instruction, Guided Practice and Centers.							
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		

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5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in reading.**	5B.1. Students are not exposed to enough material at their grade level	5B.1. Use weekly extended reading passages that cross all content areas	5B.1. AIF reading Reading teachers Administration	5B.1. Evaluate extended reading passages Classroom observations	5B.1. Classroom observation Evaluation of reading passages		
Reading Goal #5B: On the Spring 2013, 80% of students will make a learning gain on FCAT 2.0.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	White:32% Black:30% Hispanic:32% Asian: 1% American Indian:1%	White: 40% Black:37.5 % Hispanic: 40% Asian:2% American Indian:2%					
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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5C. English Language Learners (ELL) not making satisfactory progress in reading.	5C.1. Teachers may not be implementing ESOL strategies with fidelity.	5C.1. PLCs include ESOL teachers to share appropriate strategies Book with DVD - 50 Strategies for Teaching English Language Learners by Herrell and Jordan (Third Edition)	5C.1. ESOL teacher AIF's	5C.1. Observing ESOL implementation	5C.1. FCAT 2013 Discovery Monitoring		
Reading Goal #5C: ELL students will increase progress from 13% to 50% in expected level of Performance.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	13%	*50%*					
		5C.1. Students suffer from a barrier of not being able to communicate (read) with non English speaking / reading parents.	5C.2. ESOL Parent Night on Reading strategies	5C.2. Title 1 Contact ESOL teacher	5C.2. Review the evaluations	5C.2. Survey of Parent night for parents to fill out	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.	5D.1. Students are not properly placed in inclusion classes with appropriate support.	5D.1. Scheduling and support reviews to be completed every 9 weeks	5D.1. LEA Facilitator Inclusion teachers Administration	5D.1. Walk through, lesson plan check, teacher data	5D.1. Observations 9 week review of inclusion class list		

Reading Goal #5D: In Spring 2013, students with disabilities will show 70% learning gains in reading.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	16%	70%				
		5D.2. Students not making learning gains may need additional time to learn.	5D.2. Extended Learning; tutoring before/after school and Saturday Academies	5D.2.Adminstration SES school contact	5D.2. Adminstration Reach out to the parents of students who need extended learning	5D.2. Review students who are enrolled in turoring
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.	5D.1. Students are not properly placed in inclusion classes with appropriate support.	5D.1. Scheduling and support reviews to be completed every 9 weeks	5D.1. LEA Facilitator Inclusion teachers Administration	5D.1. Walk through, lesson plan check, teacher data	5D.1. Observations 9 week review of inclusion class list	
Reading Goal #5D: In Spring 2013, students with disabilities will show 70% learning gains in reading.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	16%	70%				
		5D.2. Students not making learning gains may need additional time to learn.	5D.2. Extended Learning; tutoring before/after school and Saturday Academies	5D.2.Adminstration SES school contact	5D.2. Adminstration Reach out to the parents of students who need extended learning	5D.2. Review students who are enrolled in turoring

Based on the analysis of student achievement data and reference to "Guiding	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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Questions," identify and define areas in need of improvement for the following subgroup:							
5E. Economically Disadvantaged students not making satisfactory progress in reading.	5E.1 Students are unaware of the skills necessary to survive as students and adults.	5E.1. Community speakers address students several times throughout the school year.	5E.1. Administration	5E.1. Discuss with students the impact of the community speakers	5E.1. Discussions with students		
Reading Goal #5E: Economically Disadvantaged students will increase reading progress to 100%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	90%	*100%*					
		5E.2. Some students may experience difficulty in thinking critically while reading, writing &/or understanding content area curriculum.	5E.2. Implement the study of prefixes, suffixes and roots (8)	5E.2. AIF's Administration Literacy Leadership Team	5E.2. Classroom Walkthroughs Coaching discussions	5E.2. Observations	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5E. Economically Disadvantaged students not making satisfactory progress in reading.	5E.1. Students have limited access to educated & employed role models.	5E.1. Community speakers address students several times throughout the school year.	5E.1. Administration	5E.1. Discuss with students the impact of the community speakers	5E.1. Discussions with students		
Reading Goal #5E: Economically Disadvantaged students will increase reading progress to 100%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	90%	*100%*					

| | | 5E.2. Some students may experience difficulty in thinking critically while reading, writing &/or understanding content area curriculum. | 5E.2. Implement the study of prefixes, suffixes and roots (8) | 5E.2. AIF's Administration Literacy Leadership Team | 5E.2. Classroom Walkthroughs Coaching discussions | 5E.2. Observations | |

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
Common Core Implementation	6-8	Administration, Resource	All teachers	September – May 2012/ 2013	Lesson plans, observations	AIF Reading, Administration
Spring Board Training	6-8	District	Reading Teachers and Language Arts Teachers	Summer 2012 and Fall 2012	Classroom Observation	AIF Reading, Administration
Flexible Grouping	6-8	AIF Reading	Reading Teachers	November 2012	Classroom observation	AIF reading, Administration, Literacy Leadership team

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Reading Budget (Insert rows as needed)

Include only school funded activities/ materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
0.00 Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
~~Kindle Fires~~	~~Reading tablet~~	~~Title One~~	~~$20000.00~~
20000.00 Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Kagan	Cooperative Learning Strategies	Title I	$5000.00
Extend PLC PD Time		Title I	$0.00
5000.00 Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Common Lesson Planning	Teachers receive a day to plan interactive reading lessons	Title 1	5000.00
5000.00 Subtotal:			
30,000.00 Total:			

