FLORIDA DEPARTMENT OF EDUCATION

School Improvement Plan (SIP)
Form SIP-1

2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: Tildenville Elementary	District Name: Orange
Principal: Dr. Carmen Balgobin	Superintendent: Barbara Jenkins
SAC Chair: Lori Butsko / Lynn Torres	Date of School Board Approval: January 29, 2013

Student Achievement Data and Reference Materials:

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

Administrators

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)	
Principal	Carmen Balgobin	Dr. Carmen Balgobin is a fully certified K-12 School Principal in Florida. She also holds District and School-based permanent Administrative Certification for New York City. She holds a Ed.D in Organizational Leadership with a Specialization in Educational Leadership, a Masters Degree in TESOL (Teaching English to Speakers of Other Languages), and a Bachelor of Science Degree in Foreign Language Education. She has worked in both Title I and Non-title I schools.	5	8	**2007/08 – A (543 pts.)** FCAT Reading – 63% Learning Gains – 70% Lowest 25% - 74% FCAT Math – 73% Learning Gains – 72% Lowest 25% - 79% FCAT Science – 43% FCAT Writing – 69% **2008/09 – A (604 pts.)** FCAT Reading – 74% Learning Gains – 75% Lowest 25% - 74% FCAT Math - 78% Learning Gains – 76% Lowest 25% - 82% FCAT Science – 48% FCAT Writing – 97%	**2009/10 – A (565 pts.)** FCAT Reading – 80% Learning Gains -72% Lowest 25% - 68% FCAT Math – 83% Learning Gains – 67% Lowest 25% - 71% FCAT Science – 48% FCAT Writing - 76% **2010/11 - A (558 pts.)** FCAT Reading – 78% Learning Gains – 62% Lowest 25% - 67% FCAT Math – 83% Learning Gains – 57% Lowest 25% - 60% FCAT Science – 61% FCAT Writing – 90% **2011-2012 – A (581 pts.)** FCAT Reading – 60% Learning Gains – 72% Lowest 25% - 78% FCAT Math – 71% Learning Gains – 81% Lowest 25% - 78% FCAT Science - 53% FCAT Writing – 88%
Assistant Principal						

Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)	
	Christine Pankonin	BA in Elementary Ed/Psychology. MS in TESOL/ K-3 Primary Teaching, 1 – 6 Elementary Ed. ESOL K-12, Reading K-12	7	5	**2007/08 – A (543 pts.)** FCAT Reading – 63% Learning Gains – 70% Lowest 25% - 74% FCAT Math – 73% Learning Gains – 72% Lowest 25% - 79% FCAT Science – 43% FCAT Writing – 69% **2008/09 – A (604 pts.)** FCAT Reading – 74% Learning Gains – 75% Lowest 25% - 74% FCAT Math - 78% Learning Gains – 76% Lowest 25% - 82% FCAT Science – 48% FCAT Writing – 97%	**2009/10 – A (565 pts.)** FCAT Reading – 80% Learning Gains -72% Lowest 25% - 68% FCAT Math – 83% Learning Gains – 67% Lowest 25% - 71% FCAT Science – 48% FCAT Writing - 76% **2010/11 - A (558 pts.)** FCAT Reading – 78% Learning Gains – 62% Lowest 25% - 67% FCAT Math – 83% Learning Gains – 57% Lowest 25% - 60% FCAT Science – 61% FCAT Writing – 90% **2011-2012 – A (581 pts.)** FCAT Reading – 60% Learning Gains – 72% Lowest 25% - 78% FCAT Math – 71%

						Learning Gains – 81% Lowest 25% - 78% FCAT Science - 53% FCAT Writing – 88%
	Julie Hager	Bachelor of Science Early Childhood Education/Early Childhood, Elementary Education K-6, ESOL Reading Endorsement	13	5	**2007/08 – A (543 pts.)** FCAT Reading – 63% Learning Gains – 70% Lowest 25% - 74% FCAT Math – 73% Learning Gains – 72% Lowest 25% - 79% FCAT Science – 43% FCAT Writing – 69% **2008/09 – A (604 pts.)** FCAT Reading – 74% Learning Gains – 75% Lowest 25% - 74% FCAT Math - 78% Learning Gains – 76% Lowest 25% - 82% FCAT Science – 48% FCAT Writing – 97%	**2009/10 – A (565 pts.)** FCAT Reading – 80% Learning Gains -72% Lowest 25% - 68% FCAT Math – 83% Learning Gains – 67% Lowest 25% - 71% FCAT Science – 48% FCAT Writing - 76% **2010/11 - A (558 pts.)** FCAT Reading – 78% Learning Gains – 62% Lowest 25% - 67% FCAT Math – 83% Learning Gains – 57% Lowest 25% - 60% FCAT Science – 61% FCAT Writing – 90% **2011-2012 – A (581 pts.)** FCAT Reading – 60% Learning Gains – 72% Lowest 25% - 78% FCAT Math – 71% Learning Gains – 81% Lowest 25% - 78% FCAT Science - 53% FCAT Writing – 88%
	Lynn Torres	Bachelor of Science PreK – 6th Grade	5	0	**2011-2012 – A (581 pts.)** FCAT Reading – 60%	

		MAEd in Curriculum ESOL Endorsement			Learning Gains – 72% Lowest 25% - 78% <u>FCAT Math</u> – 71% Learning Gains – 81% Lowest 25% - 78% <u>FCAT Science</u> - 53% <u>FCAT Writing</u> – 88%	

Effective and Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date
1. Regular meetings of new teachers with Principal	Principal	On-going
2. Partnering new teachers with a veteran staff mentor teacher	Instructional Dean	On-going
3. Assigning new teachers to a Professional Learning Community in the school	Instructional Dean	On-going
4. Soliciting referrals from current employees of OCPS	Principal	On-going

Non-Highly Effective Instructors

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

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

Staff Demographics

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

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

Total number of Instructional Staff	% of first-year teachers	% of teachers with 1-5 years of experience	% of teachers with 6-14 years of experience	% of teachers with 15+ years of experience	% of teachers with Advanced Degrees	% of teachers with an Effective rating or higher	% of Reading Endorsed Teachers	% of National Board Certified Teachers	% of ESOL Endorsed Teachers
36	14% (5)	22% (8)	28% (10)	39% (14)	25% (9)	89% (32)	14% (5)	3% (1)	75% (27)

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
Christine Pankonin, Academic Dean	Ashley Chaput	Instructional Coach	Biweekly meetings Open Email Policy, ask anything you need. Weekly walkthroughs to provide feedback on teaching and student learning. Assistance with new teacher portfolio.

Christine Pankonin, Academic Dean	Amy Gamble	Instructional Coach	Biweekly meetings Open Email Policy, ask anything you need. Weekly walkthroughs to provide feedback on teaching and student learning.
Julie Hager, Reading Coach	Jessica Brown	Experience teaching 2nd grade. Reading Coach Personalities work well together.	Biweekly meetings Open Email Policy, ask anything you need. Weekly walkthroughs to provide feedback on teaching and student learning. Assistance with new teacher portfolio.
Julie Hager, Reading Coach	Megan Brown	Can provide assistance with promoting the new special on the wheel to the community. Personalities work well together.	Biweekly meetings Open Email Policy, ask anything you need. Weekly walkthroughs to provide feedback on teaching and student learning. Assistance with new teacher portfolio.

Additional Requirements

Coordination and Integration-Title I Schools Only

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

Title I, Part A Services are provided to ensure students requiring additional remediation are assisted through scheduled intervention time each day, Targeted Intervention Groups, and after-school programs or summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided.
Title I, Part C- Migrant Migrant Liaison provides services and support to students and parents. The Liaison coordinates with Title I and other programs to ensure students' needs are met.
Title I, Part D N/A
Title II District receives supplemental funds for improving basic instruction programs through professional development. Funds at Tildenville Elementary will be used to pay for substitutes in order for teachers to attend workshops targeted to enhance student learning through a variety of 21st Century strategies.
Title III Services are provided through the district for educational materials and ELL district support services to improve the education of immigrant and English Language Learners, and students who are academically behind. Tildenville will use these funds for those said purposes.
Title X- Homeless District Homeless Social Worker provides resource (clothing, school supplies, and social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.
Supplemental Academic Instruction (SAI) SAI funds will be used to provide additional academic instruction to increase the achievement of non-proficient students. They will be coordinated with Title I funds to provide assistance in the classroom for those students. The school will use the funds for 16% of a Resource Teacher who will work with Level 1 & 2 readers, model lessons, lead Professional Learning Communities and Lesson Study Groups, and collect and analyze data to provide progress monitoring and development of strategies to meet the individual learner's needs.
Violence Prevention Programs The school offers non-violence, anti-drug and Bullying Prevention Programs that include lessons and counseling that are coordinated by the Guidance Counselor. A MAGIC Officer comes to Tildenville once a week. He provides classes and guidance to the students.
Nutrition Programs N/A
Housing Programs N/A
Head Start N/A
Adult Education N/A

Career and Technical Education N/A
Job Training N/A
Other N/A

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

School-Based MTSS/RtI Team
Identify the school-based MTSS leadership team. The Core RtI Leadership Team is comprised of the Principal, Instructional Dean, Curriculum Resource Teacher/Compliance Teacher, School RtI Coordinator, Reading Coach, 2 classroom teachers, the ESE teacher, the Speech teachers and the school psychologist.
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 team has gone through extensive training in the RtI process. The team was brought in during a week in the summer of 2009 to plan for implementation of RtI during the 2009/2010 school year. RtI was implemented successfully during that year. This plan is reviewed each year and updated in order to make changes and improvements that may be needed. The team meets regularly to: review the screening data that drives appropriate instructional decisions; review progress monitoring data at each grade level and classroom level in order to identify students who are at or above benchmark, or who are at moderate or high risk of not meeting benchmarks. Then the team uses such information to guide and plan professional development and select appropriate resources. The team meets regularly to collaborate, problem solve, share best practices, evaluate implementation, make decisions, and establish new processes and identify related skills. The team also facilitates in the process of building consensus, increasing infrastructure, and making decisions about implementation. The team also identifies assessments that will be used, progress monitored and graphed school-wide during the 2012/2013 school year. The team will continue to provide training and support the staff for the effective implementation of RtI. They will attend the regular grade level RtI PLC meetings to provide guidance with the problem solving model to make decisions within the multi-tier model. Through a previous PLC study, the behavioral aspect is also included.
Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the RtI problem-solving process is used in developing and implementing the SIP? All members of the RtI Team were elected members of the SAC and attended monthly meetings. They met with the SAC and the principal to develop the SIP. The team provided data on: Tier 1, 2, and 3 targets, academic and social/emotional areas that need to be addressed; help set clear expectations for instruction; and aligned processes and procedures. They will take an active role in the implementation of the plan by providing training and mentoring to other staff members.
MTSS Implementation
Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior. Baseline Data; 2012 FCAT Data, FAIR, Beginning-of-the-Year Core Reading, Math, and Science Tests, Grade 4 Write Score Writing Assessment taken in May 2012, Grade 5 Write Score Science, and Kindergarten FLKRS. Progress Monitoring: Edusoft Reading and Math Testing, Edusoft Reading and Math Mini-benchmark testing, Reading, Math , and Science FCAT Test Maker Pro Mini-benchmark testing, Envision Math Performance Tests/Unit Tests, FCAT simulations, Monthly Writing Prompts K-5, Write Score Assessment for 4th grade, teacher-made tests/assessments. Mid-Year: Edusoft Reading and Math Tests, FAIR, Mid-Year Math and Science Tests. End-of-Year: FAIR, FCAT, End-of-the-Year Tests for Reading, Math, and Science, Write Score Writing. The grade level PLCs meet weekly for data analysis. The Principal meets with each grade level team twice a month for data analysis and implementation of data driven interventions and instruction.

Describe the plan to train staff on MTSS.
The staff received their formal training by the RtI Team during the first part of the 2009/2010 school year. This training is review and updated every year with the staff.

The RtI Team will provide on-going staff development on the RtI process, and any updates, throughout the school year. The RtI team will also evaluate additional staff PD needs during the RtI Leadership Team meetings. The general education teachers will be mentored by the Core RtI Team. The training will focus on:

1.The Elements of Problem Analysis which is the process of gathering information in the domains of instruction, curriculum, environment and the learner, throughout the use of assessment procedures, reviews, interviews, observations, and tests, in order to evaluate the underlying causes of the problem:

- Fact finding
- Generating ideas about possible causes (hypotheses)
- Sort out which possible causes seem most viable and which don't (validation)
- Link the things we've learned to intervention

2. Principles of Intervention Design:

- Planning – procedures to be applied are specified clearly and completely
- Environmentally Focused – actions taken modify the environment not the individual
- Goal Directed – team writes an ambitious, yet attainable goal statement prior to intervention design

3. Decision-making Plan based on data collection

There will be on-going scheduled trainings throughout the year. RtI Team members will provide additional individual training and support to grade level teams during the weekly Lesson Studies. The principal will provide guidance and additional training during her bi-weekly data meetings with the grade levels. She will review and monitor the Problem Analysis, Intervention Design, and Decision Making Plans with each teacher. The RtI Team will also mentor teachers throughout the year.

Describe the plan to support MTSS.

The plan to support MTSS combines the elements of weekly team meetings with resource teachers for grade level support for teaching and intervention strategies, bi-monthly data meetings with the principal to discuss individual progress of each student. The RtI coordinator meets with teachers to discuss the progress of students who have RtI plans.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). The school-based Literacy Leadership Team is comprised of the Instructional Leadership Team, Dr. Carmen Balgobin (Principal), Julie Hager (Reading Coach), Christine Pankonin (Instructional Dean), and Lynn Torres (Curriculum Resource Teacher/Curriculum Compliance Teacher).
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). The LLT meets every Friday to discuss the reading curriculum and strategies used in the classroom. Teacher and student data is analyzed for student achievement and reading curriculum needs. Classroom Walk Through Data is used to ensure that the reading program is being taught with fidelity, and that the RtI process is being used for Interventions.
What will be the major initiatives of the LLT this year? PLCs will address/study "Best Practices", the Inquiry Process, Workshop and Vocabulary. In addition, Lesson Studies will be done by each grade level PC each week and additional PLC studies will be done when specific needs are identified throughout the school year.

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.

