Florida Department of Education

DRAFT School Improvement Plan (SIP) Form SIP-1

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Trinity Oaks Elementary School	District Name: Pasco County
Principal: Allison Hoskins	Superintendent: Heather Fiorentino
SAC Chair: TBA	Date of School Board Approval:

Student Achievement Data:

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

Highly Effective Administrators

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

Position	Name	Degree(s)/ 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	Allison Hoskins	Educational Leadership Elementary Education	6	14	2011-2012 T.O.E.S. Grade: A 2010-2011 T.O.E.S. Grade: A AYP: No 2009-2010 T.O.E.S. Grade: A AYP: No 2008-2009 T.O.E.S. Grade: A AYP: Yes 2007-2008 T.O.E.S. Grade: A AYP: Yes 2006-2007 T.O.E.S. Grade: A AYP: Yes 2005-2006 R.E.S. Grade: B AYP: Yes 2004-2005 R.E.S. Grade: B AYP: Yes 2003-2004 R.E.S. Grade: A AYP: Yes 2002-2003 R.E.S. Grade: B AYP: No

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Assistant Principal	D. Jeff McLean	Educational Leadership Elementary Education Middle Grades Integrated Curriculum	4	6	2011-2012 T.O.E.S. Grade: A 2010-2011 T.O.E.S. Grade: A AYP: No 2009-2010 T.O.E.S. Grade: A AYP: No 2008-2009 T.O.E.S. Grade: A AYP: Yes 2007-2008 W.C.E.S. Grade: A AYP: No 2006-2007 W.C.E.S. Grade: A AYP: No

Highly Effective Instructional Coaches

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

Subject 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)
Literacy Coach (K-12)	Darlene Wagner		1	1	2011-2012 T.O.E.S. Grade: A

Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. NA	NA	NA	All teachers are highly qualified. In order to retain them we will offer ongoing staff development, provide a positive and collaborative work environment and the opportunity to give input on school wide decisions.
2.			
3.			
4.			

Non-Highly Effective Instructors

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

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Effective

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NA	NA	NA	NA

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
55	2%	65%	22%	11%	20%	0%	5%	9%	38%

Teacher Mentoring Program

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Alyson Sammartano	Paula Marando	ESE Roles	Bi-Weekly Meetings

Additional Requirements

*Coordination and Integration-*Title I Schools Only

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

Title I, Part A
Title I, Part C- Migrant
Title I, Part D
Title II
Title III
Title X- Homeless
Supplemental Academic Instruction (SAI)
Violence Prevention Programs
Nutrition Programs
Housing Programs
Head Start
Adult Education
Career and Technical Education
Job Training
Other

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

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School-Based MTSS/RtI Team
Identify the school-based MTSS Leadership Team. Allison Hoskins - Principal Jeff McLean - Assistant Principal Allison Cohen - Guidance Counselor Lauren Sampson - School Psychologist Alyson Sammartano-ESE Chairperson Sandra Stine-Basic Teacher Darlene Wagner - Literacy Coach Ashley Mitchell-Primary Teacher Linda Arnold-Primary Teacher Krsiten Cirigliano-Intermediate Teacher Donna de la Paz-Intermediate Teacher Kara Abbatello-Intermediate Teacher Lauren Kotoric-Behavior Specialist Tom Osmun – MTS Coach
Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts? The MTSS Leadership team meets once a month acting as a liaison between the guidance department, administration and teaching teams. The MTSS Leadership Team meetings focus on: * Reviewing and monitoring student data on the school database * Reviewing progress monitoring data * Planning for interventions * Assessment of MTSS implementation progress * Assessment of school staff's practices and skill development * Development of professional development/technical assistance plan to support MTSS implementation. *Guiding instructional staff in the identification of grade level wide action planning for Tier 1 instruction. *Learning more about planning with a greater focus for Tier 2 instruction. *Positive Behavior Support will be embedded in our effort to prevent, teach and reinforce appropriate behavior.

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?
- Analysis of relevant demographic/school profile data for the purpose of problem analysis and hypothesis generation.
  * Analysis of school wide and grade level data in order to identify student achievement trends.
  * Analysis of disaggregated data in order to identify trends and groups in need of intervention.
  * Development of assessment strategies and calendars.
  * Development of data review plans, supports, and calendars.
  * Development of processes to ensure intervention fidelity.
  * Review of Progress Monitoring data
  * Planning for Interventions.
  * Assessment of MTSS implementation progress.
  * Assessment of school staff's skill development.
  * Development of professional development/technical assistance plan to support MTSS implementation.
- *Positive Behavior Support strategies will be utilized to assist in planning and problem solving to increase responsible student behavior.

