FLORIDA DEPARTMENT OF EDUCATION

DRAFT School Improvement Plan (SIP)
Form SIP-1

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: Sawgrass Bay Elementary	District Name: Lake
Principal: Dr. Julio Valle, Jr.	Superintendent: Dr. Susan Moxley
SAC Chair: Matt Fisher	Date of School Board Approval:

Student Achievement Data and Reference Materials:

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

Administrators

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

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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	Dr. Julio Valle, Jr.	B.A. Mathematics and Secondary Education M.S. Educational Leadership Ed.D. Higher Education Leadership/Curriculum Dev. Florida Professional Certification in Math (5-9) Math (6-12), School Principal (All levels)	3	8	2004-2005 East Ridge High School-C 2005-2006 East Ridge High School-C 2006-2007 Pine Ridge Elementary-B 2007-2008 Seminole Springs Elementary-A and AYP 2008-2009 Seminole Springs Elementary-A and AYP 2009-2010 Sawgrass Bay Elementary-A 2010-2011 Sawgrass Bay Elementary-B 2011-2012 Sawgrass Bay Elementary-A
Assistant Principal	Katherine Falcon	BA Elementary Education M.Ed. Educational Leadership Florida Professional Certification in Elementary Education (1-6), Educational Leadership (K-12), School Principal (All levels)	5	8	2004-2005 Lost Lake Elementary-A and AYP 2005-2006 Lost Lake Elementary-A and AYP 2006-2007 Lost Lake Elementary-A and Provisional AYP 2007-2008 Sawgrass Bay Elementary-A 2008-2009 Sawgrass Bay Elementary-A and AYP 2009-2010 Sawgrass Bay Elementary-A 2010-2011 Sawgrass Bay Elementary-B 2011-2012 Sawgrass Bay Elementary-A
Assistant Principal	Winston Simon	B.Sc. Psychology, Teachers Certificate, M.A. Management & Human Resource Department, Ed.S. Educational Leadership, Certified Business Education 6-12, Educational Leadership (All levels)	1	7	2008-2009 Oak Park Middle-B and AYP 2009-2010 Leesburg Elementary-C 2010-2011 Leesburg Elementary-C and AYP 2011-2012 Sawgrass Bay Elementary-A

Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Science	Tyler Adams	Bachelors of Science in Business Elementary Education K-6 Middle Grades Integrated 5-9 Alternative Certification Program	0	0	2006-2007 Carver Middle School-A 2007-2008 Carver Middle School-A 2008-2009 Carver Middle School-A 2009-2010-Carver Middle School-B 2010-2011-Carver Middle School-B 2011-2012-Carver Middle School-C
Reading	Valnea Pumariega	Bachelors in Education minor in Early Childhood National Board Certified in Reading and Literacy ESOL Endorsed, Elementary Education	1	1	2003-2004 Pine Ridge Elementary-B 2004-2005 Pine Ridge Elementary-B 2005-2006 Pine Ridge Elementary-B 2006-2007 Pine Ridge Elementary-B 2007-2008 Grassy Lake Elementary-A 2008-2009 Grassy Lake Elementary-A 2009-2010 Grassy Lake Elementary-A 2010-2011 Grassy Lake Elementary-A 2011-2012 Sawgrass Bay Elementary-A
Writing	Catherine Friedrich	Bachelors in Journalism/ Communications M.Ed.-Education Teacher Certification K-6 ESOL Endorsed	3	1	2009-2010 Sawgrass Bay Elementary-B 2010-2011 Sawgrass Bay Elementary-B 2011-2012 Sawgrass Bay Elementary-A
Math	Jennifer Thomas	Bachelor of Arts in History Bachelor of Arts in Early Childhood Education Master of Education in Early Childhood	5	0	2007-2008 Sawgrass Bay Elementary-A 2008-2009 Sawgrass Bay Elementary-A and AYP 2009-2010 Sawgrass Bay Elementary-A 2010-2011 Sawgrass Bay Elementary-B 2011-2012 Sawgrass Bay Elementary-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
1. Higher ESOL endorsed teachers 2. Hiring Teachers having taught in Title I schools 3. Hiring bi-lingual teachers that represent student population 4. Retention strategies: mentoring, on-going professional development, staff placed in classrooms that are built on their professional strengths 5. We provide mentors for all new hires 6. We have a new teachers district training for non-educational majors called TOP 7. We have a new teachers orientation at Sawgrass Bay 8. Peer Observations 9. Professional Learning Community	Dr. Julio Valle, Jr. Principal	On Going
10. Partnering new teachers with veteran staff	Katherine Falcon, AP	On Going
11. On-Site New Teacher Committee	Lindsay Messner, CRT	On Going