At Tildenville Elementary School, all incoming Kindergarten students assessed prior to or upon entering Kindergarten in order to ascertain individual and group needs and to assist in the development of instructional/intervention programs. They are screened for vision and hearing within the first few weeks of school. Speech and language screening is requested if there is need. The Florida Kindergarten Readiness Screener (FLKRS) is used during the first 20 days of school to measure student readiness for the Kindergarten curriculum. The Florida Assessment in Reading (FAIR) will be administered during the first month to measure student progress and obtain baseline data. In addition to academic/school readiness assessments, all incoming Kindergarten students will be assessed in the area of social/emotional development.
Screening data will be collected and disaggregated by the middle of September. Data will be used to plan daily academic and social/emotional instruction for all students, for groups of students or individual students who may need intervention beyond the core instruction. Continuous progress monitoring and interventions are used for students scoring as High Risk or Moderate Risk in any tested area.
Screening tools will be re-administered mid-year and at the end of the year to determine students' learning gains and determines the need for changes to the instructional/intervention programs.

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

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

N/A

High Schools Only

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

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

N/A

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

N/A

Postsecondary Transition

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

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

<table>
<tr><th colspan="3">Reading Goals</th><th colspan="5">Problem-Solving Process to Increase Student Achievement</th></tr>
<tr><td colspan="3">Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:</td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td colspan="3">1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.</td><td rowspan="2">Teachers are inconsistent when implementing the best strategies to ensure that the subgroups will make gains in Reading and Math.</td><td rowspan="2">Make TAG/intervention time longer. A 45 minute pull-out program for level 1, 2 and bubble Level 3 students in grades 2 - 5 to reinforce and remediate benchmark skills taught in the classroom.</td><td rowspan="2">Instructional Core Leadership Team</td><td rowspan="2">Pre and Post assessment of benchmarks.</td><td rowspan="2">For grade 2 the EIR (Early Interventions in Reading by SRA) pre and post Unit Tests</td></tr>
<tr><td rowspan="3">Reading Goal #1A:

All educators in our school will stress improvement in reading as a priority. We will use common formative and OCPS district assessment to measure, monitor and forecast student progress. An instructional focus calendar will be created each quarter based on programs will be used for remediation with all</td><td>2012 Current Level of Performance:*</td><td>2013 Expected Level of Performance:*</td></tr>
<tr><td>On the 2012 FCAT Reading, 35% (84 out of 239) students achieved a Level 3.</td><td>On the 2013 FCAT Reading, 39% (90 out of 230) students achieved a Level 3.</td></tr>
<tr><td colspan="2"></td><td>Teachers need assistance in implementing adequate language building activities to explicitly teach vocabulary in their classrooms.</td><td>Implement explicit vocabulary instruction every day.</td><td>The Instructional Leadership Team.</td><td>Monitoring lesson plans and conducting Marzano iobservations.</td><td>Marzano iobservations Forms, Lesson plans and student achievement data.</td></tr>
</table>

students scoring a Level 3 on the FCAT or predicted to go down a level. Grade level PLCs will administer assessments, analyze data, meet with the principal for bi-weekly data meetings, and participate in weekly lesson study meetings to collaborate on differentiated instruction to meet student needs. Wednesday staff development will include SIOP and vocabulary acquisition strategy training.						
		Beginning teachers or teachers new to a grade level or program model such as Dual Language or Sheltered Instruction lack understanding on how to implement to the instructional focus and/or pacing of the reading programs.	Partner new teachers with a mentor, new grade level teachers with a more experienced person on that grade level, and new program model teachers with someone in same model in the same or close grade level to assist with effective teaching strategies, activities and needs of students that should be of focus.	Leadership Team	Marzano observations	Marzano iobservations Form
		Students lack sufficient time for collaboration.	Students will engage in student-centered instruction and collaboration for a high percentage of time.	Leadership Team	Marzano I Observations	Marzano iobservations Logs

			Students lack understanding of the objectives and the Essential Questions listed on the Configuration Boards in the classrooms.	The teachers will collaborate during Lesson Studies and the 21st Teacher Academy Meetings on forming the most effective objectives and Essential Questions, inform their classes during instruction, and then assess for understanding using formative and summative assessment.	Instructional Leadership Team	The Instructional Leadership Team and Administration will attend Lesson Study and Data Meetings, 21st Teacher Academy Meetings, various programs for students and do Marzano iobservations	Configuration Boards, Marzano iobservations Forms, Lesson plans and student achievement data.
			Kinder, 1st , and 2nd grade teachers need assistance in the process of bridging/aligning NGSS standards with CCSS	Training during pre-planning	Common Core Black Belt Team	Marzano iobservations	Ongoing Progress Monitoring
			Teachers lack understanding and training on how to implement CCSS.	Training during pre-planning	Common Core Black Belt Team	Marzano iobservations	Ongoing Progress Monitoring
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.			1B.1. N/A	1B.1. N/A	1B.1. N/A	1B.1. N/A	1B.1. N/A
Reading Goal #1B: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
			1B.2. N/A	1B.2. N/A	1B.2. N/A	1B.2. N/A	1B.2. N/A
			1B.3. N/A	1B.3. N/A	1B.3. N/A	1B.3. N/A	1B.3. N/A

<table>
<tr><th colspan="3">Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:</th><th>Anticipated Barrier</th><th>Strategy</th><th>Person or Position Responsible for Monitoring</th><th>Process Used to Determine Effectiveness of Strategy</th><th>Evaluation Tool</th></tr>
<tr><td colspan="3">2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.</td><td>Teachers lack consistency in implementing adequate enrichment activities.</td><td>Students at levels 4 and 5 will receive additional enrichment strategies from a TAG Resource teacher.</td><td>Instructional Core Leadership Team</td><td>Marzano iobservations, pre-post formative assessment, progress on enrichment software.</td><td>EduSoft Benchmark and mini benchmark tests.</td></tr>
<tr><td rowspan="2">Reading Goal #2A:

We will be addressing the needs of our Level 4 and 5 students in a number of following ways. We will use formative and district assessments to identify and track student progress. Differentiated instruction will be used to enhance activities. PLCs will be formed to study and implement higher level Webbs, inquiry and comprehension strategies. The PLCs will also be used to study the CCSS.</td><td>2012 Current Level of Performance:*</td><td>2013 Expected Level of Performance:*</td><td rowspan="2"></td><td rowspan="2"></td><td rowspan="2"></td><td rowspan="2"></td><td rowspan="2"></td></tr>
<tr><td>On the 2012 FCAT Reading, 24% (57 out of 239) students achieved a Level 4 or above.</td><td>On the 2013 FCAT Reading, 28% (64 out of 230) students achieved a Level 4 or above.</td></tr>
<tr><td colspan="3" rowspan="2"></td><td>Teachers are not implementing strategies that focus on increasing student reading levels and reading rigor, particularly as they progress through the grade levels.</td><td>Add a student produced book recommendation to the morning announcements. Set up school-wide or classroom book clubs including using technology such as Shelfari/my On Reader.</td><td>Grade level teams and Instructional Leadership Team</td><td>Attend Lesson Study and Data Meetings, 21st Teacher Academy Meetings, various programs for students and do Marzano iobservations.</td><td>Accelerated Reader Scores, Lesson Study Meeting Form, EduSoft Benchmark Tests</td></tr>
<tr><td>Teachers lack knowledge of how to implement enrichment strategies.</td><td>During the weekly Lesson Study PLC meetings, the teachers will study and implement more enrichment strategies into their curriculum.</td><td>Instructional Leadership Team</td><td>Attend Lesson Study and Data Meetings, 21st Teacher Academy Meetings, various programs for students and do Marzano iobservations.</td><td>Lesson plans and Benchmark Tests</td></tr>
<tr><td colspan="3">2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.</td><td>2B.1.

N/A</td><td>2B.1.

N/A</td><td>2B.1.

N/A</td><td>2B.1.

N/A</td><td>2B.1.

N/A</td></tr>
<tr><td>Reading Goal #2B:</td><td>2012 Current Level of Performance:*</td><td>2013 Expected Level of Performance:*</td><td colspan="5"></td></tr>
</table>

N/A	*Enter numerical data for current level of performance in this box.*	*Enter numerical data for expected level of performance in this box.*					
			2B.2. N/A	2B.2. N/A	2B.2. N/A	2B.2. N/A	2B.2. N/A
			2B.3. N/A	2B.3. N/A	2B.3. N/A	2B.3. N/A	2B.3. 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 group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in reading.			Due to budget constraints workbooks are not written in, therefore limiting sufficient hands-on test-taking practice.	Making consumable supplementary materials available for Grades 2-5 for each teacher to be able to implement differentiated instruction.	Core Instructional Team	Lesson plans will be reviewed during Marzano iobservations to see if appropriate materials are being used for differentiated instruction.	Edusoft Benchmark Tests, Imagine It Benchmark Tests, FAIR, FCAT, formative assessments and Marzano iobservations Forms.
Reading Goal #3A: All teachers will focus on every student making adequate learning gains in reading and stress improvement in reading as a priority. Fluency, vocabulary reading, and test-taking strategies will be emphasized in all content areas. All teachers will require note-taking in each subject area throughout the year. All teachers will effectively communicate data with students and parents frequently. Teachers will communicate lesson objectives at the start of each lesson with students using the common board configuration.	2012 Current Level of Performance:* On the 2012 FCAT Reading, 72% (172 out of 239) students made learning gains.	2013 Expected Level of Performance:* On the 2013 FCAT Reading, 75% (173 out of 230) students made learning gains.					
			Teachers need assistance in implementing instructional strategies on how students can use and apply strategic note-taking.	Implement and guide note-taking strategies in every subject area.	Grade Level Teams, Core Instructional Team	Administration will monitor implementation through Marzano iobservations, and teacher evaluation of effective note-taking.	Marzano iobservations Forms, lesson plans monitored for note-taking instruction, and teacher created rubrics post on walls of the classroom.
			Teachers are not communicating and discussing test results with the students in a timely manner.	Data will be reviewed with students and parents frequently using reading data charts that track progress and charts are posted in classrooms.	Classroom teachers, Principal, Core Instructional Team	Discussions in Grade Level Data Meetings with principal, and Administration will monitor implementation through Marzano iobservations.	Marzano iobservations forms, Teacher Data Notebook, Classroom Data Wall and/or Folder.

			Students struggle with process learning.	Teachers will explicitly teach process learning strategies.	Principal and the Core Instructional Team	Lesson plans will be reviewed during Marzano iobservations for evidence of process learning strategies.	Lesson Plans, Marzano iobservations
			Teachers are not consistently addressing learning goals during instruction.	Teachers will update common board configuration daily and review it with students at the start and throughout each lesson.	Principal and the Core Instructional Team	Administration will monitor implementation through Marzano iobservations and discussions during Principal/Grade Level Data Meetings.	Common Board Configuration and Marzano iobservations forms.
			Imagine It Curriculum/Workbooks are not aligned to CCSS	Make changes to curriculum as needed in order to address CCSS in daily instruction.	Grade Level Teams and Core Instructional Team	Discussions of changes during Lesson Studies.	Lesson plans, Lesson Study notes
3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.			3B.1. N/A	3B.1. N/A	3B.1. N/A	3B.1. N/A	3B.1. N/A
Reading Goal #3B: N/A	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			3B.2. N/A	3B.2. N/A	3B.2. N/A	3B.2. N/A	3B.2. N/A
			3B.3. N/A	3B.3. N/A	3B.3. N/A	3B.3. N/A	3B.3. N/A

<table>
<tr><th colspan="3">Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:</th><th>Anticipated Barrier</th><th>Strategy</th><th>Person or Position Responsible for Monitoring</th><th>Process Used to Determine Effectiveness of Strategy</th><th>Evaluation Tool</th></tr>
<tr><td colspan="3">4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.</td><td rowspan="3">Teachers need assistance in identifying strategies and best practices that will address the specific instructional needs of students performing in the lowest 25%.</td><td rowspan="3">Teachers will determine instructional needs by reviewing and disaggregating FAIR, FCAT assessment data, and previous RTI data for all students.</td><td rowspan="3">Classroom Teacher, Grade Level Team, Core Instructional Team</td><td rowspan="3">Student progress is assessed using ongoing progress monitoring.</td><td rowspan="3">Ongoing Progress Monitoring data recorded in RTI graphs.</td></tr>
<tr><td rowspan="4">Reading Goal #4:

We will be addressing students' reading deficiencies in a number of ways. Core instructional needs will be determined by analyzing FAIR, FCAT and other OCPS assessment data. Common formative assessments will be used to track progress. PLCs will meet to determine instructional needs and differentiated instructional techniques for implementation, along with appropriate</td><td>2012 Current Level of Performance:*</td><td>2013 Expected Level of Performance:*</td></tr>
<tr><td></td><td></td></tr>
<tr><td>On the 2012 FCAT Reading, 78% (47 out of 60) students achieved learning gains.</td><td>On the 2013 FCAT Reading, 81% (47out of 58) students will achieve learning gains.</td></tr>
<tr><td colspan="2"></td><td>Lowest 25% are not being taught with most effective strategies and "Best Practices" during Tier 1 instruction time.</td><td>Tier 1: During weekly Lesson Studies, plan differentiated instruction using evidence-based instruction/ interventions during the 90-minute reading block.</td><td>Core Instructional Team</td><td>Ongoing Progress Monitoring through the RTI process.</td><td>Ongoing Progress Monitoring data recorded in RTI graphs.</td></tr>
</table>

personnel and allocated time for implementation. RtI PLC meetings will be held weekly. Research based and county approved intervention programs will be used to meet student needs. 81% of the lowest 25% of the students will achieve Learning Gains on the administration of the 2013 FCAT Reading.		Tier 2 students are not receiving instruction with the most effective supplemental materials and strategies.	Tier 2: Grade levels will participate in PLC's to plan supplemental instruction using materials and practices from a school based list of research and county approved materials.	Core Instructional Team, Grade Level Teams, SWAT Team	Ongoing Progress Monitoring through the RTI process.	FAIR OPM data and/or benchmark data will be used to determine progress from Fall, Winter and Spring assessments.