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				

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Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1. Students scoring proficient in listening/speaking.	1.1. 1 .Students are satisfied with just passing (being C student).	1.1. Create additional speaking opportunities through public performance and promotional performances for the schools' ESOL Department.	1.1. Teachers, paraprofessional, technology, guidance	1.1. Increased speaking opportunities measured by number of students and time/dates	1.1. On-going speaking and listening evaluations. 2013CELLA results	
CELLA Goal #1: Overall ESOL Students will improve their tested Listening /Speaking skills to72 % above last year's proficiency totals.	2012 Current Percent of Students Proficient in Listening/Speaking:					
	58% of all students taking CELLA were proficient in the Listening/Speaking skills assessed					
		1.2. Students have limited access to educated & employed role models.	1.2. Apply a variety of instructional strategies, such as video clips, online resources, and print materials differentiated for individual student needs.	1.2 Teachers, paraprofessional, technical assistance. Link to Learn360 for instructional digital media that is organized by content, Common Core + standards, and grade level.	1.2. Diversity of exposure in lesson plans.	1.2. On-going speaking and listening evaluations.

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		1.3. Parents are not equipped to help students at home.	1.3. Parent Informational Meetings in parent's home language in the school or area.	1.3. Title Three, Teachers, paraprofessionals.	1.3. Parent involvement and attendance.	1.3. On-going speaking and listening evaluations.
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. Some teachers do not use data to set academic goals for students.	2.1. Use progress monitoring tools to identify students who need additional support and determine if interventions are working.	2.1. Teacher, paraprofessional, guidance, student services.	2.1. Reading progress per data collection.	2.1. DIBELS Next DORF progress monitoring: extended reading passages. Discovery testing probes.	
CELLA Goal #2: ESOL Students will improve their tested Reading skills to 31% overall above last years' proficiency totals.	2012 Current Percent of Students Proficient in Reading:					
	24% of all students taking CELLA were proficient in the Reading skills assessed.					
		2.2. Many teachers lack a strong knowledge of their content.	2.2. Provide content specific professional development for teachers.	2.2. ESOL Teacher ESOL Paraprofessionals	2.2. Words their way	2.2. Progress Monitoring Observation

Students write in English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

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3. Students scoring proficient in writing.	2.1. Limited integration of technology to enhance content delivery.	2.1 Provide professional development regarding the implementation of technology such as SMART boards, document cameras, and student response systems and E readers	2.1. Technology department ESOL Teacher	2.1. Increased writing proficiencies.	2.1. On-going progress monitoring with writing rubrics used for scoring.	
CELLA Goal #3: ESOL Students will improve their tested Writing skills overall to 32.5% above last years' proficiency totals.	2012 Current Percent of Students Proficient in Writing :					
	28% of all students taking the CELLA were proficient in the Writing skills assessed.					

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
Intervention development	Problem Solving Team	None	None
Subtotal: 0			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Smart Board	Written expression	Lottery	5,000
E-Readers	Writing / reading exposure	Title I	$3,000
Subtotal: $3,000			
Professional Development			

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Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Student Incentives/ Motivation	Speaking performances for school	Title 3	$1,000
Parent Involvement	Room and food and program (3/year)	Title 3	$1,000
Subtotal: $2,000			
Total: 5,000			

End of CELLA Goals

Middle School Mathematics Goals

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

Middle School Mathemat	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. Teachers are not covering course benchmark or standards.	1A.1. Teachers will be instructed on where to find the content with in the benchmarks and how to stay on target with the curriculum maps	1A.1. Administration Math AIF Leadership Team	1A.1. Lesson Plan LEQ's	1A.1. Observations Curriculum maps	
Mathematics Goal #1A: In the Spring 2013, 30 % of Students will score AL3 on FCAT	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	20%	30%				
		1A.2. Rigorous Instruction	1A.2. Implement Spring Board Math Program	1A.2. Administration Math AIF	1A.2. Lesson Plan Student Work	1A.2. Lesson Plans Observations
1B. Florida Alternate Assessment: **Students scoring at Levels 4, 5, and 6 in mathematics.**	1B.1. . Students are not provided appropriate learning of the strategies being assessed on the Florida Alternate Assessment.	1B.1. Use of curriculum maps, access points curriculum guide	1B.1.Class room Teacher, Administration	1B.1 1. Lesson plans. 2. Assessments.	1B.1. Classroom Walkthroughs	

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Mathematics Goal #1B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
In the Winter 2013 20% of the students taking the FAA will score between a level 4 and level 6.							
	6th Grade- 33% 7th Grade- 40% 8th Grade- 33%	6th Grade, 7th Grade, 8th Grade- 20% will pass the FAA with a score between level 4 and level 6.					

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 are not being given the opportunity for complex thinking	2A.1. Teachers will unpack benchmarks and ensure that they teach at the complexity of the benchmark	2A.1. Math AIF Administration	2A.1. Lesson plan checks will occur often to ensure teachers are where they are supposed to be as well as they are incorporating HOTS questions	2A.1. Classroom walkthroughs and observations Lesson plan checks		
Mathematics Goal #2A: In the Spring 2013, 14 % of Students will score AL3 on FCAT	2012 Current Level of Performance :*	2013 Expected Level of Performance :*					
	7% or 36 students	*14% or 72 students*					
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.	2B.1. Students are not provided appropriate learning of the strategies being assessed on the Florida Alternate Assessment.	2B.1. Making grade level material available to students and teachers	2B.1. LEA Facilitator, Administration	2B.1. 1. Daily classroom walk-through. 1. Lesson plans. 2. Assessments.	2B.1. Classroom walkthroughs and observations Lesson plan checks		
Mathematics Goal #2B: In the Winter 2013, 75% of the students taking the FAA will score level 7 or higher.	2012 Current Level of Performance :*	2013 Expected Level of Performance :*					

	6th Grade- 67% 7th Grade- 60% 8th Grade- 33%	6th Grade, 7th Grade, 8th Grade- 75% will pass the FAA with a level 7 or higher.					