Non-Highly Effective Instructors

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
1% (86) – ASD Out of field teacher.	New Teacher Committee Peer Observation Professional Learning Community Mentoring – On-site and District Professional Development Classroom Walkthrough Coaching – Modeling lessons

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
87	7% (6)	37% (32)	39% (34)	17% (15)	28% (24)	99% (86)	10% (9)	4% (3)	82% (71)

Teacher Mentoring Program/Plan

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Danielle Cleave	Lindsay Messner	Lindsay Messner is the school CRT. She also leads the new teacher committee. Danielle Cleave is a new teacher.	Meet during "New Beginnings" training, meet periodically with any questions/concerns, observe in classroom, and provide feedback, monthly new teacher committee

			meeting.
Dianne Lewis	Lindsay Messner	Lindsay Messner is the school CRT. She also leads the new teacher committee. Diane Lewis is a new teacher.	Meet during "New Beginnings" training, meet periodically with any questions/concerns, observe in classroom, provide feedback, montly new teacher committee meeting.
Brittany Bursztynski	Lindsay Messner	Lindsay Messner is the school CRT. She also leads the new teacher committee. Brittany Bursztynksi is a new teacher.	Meet during "New Beginnings" training, meet periodically with any questions/concerns, observe in classroom, provide feedback, montly new teacher committee meeting.
Alexandria Bolivar	Lindsay Messner	Lindsay Messner is the school CRT. She also leads the new teacher committee. Alexandria Bolivar is a new teacher.	Meet during "New Beginnings" training, meet periodically with any questions/concerns, observe in classroom, provide feedback, montly new teacher committee meeting.
Kali Heimbach	Lorraine Purvis	Lorraine Purvis is the ESE team leader. Kali Heimbach is a part of the ESE team.	Meet during "New Beginnings" training, meet periodically with any questions/concerns, observe in classroom, provide feedback, montly new teacher committee meeting.
Daisy Roman	Jennifer Ardizone	Jennifer Ardizone is the Guidance Counselor for grades 3-5. Daisy Roman is the Guidance Counselor for grades K-2.	Meet during "New Beginnings" training, meet periodically with any questions/concerns, observe in classroom, provide feedback, montly new teacher committee meeting.

Additional Requirements

Coordination and Integration-Title I Schools Only

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

Title I, Part A: Services are provided to ensure students requiring additional remediation are assisted through after-school programs or summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Federal Integration: • NCLB goals to make AMO's • Title I funds used to meet school goals in reading, writing, and math, including differentiating instruction, professional development and after school tutoring. Monitoring all subgroups including ESE, ELL, and Economically Disadvantaged • ESE full inclusion State Requirements: • ESOL endorsed teachers and bilingual TA's to cluster and support students during classroom instruction • SES Tutoring • Committee for Children Bullying Prevention Program School Wide • President's Physical Fitness Program for all students • One classroom, 20 children Florida Universal Pre-Kindergarten Program • Positive Behavior Support System (PBS)
Title I, Part C- Migrant: There are no migrant students at SBE. In the event we have migrant families at SBE, the Migrant Liaison would provide support to the students and parents. The Liaison would coordinate with Title I and other programs to ensure student needs were met.
Title I, Part D: N/A
Title II: All teachers and administrators are highly qualified.
Title III: Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners.
Title X- Homeless: District Social Worker provides resources (clothing, school supplies, social services referral) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. Currently we have 156 students who have been deemed "homeless".
Supplemental Academic Instruction (SAI): SAI funds will be coordinated with Title I funds to provide supplemental academic instruction to level 1 and 2 students.
Violence Prevention Programs: SBE currently uses Second Steps and Steps to Respect for Bully Prevention. We have also implemented the following: • Committee for Children Bullying Prevention Program School Wide • President's Physical Fitness Course for all students

• Dare Program for all 5th grade students • Too Good For Drugs, Mendez program in all grades • Red Ribbon Week Activities school wide • Positive Behavior Support System (PBS) • 8 Habits of Happy Children (Covey Habits)
Nutrition Programs: Through our cafeteria, we provide breakfast and lunch for our free/reduced (Economically Disadvantaged) students. We also partner with the University of Florida Extension Family Nutrition Program. Through their program students in K-2 are taught lessons about healthy eating.
Housing Programs: N/A
Head Start: N/A
Adult Education: N/A
Career and Technical Education: N/A
Job Training: N/A
Other: N/A