	Teachers need assistance in planning for additional instructional time and Tier 3 interventions to be implemented with the most effective supplemental materials and strategies using qualified personnel.	Tier 3: Grade level teachers, ESE service providers, and support personnel will participate in PLC's to plan supplemental instruction and intervention for students not responding adequately to core instruction and Tier 2 interventions using the appropriate intervention materials and practices.	Core Instructional Team, Grade Level Teams, Support Personnel, RtI SWAT Team.	Ongoing Progress Monitoring through the RTI process.	Ongoing Progress Monitoring data recorded in RTI graphs.	
	Not all students performing below grade level are receiving enough time for remediation.	Extra time, in addition to the 90 minute block, will be provided with quality, research-based programs for remediation and intervention for grades 2 - 5 using "Camp TAG"(Targeted Accelerated Growth) for 45 minutes every day except Wednesdays using support personnel.	Core Instructional Team	Ongoing Progress Monitoring through the RTI process.	Ongoing Progress Monitoring data recorded on RTI graphs, and pre/post formative assessment in the TAG groups.	
Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years school will reduce their achievement gap by 50%. **Baseline data 2010-2011** Reading Goal #5A: Tildenville will reduce its achievement gap by 50% over the next 6 years, starting at 53% baseline data in 2010-2011 to 77% in 2016-2017.	2011-2012 – 60%	2012-2013-61%	2013-2014 -65%	2014-2015 – 69%	2015-2016 – 73%	2016-2017 - 77%
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in reading.**	Teachers need assistance identifying students in the subgroups.	Identify students in subgroups and analyze disaggregated data to	Core Instructional Team	Students will be identified in each classroom. Data will be collected,	Teachers' disaggregated data lists, formative assessments, Imagine It	

Reading Goal #5B: By using SIOP instructional strategies, administering assessments and analyzing student data, we will track student progress. Differentiated instruction will be used to meet the individual needs of each student.	2012 Current Level of Performance:* On the Reading FCAT 2012 these subgroups did not make adequate progress: White: 16% Black: 55% Hispanic: 47%	2013 Expected Level of Performance:* On the Reading FCAT 2013 students in these subgroups not making adequate progress will be less: White:13 % Black: 52% Hispanic: 44%		identify academic trends and needs for the students in the subgroups.		disaggregated and analyzed.	Benchmark Tests, EduSoft Benchmark Tests, FCAT, and FAIR
			Teachers need assistance Identifying the differentiated needs within the subgroups and the specific instructional strategies they need to implement.	Through lesson studies and PLCs, determine individual and group instructional needs of students in the subgroups and select strategies and best practices.	Core Instructional Team	Data will be collected, disaggregated and analyzed.	Formative assessments, Imagine It Benchmark Tests, EduSoft Benchmark Tests, FCAT,and FAIR
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.

<table>
<tr><th colspan="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:</th><th>Anticipated Barrier</th><th>Strategy</th><th>Person or Position Responsible for Monitoring</th><th>Process Used to Determine Effectiveness of Strategy</th><th>Evaluation Tool</th></tr>
<tr><td colspan="3">5C. English Language Learners (ELL) not making satisfactory progress in reading.</td><td rowspan="2">Teachers need assistance in identifying all ELL students and identify their specific instructional needs.</td><td rowspan="2">During lesson studies, identify ELL students and analyze disaggregated data to identify academic trends, needs, and specific strategies for the ELL students.</td><td rowspan="2">CCT</td><td rowspan="2">Students will be identified in each classroom. Data will be collected, disaggregated and analyzed.</td><td rowspan="2">Teachers' disaggregated data charts</td></tr>
<tr><td rowspan="2">Reading Goal #5C:

By using SIOP instructional strategies, administering assessments and analyzing student data, we will track student progress. Differentiated instruction will be used to meet the individual needs of each student.</td><td>2012 Current Level of Performance:*</td><td>2013 Expected Level of Performance:*</td></tr>
<tr><td>On the 2012 FCAT Reading, 55% did not make satisfactory progress.</td><td>On the 2013 FCAT Reading, less than 52% will not make satisfactory progress.</td><td>Teachers need assistance choosing the correct supplement materials and/or strategies to fit the needs of the ELL subgroup and/or individual student.</td><td>After determining instructional needs during weekly Lesson Study and Data Meetings, place students in appropriate groups using SIOP strategies and interventions chosen from school list of research based intervention programs and practices.</td><td>Core Instructional Team</td><td>Data will be collected, disaggregated and analyzed.</td><td>Teachers' disaggregated data charts</td></tr>
<tr><td colspan="3"></td><td>Teachers are not consistent in determining if all students in the ELL subgroup are making adequate progress.</td><td>Each teacher will chart and analyze individual student data during the year for progress monitoring or making instructional decisions using the Response to Intervention process.</td><td>Core Instructional Team and RtI Swat Team</td><td>Data will be collected, disaggregated and analyzed.</td><td>Teachers' disaggregated data charts</td></tr>
<tr><td colspan="3"></td><td>Parents lack understanding of how to be part of their child’s learning.</td><td>Parents will be invited to attend Curriculum Nights which will offer them hands on experiences focused on helping them</td><td>Core Instructional Team</td><td>Data will be collected, disaggregated and analyzed.</td><td>Parent sign in sheets</td></tr>
</table>

			understand how they can be an active participant in their child's learning.			
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.			Teachers do not consistently identify previous levels of achievement of the students with disabilities subgroup.	Identifying students and disaggregating their data.	Core Instructional Team	Data will be collected, disaggregated and analyzed.	Teachers' disaggregated data charts
Reading Goal #5D: By using "Best Practices" for instructional strategies, Approved intervention materials, Camp TAG (Targeted Accelerated Learning) Groups and RtI guidelines and analyzing student data, we will track student progress. Differentiated instruction will be used to meet the individual needs of each student.	2012 Current Level of Performance:* On the 2012 FCAT Reading, 87% did not make satisfactory progress.	2013 Expected Level of Performance:* On the 2013 FCAT Reading, less than 84% will not make satisfactory progress.					
			Teachers need assistance in identifying SWD strategies and best practices to use in the classroom.	PLC grade level lesson studies that include SWD strategies	Core Instructional Team	Data will be collected, disaggregated and analyzed.	Teachers' disaggregated data charts
			5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in reading.			Teachers need assistance identifying students in the Economically Disadvantaged subgroup.	Identify Economically Disadvantaged students and analyze disaggregated data to identify academic trends and needs for the students.	Core Instructional Team	Students will be identified in each classroom. Data will be collected, disaggregated and analyzed.	Teachers' disaggregated data charts
Reading Goal #5E: The Economically Disadvantaged subgroup did not make Adequate Yearly Progress (AYP) on the 2012 FCAT Reading.	2012 Current Level of Performance:* On the 2012 FCAT Reading, 45% did not make satisfactory progress.	2013 Expected Level of Performance:* On the 2013 FCAT Reading, less than 42% will not make satisfactory progress..					
By using "Best Practices" for instructional strategies, Approved intervention materials, Camp TAG (Targeted Accelerated Learning) Groups and RtI guidelines and analyzing student data, we will track student progress. Differentiated instruction will be used to meet the individual needs of each student.			Teachers need assistance determining individual and group instructional needs of students in the Economically Disadvantaged subgroup.	Disaggregate data and determine individual and group instructional needs of students in the Economically Disadvantaged subgroup.	Core Instructional Team	Data will be collected, disaggregated and analyzed.	Teachers' disaggregated data charts
			Teachers need assistance choosing the correct supplement materials and/or strategies to fit the needs of the Economically Disadvantaged subgroup and/or individual student.	After determining instructional needs during weekly Lesson Study and Data Meetings, place students in appropriate groups using best practice strategies and interventions chosen from school list of research based intervention programs and practices.	Core Instructional Team	Data will be collected, disaggregated and analyzed.	Teachers' disaggregated data charts
			Teachers are not consistent in determining if all students in the Economically Disadvantaged subgroup are making adequate	Each teacher will chart and analyze individual student data during the year for progress monitoring or making instructional decisions	Core Instructional Team and the RtI Swat Team	Data will be collected, disaggregated and analyzed.	Teachers' disaggregated data charts

	progress.	using the Response to Intervention process.			
	Knowing previous levels of achievement of students in ED subgroup.	Identifying students and disaggregating their data.	Core Instructional Team	Disaggregate data and will be disaggregated	
	Parents lack understanding on how to actively participate in the child's learning.	Parents will be invited to attend Curriculum Nights which will offer them hands on experiences focused on helping them understand how they can be an active participant in their child's learning.	Core Instructional Team and classroom teachers	Parent attendance data will be analyzed	Parent sign in sheets

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
Introduce CCSS	K-5	CCSS "team"	School wide	Wednesday afternoons during staff development per OCPS expectations	Lesson Study documents and Marzano iobservations	Principal
Deconstructing the Common Core State Standards	K-5	CCSS black belt team	School wide	Wednesday afternoons during staff development per OCPS expectations	Lesson Study documents and Marzano iobservations	Principal
How to implement the CCSS into the classroom (K-2; 3-5)	K-5	CCSS black belt team	School wide	Wednesday afternoons during staff development per OCPS expectations	Lesson Study documents and Marzano iobservations	Principal
How to assess CCSS	K-5	CCSS black belt team	School wide	Wednesday afternoons during staff development per OCPS expectations	Lesson Study documents and Marzano iobservations	Principal

Weekly Lesson Studies	K-5	Team Leaders	Grade Level Teams and 1 member from the Leadership Team	Thursdays during common planning time	Lesson Study documents and Marzano iobservations	Leadership Team
Continue Professional Learning Communities to increase staff knowledge of research-based strategies, assessment and data, and apply this knowledge to reading instruction.	Reading Staff divided into one of three groups	Leadership Team	Create PLCs to study books, themes, strategies, and identified curriculum needs.	Wednesday afternoons during staff development per OCPS expectations	PLC Reports to Staff	Principal

Reading Budget (Insert rows as needed)

Include only school funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Continue to implement a school-wide focus of reading strategies based on best practices during 90 minute reading block.	Student magazines 3rd & 4rd gr. National Geographic	General 115	$270
Continue to implement a school-wide focus of vocabulary strategies based on best practices during the Intervention/Enrichment Period.	Workshop games and activities	Florida Recognition	$1,400
Continue to implement a school-wide focus of reading strategies based on best practices during 90 minute reading block.	Readers Theatre, Writing Journal, ABC Dictionary	Title I	$205.40
Continue to implement a school-wide focus of reading strategies based on best practices during the Intervention/Enrichment Period.	Scholastic Weekly Readers	Title I	$1229.20
Continue to implement a school-wide focus of reading strategies based on best practices during the Intervention/Enrichment Period.	MyOn Motivational Charms	General Fund 211	$300.00
Continue to implement a school-wide focus of reading strategies based on best practices during the Intervention/Enrichment Period.	Florida Ready Reading	General Fund 115	$3,414.02
Continue to implement a school-wide focus of reading strategies based on best practices during 90 minute reading block.	Time Student Magazines	General Funds	$840.00
Implement a school wide focus on using best practices in the transition to Common Core State Standards.	Common Core Reading Workbooks		$1006.99
			Subtotal: $ 8,665.61
Technology			
Strategy	Description of Resources	Funding Source	Amount

Continue to utilize supplemental, research based instructional programs such as Reading Plus and Accelerated Reader.	Starfall Plus More	Title I	$270.00
Continue to utilize supplemental, research based instructional Continue to implement a school-wide focus of reading strategies based on best practices during the Intervention/Enrichment Period.	Brain Pop	Title I	$1,600.00
			Subtotal: $1,870.00
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Continue PLCs to increase staff knowledge of research-based strategies, assessment and data, and apply this knowledge to reading instruction.	Resource books and CDs on Brain-based learning	Title II Funds	$3,000.00
			Subtotal: $3,000.00
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total: $13,535.61

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]).

<table>
<tr><th colspan="2">CELLA Goals</th><th colspan="5">Problem-Solving Process to Increase Language Acquisition</th></tr>
<tr><td colspan="2">Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.</td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td colspan="2">1. Students scoring proficient in listening/speaking.</td><td rowspan="2">Teachers need assistance identifying the ELL students and determining levels of proficiency in Listening and speaking for each student.</td><td>Disaggregate the CELLA data in the area of Listening and Speaking.</td><td>CCT and classroom teacher.</td><td>Create groups of students of students at each proficiency level in Listening and Speaking.</td><td>List of students with scores at different proficiency levels.</td></tr>
<tr><td rowspan="3">CELLA Goal #1:

By using SIOP instructional strategies, administering assessments and analyzing student data, we will track student progress. Differentiated instruction will be used to meet the individual needs of each student.
On the 2013 CELLA Listening/Speaking portion, 43% of the</td><td>2012 Current Percent of Students Proficient in Listening/Speaking:

Grades K – 5, 40% (86 /214 students) were proficient on the 2012 CELLA Listening/Speaking portion.</td><td>Teachers are not consistent in identifying the needs of each proficiency level group.</td><td>Determine individual and group instructional needs of students in the proficiency subgroups.</td><td>Instructional Leadership Team and classroom teachers.</td><td>Data will be collected, disaggregated and analyzed.</td><td>Teachers' disaggregated data charts</td></tr>
<tr><td></td><td>Teachers are not consistent implementing the SIOP strategies effectively for each proficiency level.</td><td>After determining instructional needs and intervention strategies, teachers will implement these strategies with all proficiency levels.</td><td>Teachers</td><td>Principal & Core Team will conduct classroom walk throughs and check lesson plans.</td><td>Notes from Classroom walkthroughs and lesson plans.</td></tr>
</table>

students will be proficient.		Teachers need assistance in the process of assessing the level of progress in listening and speaking for each individual student.	Teachers will use the assessment tools for listening and speaking provided by the basal reading series and intervention materials.	Classroom teachers	Teachers will analyze and disaggregate assessment data.	Teacher disaggregated data charts.
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.		Teachers ne assistance in identifying the ELL students and determine levels of proficiency in Reading for each student.	Identify ELL students and analyze disaggregated CELLA data in the area of Reading to identify academic trends and needs.	CCT	Students will be identified in each classroom. Data will be collected, disaggregated and analyzed.	List of students with scores at different proficiency levels.
CELLA Goal #2: By using SIOP instructional strategies, administering assessments and analyzing student data, we will track student progress. Differentiated instruction will be used to meet the individual needs of each student. On the 2013 CELLA Reading portion, 38% of the students will be proficient.	2012 Current Percent of Students Proficient in Reading: Grades K – 5, 35% (74 /214 students) were proficient on the 2012 CELLA Reading portion.					
		Teachers are not consistent in identifying the differentiated needs within each proficiency level at each grade level.	Determine individual and group instructional needs of students in the proficiency subgroups.	Instructional Leadership Team and classroom teachers.	Data will be collected, disaggregated and analyzed.	Teachers' disaggregated data charts
		Teachers need assistance in choosing the correct supplement materials and/or strategies to fit the needs of each proficiency subgroup and/or individual student.	After determining instructional needs during weekly Lesson Study and Data Meetings, place students in appropriate groups using SIOP strategies and interventions chosen from school list of research based intervention programs and practices.	Instructional Leadership Team and classroom teachers.	Assessment instruments will used and data will be collected, disaggregated and analyzed.	Teachers' disaggregated data charts