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. Pasco Star, Core K-12 Assessments, FAIR, writing prompts and teacher created assessments
Describe the plan to train staff on MTSS. SBLT Team will have monthly meetings. SBLT will facilitate MTSS training and weekly data meetings with their teams. MTSS Coach will provide monthly support and training with administration for SBLT Teams and staff.
Describe plan to support MTSS. SBLT Team will have monthly meetings. SBLT will facilitate MTSS training and weekly data meetings with their teams.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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Identify the school-based Literacy Leadership Team (LLT). Allison Hoskins Jeff McLean Darlene Wagner Denon Recchiuti Sandy Stine Robin Irby Katie Galletta Eryn Monaco Stacey McGinnis Sharon Hill Linda Arnold Diana Hanhold Alison Carter
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). The Lead Literacy Team meets monthly to discuss school-wide improvement goals, review data from Core K-12, FAIR, Common Core Standards, as well as review classroom assessments. They will design professional development around CCSS and assist with coaching to help teachers become aware of them.
What will be the major initiatives of the LLT this year? * To help teachers incorporate independent reading from a wide range of texts and genres as a part of the 90-minute reading block. * To help teachers explore ways to conference with students on their independent reading. * To help increase the range and availability of all genres of text in classroom libraries. *To help teachers begin to develop understanding of the CCSS in Reading, specifically cloze reading of text and text-dependent questioning, and explore their use with students.

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.

NA

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

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

NA

High Schools Only

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

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

NA

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

NA

Postsecondary Transition

Note: Required for High School- Sec. 1008.37(4), F.S.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report.

NA

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

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1a. FCAT 2.0: Students scoring at Achievement Level 3 in reading.	1a.1. 1 Consistent and pervasive implementation of quality reading instruction with fidelity.	1a.1. Professional development and coaching will be given to improve differentiated instruction. Teachers will incorporate independent reading from a wide range of texts and genres as a part of the 90- Minute Block. Teachers will begin to develop understanding of the CCSS standards in Reading, specifically cloze reading of text and text-dependent questioning. Teachers explore ways to conference with students on their independent reading.	1a.1. Lead Literacy team Literacy coach Administration Teachers	1a.1. Data Collection during Tier 1 Assessment Meetings.	1a.1. Classroom designed assessments, MMH unit assessments and FCAT data	
Reading Goal #1a: The percentage of students scoring a level 3 or higher will increase from 75% to 80% on the 2013 FCAT.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	75%	**80%**				
		1a.2.	1a.2.	1a.2.	1a.2.	1a.2.

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		1a.3.	1a.3.	1a.3.	1a.3.	1a.3.	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.	1b.1.	1b.1.	1b.1.	1b.1.	1b.1.		
Reading Goal #1b: *NA*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	NA	*NA*					
		1b.2.	1b.2.	1b.2.	1b.2.	1b.2.	
		1b.3.	1b.3.	1b.3.	1b.3.	1b.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in reading.	2a.1. Consistent and pervasive implementation of quality reading instruction with fidelity.	2a.1. Professional development and coaching will be given to improve differentiated instruction. Teachers will incorporate independent reading from a wide range of texts and genres as a part of the 90- Minute Block. Teachers will begin to develop understanding of the CCSS standards in Reading, specifically cloze reading of text and text-	2a.1. Teachers Lead Literacy Team Resource teachers Administration Literacy Coach	2a.1. Data collected from classroom and state assessments.	2a.1. MMH unit assessments, teacher created assessments and other tools and FCAT data.		

		dependent questioning. Teachers explore ways to conference with students on their independent reading.					
Reading Goal #2a: The percentage of students scoring a level 4 or 5 will increase from 48% to 50% on the 2013 FCAT.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	48% (171)	50%					
		2a.2.	2a.2.	2a.2.	2a.2.	2a.2.	
		2a.3	2a.3	2a.3	2a.3	2a.3	
2b. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.	2b.1.	2b.1.	2b.1.	2b.1.	2b.1.		

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Reading Goal #2b: *NA*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	NA	*NA*					
		2b.2.	2b2.	2b.2.	2b.2.	2b.2.	
		2b.3	2b.3	2b.3	2b.3	2b.3	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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3a. FCAT 2.0: Percentage of students making Learning Gains in reading.	3a.1. Consistent and pervasive implementation of quality reading instruction with fidelity.	3a.1. Professional development and coaching will be given to improve differentiated instruction. Teachers will incorporate independent reading from a wide range of texts and genres as a part of the 90- Minute Block. Teachers will begin to develop understanding of the CCSS standards in Reading, specifically cloze reading of text and text-dependent questioning. Teachers explore ways to conference with students on their independent reading.	3a.1. Lead Literacy team Literacy coach Administration Teachers	3a.1. Data collection through literacy scans of our core program. Grade level assessment meetings.	3a.1. Literacy scans, evidence on MMH unit assessments and FCAT data.		
Reading Goal #3a: The percentage of students making learning gains will increase from 72% to 74% on the 2013 FCAT.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	74% (163)	76%					

		3a.2.	3a.2.	3a.2.	3a.2.	3a.2.	
		3a.3.	3a.3.	3a.3.	3a..3.	3a.3.	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.	3b.1.	3b.1.	3b.1.	3b.1.	3b.1.		
Reading Goal #3b: *NA*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	NA	*NA*					
		3b.2.	3b.2.	3b.2.	3b.2.	3b.2.	
		3b.3.	3b.3.	3b.3.	3b.3.	3b.3.	