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

School-Based MTSS/RtI Team
Identify the school-based MTSS leadership team. **Identify the school-based RtI Leadership Team.** The Sawgrass Bay Elementary School MTSS/RtI team includes the following members: • Principal: Dr. Julio Valle, Jr. • Assistant Principal: Katherine Falcon • Assistant Principal: Winston Simon School administration, under the direction of the principal, will provide leadership in the implementation and monitoring of data driven decisions, ensure that relevant academic programs are in place, monitor and assess RtI skills of school staff and ensure adequate professional development of RtI team, as well as, ensures that the RtI team is effectively implementing the RtI process. • Curriculum Resource Teacher: Lindsay Messner • Math Coach: Jennifer Thomas • Reading Coach: Valnea Pumariega • Writing Coach: Catherine Friedrich The instructional coaches will lead in the development and implementation of core curriculum. They will identify intervention strategies that are evidenced and scientific-based, assist with the school's overall RtI program implementation and monitoring. This will include, but not limited to, data collection, progress monitoring and professional development of school personnel. • ESE School Specialist: Veda Barr Assist with data collection for students with IEP's and assist with implementing tier 3 instruction, as well as other tiers, if needed. Work in partnership with general education teachers at all levels/tiers of instructional activities. • School Psychologist: Sarah Ali Participate in the data collection, analysis of data, evaluation of programs and intervention planning. Provide support for the development of interventions and assist with problem solving activities. • Guidance Counselor: Daisy Roman • Guidance Counselor: Jennifer Ardizone Organize, schedule, chair and record meeting data. Assist with development, monitoring and implementation of interventions and data collection. Provide training to school staff on RtI procedures and implementation. • Speech/Language Pathologist-Lindsey Knowles and Andrea D'Angelo Participate in data collection, educates the team on the role language plays in curriculum and instruction. Assist in screening and identifying deficits in students who exhibit language difficulties. • Classroom Teachers The general education teachers will deliver Tier I instruction and intervention as well as, collaborate with the other instructional personnel with the implementation of Tier 2 and Tier 3 instruction. They will also assist with data collection and the identification of at-risk students.
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 school-based RtI Leadership Team will meet twice per week to discuss progress monitoring data, screening data, and interventions. Based on the above data, the RtI team will identify professional development activities and resources conducive to the learning environment. The RtI Leadership Team will identify students who are not meeting academic goals and begin the RtI process. They will also discuss students making academic progress and make decisions on whether to continue RtI or implement new instructional strategies.
- Articulation meetings are held at the end of the school year with feeder schools within our learning zone. Throughout the school year, RtI coordinators meet bimonthly for training and professional development.

Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the RtI problem-solving process is used in developing and implementing the SIP?

- The MTSS/RtI team meets with administration to assist with the development of the School Improvement Plan. The RtI team presented data from the past 4 school years on Tier 1, 2, and 3. They discussed FCAT, lowest 35%, and FCAT performance and learning gains as it relates to subgroups. From this information, instructional expectations were developed, areas needing improvement and opportunities for professional development were identified and program weaknesses and strengths were also identified. This helped the SIP team with setting clear instructional expectations as outlined in the SIP.
- Throughout the school year, we analyze data based on student information determined by the percentage of students in the different tiers. Once the data is analyzed we make modifications regarding instructional decisions and professional development. This is evident in the SIP.

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.

Reading Data:

- Florida Assessment for Instruction in Reading (FAIR)
- STAR Reading
- Weekly Reading Tests
- Florida Comprehensive Assessment 2.0 (FCAT 2.0) in Reading
- Quarterly Benchmark Assessments in Reading

Math Data:

- Weekly Math Tests
- Florida Comprehensive Assessment 2.0 (FCAT 2.0) in Math
- Quarterly Benchmark Assessments in Math

Science Data:

- Weekly Science Tests
- Florida Comprehensive Assessment 2.0 (FCAT 2.0) in Science
- Quarterly Benchmark Assessments in Science

Writing Data:

- Weekly Writing Samples
- Florida Comprehensive Assessment 2.0 (FCAT 2.0) in Writing
- Quarterly Benchmark Assessments in Writing

Behavior Data:

- Positive Behavior Support (PBS)
- Behavior Frequency Chart
- Absences/referrals/AS400
- Retentions

Describe the plan to train staff on MTSS.