		Teachers are not consistent in implementing the SIOP strategies effectively for each proficiency level.	After determining instructional needs and intervention strategies, teachers will implement these strategies with all proficiency levels daily.	Teachers	Principal & Core Team will conduct classroom walkthroughs and check lesson plans.	Notes from Classroom walkthroughs and lesson plans.
		Teachers are not consistent in determining if all students in each proficiency level subgroup are making adequate progress.	Each teacher will chart and analyze individual student data during the year for progress monitoring or making instructional decisions using the Response to Intervention process.	Classroom teachers, Instructional Leadership Team and RtI Swat Team	Data will be collected, disaggregated and analyzed.	Teachers' disaggregated data charts
		Parents lack understanding on how to actively participate in the child's learning.	Combine Parent Reading Nights with Parent Leadership Council that include student performances along with parenting strategies.	CCT, classroom teachers	Student groups will present performances to encourage parent attendance during Parent Reading Nights.	Sign In sheet

Students write in English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Students scoring proficient in writing.		Teachers need assistance in identifying the ELL students and determine levels of proficiency in Writing for each student.	Disaggregate the CELLA data in the area of Writing.	CCT and classroom teacher.	Create groups of students of students at each proficiency level in Writing.	List of students with scores at different proficiency levels.
CELLA Goal #3: By using SIOP instructional strategies, administering assessments and analyzing student data, we will track student progress. Differentiated instruction will be used to meet the individual needs of each student. On the 2013 CELLA Writing portion, 41% of the students will be proficient.	2012 Current Percent of Students Proficient in Writing : Grades K – 5, 38% (82 /214 students) were proficient on the 2012 CELLA Writing portion.					
		Teachers are not consistent in identifying the needs of each proficiency level group.	Determine individual and group instructional needs of students in the proficiency subgroups.	Instructional Leadership Team and classroom teachers.	Data will be collected, disaggregated and analyzed.	Teachers' disaggregated data charts
		Teachers are not consistent in implementing SIOP strategies effectively for each proficiency level.	After determining instructional needs and intervention strategies, teachers will implement these strategies with all proficiency levels.	Teachers	Principal & Core Team will conduct classroom walk throughs and check lesson plans.	Notes from Classroom walkthroughs and lesson plans.
		Teachers need assistance in assessing the level of progress in writing for each individual student.	Teachers will use writing prompts and rubrics as assessment tools for writing.	Classroom teachers	Teachers will analyze and disaggregate assessment data.	Teacher disaggregated data charts.

CELLA Budget (Insert rows as needed)

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

End of CELLA Goals

Elementary School Mathematics Goals

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

<table>
<tr><th colspan="3">Elementary Mathematics Goals</th><th colspan="4">Problem-Solving Process to Increase Student Achievement</th></tr>
<tr><td colspan="3">Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:</td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td colspan="3">1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.</td><td rowspan="2">Not all stakeholders understand that the NGSSS/ Common Core Standards are the curriculum and that Envision is a resource for instruction.</td><td rowspan="2">Provide professional development and implement Math PLC to reinforce the importance of planning instruction that meets the Standards.</td><td rowspan="2">Instructional Core Leadership Team</td><td rowspan="2">Marzano I Observation, teacher plan books, Instructional Focus Calendar.</td><td rowspan="2">Marzano I Observation, plan books.</td></tr>
<tr><td rowspan="2">Mathematics Goal #1A:

Vocabulary practices and background knowledge will be integrated in the math instructional practices in all classes. Training and support in Envision Math will continue for successful implementation of the new math standards and series. SMART 7 strategies will</td><td>2012 Current Level of Performance:*</td><td>2013 Expected Level of Performance:*</td></tr>
<tr><td>On the 2012 FCAT Math, 36% (85 out of 240) students achieved a Level 3.</td><td>On the 2013 FCAT Math, 39% (90 out of 230) students achieved a Level 3.</td><td></td><td>K and 1teachers need assistance in the process of aligning their curriculum to meet the Common Core Standards.</td><td>Team planning to match Envision to Common Core and plan supplemental lessons that address gaps in Envision using materials such as AIMS and STEM.</td><td>Instructional Core Leadership Team</td><td>Marzano I Observation, teacher plan books, Instructional Focus Calendar.</td><td>Marzano I Observation, plan books.</td></tr>
</table>

continue to be used and help to guide students through multi-step word problems. FASTT Math, Moby Math and Florida Ready Workbooks will be used to supplement and support the new series. FCAT, OCPS Benchmark and frequent formative assessments, as well as pre and posttests, will be used to monitor individual student progress and to predict student success on FCAT. Teachers will use Lesson Studies and Data Meetings in order to identify specific math strands that need to be targeted. Differentiated instruction will be used to meet individual student's needs.		2nd - 5th grade teachers need assistance in the process of imbedding the 8 Mathematical Practices into instruction to prepare students for future Common Core changes, while continuing to teach the NGSSS.	Provide professional development and implement Math PLC to give teachers an understanding of the 8 Mathematical Practices and how to implement them.	Instructional Core Leadership Team	Marzano I Observation, teacher plan books, Instructional Focus Calendar.	Marzano I Observation, lesson plans
		Teachers are not consistently differentiating instruction when using games, math centers and technology.	Weekly lesson studies will be conducted to analyze and share the most effective strategies for differentiating instruction.	Instructional Core Leadership Team	Lesson Studies, Marzano I Observation, teacher plan books, Instructional Focus Calendar.	Lesson studies and formative student assessments.
		Teachers need assistance in the process of understanding how to teach strategies to solve word problems.	Investigate and adjust the SMART 7 strategies to reach optimal effectiveness.	Instructional Core Leadership Team	Marzano I Observation, teacher plan books, Instructional Focus Calendar.	Formative student assessments.
		Students lack understanding of the objectives and essential questions on the common board configurations in the classrooms.	Teachers will inform students of objectives and essential questions throughout instruction.	Instructional Core Leadership Team	Classroom walk-throughs, plan books.	Marzano I Observation and formative student assessments.
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.		1B.1. N/A	1B.1. N/A	1B.1. N/A	1B.1. N/A	1B.1. N/A

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

<table>
<tr><th colspan="3">Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:</th><th>Anticipated Barrier</th><th>Strategy</th><th>Person or Position Responsible for Monitoring</th><th>Process Used to Determine Effectiveness of Strategy</th><th>Evaluation Tool</th></tr>
<tr><td colspan="3">2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.</td><td>Teachers need assistance identifying the most effective strategies and materials for enrichment.</td><td>During weekly lessons studies the PLC will identify the most effective materials and strategies to use with level 4 and 5 math students.</td><td>Instructional Leadership Team</td><td>Review lesson studies and ensure groups are reviewed to target the needs of students based on assessments.</td><td>Weekly lesson studies and progress on all students on assessments.</td></tr>
<tr><td rowspan="2">Mathematics Goal #2A:

Math performance expectations will be raised for student performance in math. Lesson studies will be conducted weekly in PLCs to ensure that enrichment activities are implemented and shared amongst team members. Enrichment Activities are used to increase the math skills of the higher performing math students. Teacher/student Data Chats will be conducted to motivate the students to achieve at higher levels as well as data walls posted to show and encourage progress.</td><td>2012 Current Level of Performance:*</td><td>2013 Expected Level of Performance:*</td><td rowspan="3"></td><td rowspan="3"></td><td rowspan="3"></td><td rowspan="3"></td><td rowspan="3"></td></tr>
<tr><td>On the 2012 FCAT Math, 35% (83 out of 240) students achieved Levels 4 & 5.</td><td>On the 2013 FCAT Math, 38% (87out of 230) students will achieve Levels 4 &5.</td></tr>
<tr><td colspan="3"></td></tr>
<tr><td colspan="3"></td><td>Teachers aren’t consistently using strategies and best practices to keep students focused on maintaining and achieving higher levels.</td><td>Review all achievement data with each individual student and have them track their success on data walls in each classroom.</td><td>Instructional Leadership Team</td><td>Reviewing notes from teacher-student data chats</td><td>Progress of students on assessments.</td></tr>
<tr><td colspan="3"></td><td>Teachers aren’t consistently implementing enrichment activities to increase student interest.</td><td>Utilize math games, STEM and AIMS activities, and incorporate technology for the 21st Century classroom..</td><td>Instructional Leadership Team</td><td>Review lesson plans and student assessments</td><td>Progress of students on assessments.</td></tr>
<tr><td colspan="3">2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.</td><td>2B.1.
N/A</td><td>2B.1.
N/A</td><td>2B.1.
N/A</td><td>2B.1.
N/A</td><td>2B.1.
N/A</td></tr>
<tr><td>Mathematics Goal #2B:</td><td>2012 Current Level of Performance:*</td><td>2013 Expected Level of Performance:*</td><td colspan="5"></td></tr>
</table>

Enter narrative for the goal in this box.	*Enter numerical data for current level of performance in this box.*	*Enter numerical data for expected level of performance in this box.*					
N/A			2B.2. N/A	2B.2. N/A	2B.2. N/A	2B.2. N/A	2B.2. N/A
			2B.3. N/A	2B.3. N/A	2B.3. N/A	2B.3. N/A	2B.3. N/A

<table>
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<tr><td colspan="3">3A. FCAT 2.0: Percentage of students making learning gains in mathematics.</td><td>Teachers aren’t consistently progress monitoring weekly to identify strands that student are not mastering</td><td>Assess students regularly, review data, realign student grouping, and remediate skills not mastered</td><td>Instructional Core Team</td><td>Data will be analyzed during weekly data meeting with teams and the principal</td><td>Data Notebooks</td></tr>
<tr><td rowspan="2">Mathematics Goal #3A:

Expectations will be raised so that all students make adequate learning gains in math. Data will be analyzed and used to make instructional decisions and to identify students needing remediation. Previously taught skills will be seen on topic assessments as well as seen during daily workshops. Extra practice will be provided before school in computer math labs. Teachers will be given a daily lab time in order to use supplemental technology. Data will</td><td>2012 Current Level of Performance:*

On the 2012 FCAT Math, 81% (194 out of 240) students made learning gains.</td><td>2013 Expected Level of Performance:*

On the 2013 FCAT Math, 84% (193 out of 230) students made learning gains.</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td colspan="2"></td><td>Teachers assistance using technology to help students maintain knowledge of previously taught skills</td><td>Review previously taught benchmarks regularly, teacher will be given a daily lab time in order to use supplemental technology including Moby Math, and FASTT Math software programs will be available each morning in a computer lab for all students to practice and master skills. Special Area teachers will practice math through activities in Special Area classes</td><td>Instructional Core Team</td><td>Lesson plans and Marzano I Observation</td><td>Reports generated from Marzano I Observation and lesson plans</td></tr>
</table>

<table>
<tr><td>then be collected from technology and used to drive instruction.

Data meetings and RTI meetings will be conducted in order to discuss the gains of students.</td><td colspan="2"></td><td>Results of Edusoft testing did not match results of FCAT</td><td>Supplement Edusoft with Florida Ready pre and post test</td><td>Instructional Leadership Team</td><td>Disaggregated data from FL Ready pre and post test</td><td>Progress of all students on assessments</td></tr>
<tr><td colspan="3">3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.</td><td>3B.1.
N/A</td><td>3B.1.
N/A</td><td>3B.1.
N/A</td><td>3B.1.
N/A</td><td>3B.1.
N/A</td></tr>
<tr><td rowspan="3">Mathematics Goal #3B:

Enter narrative for the goal in this box.

N/A</td><td>2012 Current Level of Performance:*</td><td>2013 Expected Level of Performance:*</td><td rowspan="3"></td><td rowspan="3"></td><td rowspan="3"></td><td rowspan="3"></td><td rowspan="3"></td></tr>
<tr><td>Enter numerical data for current level of performance in this box.</td><td>Enter numerical data for expected level of performance in this box.</td></tr>
<tr><td colspan="2"></td></tr>
<tr><td colspan="2" rowspan="2"></td><td>3B.2.
N/A</td><td>3B.2.
N/A</td><td>3B.2.
N/A</td><td>3B.2.
N/A</td><td>3B.2.
N/A</td></tr>
<tr><td>3B.3.
N/A</td><td>3B.3.
N/A</td><td>3B.3.
N/A</td><td>3B.3.
N/A</td><td>3B.3.
N/A</td></tr>
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<tr><th colspan="3">Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:</th><th>Anticipated Barrier</th><th>Strategy</th><th>Person or Position Responsible for Monitoring</th><th>Process Used to Determine Effectiveness of Strategy</th><th>Evaluation Tool</th></tr>
<tr><td colspan="3">4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.</td><td>Students lack background knowledge and experiences that develop math sense.</td><td>Vertical planning teams, preview math skills through technology and manipulatives, and incorporate math literature into lessons.</td><td>Instructional Leadership Team</td><td>Communication from vertical teams on needs of students, formative assessments.</td><td>Plan books and Marzano I Observation</td></tr>
<tr><td rowspan="2">Mathematics Goal #4:

RtI PLCs will meet regularly to ensure that there will be many interventions to increase the achievement of the bottom 25%. They will be identified by analyzing FCAT, OCPS Benchmark and formative assessment data. Their progress will be tracked by using charts, and the RtI process will be used. Bi-weekly RtI meetings will be held by grade level PLCs. Technology use will be recorded and monitored in order to track progress. Pre and Post tests will be given in order to better group students and provide differentiated instruction and intervention.</td><td>2012 Current Level of Performance:*</td><td>2013 Expected Level of Performance:*</td><td rowspan="2"></td><td rowspan="2"></td><td rowspan="2"></td><td rowspan="2"></td><td rowspan="2"></td></tr>
<tr><td>On the 2012 FCAT Math, 78% (47 out of 60) of the students made learning gains.</td><td>On the 2013 FCAT Math, 81% (47 out of 58) students will achieve learning gains.</td></tr>
<tr><td colspan="3" rowspan="2"></td><td>Teachers need assistance in identifying which clusters and strands that students are not mastering and identify students in need of intervention.</td><td>Tier 1:
Through classroom assessments, teachers will identify skills needing remediation, and students will receive remediation based on specific needs and skill deficits in the homeroom classroom.</td><td>Classroom Teacher</td><td>Classroom teacher reviews the results of common assessment data bi-weekly to determine progress toward the benchmarks.</td><td>Lesson Assessments and Progress Monitoring Tools.</td></tr>
<tr><td>Teachers aren’t consistently identifying students needing remediation in specific skill areas.</td><td>Tier 2:
Teachers will identify students needing remediation, and provide that remediation based on specific needs and skill deficits determined by formative assessment and OCPS assessments.</td><td>RtI Team</td><td>Grade level teams will review results of common assessment data weekly to determine progress made toward the benchmark.</td><td>Lesson Assessments and Progress Monitoring Tools.</td></tr>
</table>