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 not making progress or achieving goals. Basic skills in math are lacking and previous math concepts have not been mastered	3A.1. All students will be assessed weekly with team generated progress checks. Remediation through instruction Remediation through tutoring	3A.1.Administration Math AIF	3A.1. Interventions will be applied to assure mastery of specific student needs. Students will increase scores on tests given throughout the year: Discovery tests three times a year, plus the individual teacher tests given in class. Baseline and midyear test results will be used.	3A.1. Compass Odyssey scores Discovery Tests Individual Student Observations		

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Mathematics Goal #3A: On the Spring 2013, 60% of Students will make a learning gains on FCAT 2.0	2012 Current Level of Performance :*	2013 Expected Level of Performance :*					
	43%	60%					
		3A.2. Lack of test-taking strategies and lack of FCAT vocabulary knowledge. Students are unable to make connections to new math material.	3A.2. All students will be provided strategies to master content strands of the FCAT test. In particular, FCAT stem and HOT questions and vocabulary will be stressed and practiced. Writing will be included in all math lessons to show increased understanding.	3A.2. Administration Math AIF	3A.2. Students will increase scores on tests given throughout the year: Discovery tests three times a year, plus the individual teacher tests given in class. Student Progress Charts will help to determine student needs.	3A.2 Discovery Assessments FCAT Students Progress Charts	
3B. Florida Alternate Assessment: **Percentage of students making learning gains in mathematics.**	3B.1. Many teachers lack a strong knowledge of their content.	3B.1. Utilize PD360 2. Specific content professional development through PLC's	3B.1. Classroom Teacher Math AIF Administration	3B.1. Lesson Plans, Assessments	3B.1. Classroom Walkthroughs		
Mathematics Goal #3B: In Winter 2013, 100% of the students taking the FAA will make learning gains.	2012 Current Level of Performance :*	2013 Expected Level of Performance :*					

	6th Grade-0% 7th Grade-40% 8th Grade-67%	6th Grade, 7th Grade, 8th Grade-taking the FAA 100% will show learning gains.				
		3B.2. Some students begin the school year with below grade level skills.	3B.2. Extended Learning; tutoring before/after school and Saturday Academies	3B.2. Tutors	3B.2. Student Progress	3B.2. Report Card Grades FCAT Scores 2013

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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4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.	4A.1.Students not having enough time to learn the mathematics as tested on the FCAT and basic skills not mastered at the grade level.	4A.1. All Level 1 students will have 90 minutes of Intensive mathematics instruction. Writing will be included in summarization for better understanding of the steps to solve problems.	4A.1. Administration and Math AIF	4A.1. Schedules will be monitored to ensure that all Level 1 students are scheduled in 90 minute classes.	4A.1 Progress of students on Baseline Discovery assessments. 2013FCAT.		
Mathematics Goal #4A: On the Spring 2013, 80% of Students will make a learning gain on FCAT 2.0	2012 Current Level of Performance :*	2013 Expected Level of Performance :*					
	58%	80%					
		4A.2. Students' differing needs and modalities of learning and lack of engagement	4A.2. In addition to the FCIM/ LFS Model, teachers will use collaborative pairs- to provide differentiated instructional approaches to teaching and will address the learning styles of all students. Stem and HOT questions will be used to increase understanding.	4A.2. Administration and Math AIF	4A.2. Lesson plans will be reviewed during classroom walkthroughs by administrators and visits by Math AIF	4A.2. Administrative classroom walkthrough logs/AIF visits

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4B. Florida Alternate Assessment: **Percentage of students in lowest 25% making learning gains in mathematics.**	4B.1. Many teachers lack a strong knowledge of their content.	4B.1. PD360 2. Specific content professional development through PLC's	4B.1. Classroom Teacher Math AIF Administration	4B.1. Lesson Plans, Assessments	4B.1. Classroom Walkthoughs		
Mathematics Goal #4B: In Winter 2013, 100% of the lowest 25% of students taking the FAA will make learning gains.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	6th Grade-33% 7th Grade-40% 8th Grade-33%	6th Grade, 7th Grade, 8th Grade-lowest 25% - 100% will make learning gains.					
		4B.2. Some students begin the school year with below grade level skills.	4B.2. Extended Learning; tutoring before/after school and Saturday Academies	4B.2. Classroom Teacher Administration	4B.2. Attendance Sheets	4B.2.Walkthoughs	

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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** Black/African American 17% Hispanic 20% White 27% ELL 12% SWD 20% ED 21%	Black/African American 12% Hispanic 23% White 25% ELL 9% SWD 15% ED 19%	Black/African American 31% Hispanic 33% White 39% ELL 27% SWD 33% ED 34%	Black/African American 38% Hispanic 40% White 45% ELL 34% SWD 40% ED 41%	Black/African American 45% Hispanic 47% White 51% ELL 41% SWD 47% ED 47%	Black/ African American 52% Hispanic 53% White 57% ELL 49% SWD 53% ED 54%	Black/ African American 59% Hispanic 60% White 64% ELL 56% SWD 60% ED 61%
Mathematics Goal #5A: _Over the next six years students will reduce their Achievement gap by 50% through Direct Whole Group Instruction, Guided Practice, and Centers._							