- The RtI team will evaluate professional development needs in the Leadership Team Meetings. Teams will attend district wide professional development when offered by district staff and professional education consultants.

- School based RtI team will provide school-based professional development during the school year to the faculty. Individual professional development will also be provided to teachers, as needed.

Describe the plan to support MTSS.

- Sawgrass Bay Elementary School will support the MTSS program. We have scheduled a professional development day with Margaret Searle, a specialist in regards to RtI/MTSS for our entire faculty to attend.
- We have also invited instructional staff from Groveland Elementary School, as well as, the county RtI Manager and other county representatives involved in the RtI process. By having all of these people trained with the many new and exciting ideas from the presentation this will help the MTSS process by unifying the staff to understand what is expected.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). Val Pumariega, Cathy Friedrick, Dana Duke, Cathy Ferrell, Sherrie Boam, Ashlie Rogers, Laura Gosnell, Annie Reynders, Stacy Selby, Anita Wilson, and Lianne Bennett
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). The Literacy Team meets once a month and each grade level is represented. They analyze FCAT data to determine the needs of our students prior to implementing any literacy activities. Once they implement programs, they collaborate to discuss its effectiveness on student learning and how it correlates with being C2 Ready. They also make it a goal to involve business partners and community leaders to assist in order for students to connect with their world.
What will be the major initiatives of the LLT this year? Major initiatives that they have planned this year include to involve community members as a resource in conjunction with using Junior Great Books as a tool in challenging our level 4s and 5s. We want students to engage in difficult text, in a small setting where they can work towards the improvement of their reading skills inorder to improve their lexile ranges. Another initiative is to celebrate literacy week by scheduling an author visit for our students. The same author will stay for media night, she will work with students to motivate and give direction on the steps to becoming successful writers. Another initiative is to celebrate the students' successes through the AR program. Our focus is to emphasize reading with 90% accuracy and above We also will implement the Reading Paws Therapy dog program for our struggling readers in order to help them build confidence and become fluent readers. Based on our data we found a need for the importance of building vocabulary. Each grade will be given a Vocabulary Word of the Day that is grade specific. Teachers will teach various skills while incorporating the words throughout the day, weeks and months.

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.

We currently have a Title I Pre-K program and Summer VPK program which enables students to have a smoother transition into kindergarten. Sawgrass Bay Elementary offers a Kindergarten round-up where parents can come and find out information about what Kindergarten offers and what is expected of their children. Children visit with Kindergarten classrooms while parents attend an informational session. Parents also sign-up for a pre-screening evaluation to be done before their child enters Kindergarten. This pre-screening is used to help place students according to their ability and level into the appropriate Kindergarten classroom. We also partner with Aquarelle Kids Academy (VPK provider). They visit the school with their VPK students to introduce them to the kindergarten setting.