<table>
<tr><td colspan="3">Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years</td><td>2011-2012</td><td>2012-2013</td><td>2013-2014</td><td>2014-2015</td><td>2015-2016</td><td>2016-2017</td></tr>
<tr><td colspan="2">5A. In six years school will reduce their achievement gap by 50%.</td><td>Baseline data 2010-2011</td><td>2011-2012 - 71%</td><td>2012-2013 – 71%</td><td>2013-2014 – 74%</td><td>2014-2015 – 77%</td><td>2015-2016 – 80%</td><td>2016-2017 – 83%</td></tr>
<tr><td colspan="3">Mathematics Goal #5A:

At Tildenville, Math achievement was at 65% in 2011. The goal is to decrease the achievement gap over a six year period by 50% when we would be at 83% in 2016-2017.</td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td colspan="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 subgroups:</td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td colspan="2">Evaluation Tool</td></tr>
<tr><td colspan="3">5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.</td><td>Students in the subgroups lack background knowledge and experiences that develop math sense.</td><td>Vertical planning teams, preview math skills through technology and manipulatives, and incorporate math literature into lessons.</td><td>Instructional Leadership Team</td><td>Communication from vertical teams on needs of students, formative assessments.</td><td colspan="2">Plan books and Marzano I Observation</td></tr>
<tr><td>Mathematics Goal #5B:

Hispanic and Black students will be identified at the beginning of the year. Assessment data will be used to assess student strengths and weaknesses. Their progress will be charted weekly, and the RtI process will be used for intervention. Teachers will identify</td><td>2012 Current Level of Performance:*

On the Math FCAT 2012 students in these subgroups not making adequate progress were:
White:14%
Black: 48%
Hispanic: 30%</td><td>2013 Expected Level of Performance:*

On the Math FCAT 2013 students in these subgroups not making adequate progress will be less:
White: 11 %
Black: 43%
Hispanic: 27%</td><td></td><td></td><td></td><td></td><td colspan="2"></td></tr>
</table>

strengths and weaknesses of their Black and Hispanic students and identify root causes or contributing factors in order to align appropriate strategies and interventions. Vocabulary practices and background knowledge will be integrated in the math instructional practices in all classes. Differentiated instruction to meet student needs.		Students in the subgroups lack academic vocabulary necessary for math problem solving.	Teachers will explicitly teach math academic vocabulary and add to interactive math word walls. Teachers will also model problem solving strategies.	Instructional Leadership Team	Marzano I Observation	Plan books and Marzano I Observation
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.

<table>
<tr><th colspan="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:</th><th>Anticipated Barrier</th><th>Strategy</th><th>Person or Position Responsible for Monitoring</th><th>Process Used to Determine Effectiveness of Strategy</th><th>Evaluation Tool</th></tr>
<tr><td colspan="3">5C. English Language Learners (ELL) not making satisfactory progress in mathematics.</td><td>Teachers aren’t consistently disaggregating their classroom data to identify LEP students.</td><td>Teachers will disaggregate state assessment data by standards, proficiency level and adequate progress subgroups.</td><td>Leadership Team</td><td>Teachers will disaggregate all data and organize it in Data Notebooks.</td><td>Data Notebooks</td></tr>
<tr><td rowspan="3">Mathematics Goal #5C:

ELL students will be identified at the beginning of the year. Assessment data will be used to assess student strengths and weaknesses. Their progress will be charted weekly, and the RtI process will be used for intervention. Teachers will identify strengths and weaknesses of their LEP students and identify root causes or contributing factors in order to align appropriate strategies and interventions. Teachers will use SIOP and other</td><td>2012 Current Level of Performance:*</td><td>2013 Expected Level of Performance:*</td><td rowspan="2"></td><td rowspan="2"></td><td rowspan="2"></td><td rowspan="2"></td><td rowspan="2"></td></tr>
<tr><td>On the 2012 FCAT Math, 32% did not make satisfactory progress.</td><td>On the 2013 FCAT Math, less than 29% will not make satisfactory progress.</td></tr>
<tr><td colspan="2"></td><td>Teachers need assistance in identifying strengths and weaknesses in order to select appropriate strategies, including SIOP.</td><td>Teachers will identify strengths and weaknesses of their LEP students and identify root causes or contributing factors in order to align appropriate strategies and interventions.</td><td>Leadership Team</td><td>Teachers will meet with their grade level PLCs in order to do lesson studies to choose appropriate strategies and implement effective CALLA Strategies.</td><td>Lesson Plans.</td></tr>
<tr><td colspan="2"></td><td>All teachers aren’t consistently differentiating instruction to meet the needs of their students.</td><td>After determining instructional needs, place students in appropriate groups using interventions chosen from school list of research based intervention programs and practices.</td><td>Grade Level Teams</td><td>Using the Chart of Enrichment, Intervention and Remediation needs and strategies teachers will implement differentiated instruction.</td><td>Lesson Plans, Marzano I Observation , and data notebooks.</td></tr>
</table>

<table>
<tr><td>differentiated instruction to meet student needs.</td><td colspan="2"></td><td>Learning activities (i.e. mini assessment, data talks, and classroom observations) aren't being monitored frequently.</td><td>Each teacher will chart and analyze individual student data during the year for progress monitoring or making instructional decisions using the Response to Intervention process.</td><td>PLC (Grade Level Teams)</td><td>Response to Intervention Guidelines the PLCs will determine needed strategies.</td><td>Progress Monitoring Graphs</td></tr>
<tr><td colspan="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:</td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td colspan="3">5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.</td><td>ESE students struggle due to processing problems that cause them to learn in a different way.</td><td>Students will be in a pull out TAG group four days a week where an ESE certified teacher will use ESE strategies to meet the needs to the ESE learner.</td><td>RTI Team/ ESE Team</td><td>Disaggregating student data</td><td>.
Formative Student Assessments</td></tr>
<tr><td rowspan="2">Mathematics Goal #5D:

ESE students will be identified at the beginning of the year. Assessment data will be used to assess student strengths and weaknesses. Their progress will be charted weekly, and the RtI process will be used for intervention. Teachers will identify strengths and weaknesses of their LEP students and identify root causes or contributing factors in order to align appropriate strategies</td><td>2012 Current Level of Performance:*</td><td>2013 Expected Level of Performance:*</td><td colspan="4"></td></tr>
<tr><td>On the 2012 FCAT Math, 35% did not make satisfactory progress.</td><td>On the 2013 FCAT Math, less than 32% will not make satisfactory progress.</td><td colspan="4"></td></tr>
<tr><td colspan="2"></td><td>Teachers need assistance in identifying appropriate ESE strategies and best practices to use during Math instruction.</td><td>Professional development will take place to give teachers ESE strategies that can be used during Math Instruction.</td><td>Instructional Leadership Team</td><td>Marzano I Observation and plan books for evidence of ESE strategies.</td><td>Formative student assessments.</td></tr>
</table>

and interventions. Teachers will use SIOP and other differentiated instruction to meet student needs.		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

<table>
<tr><th colspan="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:</th><th>Anticipated Barrier</th><th>Strategy</th><th>Person or Position Responsible for Monitoring</th><th>Process Used to Determine Effectiveness of Strategy</th><th>Evaluation Tool</th></tr>
<tr><td colspan="3">5E. Economically Disadvantaged students not making satisfactory progress in mathematics.</td><td>Teachers need assistance in identifying the Economically disadvantaged students.</td><td>Identify Economically Disadvantaged students, and analyze disaggregated data to identify academic trends and needs.</td><td>Instructional Leadership Team</td><td>Economically Disadvantaged students will be identified in each classroom where data will be collected, disaggregated and analyzed.</td><td>Teachers' Disaggregated Data Charts.</td></tr>
<tr><td rowspan="3">Mathematics Goal #5E:

The Economically Disadvantaged subgroup did not make Adequate Yearly Progress (AYP) on the 2012 FCAT Mathematics. By using "Best Practices" for instructional strategies, approved intervention materials, "Camp TAG (Targeted Accelerated Learning)" Groups, analyzing student data, and RtI guidelines, we will track student progress. Differentiated instruction will be used to meet the individual needs of each student.</td><td>2012 Current Level of Performance:*
On the 2012 FCAT Math, 32% did not make satisfactory progress.</td><td>2013 Expected Level of Performance:*
On the 2013 FCAT Math, less than 29% will not make satisfactory progress.</td><td>Teachers need assistance in determining individual and group instructional needs in order to choose appropriate strategies and supplemental needs to use with the students.</td><td>After determining instructional needs during weekly Lesson Study and Data Meetings, place students in appropriate groups using best practice and differentiated instructional strategies and interventions chosen from the school list of researched based intervention programs and practices.</td><td>Instructional Leadership Team</td><td>Teachers will use the knowledge gained from Lesson Studies and disaggregated data to group students and use differentiated instruction</td><td>Teachers' Disaggregated Data Charts, Marzano’s I Observation and lesson plans.</td></tr>
<tr><td colspan="2"></td><td>Determining if all students in the Economically Disadvantaged subgroup are making adequate progress.</td><td>Each teacher will chart and analyze individual student data during the year for progress monitoring and making decisions using the RtI process.</td><td>Instructional Leadership Team</td><td>Teachers will progress monitor the students and use RtI when necessary.</td><td>Teachers' Disaggregated Data Charts and RtI meeting notes.</td></tr>
</table>

End of Elementary School Mathematics Goals

Middle School Mathematics Goals

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

<table>
<tr><th colspan="3">Middle School Mathematics Goals</th><th colspan="4">Problem-Solving Process to Increase Student Achievement</th></tr>
<tr><td colspan="3">Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:</td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td colspan="3">1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.</td><td>1A.1.
N/A</td><td>1A.1.
N/A</td><td>1A.1.
N/A</td><td>1A.1.
N/A</td><td>1A.1.
N/A</td></tr>
<tr><td rowspan="3">Mathematics Goal #1A:
N/A</td><td>2012 Current Level of Performance:*</td><td>2013 Expected Level of Performance:*</td><td rowspan="3"></td><td rowspan="3"></td><td rowspan="3"></td><td rowspan="3"></td><td rowspan="3"></td></tr>
<tr><td>Enter numerical data for current level of performance in this box.</td><td>Enter numerical data for expected level of performance in this box.</td></tr>
<tr><td colspan="2"></td></tr>
<tr><td colspan="3"></td><td>1A.2.</td><td>1A.2.</td><td>1A.2.</td><td>1A.2.</td><td>1A.2.</td></tr>
<tr><td colspan="3"></td><td>1A.3.</td><td>1A.3.</td><td>1A.3.</td><td>1A.3.</td><td>1A.3.</td></tr>
<tr><td colspan="3">1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.</td><td>1B.1.
N/A</td><td>1B.1.
N/A</td><td>1B.1.
N/A</td><td>1B.1.
N/A</td><td>1B.1.
N/A</td></tr>
<tr><td rowspan="3">Mathematics Goal #1B:
N/A</td><td>2012 Current Level of Performance:*</td><td>2013 Expected Level of Performance:*</td><td rowspan="3"></td><td rowspan="3"></td><td rowspan="3"></td><td rowspan="3"></td><td rowspan="3"></td></tr>
<tr><td>Enter numerical data for current level of performance in this box.</td><td>Enter numerical data for expected level of performance in this box.</td></tr>
<tr><td colspan="2"></td></tr>
<tr><td colspan="3"></td><td>1B.2.</td><td>1B.2.</td><td>1B.2.</td><td>1B.2.</td><td>1B.2.</td></tr>
<tr><td colspan="3"></td><td>1B.3.</td><td>1B.3.</td><td>1B.3.</td><td>1B.3.</td><td>1B.3.</td></tr>
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<tr><td colspan="3">2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.</td><td>2A.1.
N/A</td><td>2A.1.
N/A</td><td>2A.1.
N/A</td><td>2A.1.
N/A</td><td>2A.1.
N/A</td></tr>
<tr><td rowspan="2">Mathematics Goal #2A:
N/A</td><td>2012 Current Level of Performance:*</td><td>2013 Expected Level of Performance:*</td><td rowspan="2"></td><td rowspan="2"></td><td rowspan="2"></td><td rowspan="2"></td><td rowspan="2"></td></tr>
<tr><td>Enter numerical data for current level of performance in this box.</td><td>Enter numerical data for expected level of performance in this box.</td></tr>
<tr><td colspan="3" rowspan="2"></td><td>2A.2.</td><td>2A.2.</td><td>2A.2.</td><td>2A.2.</td><td>2A.2.</td></tr>
<tr><td>2A.3.</td><td>2A.3.</td><td>2A.3.</td><td>2A.3.</td><td>2A.3.</td></tr>
<tr><td colspan="3">2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.</td><td>2B.1.
N/A</td><td>2B.1.
N/A</td><td>2B.1.
N/A</td><td>2B.1.
N/A</td><td>2B.1.
N/A</td></tr>
<tr><td rowspan="2">Mathematics Goal #2B:
N/A</td><td>2012 Current Level of Performance:*</td><td>2013 Expected Level of Performance:*</td><td rowspan="2"></td><td rowspan="2"></td><td rowspan="2"></td><td rowspan="2"></td><td rowspan="2"></td></tr>
<tr><td>Enter numerical data for current level of performance in this box.</td><td>Enter numerical data for expected level of performance in this box.</td></tr>
<tr><td colspan="3" rowspan="2"></td><td>2B.2.</td><td>2B.2.</td><td>2B.2.</td><td>2B.2.</td><td>2B.2.</td></tr>
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<tr><td colspan="3" rowspan="2">3A. FCAT 2.0: Percentage of students making learning gains in mathematics.</td><td>3A.1.
N/A</td><td>3A.1.
N/A</td><td>3A.1.
N/A</td><td>3A.1.
N/A</td><td>3A.1.</td></tr>
<tr><td rowspan="3">Mathematics Goal #3A:

N/A</td><td>2012 Current Level of Performance:*</td><td>2013 Expected Level of Performance:*</td></tr>
<tr><td>Enter numerical data for current level of performance in this box.</td><td>Enter numerical data for expected level of performance in this box.</td><td colspan="3"></td></tr>
<tr><td colspan="2"></td><td>3A.2.</td><td>3A.2.</td><td>3A.2.</td><td>3A.2.</td><td>3A.2.</td></tr>
<tr><td colspan="2"></td><td>3A.3.</td><td>3A.3.</td><td>3A.3.</td><td>3A.3.</td><td>3A.3.</td></tr>
<tr><td colspan="3" rowspan="2">3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.</td><td>3B.1.
N/A</td><td>3B.1.
N/A</td><td>3B.1.
N/A</td><td>3B.1.</td><td>3B.1.</td></tr>
<tr><td rowspan="3">Mathematics Goal #3B:

N/A</td><td>2012 Current Level of Performance:*</td><td>2013 Expected Level of Performance:*</td></tr>
<tr><td>Enter numerical data for current level of performance in this box.</td><td>Enter numerical data for expected level of performance in this box.</td><td colspan="3"></td></tr>
<tr><td colspan="2"></td><td>3B.2.</td><td>3B.2.</td><td>3B.2.</td><td>3B.2.</td><td>3B.2.</td></tr>
<tr><td colspan="2"></td><td>3B.3.</td><td>3B.3.</td><td>3B.3.</td><td>3B.3.</td><td>3B.3.</td></tr>
</table>

<table>
<tr><th colspan="3">Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:</th><th>Anticipated Barrier</th><th>Strategy</th><th>Person or Position Responsible for Monitoring</th><th>Process Used to Determine Effectiveness of Strategy</th><th>Evaluation Tool</th></tr>
<tr><td colspan="3">4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.</td><td>4A.1.</td><td>4A.1.</td><td>4A.1.</td><td>4A.1.</td><td>4A.1.</td></tr>
<tr><td rowspan="3">Mathematics Goal #4:

N/A</td><td>2012 Current Level of Performance:*</td><td>2013 Expected Level of Performance:*</td><td rowspan="3"></td><td rowspan="3"></td><td rowspan="3"></td><td rowspan="3"></td><td rowspan="3"></td></tr>
<tr><td>Enter numerical data for current level of performance in this box.</td><td>Enter numerical data for expected level of performance in this box.</td></tr>
<tr><td colspan="2"></td></tr>
<tr><td colspan="3"></td><td>4A.2.</td><td>4A.2.</td><td>4A.2.</td><td>4A.2.</td><td>4A.2.</td></tr>
<tr><td colspan="3"></td><td>4A.3.</td><td>4A.3.</td><td>4A.3.</td><td>4A.3.</td><td>4A.3.</td></tr>
</table>

<table>
<tr><td colspan="3">Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years</td><td>2011-2012</td><td>2012-2013</td><td>2013-2014</td><td>2014-2015</td><td>2015-2016</td><td>2016-2017</td></tr>
<tr><td colspan="2">5A. In six years, school will reduce their achievement gap by 50%.</td><td>Baseline data 2010-2011</td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td colspan="3">Mathematics Goal #5A:

N/A</td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td colspan="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 subgroups:</td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td colspan="2">Evaluation Tool</td></tr>
<tr><td colspan="3">5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.</td><td>5B.1.
White:
Black:
Hispanic:
Asian:
American Indian:</td><td>5B.1.</td><td>5B.1.</td><td>5B.1.</td><td colspan="2">5B.1.</td></tr>
<tr><td rowspan="2">Mathematics Goal #5B:

N/A</td><td>2012 Current Level of Performance:*</td><td>2013 Expected Level of Performance:*</td><td rowspan="2"></td><td rowspan="2"></td><td rowspan="2"></td><td rowspan="2"></td><td colspan="2" rowspan="2"></td></tr>
<tr><td>Enter numerical data for current level of performance in this box.
White:
Black:
Hispanic:
Asian:
American Indian:</td><td>Enter numerical data for expected level of performance in this box.
White:
Black:
Hispanic:
Asian:
American Indian:</td></tr>
<tr><td colspan="2" rowspan="2"></td><td>5B.2.</td><td>5B.2.</td><td>5B.2.</td><td>5B.2.</td><td colspan="2">5B.2.</td></tr>
<tr><td>5B.3.</td><td>5B.3.</td><td>5B.3.</td><td>5B.3.</td><td colspan="2">5B.3.</td></tr>
</table>

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.	5C.1.	5C.1.	5C.1.	5C.1.
Mathematics Goal #5C: N/A	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data 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 mathematics.			5D.1.	5D.1.	5D.1.	5D.1.	5D.1.
Mathematics Goal #5D: N/A	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

<table>
<tr><td colspan="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:</td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td colspan="3">5E. Economically Disadvantaged students not making satisfactory progress in mathematics.</td><td>5E.1.</td><td>5E.1.</td><td>5E.1.</td><td>5E.1.</td><td>5E.1.</td></tr>
<tr><td rowspan="3">Mathematics Goal #5E:
N/A</td><td>2012 Current Level of Performance:*</td><td>2013 Expected Level of Performance:*</td><td rowspan="3"></td><td rowspan="3"></td><td rowspan="3"></td><td rowspan="3"></td><td rowspan="3"></td></tr>
<tr><td>Enter numerical data for current level of performance in this box.</td><td>Enter numerical data for expected level of performance in this box.</td></tr>
<tr><td colspan="2" rowspan="2"></td></tr>
<tr><td></td><td>5E.2.</td><td>5E.2.</td><td>5E.2.</td><td>5E.2.</td><td>5E.2.</td></tr>
<tr><td colspan="2"></td><td>5E.3.</td><td>5E.3.</td><td>5E.3.</td><td>5E.3.</td><td>5E.3.</td></tr>
</table>

End of Middle School Mathematics Goals

Florida Alternate Assessment High School Mathematics Goals

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

<table>
<tr><th colspan="3">High School Mathematics Goals</th><th colspan="5">Problem-Solving Process to Increase Student Achievement</th></tr>
<tr><td colspan="3">Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:</td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td colspan="3">1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.</td><td>1.1.</td><td>1.1.</td><td>1.1.</td><td>1.1.</td><td>1.1.</td></tr>
<tr><td rowspan="3">Mathematics Goal #1:

N/A</td><td>2012 Current Level of Performance:*

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

Enter numerical data for expected level of performance in this box.</td><td rowspan="3"></td><td>1.2.</td><td>1.2.</td><td>1.2.</td><td>1.2.</td></tr>
<tr><td>1.3.</td><td>1.3.</td><td>1.3.</td><td>1.3.</td></tr>
<tr><td colspan="3">Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:</td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td colspan="3">2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.</td><td>2.1.</td><td>2.1.</td><td>2.1.</td><td>2.1.</td><td>2.1.</td></tr>
<tr><td rowspan="3">Mathematics Goal #2:

N/A</td><td>2012 Current Level of Performance:*

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

Enter numerical data for expected level of performance in this box.</td><td rowspan="3"></td><td>2.2.</td><td>2.2.</td><td>2.2.</td><td>2.2.</td></tr>
<tr><td>2.3.</td><td>2.3.</td><td>2.3.</td><td>2.3.</td></tr>
</table>

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.			3.1.	3.1.	3.1.	3.1.	3.1.
Mathematics Goal #3: N/A	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			3.2.	3.2.	3.2.	3.2.	3.2.
			3.3.	3.3.	3.3.	3.3.	3.3.

End of Florida Alternate Assessment High School Mathematics Goals

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

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

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

<table>
<tr><td colspan="2" rowspan="2"></td><td>1.2.</td><td>1.2.</td><td>1.2.</td><td>1.2.</td><td>1.2.</td></tr>
<tr><td>1.3.</td><td>1.3.</td><td>1.3.</td><td>1.3.</td><td>1.3.</td></tr>
<tr><td colspan="3">Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:</td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td colspan="3">2. Students scoring at or above Achievement Levels 4 and 5 in Algebra 1.</td><td>2.1.</td><td>2.1.</td><td>2.1.</td><td>2.1.</td><td>2.1.</td></tr>
<tr><td rowspan="3">Algebra Goal #2:
N/A</td><td>2012 Current Level of Performance:*</td><td>2013 Expected Level of Performance:*</td><td rowspan="2"></td><td rowspan="2"></td><td rowspan="2"></td><td rowspan="2"></td><td rowspan="2"></td></tr>
<tr><td>Enter numerical data for current level of performance in this box.</td><td>Enter numerical data for expected level of performance in this box.</td></tr>
<tr><td colspan="2" rowspan="2"></td><td>2.2.</td><td>2.2.</td><td>2.2.</td><td>2.2.</td><td>2.2.</td></tr>
<tr><td>2.3.</td><td>2.3.</td><td>2.3.</td><td>2.3.</td><td>2.3.</td></tr>
</table>

<table>
<tr><td colspan="2">Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years</td><td>2011-2012</td><td>2012-2013</td><td>2013-2014</td><td>2014-2015</td><td>2015-2016</td><td>2016-2017</td></tr>
<tr><td colspan="2">3A. In six years, school will reduce their achievement gap by 50%.
Baseline data 2010-2011

<u>Algebra 1 Goal #3A:</u>
N/A</td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td colspan="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 subgroups:</td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td colspan="2">Evaluation Tool</td></tr>
<tr><td colspan="2" rowspan="3">3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra 1.

<u>Algebra 1 Goal #3B:</u>

N/A</td><td>3B.1.
White:
Black:
Hispanic:
Asian:
American Indian:</td><td>3B.1.</td><td>3B.1.</td><td>3B.1.</td><td colspan="2">3B.1.</td></tr>
<tr><td>3B.2.</td><td>3B.2.</td><td>3B.2.</td><td>3B.2.</td><td colspan="2">3B.2.</td></tr>
<tr><td>3B.3.</td><td>3B.3.</td><td>3B.3.</td><td>3B.3.</td><td colspan="2">3B.3.</td></tr>
</table>

2012 Current Level of Performance:*	2013 Expected Level of Performance:*
Enter numerical data for current level of performance in this box. White: Black: Hispanic: Asian: American Indian:	*Enter numerical data for expected level of performance in this box.* White: Black: Hispanic: Asian: American Indian:

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3C. English Language Learners (ELL) not making satisfactory progress in Algebra 1.			3C.1.	3C.1.	3C.1.	3C.1.	3C.1.
Algebra 1 Goal #3C:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
N/A	*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:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
N/A	*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.

<table>
<tr><td colspan="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:</td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td colspan="3">3E. Economically Disadvantaged students not making satisfactory progress in Algebra 1.</td><td>3E.1.</td><td>3E.1.</td><td>3E.1.</td><td>3E.1.</td><td>3E.1.</td></tr>
<tr><td rowspan="3">Algebra 1 Goal #3E:
N/A</td><td>2012 Current Level of Performance:*</td><td>2013 Expected Level of Performance:*</td><td rowspan="3"></td><td rowspan="3"></td><td rowspan="3"></td><td rowspan="3"></td><td rowspan="3"></td></tr>
<tr><td>Enter numerical data for current level of performance in this box.</td><td>Enter numerical data for expected level of performance in this box.</td></tr>
<tr><td colspan="2"></td></tr>
<tr><td colspan="3"></td><td>3E.2.</td><td>3E.2.</td><td>3E.2.</td><td>3E.2.</td><td>3E.2.</td></tr>
<tr><td colspan="3"></td><td>3E.3.</td><td>3E.3.</td><td>3E.3.</td><td>3E.3.</td><td>3E.3.</td></tr>
</table>

End of Algebra 1 EOC Goals

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

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

Geometry EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Geometry.			1.1.	1.1.	1.1.	1.1.	1.1.
Geometry Goal #1: N/A	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.			2.1.	2.1.	2.1.	2.1.	2.1.
Geometry Goal #2: N/A	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

<table>
<tr><td colspan="2">Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years</td><td>2012-2013</td><td>2013-2014</td><td>2014-2015</td><td>2015-2016</td><td>2016-2017</td></tr>
<tr><td colspan="2">3A. In six years, school will reduce their achievement gap by 50%.
Baseline data 2011-2012

Geometry Goal #3A:

N/A</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td colspan="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 subgroups:</td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td colspan="2" rowspan="3">3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry.

Geometry Goal #3B:

N/A</td><td>3B.1.
White:
Black:
Hispanic:
Asian:
American Indian:</td><td>3B.1.</td><td>3B.1.</td><td>3B.1.</td><td>3B.1.</td></tr>
<tr><td>3B.2.</td><td>3B.2.</td><td>3B.2.</td><td>3B.2.</td><td>3B.2.</td></tr>
<tr><td>3B.3.</td><td>3B.3.</td><td>3B.3.</td><td>3B.3.</td><td>3B.3.</td></tr>
</table>

2012 Current Level of Performance:*	2013 Expected Level of Performance:*
Enter numerical data for current level of performance in this box. White: Black: Hispanic: Asian: American Indian:	*Enter numerical data for expected level of performance in this box.* White: Black: Hispanic: Asian: American Indian:

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3C. English Language Learners (ELL) not making satisfactory progress in Geometry.			3C.1.	3C.1.	3C.1.	3C.1.	3C.1.
Geometry Goal #3C: N/A	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *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 Geometry.			3D.1.	3D.1.	3D.1.	3D.1.	3D.1.
Geometry Goal #3D: N/A	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *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.