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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 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. Large population of students who do not understand the material	5B.1. Implement a new curriculum, Spring Board	5B.1. Teacher Administration Math-AIF	5B.1. Curriculum Assessments Pre/Post text Assessments	5B.1. FCAT 2013 Discovery		
Mathematics Goal #5B: *Student subgroups by ethnicity will increase satisfactory by 30% in each ethnicity subgroups.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	White: 15% Black:12% Hispanic:22% Asian: 20% American Indian: 0%	White:45% Black:42% Hispanic: 52% Asian:50% American Indian:30%					

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		5B.2. Teachers who do not understand how to teach the curriculum	5B.2. Evaluate performance and higher new highly qualified teachers	5B.2. Administration	5B.2. Student performance, Classroom Walk through	5B.2. FCAT 2012 Discovery	
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. Students cannot connect the visual and the kinesthetic learning styles to make connections	5C.1. Incorporate manipulative	5C.1. Teacher Administration AIF- Math	5C.1. Student Assessments	5C.1. Springboard Pre/Post tests Discovery FCAT 2013		
Mathematics Goal #5C: ELL Students will improve progress in math by 50%	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	5%	55%					
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.15C.1. Students cannot connect the visual and the kinesthetic learning styles to make connections.	5D.1. Incorporate manipulative and games	5D.1. Teacher Administration AIF-Math	5D.1. Student Assessments	5D.1. Spring Board Pre/Post Assessments Discovery FCAT 2013		
Mathematics Goal #5D: SWD students will improve progress in math by 50%	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	10%	*60%*					

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.	5E.1. Students lack basic math skills to increase abilities to the next level.	5E.1.Provide tutoring with transportation to assist in weak skills	5E.1. Tutor Administration	5E.1. Discovery Classroom Participation	5E.1. Discovery Assessment FCAT 2013		

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Mathematics Goal #5E: *Economically Disadvantaged students will increase math progress by50%*	2012 Current Level of Performance :*	2013 Expected Level of Performance: *					
	16%	66%					
		5E.2. Students struggle with connecting the visual and the kinesthetic learning styles to make connections.	5E.2. math manipulative	5E.2. Teacher Administration Math-AIF	5E.2. Discovery Assessment Student Grades	5E.2. Discovery Assessments FCAT 2013 Spring Board Pre/Post unit results	

End of Middle School Mathematics Goals

Algebra 1 End-of-Course (EOC) Goals

Algebra 1 EOC 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		
1. Students scoring at Achievement Level 3 in Algebra 1.	1.1. Students do not understand the math skills they are learning and/or have difficulty making connections to new math material.	1.1. Teachers plan and implement effective and explicit instructional strategies to address the needs of struggling students and build academic background knowledge which include Think Aloud, Note-Taking, Graphic Organizers and Summarizing. Weekly planning sessions with Math AIF.	1.1. Principal, APC, APA, AIF	1.1. Classroom Observations, Collaborative planning (weekly), and Discovery data	1.1. Discovery, EOC, and FCAT Data, Stage 1 of teacher evaluation.		
Algebra 1 Goal #1: By spring 2013, 61% of all students taking Algebra I will achieve level 3 or higher on the Algebra I EOC.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	56% 9-stds	*61%21-stds*					

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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		
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra 1.	2.1. Students do not understand the math skills they are learning and/or have difficulty making connections to new math material.	2.1. Teachers plan and implement effective and explicit instructional strategies to address the needs of struggling students and build academic background knowledge which include Think Aloud, Note-Taking, Graphic Organizers and Summarizing. Weekly planning sessions with Math AIF.	2.1. Principal, APC, APA, AIF	2.1. Classroom Observations, Collaborative planning (weekly), and Discovery data	2.1. Discovery, EOC, and FCAT Data, Stage 1 of teacher evaluation.		
Algebra Goal #2: By spring 2013, 30% of all students taking Algebra I will achieve level 4 or higher on the Algebra I EOC.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	25% 4-stds	*30% 11-stds*					

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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	
3A. In six years, school will reduce their achievement gap by 50%.	**Baseline data 2010-2011** Not Available	N/A	N/A	N/A	N/A	N/A	N/A
Algebra 1 Goal #3A: AMO for Algebra 1 not available for school							
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		

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3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in Algebra 1.**	3B1. Students do not understand the math skills they are learning and/or have difficulty making connections to new math material.	3B.1. Teachers plan and implement effective and explicit instructional strategies to address the needs of struggling students and build academic background knowledge which include Think Aloud, Note-Taking, Graphic Organizers and Summarizing. Weekly planning sessions with Math AIF.	3B.1. Principal, APC, APA, AIF	3B.1. Classroom Observations, Collaborative planning (weekly), and Discovery data	3B.1. Discovery, EOC, and FCAT Data, Stage 1 of teacher evaluation.		
Algebra 1 Goal #3B: *Student subgroups by ethnicity will increase satisfactory by 20% in each ethnicity subgroups.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	White: 70% Black: 100 % Hispanic: 67% Asian: N/A American Indian: N/A	White: 90% Black: 100% Hispanic: 87% Asian: N/A American Indian: N/A					
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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3C. English Language Learners (ELL) not making satisfactory progress in Algebra 1.	3C.1.	3C.1.	3C.1.	3C.1.	3C.1.		
Algebra 1 Goal #3C: *N/A*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		3C.2.	3C.2.	3C.2.	3C.2.	3C.2.	
		3C.3.	3C.3.	3C.3.	3C.3.	3C.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra 1.	3D.1.	3D.1.	3D.1.	3D.1.	3D.1.		
Algebra 1 Goal #3D: *N/A*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
		3D.2.	3D.2.	3D.2.	3D.2.	3D.2.	
		3D.3.	3D.3.	3D.3.	3D.3.	3D.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3E. Economically Disadvantaged students not making satisfactory progress in Algebra 1.	3E.1. Students do not understand the math skills they are learning and/or have difficulty making connections to new math material.	3E.1. Teachers plan and implement effective and explicit instructional strategies to address the needs of struggling students and build academic background knowledge which include Think Aloud, Note-Taking, Graphic Organizers and Summarizing. Weekly planning sessions with Math AIF.	3E.1. Principal, APC, APA, AIF	3E.1. Classroom Observations, Collaborative planning (weekly), and Discovery data	3E.1. Discovery, EOC, and FCAT Data, Stage 1 of teacher evaluation**.**		