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
4a. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.	4a.1. Identifying and monitoring the lowest quartile throughout the school year.	4a.1. Grade level meetings and data review meetings will be held to identify and progress monitor the lowest quartile of students in reading. Strategies will be shared so teaching practices are more prescriptive to the student's needs.	4a.1. Lead Literacy Team, Literacy Coach, Administration and teachers MTSS Leadership Team/SBIT Teams	4a.1 Data review meetings will be held and teachers will be asked to discuss the progress of their lowest 25%..	4a.1. Teacher documentation, conversations, meeting minutes, FCAT data and FAIR		
Reading Goal #4a: The percentage of the lowest quartile making learning gains in reading will increase of 63% to 65% on the 2013 FCAT Reading Assessment.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	63% (36)	65%					
		4a.2.	4a.2.	4a.2.	4a.2.	4a.2.	

		4a.3	4a.3.	4a.3.	4a.3.	4a.3.	
4b. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in reading.	4b.1.	4b.1.	4b.1.	4b.1.	4b.1.		
Reading Goal #4b: *NA*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	NA	*NA*					
		4b.2.	4b.2.	4b.2.	4b.2.	4b.2.	
		4b.3	4b.3.	4b.3.	4b.3.	4b.3.	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**	

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5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Baseline data 2010-2011						
Reading Goal #5A: *Enter narrative for the goal in this box.*							
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in reading.**	5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.		

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Reading Goal #5B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Enter narrative for the goal in this box.							
	Enter numerical data for current level of performance in this box. White: Black: Hispanic: Asian: American Indian:	*Enter numerical data for expected level of performance in this box.* White: Black: Hispanic: Asian: American Indian:					
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5C. English Language Learners (ELL) not making satisfactory progress in reading.	5C.1.	5C.1.	5C.1.	5C.1.	5C.1.		

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Reading Goal #5C:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
Enter narrative for the goal in this box.						
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*				
		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 reading.	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.	

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Reading Goal #5D: *Enter narrative for the goal in this box.*	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.*					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5E. Economically Disadvantaged students not making satisfactory progress in reading.	5E.1.	5E.1.	5E.1.	5E.1.	5E.1.		

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Reading Goal #5E: _Enter narrative for the goal in this box._	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._					
		5E.2.	5E.2	5E.2.	5E.2.	5E.2.	
		5E.3	5E.3	5E.3	5E.3	5E.3	

Reading Professional Development

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

Reading Budget (Insert rows as needed)

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

Comprehensive English Language Learning Assessment (CELLA) Goals

CELLA Goals	Problem-Solving Process to Increase Language Acquisition					
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1. Students scoring proficient in Listening/ Speaking.	1.1. Limited ESOL Support Services	1.1. ESOL Resource Teachers reviews CELLA data with classroom teachers who have ESOL students participating in the assessment.	1.1.ESOL Support Person and classroom teacher of ESOL students	1.1. Increase in CELLA scores or being exited from ESOL Programs	1.1. CELLA	
CELLA Goal #1: *75% of ESOL students will be proficient in Listening/Speaking on the CELLA.*	2012 Current Percent of Students Proficient in Listening/Speaking:					

	69% of students that were administered the CELLA scored "Proficient" in Listening/Speaking.					
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read in English at grade level text in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
2. Students scoring proficient in Reading.	2.1.Limited ESOL Support Personnel	2.1. ESOL Resource Teachers reviews CELLA data with classroom teachers who have ESOL students participating in the assessment.	2.1. ESOL Support Person and classroom teacher of ESOL students	2.1. Increase in CELLA scores or being exited from ESOL Programs	2.1. CELLA	
CELLA Goal #2: *82% of ESOL students will be proficient Reading on the CELLA.*	2012 Current Percent of Students Proficient in Reading :					
	81% of students that were administered the CELLA scored "Proficient" in Reading					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3
Students write in English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

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3. Students scoring proficient in Writing.	2.1. Limited ESOL Support Personnel	2.1. ESOL Resource Teachers reviews CELLA data with classroom teachers who have ESOL students participating in the assessment.	2.1. ESOL Support Person and classroom teacher of ESOL students	2.1. Increase in CELLA scores or being exited from ESOL Programs	2.1. CELLA	
CELLA Goal #3: *75% of ESOL students will be proficient in Writing on the CELLA.*	2012 Current Percent of Students Proficient in Writing : *81% of students that were administered the CELLA scored "Proficient" in Writing*					
	Enter numerical data for current level of performance in this box.					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3

CELLA Budget (Insert rows as needed)

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)).