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

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

N/A

**High Schools Only*

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

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

N/A

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

N/A

Postsecondary Transition

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

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

N/A

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PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Reading Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.			1a.1. -Below Grade Level Student Reading Levels (Phonics, Word Analysis, etc.) -Lack of Vocabulary -Lack of Morpheme Analysis for Comprehension Decoding	1a.1. -After School Reading Tutoring -Peer/Buddy Reading Groups -Provide daily instruction and word study on vocabulary (including morphemes, affixes, and roots). -R4 -Word Wall -Vocabulary Word of the Day -Model Lessons -Shared Lessons -CIS Model -Reading PAWS -Literacy Week Activities	1a.1. -Val Pumariega (Literacy Coach) -Sherry Augle (3rd Grade remedial) teacher -Lindsay Messner-(Curriculum Resource Teacher) -Manuela Motyl (Resource Teacher)	1a.1. -Data Notebooks -Data Chats -Student Led Conferences -FAIR Data reports -Rosetta Stone -Accelerated Reader -Writing / Reflection Journal -RAZ Kids -MyOn Reader - CWT Observations -RCAS, Maze, and Lexile Scores	1a.1. -FAIR -FCAT Reading Results -STAR Reading -LBA (District Benchmark Assessments) - CWT
Reading Goal #1A: According to the 2011-2012 FCAT report 56% (309) of our students scored a level 3 or above. Our goal is to increase this percentage to 60%(331) .	2012 Current Level of Performance:* **56% (309)**	2013 Expected Level of Performance:* 60% (331)					
			1a.2. -Effective use of BASAL(changing order of stories to match focus calendar) -ELL Language -Use of Basal as well as novels -Reading Tests do not match the rigor and focus of FCAT	1a.2. -Thinking Maps -Razz Kids (K-1) -Accelerated Reader -Implementation of Kagan Strategies -Spiral Up Phonics -Build UP Phonics - DIP (Discovering Intensive Phonics) Program -Essential Questions -Write from the Beginning (Response to Literature) -Analyzing Text Complexity -DBQs	1a.2. -Val Pumariega (Literacy Coach) -Sherry Augle (3rd Grade remedial) teacher -Lindsay Messner-(Curriculum Resource Teacher) -Manuela Motyl (Resource Teacher)	1a.2. -Data Notebooks -Data Chats -Student Led Conferences -FAIR Data reports -Rosetta Stone -Accelerated Reader -Writing / Reflection Journal - CWT Observations	1a.2. -FAIR -FCAT Reading Results -STAR Reading -LBA (District Benchmark Assessments) -CWT
			1a.3. -Planning times	1a.3. -Data Meetings Training on FAIR/Edusoft Data Reports -Essential Questions	1a.3. -Val Pumariega (Literacy Coach) -Sherry Augle	1a.3. -Data Notebooks -Data Chats -Student Led Conferences	1a.3. -FAIR -FCAT Reading Results -STAR Reading

			-Aligning the curriculum maps with each grade level and student needs -Effective use of Educational Technology such as AR or FCAT Explorer-Principal's Challenge -AR Training on percentages	(3rd Grade remedial) teacher -Lindsay Messner-(Curriculum Resource Teacher) -Manuela Motyl (Resource Teacher)	-FAIR Data reports -Rosetta Stone -Accelerated Reader -Writing / Reflection Journal	-LBA (District Benchmark Assessments) -CWT
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1B:	2012 Current Level of Performance:* 2013 Expected Level of Performance:*		1B.1. -Below Grade Level Student Reading Levels (Phonics, Word Analysis, etc.) -Lack of Vocabulary -Lack of Morpheme Analysis for Comprehension Decoding	1B.1. -Peer/Buddy Reading Groups -Provide daily instruction and word study on vocabulary (including morphemes, affixes, and roots). -Word Wall -Vocabulary Word of the Day -Model Lessons -Shared Lessons -Reading PAWS -Literacy Week Activities -Access Points Thinking Maps -Implementation of Kagan Strategies - DIP (Discovering Intensive Phonics) Program -Essential Questions -Write from the Beginning (Response to Literature)	1B.1. Val Pumariega (Literacy Coach) -Lindsay Messner-(Curriculum Resource Teacher) Veda Barr (ESE School Specialist)	1B.1. Data Notebooks -Data Chats -Student Led Conferences -FAIR Data reports -Writing / Reflection Journal -MyOn Reader - CWT Observations -RCAS, Maze,and Lexile Scores	1B.1. -CWT -Florida alternative Assessment
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.			2a.1. -Students not being challenged -Focuses on struggling students	2a.1 -Provide challenge activities -Small groups -Differentiated Instruction -Kagan Structures -Thinking Maps -R4 -Word Walls -Literacy Circles -Junior Great Books (4th and 5th Grades) -Model Lessons -Vocabulary Word of the Day -Analyzing Text Complexity -CIS Model -Shared Lessons -Literacy Week Activities	2a.1. -Val Pumariega-(Literacy Coach) -Sherry Augle (3rd Grade remedial) teacher --Lindsay Messner-(CRT) -Manuela Motyl (Resource Teacher) -Lianne Bennett-(Media Specialist) -Team Leaders	2a.1. -Student Surveys -Accelerated Reader -STAR Scores -Exit Ticket Strategy -Lexile and RCAS scores	2a.1. -FAIR -Student Surveys -STAR -Exit Ticket Strategies -LBA -CWT
Reading Goal #2A: According to the FCAT 2011-2012 data 19% (105) students scored a level 4 or above. Our goal is to increase that number to 22%. By implementing differentiated instruction to develop learning communities within the classroom we will increase the number of level 4 and 5 students from19% to 22% on the 2013 FCAT.	2012 Current Level of Performance:* 19% (105)	2013 Expected Level of Performance:* 22% (121)					
			2a.2. -Professional Development on the use of reading resources for high level students -Book Study	2a.2. -PD by literacy coach for literacy across grade levels to meet students' needs -Lesson Studies -Differentiated Instruction training through FDLRS	2a.2. -Val Pumariega-(Literacy Coach) -Lindsay Messner-(CRT) -Katherine Falcon and Winston Simon-(AP I and II) -Lianne Bennett-(Media Specialist)	2a.2. -Survey for PD	2a.2. -FAIR -Staff Surveys -Reading FCAT Results -LBA (District Benchmark Assessments)
			2a.3 -Not enough enrichment resources -Incorporating more Higher Order Thinking Skills	2a.3 -Challenge Block(Phase 1) -Thinking Maps Yr.3 -Effective use of Media Times -Model Lessons -Shared Lessons	2a.3 -Val Pumariega-(Literacy Coach) -Sherry Augle (3rd Grade remedial) teacher --Lindsay Messner-(CRT) -Manuela Motyl (Resource Teacher) -Lianne Bennett-(Media Specialist) -Winston Simon (APII) -Bianca Williams and Catherine Friedrich, Thinking Maps Trainers	2a.3 -Data Chats -CWT	2a.3 -Staff Surveys -Reading FCAT Results -LBA (District Benchmark Assessments)