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Algebra 1 Goal #3E: *During the 2012-2013 school year we will increase the number of economically disadvantaged students participating in Algebra 1 by 15%. We will increase tutoring efforts for these students and incorporate Springboard*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	N/A	*N/A*					

End of Algebra 1 EOC 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 PaMTSS/RtIcipants (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 Core Implementation	6-8	Administration, Resource	All teachers	September – May 2012/ 2013	Lesson plans, observations	AIF Math, Administration
Spring Board Training	6-8	District	Math Teachers	Summer 2012 and Fall 2012	Classroom Observation	AIF Math, Administration
Flexible Grouping	6-8	AIF Math	Math Teachers	November 2012	Classroom observation	AIF Math, Administration

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Mathematics Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal: 0.00			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal: 0.00			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Extended PLC Days	substitutes	Title One	2000.00
Subtotal: 2000.00			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal: 0.00			
Total: 0.00			

End of Mathematics Goals

Science Goals

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

SCIENCE 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	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	Person or Position Responsible for Monitoring		
1. Students achieving proficiency (FCAT Level 3) in science Science Goal #1:	1.1 Labs are "cookbook" style with students following a set of procedures rather than investigative	1.1. Increase use of inquiry based labs through coaching and curriculum development.	1.1. Professional development attendance records, lesson plans, teacher feedback, student progress monitoring.	1.1. Spring 2013 administration of the Science FCAT. Ongoing progress monitoring of the Discovery assessments.	1.1. Leadership Team		
The number of students achieving Level 3 on the 2013 FCAT will increase by 10%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	13%	30%					
		1.2. Limited student interest and engagement in science concepts and activities.	1.2. Application of a variety of instructional strategies, such as video clips, online resources, and print materials for individual student needs.	1.2. Student assignment completion; Student attendance summaries	1.2. Spring 2013 administration of the Science FCAT. 2. Ongoing progress monitoring of the Discovery assessments.	1.2. Tech Coach, Science teachers, Network Manager Curriculum AP, Math AIF, Science AIF, Principal	

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		1.3. Limited student experience in the Scientific Inquiry Process	1.3. A minimum of 18 Scientific Inquiry Process based investigations will be conducted in each Science class during the 2012-2013 school year.	1.3. Monitoring of lesson plans, daily walk-through of Science classrooms	1.3. Student lab reports and summaries, Discovery test results, FCAT results, classroom assessments	1.3.Leadership Team	
		1.4 Students struggle with science vocabulary	1.4 Vocabulary taught in context along with the use of interactive word walls.	1.4 Monitoring of lesson plans, daily walk-through of Science classrooms	1.4 Student lab reports and summaries, Discovery test results, FCAT results, classroom assessments	1.4 Leadership Team	
		1.5 Students have misconceptions regarding essential science concepts.	1.5 Utilize activating strategies or formative assessment probes to identify student misconceptions. Adapt instructional strategies to address student learning needs.	1.5 Science Team Planning involving all Science teachers and the Science AIF,	1.5 FCAT results, Discovery Test Results, daily walk-through of classrooms, Lesson Plans	1.5 Leadership Team	

		1.6 Strategies for addressing student misconceptions and gaps in background knowledge are not part of the lesson planning process.	1.6. Provide professional development regarding identification of student misconceptions and alignment of curriculum to meet student needs.	1.6 Monitoring of lesson plans, student progress on Discovery assessments, Teacher-made assessments, FCAT results, ongoing student progress monitoring.	1.6 Science FCAT; Teacher-developed assessments, Discovery test results, FCAT	1.6 Leadership Team	
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	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	Person or Position Responsible for Monitoring		

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2. Students achieving above proficiency (FCAT Levels 4 and 5) in science Science Goal #2:	2.1. Increasing the pace of instruction, or adding assignments is mistaken for increasing rigor.	2.1. 1. Provide curriculum resources and professional development for teachers to promote rigor for all students. 2.1.2. Student paMTSS/ RtIcipation in the school and district science fair.	2.1. Monitoring of lesson plans, student progress on Discovery assessments, Teacher-made assessments, FCAT results, ongoing student progress monitoring. Professional development attendance records. 2.1. 2. Same as above.	2.1. Science FCAT; Teacher-developed assessments, Discovery test results, .	2.1. Leadership Team		
The number of students achieving Levels 4 and 5 on the 2013 FCAT will increase by 9%.	2012 Current Level of Performance: *_	2013 Expected Level of Performance: *_					
	1% (3)	10%					

		2.2. Students lack opportunities to engage in scientific practice.	2.2. A minimum of 18 age-appropriate, content relevant investigations will be completed by each student. Utilize inquiry based labs such as SEPUP.	2.2. Monitoring of lesson plans, school-based walkthroughs and observations	2.2. spring 2013 administration of the Science FCAT. 2. Ongoing progress monitoring of the Discovery assessments.	2.2. Science teachers, Science AIF, Leadership team	
		2.3 Assessments are not authentic or engaging or lack HOT questions for students.	2.3 Utilize a variety of formative and summative assessment strategies including problem solving and project based assessments with clear outcomes. Through rubrics, provide students with clear expectations.	2.3 Lesson plans, student work samples,	2.3 Discovery test results, classroom test results, FCAT results	2.3 Leadership Team	