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

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1a. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.	1a.1. New standards. (NGSSS & CCSS for K-1 Technology usage with new math series. Planning for instruction.	1a.1. Teachers will implement a variety of math instructional structures in their classroom. These include small group instruction; re-teach for understanding and the use of manipulatives. Teachers will become familiar with Julie Dixon's: Eight Principles for Teaching Math. Grade level data meetings to plan for instruction. Use pre- and post test data to drive instruction.	1a.1. Math Committee District Support Administration Teachers	1a.1. Go Math! Materials Grade level data meetings	1a.1. Pre/post unit assessments FCAT data Core K-12		
Mathematics Goal #1a: The percentage of students scoring level 3 or higher in mathematics will increase from 74% to 76% on the 2013 FCAT. *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	74% (262)	76%					
		1a.2.	1a.2.	1a.2.	1a.2.	1a.2.	

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		1a.3.	1a.3.	1a.3.	1a.3.	1a.3.	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.	1b.1.	1b.1.	1b.1.	1b.1.	1b.1.		
Mathematics Goal #1b: *NA*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	NA	*NA*					
		1b.2.	1b.2.	1b.2.	1b.2.	1b.2.	
		1b.3.	1b.3.	1b.3.	1b.3.	1b.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.	2a.1. What resources used to enrich high performing students	2a.1. Math committee will find resources across various grade levels for enrichment activities. For high performing 5th graders that have topped out look at enrolling in Middle school e-school enrichment (1% almost perfect scores in 4th grade) Grade level data meetings to plan for instruction.	2a.1. Math Committee District Math Support Administration Teachers	2a.1. Go Math! Materials Supplementary Math Materials Grade level data meetings	2a.1. Pre/post unit assessments FCAT data Core K-12		
Mathematics Goal #2a: The percentage of students scoring level 4 and 5 on the 2013 FCAT mathematics assessment will increase from 42% to 44%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	42% (95)	*44% (100)*					
		2a.2.	2a.2.	2a.2.	2a.2.	2a.2.	
		2a.3	2a.3	2a.3	2a.3	2a.3	

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2b. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.	2b.1.	2b.1.	2b.1.	2b.1.	2b.1.		
Mathematics Goal #2b: *NA*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	NA	*NA*					
		2b.2.	2b2.	2b.2.	2b.2.	2b.2.	
		2b.3	2b.3	2b.3	2b.3	2b.3	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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3a. **FCAT 2.0: Percentage of students making Learning Gains in mathematics.**	3a.1. Differentiated model using small groups and centers. Additional time for planning.	3a.1. Staff development on differentiating instruction – whole group and small group. Grade level data meetings to discuss enrichment ideas. Familiarization with Julie Dixon's: Eight Standards for Mathematical Practice	3a.1. Math committee District math support Administration Teachers	3a.1. Go Math! Materials Supplementary Math Materials Grade level data meetings	3a.1. Pre/post unit assessments FCAT data Core K-12		
Mathematics Goal #3a: The percentage of students making learning gains in mathematics will increase from 89% to 90% on the 2013 FCAT.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	89% (200)	90%					
		3a.2.	3a.2.	3a.2.	3a.2.	3a.2.	
		3a.3.	3a.3.	3a.3.	3a..3.	3a.3.	

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3b. **Florida Alternate Assessment:** Percentage of students making Learning Gains in mathematics.	3b.1.	3b.1.	3b.1.	3b.1.	3b.1.		
Mathematics Goal #3b: *NA*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	NA	*NA*					
		3b.2.	3b.2.	3b.2.	3b.2.	3b.2.	
		3b.3.	3b.3.	3b.3.	3b.3.	3b.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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4a. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.	4a.1. Differentiated model using small groups and centers. Additional time for planning. Teacher ability to structure the math block to provide Tier 2 and Tier 3 interventions.	4a.1. The math committee will collaborate with classroom teachers to provide information on how to better structure Tier 2 and Tier 3 interventions.	4a.1. Math Committee Administration Teachers	4a.1. Grade level assessment meetings will be used to progress monitor student learning through data analysis of math interventions.	4a.1. Progress Monitoring Portfolios Pre/post unit assessments FCAT data Core K-12		
Mathematics Goal #4a: The percentage of students in the lowest 25% making learning gains in mathematics will increase from 72% to 74%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	72%	74%.					
		4a.2.	4a.2.	4a.2.	4a.2.	4a.2.	
		4a.3	4a.3.	4a.3.	4a.3.	4a.3.	

4b. Florida Alternate Assessment: **Percentage of students in Lowest 25% making learning gains in mathematics.**	4b.1.	4b.1.	4b.1.	4b.1.	4b.1.	
Mathematics Goal #4b: NA	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	NA	*NA*				
		4b.2.	4b.2.	4b.2.	4b.2.	4b.2.
		4b.3	4b.3.	4b.3.	4b.3.	4b.3.
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**

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5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Baseline data 2010-2011						
Mathematics Goal #5A: *Enter narrative for the goal in this box.*							
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.	5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.		

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Mathematics Goal #5B: *Enter narrative for the goal in this box.*	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:				
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	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.	

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Mathematics Goal #5C: *Enter narrative for the goal in this box.*	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.*				
		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.	