<table>
<tr><td colspan="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:</td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td colspan="3">3E. Economically Disadvantaged students not making satisfactory progress in Geometry.</td><td>3E.1.</td><td>3E.1.</td><td>3E.1.</td><td>3E.1.</td><td>3E.1.</td></tr>
<tr><td rowspan="3">Geometry Goal #3E:

N/A</td><td>2012 Current Level of Performance:*</td><td>2013 Expected Level of Performance:*</td><td rowspan="3"></td><td rowspan="3"></td><td rowspan="3"></td><td rowspan="3"></td><td rowspan="3"></td></tr>
<tr><td>Enter numerical data for current level of performance in this box.</td><td>Enter numerical data for expected level of performance in this box.</td></tr>
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<tr><td colspan="3"></td><td>3E.2.</td><td>3E.2.</td><td>3E.2.</td><td>3E.2.</td><td>3E.2.</td></tr>
<tr><td colspan="3"></td><td>3E.3.</td><td>3E.3.</td><td>3E.3.</td><td>3E.3.</td><td>3E.3.</td></tr>
</table>

End of Geometry 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 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	K-1 Math	Teachers who attended Common Core training/ OCPS offered trainings	All teachers K-1	During Summer of 2012 and Pre-Planning for the 2012-2013 school year and throughout the 2012-2013 school year during grade level PLCs and Lesson Studies	Modeling of lessons, Marzano I Observation and plan books.	Instructional Leadership Team
NGSSS/ 8 Mathematical Practices	K-5 Math	Teachers who attended Common Core training	All teachers K-5	During PLC meeting during common release time and during Early Release time on Wednesdays.	Modeling of lessons, Marzano I Observation and plan books.	Instructional Leadership Team
Technology and new math software	K-5 Math	Instructional Leadership Team	All staff members	During PLC meeting during common release time and during Early Release time on Wednesdays.	Lesson study notes and plan books will be examined for evidence of implementation and use of math software programs.	Instructional Leadership Team
Differentiation workshop (content, process, product) through centers and games	K-5 Math	Instructional Leadership Team	All teachers K-5	During PLC meeting during common release time and during Early Release time on Wednesdays.	Modeling of lessons, Marzano I Observation and plan books.	Instructional Leadership Team
ESE Strategies	K-5 Math	ESE certified teachers	All staff members	During PLC meeting during common release time and during Early Release time on Wednesdays.	Modeling of lessons, Marzano I Observation and plan books.	Instructional Leadership Team

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
Teachers will identify students needing remediation, and provide that remediation based on specific needs and skill deficits determined by formative assessment and OCPS assessments.	Florida Ready Math	General Funds 115	$3,414.00
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
Review previously taught benchmarks regularly, teachers will be given a daily lab time in order to use supplemental technology including FastMath and Moby Math. Math software programs will be available each morning in a computer lab for all students to practice and master skills, and Special Area teachers will practice math through activities in special area classes.	Moby Math	Title I	$299.00
			Subtotal:$299.00
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount

			Subtotal:
			Total: $3,713.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Elementary and Middle Science Goals			**Problem-Solving Process to Increase Student Achievement**				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in science.			Teachers need assistance in implementing the new Common Core standards in K-1	Professional Development on new Common Core standards Lesson studies conducted weekly PLC committees to implement Common Core	K-1 teachers	Marzano I Observation , Lesson studies and lesson plans	Data notebooks
Science Goal #1A: Students will have opportunities to connect Big Ideas in Science to Real World applications through engaging instruction which includes: lab experiences, reading connections, explicit vocabulary instruction and STEM lab experiences. The Instructional Learning team/faculty will disaggregate data from FCAT, Edusoft, and FCAT Test Maker Pro to determine strengths and weaknesses and	2012 Current Level of Performance:* On the 2012 FCAT Science, 34% (27out of 79) students achieved a Level 3.	2013 Expected Level of Performance:* On the 2013 FCAT Science, 37% (27 out of 73) students will achieve a Level 3.					
			Teachers need assistance in the process of integrating Common Core Standards in grade 2 to prepare for 2013-14	Professional development on common core standards	2nd grade teachers	Marzano I Observation , lesson studies, and lesson plans	Lesson plans, data notebooks
			OCPS Science resources and lab resources are not being used consistently.	Professional Development or PLC committee	3-5 teachers	PLC committee	Lesson plans, data notebooks

create targets for achievement. Hands on, real world science applications will be integrated through a STEM lab available for all students as part of weekly special area rotation schedule.		Students lack background knowledge in Science content vocabulary.	Marzano vocabulary process, Frayer and various strategies, vocabulary games to practice	K-5 teachers	Marzano I Observation	Data notebooks
		Teachers need assistance in identifying strategies and best practices focused on helping students retain and master Big Ideas in Science.	Students will participate in STEM lab, science projects, yearly science fair, science club, Saturday school and Wed Science institute.	Core	Marzano I Observation , lesson studies, and lesson plans	Data notebooks
		Teachers need assistance in organizing materials needed to create and implement labs.	Science materials room organized by volunteers and replenished by donations	Core Volunteers	Marzano I Observation	
		Students lack background knowledge needed to make real world technology and literacy connections.	Focus on non-fiction literature, integrated curriculum with Imagine It core reading program, myOn reader, TrueFlix, STEM lab and integrated technology –Happy Scientist, Safari Montage videos, Gizmos	Core Instructional Team		
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.		1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Science Goal #1B: N/A	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.* / 2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*	1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.			Teachers aren't consistently planning activities that ensure higher level thinking skills, vocabulary and real world applications	Attention to Webbs questioning, differentiated instruction and STEM lab	Classroom teachers	Lesson studies	Lesson studies notes
Science Goal #2A: Students who scored above proficiency will be identified using FCAT, EduSoft, and FCAT Testmaker Pro. These students will be provided with enrichment activities. Grade level PLCs will conduct lesson study to ensure differentiated instruction and higher level Webbs questioning.	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	On the 2012 FCAT Science, 16% (13 out of 79) students achieved Levels 4 & 5.	On the 2013 FCAT Science, 20% (15 out of 73) students will achieve Levels 4 & 5.					
			Teachers need assistance in addressing the needs of enrichment activities and integrated technology for Level 3, 4, 5 students.	Wednesday Science Institute Morning science lab STEM lab Gizmo's TrueFlix	Teachers	Lesson studies and lesson plans	Lesson planning
			2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
Science Goal #2B: N/A	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

End of Elementary and Middle School Science Goals

Florida Alternate Assessment High School Science Goals

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

High School Science Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.			1.1.	1.1.	1.1.	1.1.	1.1.
Science Goal #1: 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.*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Florida Alternate Assessment: Students scoring at or above Level 7 in science.			2.1.	2.1.	2.1.	2.1.	2.1.
Science Goal #2: N/A	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

End of Florida Alternate Assessment High School Science Goals

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

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

Biology 1 EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Biology 1.			1.1.	1.1.	1.1.	1.1.	1.1.
Biology 1 Goal #1: N/A	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Biology 1.			2.1.	2.1.	2.1.	2.1.	2.1.
Biology 1 Goal #2: N/A	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

End of Biology 1 EOC Goals

Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
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
Common core PLC study	K-2	Team Leaders	PLC facilitator	Wed staff development	Lesson study/PLC committee report	Leadership team
Science process and resources PLC	3-5	Team Leaders	PLC facilitator	Wed staff development	PLC committee report/Lesson studies	Leadership team
STEM Lab	Lab teacher	Various PD opportunities	County offerings	Various offerings	Implementation	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
In order to retain Science knowledge students need to revisit Science concepts and benchmarks throughout the year through quarterly science projects/fairs, integrating science content reading using the Science readers in the reading block, note taking, scheduled review their progress.	Write Score Science	General Funds	$1,500
Science Institute will be created and implemented at least three weeks prior to administration of the Science FCAT where students, according to their needs are divided into smaller groups to work with a team of 5th grade and Special Area teachers.	Happy Scientist Videos	General Funds	$ 187.50

			Subtotal: $1,687.50
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total: $1,687.50

End of Science Goals

Writing Goals

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

<table>
<tr><th colspan="3">Writing Goals</th><th colspan="4">Problem-Solving Process to Increase Student Achievement</th></tr>
<tr><td colspan="3">Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:</td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td colspan="3">1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.</td><td>Grammar lessons instruction in grades K-5 is not rigorous.</td><td>Implement grammar instruction daily from Imagine It program, daily practice integrated into workshops, grammar rubric.</td><td>Instructional Leadership Team</td><td>Grammar section in Lesson Assessments.</td><td>Progress of all students on assessments including Write Score and monthly school wide writing assessments.</td></tr>
<tr><td rowspan="4">Writing Goal #1A:

We need to increase the levels of writing to Level 4 and above. Students will be assessed for strengths and weaknesses through monthly writing prompts. Vertical and horizontal planning will be done to address concerns and strategies to increase rigor and relevance and for students at each grade level to meet expectations. Teachers will use differentiated instruction and SIOP strategies to meet the needs of all students to increase achievement.</td><td>2012 Current Level of Performance:*</td><td>2013 Expected Level of Performance:*</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>On the 2012 FCAT Writing, 85% (65 out of 77) students achieved a Level 3.0 or higher.</td><td>On the 2013 FCAT Writing, 89% (72 out of 81) students will achieve a Level 3.0 or higher.</td><td>Lack of exposure to updated writing format, writing skills, rubric and writing genres in all grades.</td><td>Create and administer monthly school wide writing prompts,
Plan and implement time for writing instruction</td><td>Instructional Leadership Team</td><td>Student growth shown on results of monthly prompts based on grade level writing rubric.</td><td>Rubrics and teacher data charts</td></tr>
<tr><td colspan="2"></td><td>Students lack adequate writing skills they should have developed in primary grades.</td><td>Investigate adding creative writing in their special area for grades K-2</td><td>Instructional Leadership Team</td><td>Student growth will be shown through the results of monthly writing prompts based on grade level writing rubric</td><td>Rubrics and teacher data charts</td></tr>
<tr><td colspan="2"></td><td>4th grade students lack the understanding of writing rubrics and accountability for their own writing</td><td>Develop and implement rubric training for all grade level teachers and students</td><td>Instructional Leadership Team</td><td>Student will use and track their writing progress on rubric and teacher will compare their rubric score with the students.</td><td>Rubrics and teacher data charts</td></tr>
</table>

		Teachers need assistance in developing differentiated instruction to address needs of low performing students in grades K-5.	Implement writing institute for extra writing instruction. Implement monthly grade level meetings focused on writing skills and strategies to share ideas and discuss data to improve student performance. Focus will be given to strategies specific to improving achievement of the students in the bottom 30% and the teachers will then share with the students in a writing conference.	Instructional Leadership Team	Administration will visit and monitor grade level meetings and the teachers will facilitate the student teacher conferences. Growth of writing ability shown on rubric.	Progress of all students on assessments including Write Score and monthly school wide writing assessments. Progress of targeted group on teacher data charts
		Teachers need assistance developing skill based instruction based on needs of students in 4th grade and addressed through differentiated instruction and feedback.	Writing rotation based on the students individual writing ability. Organize differentiated ability groups in grades 3 & 4 to guide writing instruction based on student needs identified on Write Score data.	Instructional Leadership Team	Administration will monitor the implementation through Marzano I Observation. Write Score Data and/or other will be analyzed and groups will be updated based on current scores	I Observations based on Marzano's High Yield strategies and on daily Skill building activities. Write Score Data
		Teachers aren't consistently addressing the lack of voice in student writing in grades K-5.	Develop and implement rubric training for all grade level, teachers and their students.	Instructional Leadership Team	Teachers and students will use the rubric to teach them effective usage of voice in their writing	Progress of all students on assessments including Write Score and monthly school wide writing assessments.
1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.		1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Writing Goal #1B: N/A	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*				

		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

Writing Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Provide writing workshop with effective writing strategies to inexperienced writing teachers.	Writing K - 5	Instructional Leadership Team	New teachers and teachers identified through a needs assessment.	During a PLC 4 week study conducted during Wednesdays during early release time.	Planning & Marzano I Observation	Leadership Team
Modeling and mentoring of writing process to inexperienced writing teachers	Writing K - 5	Team Leaders	New teachers and teachers identified through a needs assessment.	When needed and during common planning time	Planning & Marzano I Observation	Instructional Leadership Team
Provide training in creating, using, and student use of rubrics	Writing K - 5	Instructional Leadership Team	All teachers and staff	Wednesdays during early release time.	Planning & Marzano I Observation	Instructional Leadership Team

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
Organize differentiated ability groups in grades 3 & 4 to guide writing instruction based on student needs identified on Write Score data.	Write Score Testing Grade 3 & 4	General Funds	$1,500.00
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount

			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total: $1,500.00

End of Writing Goals

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

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

Civics EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Civics.			1.1.	1.1.	1.1.	1.1.	1.1.
Civics Goal #1: N/A	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Civics.			2.1.	2.1.	2.1.	2.1.	2.1.
Civics Goal #2: N/A	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

Civics Professional Development

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

Civics Budget (Insert rows as needed)

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

Total:

End of Civics Goals

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

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

U.S. History EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in U.S. History.			1.1.	1.1.	1.1.	1.1.	1.1.
U.S. History Goal #1: 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.*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.			2.1.	2.1.	2.1.	2.1.	2.1.
U.S. History Goal #2: 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.*					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

U.S. History Professional Development

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

U.S. History Budget (Insert rows as needed)

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

End of U.S. History Goals

Attendance Goal(s)

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

<table>
<tr><th colspan="3">Attendance Goal(s)</th><th colspan="4">Problem-solving Process to Increase Attendance</th></tr>
<tr><td colspan="3">Based on the analysis of attendance data and reference to "Guiding Questions," identify and define areas in need of improvement:</td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td colspan="3">1. Attendance</td><td rowspan="5">The parents lack understanding of the importance and the relationship between attending school regularly and academic achievement.</td><td rowspan="5">PLC, Parent Leadership Council, Meetings will be held regularly to communicate with the parents the importance of good attendance and its relationship to high achievement.</td><td rowspan="5">CCT</td><td rowspan="5">Attendance will be monitored regularly.</td><td rowspan="5">Attendance records.</td></tr>
<tr><td rowspan="4">Attendance Goal #1:

The school's average attendance rate is 96.03% (552 students out of 575 students)
in daily attendance. Twenty-three percent (135 out of 575 students) had excessive absences of 10 or more days. There are a high percentage of Hispanic students at the school whose parents take them back to Mexico and South America for extended periods of time. We are trying to educate the parents that interrupting their student's attendance at school has a significant effect on their achievement. Much of this communication will</td><td>2012 Current Attendance Rate:*</td><td>2013 Expected Attendance Rate:*</td></tr>
<tr><td>The average daily attendance rate for the 2011/12 school year was 96.03% (552 students out of 575 students).</td><td>The Expected Attendance Rate for 2012-13 is expected to increase by 1% to 97.03%</td></tr>
<tr><td>2012 Current Number of Students with Excessive Absences (10 or more)</td><td>2013 Expected Number of Students with Excessive Absences (10 or more)</td></tr>
<tr><td>The number of students with excessive absences of 10+ days was 23% (135 out 575 students).</td><td>The 2013 Expected Number of Students with Excessive Absences is expected to decrease by 3% from 23% to 20%.</td></tr>
</table>

be done by through regular PLC Meetings with the Hispanic parents. Only 15% (86 out of 575 students) had excessive tardies. There will be more communication with the parents through phone calls and notes from the teachers to make sure that the students get to school on time.	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)					
	The number of students with excessive tardies, 10+ days, was 15% (86 out of 575 students).	The 2013 Expected Number of Students with Excessive Tardies is expected to decrease by 3% to12%.					
			Students lack understanding how important it is to attend school every day.	Students with perfect attendance will be recognized at assemblies each quarter.	Classroom Teachers	Attendance will be monitored each quarter.	Attendance Records.
			Parents are not consistent in making sure that their children arrive at school on time.	Parents will receive written communication or a phone call from the classroom teacher after a student has been tardy more than 3 times.	Classroom Teachers.	Tardies will be monitored by each teacher.	Attendance Records.

Attendance Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Lesson Studies, that include Bell Work, will be studied.	K - 5	Team Leaders	Each grade Level PLC.	During weekly Lesson Study Meetings.	The Instructional Leadership Team will attend and monitor Lesson Study Meetings.	Instructional Leadership Team.