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 PaMTSS/RtIcipants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Thinking Maps	6, 7, and 8 Science	James Dean/ Math AIF	Science Dept.	During monthly PLC's	Lesson plans, PIIR reviews, follow-up activities.	Leadership Team.
IDEAS/Discovery assessments	Middle School	Math AIF/ Network Mgr.	Science Dept.	During monthly PLC's	Lesson plans, PIIR reviews	Leadership Team
Inclusion Strategies for ESE students	6,7, and 8	Reading AIF	School – wide	August 17	Classroom Observations, Lesson Plans	Leadership Team
Building Academic Vocabulary/Marzano	6, 7, and 8	Reading, Math and Math AIF	School – wide	October 5 – 6	Classroom Observations	Leadership Team
Conscious Classroom Management	6,7, and 8	Principal, APC, and AIFs	School – wide	August 17 – Sept 19	Classroom Observations	Leadership Team
Data disaggregation/ IDEAS/Discovery/ FCAT	6, 7, and 8	District Personnel/ Science AIF	School-Wide	Monthly PLC's	Classroom Observations, Lesson Plans	Leadership Team
Kagan Cooperative Learning Strategies	6, 7, and 8	District Personnel	School-wide	First Semester	Classroom Observations, Lesson Plans	Leadership Team
LFS Strategies	6, 7, and 8	Math/Reading Science AIF	School-wide	First Semester	Classroom Observations, Lesson Plans	Leadership Team
Science Content Based PD – SEPUP	6-7th	District personnel	District-wide	First Semester	Classroom Observations	Leadership Team

Science Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Hands-on, Minds-on lab activities, school-wide	Lab equipment	~~Title 1~~ District	$4,526.55
Hands-on, Minds-on lab activities, Life Science	Lab equipment	~~Title 1~~ District	$1,455.05
Hands-on, Minds-on lab activities	Lab equipment	~~Title 1~~ District	$11,843.92

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Science Fair	Display board, ribbons	~~Title 1~~ Donations	$1,630.85
Subtotal: $19,456.37			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Effective teaching strategies	LFS Facilitator will train science teachers	Title 1	$1,200.00
~~Effective teaching strategies~~	~~Thinking Maps training-further development~~	~~Title 1~~	~~$500.00~~
Curriculum Planning	Teachers and curriculum materials	Title 1	$5,000.00
Subtotal: $6,700.00			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total: $26,156.37			

End of Science Goals
Writing Goals

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

Writing Goals	Problem-Solving Process to Increase Student Achievement					

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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: Students scoring at Achievement Level 3.0 and higher in writing.	1A.1. Students not completing writing assignments across the curriculum in class or as homework.	1A.1. Teach the writing process for a variety of purposes and modes. Compare and contrast released writing samples with the support of the district.	1A.1. Reading/LA Teachers, Reading/LA AIF and administration	1A.1.Have district office staff assist in random grading of writing samples	1A.1. Benchmark assessments, FCAT, Progress Monitoring Assessment		
Writing Goal #1A: *By Spring of 2013, 75% of our 8th grade students (180 students) will score in level 3.5 and higher in writing.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	52%	*70%*					

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		1A.2. Students enter 8th grade with below grade level writing skills.	1A.2. Language Arts teachers will analyze student writing samples and target students for supplemental small group writing instructions	1A.2. Administration, AIF reading, Lang Arts instructors, district office staff	1A.2. Review student writing samples	1A.2. Benchmark assessments, FCAT	
1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.	1B.1. Students struggle to write	1B.1. Language Arts teachers will analyze student samples to assist in writing individually, small group and whole group.	1B.1. Teacher Administration	1B.1 Writing portfolio.	1B.1. FAA 2013		
Writing Goal #1B: 100% of FAA students will score 4 or higher	2012 Current Level of Performance :*	2013 Expected Level of Performance :*					
	1%	*100%*					

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Writing Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD PaMTSS/RtIcipants (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
PD – The writing process -	6th-8th	Reading AIF	School-wide	During a PD and faculty meeting. 1 day per month on Tuesday during planning	Assist in the grading of random writing provided to administration by instructors and AIF Rdg	Administration and Reading AIF
Supplemental Writing Instruction	6th-8th	Reading AIF Principal	School-wide	Early Release and department meetings	Walk-throughs – plan book	Administration and Reading AIF

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: 0.00			
Technology			
Strategy	Description of Resources	Funding Source	Amount

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Subtotal: 0.00			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Grading Writing Essays	District	Title One	2000.00
Subtotal: 2000.00			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal: 0.00			
Total: 2000.00			

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		

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1. Students scoring at Achievement Level 3 in Civics.	1.1. Teachers don't have adequate know of civics background	1.1.PD through the mscivics.floridscitizen.org (Online)	1.1. Administration	1.1. Results of PD, Classroom Walkthroughs Lesson Plans	1. Classroom Walkthroughs Lesson Plan Checks		
Civics Goal #1: *Students will set a baseline through EOC performance.*	2012 Current Level of Performance :*	2013 Expected Level of Performance :*					
	NA	75%					
		1.2. Lack of student background knowledge.	1.2.Teachers will model assessments through individual, small and whole groups.	1.2. Administration	1.2. Lesson Plans Student Assessments	2. Teacher made Assessments Lesson Plans	
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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2. Students scoring at or above Achievement Levels 4 and 5 in Civics.	2.1. Additional Rigor; Are we getting kids to write and think?	2.1.DBQ	2.1. Teacher Administration Reading-AIF	2.1. Results of DBQ's	2.1. DBQ Results		
Civics Goal #2: *Students will set a baseline through EOC performance.*	2012 Current Level of Performance :*	2013 Expected Level of Performance :*					
	NA	*75%*					