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Mathematics Goal #5D: *Enter narrative for the goal in this box.*	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.*					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.	5E.1.	5E.1.	5E.1.	5E.1.	5E.1.		

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Mathematics Goal #5E: *Enter narrative for the goal in this box.*	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.*					
		5E.2.	5E.2	5E.2.	5E.2.	5E.2.	
		5E.3	5E.3	5E.3	5E.3	5E.3	

End of Elementary School Mathematics Goals

Middle School Mathematics Goals

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

Middle School Mathematics Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1a. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.	1a.1.	1a.1.	1a.1.	1a.1.	1a.1.		
Mathematics Goal #1a: *Enter narrative for the goal in this box.*	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.*					

		1a.2.	1a.2.	1a.2.	1a.2.	1a.2.	
		1a.3.	1a.3.	1a.3.	1a.3.	1a.3.	
1b. Florida Alternate Assessment: **Students scoring at Levels 4, 5, and 6 in mathematics.**	1b.1.	1b.1.	1b.1.	1b.1.	1b.1.		
Mathematics Goal #1b: _Enter narrative for the goal in this box._	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	_Enter numerical data for expected level of performance in this box._					
		1b.2.	1b.2.	1b.2.	1b.2.	1b.2.	
		1b.3.	1b.3.	1b.3.	1b.3.	1b.3.	

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.	2a.1.	2a.1.	2a.1.	2a.1.	2a.1.		
Mathematics Goal #2a: *Enter narrative for the goal in this box.*	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.*					
		2a.2.	2a.2.	2a.2.	2a.2.	2a.2.	
		2a.3	2a.3	2a.3	2a.3	2a.3	

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2b. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.	2b.1.	2b.1.	2b.1.	2b.1.	2b.1.		
Mathematics Goal #2b: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		2b.2.	2b2.	2b.2.	2b.2.	2b.2.	
		2b.3	2b.3	2b.3	2b.3	2b.3	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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3a. FCAT 2.0: **Percentage of students making Learning Gains in mathematics.**	3a.1.	3a.1.	3a.1.	3a.1.	3a.1.		
Mathematics Goal #3a: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		3a.2.	3a.2.	3a.2.	3a.2.	3a.2.	
		3a.3.	3a.3.	3a.3.	3a..3.	3a.3.	

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3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.	3b.1.	3b.1.	3b.1.	3b.1.	3b.1.		
Mathematics Goal #3b: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		3b.2.	3b.2.	3b.2.	3b.2.	3b.2.	
		3b.3.	3b.3.	3b.3.	3b.3.	3b.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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4a. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.	4a.1.	4a.1.	4a.1.	4a.1.	4a.1.		
Mathematics Goal #4a: *Enter narrative for the goal in this box.*	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.*					
		4a.2.	4a.2.	4a.2.	4a.2.	4a.2.	
		4a.3	4a.3.	4a.3.	4a.3.	4a.3.	

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4b. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in mathematics.	4b.1.	4b.1.	4b.1.	4b.1.	4b.1.		
Mathematics Goal #4b: _Enter narrative for the goal in this box._	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._					
		4b.2.	4b.2.	4b.2.	4b.2.	4b.2.	
		4b.3	4b.3.	4b.3.	4b.3.	4b.3.	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**	

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5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Baseline data 2010-2011						
Mathematics Goal #5A: *Enter narrative for the goal in this box.*							
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in mathematics.**	5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.		

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Mathematics Goal #5B: *Enter narrative for the goal in this box.*	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:				
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	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.	

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Mathematics Goal #5C:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
Enter narrative for the goal in this box.						
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*				
		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.	

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Mathematics Goal #5D: *Enter narrative for the goal in this box.*	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.*				
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
		5D.3	5D.3.	5D.3.	5D.3.	5D.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.	5E.1.	5E.1.	5E.1.	5E.1.	5E.1.	

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Mathematics Goal #5E: *Enter narrative for the goal in this box.*	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.*					
		5E.2.	5E.2	5E.2.	5E.2.	5E.2.	
		5E.3	5E.3	5E.3	5E.3	5E.3	

End of Middle School Mathematics Goals

Florida Alternate Assessment High School Mathematics Goals

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

gh School Mathemat	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.	1.1.	1.1.	1.1.	1.1.	1.1.		
Mathematics Goal #1: _Enter narrative for the goal in this box._	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.	

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		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 mathematics.	2.1.	2.1.	2.1.	2.1.	2.1.		
Mathematics Goal #2: *Enter narrative for the goal in this box.*	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	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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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: *Enter narrative for the goal in this box.*	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.*					
		3.2.	3.2.	3.2.	3.2.	3.2.	
		3.3.	3.3.	3.3.	3.3.	3.3.	
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		

4. Florida Alternate Assessment: **Percentage of students in Lowest 25% making learning gains in mathematics.**	4.1.	4b.1.	4b.1.	4b.1.	4b.1.		
Mathematics Goal #4: *Enter narrative for the goal in this box.*	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.*					
		4.2.	4.2.	4.2.	4.2.	4.2.	
		4.3	4.3.	4.3.	4.3.	4.3.	