Attendance Budget (Insert rows as needed)

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

End of Attendance Goals

Suspension Goal(s)

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

Suspension Goal(s)			Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Suspension			The school doesn't consistently follow through with the established expectations of behavior.	The school rules will be post, discussed during morning announcements, and reinforced by the classroom teachers.	Academic Dean	Discipline referrals and behavior forms will be monitored by the Academic Dean	Posters on walls.
Suspension Goal #1: The school will take a proactive approach to decreasing suspensions from school during the 2012-13 school years. Teachers will be required to keep a Behavior Documentation Sheet for each student. The teachers will conference with parents if behavior does not meet expectations. After a number of entries on the Behavior Sheet, the student will be sent to the office for counseling with the Guidance Counselor or Academic Dean. The parents will be contacted. Behavior modification forms will be used when necessary.	**2012 Total Number of In –School Suspensions**	**2013 Expected Number of In- School Suspensions**	Teachers need assistance in establishing classroom rules and norms for behavior in the classroom based on the school rules and expectations.	All teachers will establish classroom scenarios of the school rules look like in their classroom, and post the classroom rules on their walls.	Academic Dean	Marzano I Observation	Posters on walls.
	There were 8 in-school suspensions in the 2011 - 2012 school years.	There will be no more than 5 in-school suspensions expected in 2012-13					
	2012 Total Number of Students Suspended In-School	**2013 Expected Number of Students Suspended In -School**	Teachers are not consistent in documenting behavior.	Teachers will implement Behavior Documentation Sheets in their classrooms.	Academic Dean	Periodic checks of Behavior Documentation Sheets.	Behavior Documentation sheets.
	There were 7 students out of 509 suspended in school during the 2011-2012 school years.	There will be no more than 7 in-school suspensions expected in 2012-13					
	2012 Total Number of Out-of-School Suspensions	**2013 Expected Number of Out-of-School Suspensions**	Teachers are not handling lower level behavior infractions in the classroom to maintain respect and control.	Teachers will only send students with Level 3 or above infractions or repeated inappropriate behavior to the office.	Academic Dean	All Safety/Discipline Referral forms will be checked before talking to a student in the office.	Safety/Behavior Referral Form
	There were 37 suspensions during the 2011-12 school year.	There will be no more than 34 Out-of-School Suspensions during the 2012-13 school year.					
	2012 Total Number of Students Suspended Out- of- School	**2013 Expected Number of Students Suspended Out- of-School**					
	There were 21 students (4.23%) suspended out of school during the 2011-12 school year.	There will be no more than 18 students' suspended out-of-school during the 2012-13 school year.					
			Teachers are not consistently communicating with parents to help with the monitoring of inappropriate behavior.	Teachers will make regular phone calls or request a conference with the parent when student consistently misbehaves.	Academic Dean	Monitoring of parent/teacher conferences	Documentation on Behavior Documentation forms.

Suspension Professional Development

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

Suspension Budget (Insert rows as needed)

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

End of Suspension Goals

Parent Involvement Goal(s)

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

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

Parent Involvement Goal(s)			Problem-solving Process to Parent Involvement				
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Parent Involvement Parent Involvement Goal #1: When list of participants at events were compared, it was found that the same parents attended most of the events and we had not increased the percentage of parents from the previous year. Home/school communication needs to be improved so that all parents are aware of the many activities that are offered at the school for parents. **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	2012 Current Level of Parent Involvement:* In 2011-2012, 26% (133) of our parents participated in the school events.	2013 Expected Level of Parent Involvement:* In 2012-2013, 30% (161) of our parents will participate in the school events.	Lack of parents volunteering and attending school functions.	Investigate the implementation of an addendum to the Magnet contract that would include required ADDITIONS hours.	SAC subcommittee	Subcommittee would determine feasibility and legality.	OCPS reference.
			Lack of consistent information dispersal and announcements.	Investigate the feasibility of using social media, local T.V., radio, and the school's existing website.	SAC and PTA subcommittees	Subcommittees would determine legality of social media usage and administration and monitoring of website.	Determine potential interest in a social media forum. Gauge participation of a new site.
			The Dual Language program, as a cornerstone of our identity, has not been highlighted consistently throughout the community.	Investigate additional Dual Language events.	SAC, PTA and PLC subcommittees, and school administration	Gauge attendance and effectiveness of events.	Review attendance and participation of events.
			There is a lack of sufficient mentoring and tutoring participants.	Investigate the availability of feeder high school and community potential participants.	SAC, PTA, ADDitions administration	Determine availability of volunteers and level of participation.	Determine number of students participating and effectiveness of program.
			There is a lack of connectivity between the Dual Language partner classes.	Investigate the usage of a monthly grade level Dual Language newsletter in English and Spanish.	SAC, PTA, and staff.	Gauge parent feedback on information they are receiving.	Enhanced student success in both aspects of the program.
			SAC, PTA, and PLC meeting times do not encourage increased parent involvement.	Investigate the alignment of SAC, PTA, and PLC meetings to occur during one timeframe. Meeting minutes from each organization can be summarized and interchanged.	SAC, PTA, and PLC.	Gauge parent attendance and participation.	Determine quarterly parent attendance to all three organizations' meetings.
			Parents lack understanding as to the benefits of their academic involvement and support at home.	Investigate the recruitment of guest speakers to educate parents on the keys to providing support essential for their child's academic success.	SAC, PTA, PLC	Determine parent attendance and interest in presentations.	Determine resulting student interest and success.

Parent Involvement Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Organize and implement Curriculum Nights and encourage parents with curriculum related activities to use at home: such as spelling bees, public speaking (poetry, storytelling), and computer-based programs.	Reading grades K - 5	Instructional Leadership Team	All parents	Evenings	Parent Surveys	Instructional Leadership Team
Provide parent meetings to demonstrate Envision Math skills and strategies that will aid parents in assisting students with homework.	Math Grades k - 5	Instructional Leadership Team	All parents	Evenings	Parent Surveys	Instructional Leadership Team
Organize and implement Science Night to inform and model benchmarks and standards for parents.	Grades K - 5	Science Lab Teacher	Collect participation data.	Parent Attendance Evenings	Parent Attendance Sign-In sheets.	Science Lab Teacher
A continuation of Science Club to include grades 3, 4 and 5. Host a Science Fair.	Grade 5	Science Lab Teacher, Instructional teacher support, PTA/SAC.	5th Grade Parents	Evenings	Collect participation data.	Parent Attendance Sign-In sheets.

Parent Involvement Budget

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Improve communication through a coordinated (PLC, PTA, SAC, faculty/staff) bilingual annual or monthly calendar, and updated bulletin board and web pages.	Student planners, folders, Monthly Calendar, and Newsletters Stamps to mail communication	Title I	$2,713.75
			Subtotal: $2,713.75
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of Parent Involvement Goal(s)

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
STEM Goal #1: An engineering infused curriculum through challenging problem based learning will be provided for all students. Hands on, real world applications will be integrated through problem-based learning in all content areas. Students will work collaboratively to design products and processes addressing local, national and global issues. Students in grades 3-5 will be able to define, explain, and implement the engineering design process within a variety of contexts. They will be able to use informational technology to communicate their findings and work collaboratively. They will communicate using grade level identified technical and content area vocabulary.	Teachers lack sufficient knowledge and understanding of the STEM curriculum.	Create PLCs that will study and address the stem curriculum and how to implement STEM in all curriculum areas.	STEM lab teacher	The Instructional Leadership Team and Administration will attend PLC meetings, Lesson Studies, and Marzano I Observation	Marzano I Observation , Lesson Study reports, and Lesson Plans.
	Lack of knowledge of STEM activities that will be taught that are essential to the curriculum	A STEM lab teacher will be provided during Special Area rotation to conduct the most important and complicated STEM activities once a week for all students and coordinate responsibilities for teaching different STEM concepts between the lab teacher and the classroom teacher	Core Instructional Team	The Instructional Leadership Team and Administration will attend PLC meetings, Lesson Studies, and Marzano I Observation	Marzano I Observation , Lesson Study reports, and Lesson Plans.
	Teachers need assistance in order to be able to effectively reinforce concepts taught in the STEM lab and effectively conduct others in their classrooms.	STEM PLCs will meet regularly with the STEM lab teacher for guidance and to choose the appropriate strategies and activities to be used in the classroom.	Core Instructional Team	PLC will create reports and plans	Marzano I Observation , PLC reports and plans
	Time constraints affect the availability to gather and organize materials to set up the labs in the classroom.	A lab will be created where materials are organized and accessible for the use of all teachers to conduct STEM activities.	STEM Lab teacher	Gather, prepare, and organize materials in the new lab setting	Classroom teacher STEM lab
	Teachers need assistance implementing the new classroom STEM lab.	Weekly lesson studies will be conducted to plan and schedule the use of the new lab for STEM activities.	Core Instructional Team	The Instructional Leadership Team and Administration will attend PLC meetings, Lesson Studies, and Marzano I Observation	Marzano I Observation, Lesson Study reports, and Lesson Plans.

STEM Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Orientation to STEM curriculum, strategies, and activities	K – 5 / STEM curriculum	STEM lab teacher	Teachers and staff grades K – 5.	Early release Wednesday	PLC studies and lesson plans	Core Instructional Team
STEM PLC studies	K – 5 / STEM curriculum	STEM lab teacher	Teachers and staff grades K – 5.	Early release Wednesday	PLC studies and lesson plans	Core Instructional Team

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

			Subtotal:
			Total:

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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: N/A	1.1.	1.1.	1.1.	1.1.	1.1.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

CTE Professional Development

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

CTE Budget (Insert rows as needed)

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

End of CTE Goal(s)

Additional Goal(s)

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

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 - Math			The majority of students entering grades 1-5 are not fluent in math operations.	Each classroom teacher will create a schedule for the practice of math operations using games and effective strategies in class and as transition activities.	Classroom teachers	Weekly assessment in math operations	Formative student assessments
Additional Goal #1: Drilling of basic math operations will be integrated in the math instructional practices in all classes. Basic math operation will be included in frequent formative assessments and will be used to monitor student progress. Teachers will use Lesson Studies and Data Meetings in order to identify strategies to be used to meet individual student's needs.	2012 Current Level :* The average score on the baseline math operations test for grades 1-5 was 10.6%	2013 Expected Level :* The post-test on the math operations test for grades 1-5 should show a 5% increase to 15.6%.	Additional time is needed outside of the classroom for the students to become fluent in math operations.	Special area teachers (STEM lab, Music, P.E. Media) will provide drill and practice at the beginning of their lesson and monitor student progress.	Special Area teachers	Weekly assessment in Math operations	Formative student assessments
			Meeting individual needs for practice to become fluent in math operations.	Provide half hour computer math lab before school using computer software such as FASTT Math and during scheduled computer lab time during the school day.	Core instructional Team	Computer-based assessment data disaggregated and analyzed by teachers during weekly data meetings.	Classroom teacher's Data notebook
2. Additional Goal - Reading			Teachers need assistance in providing appropriate reading strategies and best practices for the various sub groups such as Hispanic, LEP, and low socio-economic.	Weekly grade level PLC meetings to discuss and collaborate in identifying strategies, planning, assessment and student progress.	Core Instructional Team	Pre and Post formative assessment, lesson assessments, FAIR,	Teacher's Data notebook
Additional Goal #2: All K – 3 teachers and staff in our school will stress improvement in reading as a priority. We will use common formative and OCPS district assessment to measure, monitor and forecast student progress. An instructional focus calendar will be created each quarter based on lesson assessment, unit chapter tests, FAIR and Edusoft to provide remediation for all students not scoring on grade level. Grade level RtI PLCs will administer assessments, analyze data, meet with the principal for bi-weekly data meetings, and participate in weekly lesson study meetings to collaborate on differentiated instruction to meet student needs.	2012 Current Level :* 66% of Kindergarten through Second Grade were on target on the 2012 FAIR AP3.	2013 Expected Level :* 70% or more of Kindergarten through Second Grade will be on target on the 2013 FAIR AP3.	Reading instruction does not include specific vocabulary strategies presented every day.	Implement explicit vocabulary instruction every day.	The Instructional Leadership Team.	Monitoring lesson plans and conducting Marzano I Observation .	Marzano I Observation Forms, Lesson plans and student achievement data.
			Beginning teachers or teachers new to a grade level or program model such as Dual Language or Sheltered Instruction need assistance in understanding the instructional focus and/or pacing of the reading programs.	Partner new teachers with a mentor, new grade level teachers with a more experienced person on that grade level, and new program model teachers with someone in same model in the same or close grade level to assist with effective teaching strategies, activities and needs of students that should be of focus.	Leadership Team	Marzano I Observation	Marzano I Observation Form
			Teachers need assistance in	Training during pre-planning	Common Core Black	Marzano I Observation	Ongoing Progress Monitoring

Additional Goals Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Introduce CCSS	K-5	CCSS "team"	School wide	Wednesday afternoons during staff development per OCPS expectations	Lesson Study documents and Marzano I Observation	Principal
How to implement the CCSS into the classroom (K-2; 3-5)	K-5	CCSS blackbelt team	School wide	Wednesday afternoons during staff development per OCPS expectations	Lesson Study documents and Marzano I Observation	Principal
Weekly Lesson Studies	K-5	Team Leaders	Grade Level Teams and 1 member from the Leadership Team	Thursdays during common planning time	Lesson Study documents and Marzano I Observation	Leadership Team

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

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

End of Additional Goal(s)

Final Budget (Insert rows as needed)

Please provide the total budget from each section.
Reading Budget
Total: $13,535.61
CELLA Budget
Total:
Mathematics Budget
Total: $3,713.00
Science Budget
Total: $1,687.50
Writing Budget
Total: $1,500.00
Civics Budget
Total:
U.S. History Budget
Total:
Attendance Budget
Total:
Suspension Budget
Total:
Dropout Prevention Budget
Total:
Parent Involvement Budget
Total: $2,713.75
STEM Budget
Total:
CTE Budget
Total:
Additional Goals
Total:

Grand Total: $23,149.86

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
N/A	N/A	N/A

Are you reward school? ☒ Yes ☐ No

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

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

School Advisory Council (SAC)

SAC Membership Compliance

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

☒ Yes ☐ No

If No, describe the measures being taken to comply with SAC requirements.

Describe the activities of the SAC for the upcoming school year.
The School Advisory Council (SAC) has an important role in the success of Tildenville Elementary School. The following list are some of the roles of the SAC: Assist in the creation/analysis of climate surveys for parents, students, and teachers. Sponsor drives to increase parent involvement. Reach out to the community to increase the number of Partners in Education. Help advice the Principal with the school budget. Help increase communication to parents about PTA and SAC activities. Assist with organizing Curriculum, Reading, Writing, Math, and Science Parent Nights.

Describe the projected use of SAC funds.	Amount