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 PaMTSS/RtIcipants (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
DBQ's	6-8 Social Studies	District	Social Studies	TBA	District Support	Administration

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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: 0.00			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal: 0.00			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal: 0.00			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal: 0.00			
Total: 0.00			

End of Civics Goals

Attendance Goal(s)

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

Attendance Goal(s)	Problem-solving Process to Increase Attendance					

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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. Students feel disenfranchised due to long bus rides and extreme distances from the school.	1.1. Provide extra-curricular activities to promote student involvement. Utilize Guidance Counselors to assist with monitoring of student attendance, grades and behavior.	1.1. Data collection from Genesis and Ideas to see if attendance/tardy rates are increasing, decreasing, or staying the same. All data will be reviewed by the PS-RTI:B team End of 9 weeks Certificate Ceremony	1.1. Data reports displaying the attendance/tardy rates and excessive absences.	1.1. APA, PS/RTI-B team members		

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	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*					
Attendance Goal #1: Our goal at Lake Alfred-Addair Middle School is to facilitate positive behavior change in our students and staff through the application of a Response to Intervention approach to student attendance. By spring 2012, we will reduce the number of students with excessive absences by 15%. By spring of 2012, we will reduce the number of students with excessive tardiness by 50%.							
	94.04	96					

	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)				
	35.64	*30.00*				
	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)				
	64.22	*32.00*				
		1.2. Bullying issues/peer pressure	1.2. School-wide bully preventions and lessons are to be taught during the first week of school.	1.2. Monthly compare and contrast from last year	1.2. Data reports displaying the attendance/tardy rates and excessive absences.	1.2. APA, PS/RTI-B team members
		1.3. Lack of parental involvement due to distance and family economics.	1.3. Utilize school social worker/ resources Connect Ed usage	1.3. School Social Worker Administration	1.3. Reports and surveys from school social worker	1.3 APA, PS/RTI-B team members

Attendance 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 PaMTSS/RtIcipants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

Attendance Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
~~PBS~~	~~Rewards for Students~~	~~Title I~~	~~500.00~~
Subtotal: ~~500.00~~			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal: 0.00			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal: 0.00			

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Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal: 0.00			
Total: 500.00			

End of Attendance Goals

Suspension Goal(s)

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

Suspension 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		

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1. Suspension	1.1. Students lack appropriate social skills. Staff implementing PBS with consistency and fidelity.	1.1. Explicit Instruction of Appropriate/ Inappropriate Behaviors: Teachers will teach expectations (FOCUS) and social skills to all students on a daily basis. Grade level assemblies will be conducted to teach students expectations (FOCUS) and social skills. PNN will role play both examples and non-examples of student expectations.	1.1. Data collection from Genesis and Ideas to see if suspension rates are increasing, decreasing, or staying the same. All data will be reviewed by the PS-RTI:B team.	1.1. Minutes from the PS/ RTI:B team meeting will be used to document the evaluation of data and the discussion of the outcomes.	1.1. APA, PS/RTI-B team members		

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Suspension Goal #1: Our goal at Lake Alfred-Addair Middle School is to facilitate positive behavior change in our students and staff through the application of a Response to Intervention approach to student behavior. By spring 2013, we will reduce the total number of Out-of-School suspensions by a minimum of 10% .	2012 Total Number of In –School Suspensions	2013 Expected Number of In- School Suspensions				
	1115	*1003*				
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In -School				
	155	*140*				
	2012 Total Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions				
	1079	*971*				

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	2012 Total Number of Students Suspended Out- of- School	2013 Expected Number of Students Suspended Out- of-School					
	280	*250*					
		1.2. Peer pressure	1.2. Students who display appropriate social skills will be rewarded by the school's TOP DOG program and the use of STAR cards.	1.2. Data collection from Genesis and Ideas to see if suspension rates are increasing, decreasing, or staying the same. All data will be reviewed by the PS-RTI:B team.	1.2. Minutes from the PS/RTI:B team meeting will be used to document the evaluation of data and the discussion of the outcomes.	1.2. APA, PS/RTI-B team members	
		1.3. Students do not know the correct way to handle adverse situations between peers/ adults.	1.3. Implementation of PBS strategies by all staff members. .	1.3. Data collection from Genesis and Ideas to see if suspension rates are increasing, decreasing, or staying the same. All data will be reviewed by the PS-RTI:B team.	1.3. Minutes from the PS/RTI:B team meeting will be used to document the evaluation of data and the discussion of the outcomes.	1.3. APA, PS/RTI-B team members	

Suspension Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each					

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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 PaMTSS/RtIcipants (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	Good Behavior Party	Title I and PTO	2000.00
Subtotal: 2000.00			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal: 0.00			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal: 0.00			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal: 0.00			
Total: 2000.00			

End of Suspension Goals

Parent Involvement Goal(s)

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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	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	Person or Position Responsible for Monitoring		
1. Parent Involvement Parent Involvement Goal #1: *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated*.	1.1.Lack of parent participation and knowledge of low performing students' abilities.	1.1. At the parent conferences, FCAT and Discovery scores will be reviewed with the student in attendance as well. Strategies for success will be discussed and implemented.	1.1. Parent Participation.	1. Parent Communication Survey	Title 1 Facilitator and Parent Involvement Para		

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Participation by parents and families in order to build capacity will increase by 20% (from 44% to 64%)	2012 Current level of Parent Involvement: *	2013Expected level of Parent Involvement: *					
	44%(382)	64%(599)					
Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.							
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring	
Family- friendly front office & support staff	6-8	PI Facilitator	PLC for office and support staff	(to be determined)	Observation; Review sign-in records and follow-up with guest's experiences of visit; guest service response card evaluation & follow-up	PI Facilitator, Administration	

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The Nuts and Bolts of Parent Involvement	6-8	District	PD for Title 1 Facilitator, Parent Involvement Para, 2-3 Parents	March 14, 2013	Implement at least 1-3 strategies from meeting, follow up	PI Facilitator	

Parent Involvement Budget

* Please ensure that items included in the Parental Involvement Policy/Plan (PIP) are outlined in the following budget section.