End of Florida Alternate Assessment High School Mathematics Goals

Algebra End-of-Course (EOC) Goals

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

Algebra EOC Goals	**Problem-Solving Process to Increase Student Achievement**					

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

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2. Students scoring at or above Achievement Levels 4 and 5 in Algebra.	2.1.	2.1.	2.1.	2.1.	2.1.		
Algebra Goal #2: *Enter narrative for the goal in this box.*	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	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs),Reading and Math Performance Target	**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**	
3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	**Baseline data 2010-2011**						

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Algebra Goal #3A: *Enter narrative for the goal in this box.*							
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in Algebra.**	3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.		
Algebra Goal #3B: *Enter narrative for the goal in this box.*	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:					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	

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		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3C. English Language Learners (ELL) not making satisfactory progress in Algebra.	3C.1.	3C.1.	3C.1.	3C.1.	3C.1.		
Algebra Goal #3C: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		3C.2.	3C.2.	3C.2.	3C.2.	3C.2.	
		3C.3.	3C.3.	3C.3.	3C.3.	3C.3.	

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra.	3D.1.	3D.1.	3D.1.	3D.1.	3D.1.		
Algebra Goal #3D: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		3D.2.	3D.2.	3D.2.	3D.2.	3D.2.	
		3D.3.	3D.3.	3D.3.	3D.3.	3D.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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3E. Economically Disadvantaged students not making satisfactory progress in Algebra.	3E.1.	3E.1.	3E.1.	3E.1.	3E.1.		
Algebra Goal #3E: *Enter narrative for the goal in this box.*	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.*					
		3E.2.	3E.2	3E.2.	3E.2.	3E.2.	
		3E.3	3E.3	3E.3	3E.3	3E.3	

End of Algebra EOC Goals

Geometry End-of-Course Goals

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

Geometry EOC Goals	Problem-Solving Process to Increase Student 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.		

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Geometry Goal #1: *Enter narrative for the goal in this box.*	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 Geometry.	2.1.	2.1.	2.1.	2.1.	2.1.	
Geometry Goal #2: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				

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	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*				
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**
3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	**Baseline data 2010-2011**					
Geometry Goal #3A: *Enter narrative for the goal in this box.*						
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

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3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in Geometry.**	3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.		
Geometry Goal #3B: *Enter narrative for the goal in this box.*	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:					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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

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3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.	3D.1.	3D.1.	3D.1.	3D.1.	3D.1.	
Geometry Goal #3D: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*				
		3D.2.	3D.2.	3D.2.	3D.2.	3D.2.
		3D.3.	3D.3.	3D.3.	3D.3.	3D.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

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3E. Economically Disadvantaged students not making satisfactory progress in Geometry.	3E.1.	3E.1.	3E.1.	3E.1.	3E.1.		
Geometry Goal #3E: *Enter narrative for the goal in this box.*	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.*					
		3E.2.	3E.2	3E.2.	3E.2.	3E.2.	
		3E.3	3E.3	3E.3	3E.3	3E.3	

End of Geometry EOC Goals

Mathematics Professional Development

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

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

Mathematics Budget (Insert rows as needed)

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

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

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Elementary and Middle Science Goals	Problem-Solving Process to Increase Student Achievement					

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1a. FCAT 2.0: Students scoring at Achievement Level 3 in science.	1a.1. FCAT 2.0, NGSSS, The 5-E Inquiry Model	1a.1. Increase the use of science vocabulary, hands-on experiments and writing to learn. Staff development of the NGSSS. Deeper level of understanding in science and determine how to best use the textbook and other curriculum resources. Ad hoc science tips meetings will increase the use of interactive scientist notebooks (built into curriculum).	1a.1. Science Committee Science Rep. Administration Teachers	1a.1. Bodies of knowledge tests Interactive Scientist notebooks Teacher unit plans	1a.1. FCAT Bodies of knowledge tests Chapter post-tests Core K-12 Teacher Designed formative and summative tools		
Science Goal #1a: The percentage of students scoring a level 3 or higher will increase from 62% to 64% on the 2013 FCAT.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	62%	64%					
		1a.2.	1a.2.	1a.2.	1a.2.	1a.2.	
		1a.3.	1a.3.	1a.3.	1a.3.	1a.3.	

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1b. Florida Alternate Assessment: Students scoring at Level 4, 5, and 6 in science.	1b.1.	1b.1.	1b.1.	1b.1.	1b.1.		
Science Goal #1b: NA	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	NA	*NA*					
		1b.2.	1b.2.	1b.2.	1b.2.	1b.2.	
		1b.3.	1b.3.	1b.3.	1b.3.	1b.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.	2a.1. Time constraints that limit the extension and enrichment opportunities for high performing students.	2a.1. High performing students will be identified through classroom performance and Core K-12 data and Oakie Time can be used for science enrichment, aligned with science bodies of knowledge	2a.1. Science Committee, Science Rep, Teachers, Resource Personnel, Administration	2a.1. FCAT Bodies of knowledge tests Chapter post-tests	2a.1. FCAT Bodies of knowledge tests Chapter post-tests Core K-12		
Science Goal #2a: The percentage of students scoring a level 4 or 5 will increase from 24% to 26%.	2012 CurrentLevel of Performance:*	2013Expected Level of Performance:*					
	24% (29)	26% (30)					
		2a.2.	2a.2.	2a.2.	2a.2.	2a.2.	
		.3	2a.3	2a.3	2a.3	2a.3	

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2b. Florida Alternate Assessment: Students scoring at or above Level 7 in science.	2b.1.	2b.1.	2.1.	2b.1.	2b.1.		
Science Goal #2b: NA	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	NA	*NA*					
		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					

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	**Achieveme nt** 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 Level 4, 5, and 6 in science.	1.1.	1.1.	1.1.	1.1.	1.1.		
Science Goal #1: *Enter narrative for the goal in this box.*	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: *Enter narrative for the goal in this box.*	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 End-of-Course (EOC) Goals

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

Biology EOC Goals	**Problem-Solving Process to Increase Student Achievement**					

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

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2. Students scoring at or above Achievement Levels 4 and 5 in Biology.	2.1.	2.1.	2.1.	2.1.	2.1.		
Biology Goal #2: *Enter narrative for the goal in this box.*	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	

End of Biology EOC Goals

Science Professional Development

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

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

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
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 Science Goals

Writing Goals

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

Writing Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1a. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.	1a.1. Refocusing instruction to include a higher emphasis on writing conventions.	1a.1. Teachers will analyze anchor papers from CCSS and FCAT at all grade levels to understand both vertical and grade specific standards and expectations.	1a.1. Literacy Coach Administration	1a.1. Increase in TOES Writes scores and FCAT Writes 2.0 scores	1a.1. TOES Writes FCAT Writes 2.0		

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Writing Goal #1a: The percentage of students achieving proficiency (FCAT level 3.0 and higher) in writing will increase on the 2013 FCAT Writing Assessment from 85% to 87%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	85% (95) of students met proficiency in writing.	*87% (99) of student will meet proficiency in writing.*					
		1a.2. Time	1a.2.Teachers will share through grade level and LLT meetings, strategies for incorporating writing to learn throughout the day.	1a.2. Literacy Coach Administration Teachers	1a.2. Students' daily writing	1a.2.Journals, writing pieces, and written responses	
		1a.3.	1a.3.	1a.3.	1a.3.	1a.3.	
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: *Enter narrative for the goal in this box.*	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.*					

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| | | 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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

Writing Budget (Insert rows as needed)

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

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

End of Writing Goals

Civics End-of-Course (EOC) Goals

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

Civics EOC Goals	**Problem-Solving Process to Increase Student Achievement**					

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Students scoring at Achievement Level 3 in Civics.	1.1.	1.1.	1.1.	1.1.	1.1.		
Civics Goal #1: *Enter narrative for the goal in this box.*	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 Civics.	2.1.	2.1.	2.1.	2.1.	2.1.		
Civics Goal #2: *Enter narrative for the goal in this box.*	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	

Civics Professional Development

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

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Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD 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

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

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Subtotal:			
Total:			

End of Civics Goals

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

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

U.S. History EOC Goals	**Problem-Solving Process to Increase Student 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: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.				
		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: *Enter narrative for the goal in this box.*	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

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

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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 next to the percentage (e.g. 70% (35)).

Attendance Goal(s)	Problem-solving Process to Increase Attendance					
Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1. Attendance	1.1. Students arriving late for outside therapy related services.	1.1. Put information about the importance of students attending school daily and being on time in our school newsletters.	1.1. Social Worker Data Entry Administration Teachers	1.1. Send letters and call parents with frequent truancy issues.	1.1. TERMS and ESEMBLER	

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Attendance Goal #1: *Improve average daily attendance from 95% to 96%.*	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*				
	96.5% (676) of students attended daily	*96.6% (678) of students attend daily.*				
	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)				
	155 students out of 705 enrolled had ten or more absences.	*Reduce the number of students absent ten or more days by 10%*				
	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)				
	46 students were tardy ten or more times.	*Reduce the number of students absent ten or more times by 10%.*				
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.

Professional Development (PD) aligned with Strategies through Professional					

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

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:			

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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	1.1.Students who commit a larger fraction of the total number of referrals.	1.1. Develop individual behavior plans to help students with habitual behavior problems. Strategies will be developed through Positive Behavior Support (PBS) strategies.	1.1. PBS Core Team Behavior Specialist Administration	1.1. Data analysis of the annual amount of referrals	1.1. TERMS and Pasco Star
Suspension Goal #1: *The total number of In School Suspensions will not be greater than 5.*	2012 Total Number of In –School Suspensions	2013 Expected Number of In- School Suspensions			
	3	*Not more than 3.*			

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	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In -School				
	2	2				
	2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions				
	3	3				
	2012 Total Number of Students Suspended Out- of- School	2013 Expected Number of Students Suspended Out- of-School				
	3	3				
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.