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
Statistics on student performance and parental involvement	National and State statistics from on-line resources	N/A	$0.00
Subtotal: 0.00			
Technology			
Strategy	Description of Resources	Funding Source	Amount
~~Wireless microphone~~	~~Assisting in the delivery family night sessions and training~~	~~Title 1 – Parent Involvement~~	~~$500~~
Subtotal: ~~500.00~~			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
~~Book study /PLC – 101 ways to Create REAL Family Engagement~~	~~Training teachers in engaging with and outreach to families~~	~~Title 1 – Parent Involvement~~	~~$800~~
Subtotal: ~~3200.00~~			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal: 0.00			
Total: $~~3,700~~			

End of Parent Involvement Goal(s)

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

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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: *Administration will support the implementation of STEAM at Lake Alfred-Addair Academy during the 2012-2013 school year. Administration will offer PLC's (lesson study), implementation with the STEAM teachers during the 2012-2013 school year.*		1.1. Staff lack of knowledge with the STEAM model.	1.1. Create learning experiences for staff with help from district and other STEAM Schools.	1.1. Administration & AIF's	1.1. Classroom observations and conversations with STEAM Teachers.	1.1. Teacher observation instrument
		1.2. Lack of available planning and common planning for STEAM Teachers.	1.2. Provide common planning monthly for STEAM Teachers to participate in lesson study.	1.2. Administration & AIF's	1.2. Classroom observations, observations of planning, and lesson plan products	1.2. Teacher observation instrument, review of lesson plans, and observation and implementation of lesson study.

STEM Professional Development

Professional Development (PD) aligned with Strategies through						

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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
Lesson Study	6	Admin, AIF	PLC –STEAM Teachers	October, November, January, February, March, May	Observation and product completion	Admin and AIF
STEAM information and purpose	6	Admin, AIF	PLC –STEAM Teachers	As needed	Observation and product completion	Admin and AIF

STEM Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:0.00			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:0.00			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Lesson Study	Planning time for lesson study implementation (substitutes)	Title I - PD	100.00 (subs)x 5(teachers)=500.00 x 5(trainings)=2500.00
STEAM PD (What is STEAM)	PD provided by district	District Funds	0.00
Subtotal:2500.00			

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Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:0.00			
Total:$2,500.00			

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
CTE Goal #1: Administration will research the appropriate CTE academy for Lake Alfred-Addair Middle School. **CTE GOAL #2** Working towards implementing CTE Courses.	1.1. Lack of knowledge in developing CTE to become a productive and engaging course.	1.1. Contact District CTE and State CTE, and decide on best approach with creating CTE classroom.	1.1. Administration	1.1. Create survey for teachers, students and parents to help determine which CTE to begin.	1.1. Analyze survey results.
	1.2. Teachers without appropriate certifications	1.2. Encourage and find teachers with proper certifications	1.2 Administration.	1.2. Create survey for teachers to help determine if they are interested in getting certified	1.2.Analyze survey results,

CTE Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning					

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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
After completing survey, admin will begin process for determining appropriate PD with District CTE.	6-8	District CTE	CTE Teachers	Monthly PLC	Meeting notes turned into Admin.	Admin.

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
Determine appropriate needs based on survey for CTE Classes.	Pending	Pending	Pending
Subtotal:0.00			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Determine appropriate needs based on survey for CTE Classes.	Pending	Pending	Pending
Subtotal:0.00			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Determine appropriate needs based on survey for CTE Classes.	Pending	Pending	Pending

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

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		
1. Additional Goal	1.1.	1.1	1.1.	1.1.	1.1.		
Additional Goal #1: *NA*	2012 Current Level :*	2013 Expected Level :*					
	Enter numerical data for current goal in this box.	*Enter numerical data for expected goal in this box.*					

Additional Goals Professional Development

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PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD PaMTSS/RtIcipants (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:0.00			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal: 0.00			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal: 0.00			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal: 0.00			

Total:0.00			

End of Additional Goal(s)
Final Budget (Insert rows as needed)

Please provide the total budget from each section.
Reading Budget
Total: 30,000.00
CELLA Budget
Total: 5,000.00
Mathematics Budget
Total: 2000.00
Science Budget
Total: 26,156.37
Writing Budget
Total: 2000.00
Civics Budget
Total: 0.00
U.S. History Budget
Total: 1000.00
Attendance Budget
Total: 500.00
Suspension Budget
Total: 2000.00
Dropout Prevention Budget
Total: 5000.00
Parent Involvement Budget
Total: 2500.00
STEM Budget
Total: 2500.00
CTE Budget
Total: 0.00
Additional Goals

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	Total:0.00
	Grand Total: 76,156.37

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.
Make decision regarding the budget – provide guidance on lottery funds.

Describe the projected use of SAC funds.	Amount
Lottery funds – technology – document cameras and smart boards	TBA