Suspension Professional Development

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

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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

Dropout Prevention Goal(s)

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

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

Dropout Prevention Goal(s)	Problem-solving Process to Dropout Prevention					
Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1. Dropout Prevention Dropout Prevention Goal #1: *Please refer to the percentage of students who dropped out during the 2011-2012 school year.*	1.1. Students are not aware of a variety of career options at the elementary level.	1.1.Students will be invited to attend a minimum of one session of the Great American Teach In.	1.1. Guidance	1.1. Students will take an active part in career discussions.	1.1. Sign Up Sheets from the Career Sessions	
Make students aware of different career options in life.	2012 Current Dropout Rate:*	2013 Expected Dropout Rate:*				
	Students will not drop out of elementary school.	*0*				
	2012 Current Graduation Rate:*	2013 Expected Graduation Rate:*				
	99% of students were promoted at Trinity Oaks Elementary.	*99% (697)*				
		1.2.	1.2.	1.2.	1.2.	1.2.

		1.3.	1.3.	1.3.	1.3.	1.3.	

Dropout Prevention Professional Development

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

Dropout Prevention Budget (Insert rows as needed)

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

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

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

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

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

Parent Involvement Goal(s)	Problem-solving Process					

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	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: *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	1.1. Difficult economic times have caused more parents to work. They have less time to attend school functions.	1.1. We will work to invite families to activities that are free or limited in cost.	1.1. Curriculum Committees, music, art and PE Staff, Administration, PTO, SAC and teachers.	1.1. Number of families attending events.	1.1. Sign-In Sheets		
At least 60% or more of families will continue to be involved in our school in a positive way more than one time during the school year.	2012 Current level of Parent Involvement:*	2013 Expected level of Parent Involvement:*					
	At least 60% (300) or more are involved in our school.	*Trinity Oaks will continue to receive the Five Star School Award and meet the participation requirements.*					
		1.2. Difficult economic times have caused more parents to work. They have less time to attend school functions.	1.2. School functions will be held at a variety of times to accommodate working parents.	1.2. Curriculum Committees, music, art and PE Staff, Administration, PTO, SAC and teachers.	1.2. Number of families attending events	1.2. Sign-In Sheets	

		1.3.	1.3.	1.3.	1.3.	1.3.	

Parent Involvement Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Staff Training on use of volunteers	All	PD	School-wide	August 17, 2012	Sign-In Sheet to be kept for Five Start Notebook	Volunteer Coordinator
Volunteer Training	All	Meeting	Parent Volunteers are trained on school equipment and volunteer expectations.	Sept 4, 2012	Sign-In Sheet	Volunteer Coordinator

Parent Involvement Budget

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

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

End of Parent Involvement Goal(s)

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

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

STEM Goal(s)	Problem-Solving Process to				

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	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: *Enter narrative for the goal in this box.*	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.

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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

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)

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

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
CTE Goal #1: *Enter narrative for the goal in this box.*	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.

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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 and Schedules (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)).

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Additional Goal(s)	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Additional Goal	1.1.	1.1.	1.1.	1.1.	1.1.		
Additional Goal #1: *Enter narrative for the goal in this box.*	2012 Current Level :*	2013 Expected Level :*					
	Enter numerical data for current goal in this box.	*Enter numerical data for expected goal in this box.*					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Additional Goals Professional Development

Professional						

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Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core	K-5	Literacy Coach	School Wide	September thru May	Review of minutes and agendas	Darlene Wagner
MTSS	K-5	Tom Osmun	School Wide	September thru May	Meetings with SBLT	Tom Osmun
Marzano Domain 1 & Deliberate Practice	K-5	Administrators & Teacher Leaders	School Wide	September thru May	Meeting Sign In Sheets	Allison Hoskins & Jeff McLean

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

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

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

End of Additional Goal(s)

Final Budget (Insert rows as needed)

Please provide the total budget from each section.
Reading Budget
Total:
Mathematics Budget
Total:

Science Budget	
	Total:
Writing Budget	
	Total:
Attendance Budget	
	Total:
Suspension Budget	
	Total:
Dropout Prevention Budget	
	Total:
Parent Involvement Budget	
	Total:
Additional Goals	
	Total:
	Grand Total:0

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

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

School Differentiated Accountability Status		
☐Priority	☐Focus	☐Prevent

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

School Advisory Council (SAC)

SAC Membership Compliance

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

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☐ Yes   ☐ No

If No, describe the measures being taken to comply with SAC requirements.
Describe the activities of the SAC for the upcoming school year.
SAC will progress monitor the implementation of the SIP and vote on school recognition money and lottery dollars.

Describe the projected use of SAC funds.	Amount
Lottery Dollars for teacher planning or materials.	TBD