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2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.			2B.1. -Students not being challenged -Focuses on struggling students	2B.1. -Peer/Buddy Reading Groups -Provide daily instruction and word study on vocabulary (including morphemes, affixes, and roots). -Word Wall -Vocabulary Word of the Day -Model Lessons -Shared Lessons -Reading PAWS -Literacy Week Activities -Access Points Thinking Maps -Kagan Strategies -Essential Questions -Write from the Beginning (Response to Literature)	2B.1. Val Pumariega (Literacy Coach) -Lindsay Messner-(Curriculum Resource Teacher) Veda Barr (ESE School Specialist)	2B.1. Data Notebooks -Data Chats -Student Led Conferences -FAIR Data reports -Writing / Reflection Journal -MyOn Reader - CWT Observations -RCAS, Maze,and Lexile Scores	2B.1. CWT -Florida alternative Assessment
Reading Goal #2B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in reading.			3a.1. -Effective use of strategies	3a.1 -Hands on activities -Audiovisual Aids -Accelerated Reader -R4 -Word Walls -Literacy Circles -Title 1 Resource Teacher -Vocabulary Word of the Day	3a.1. -Val Pumariega-(Literacy Coach) -Sherry Augle (3rd Grade remedial) teacher --Lindsay Messner- (CRT) -Manuela Motyl (Resource Teacher) -Classroom Teachers	3a.1. -Data Chats Data Notebooks -Progress Monitoring -Accelerated Reader	3a.1. -FAIR -Student Surveys -Reading FCAT Results -LBA -CWT
Reading Goal #3A: According to the 2012 FCAT, 71% made AMO. Through the identification of barriers and the implementation of strategies, we will increase the percentage of students to 75%.	2012 Current Level of Performance:* 71% (391)	2013 Expected Level of Performance:* 75%(413)					
			3a.2. -Core Instruction lacks Higher Order Thinking Skills	3a.2. -Tutoring -Model Lessons - Shared Lessons	3a.2. -Val Pumariega (Literacy Coach) -Lindsay Messner (CRT)	3a.2. -Classroom Walkthroughs	3a.2. -CWT Reports
			3A.3.	3A.3.	3A.3.	3A.3.	3A.3.
3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.			3B.1. Effective use of strategies	3B.1. Hands on activities -Audiovisual Aids -word walls Vocabulary of the day -access points	3B.1. Val Pumariega (Literacy Coach) -Lindsay Messner- (Curriculum Resource Teacher) Veda Barr (ESE School Specialist)	3B.1. -Data chats -CWT	3B.1. CWT -Florida alternative Assessment
Reading Goal #3B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			3B.2. Teacher resources	3B.2. Model Lessons -Shared Lessons	3B.2. Val Pumariega (Literacy Coach) -Lindsay Messner- (Curriculum Resource Teacher) Veda Barr (ESE School Specialist)	3B.2. Data Chats -CWT	3B.2. CWT -Florida alternative Assessment
			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 reading.			4A.1. -Current reading level is below grade level (phonics, phonemic awareness, vocabulary, fluency) -Lack of comprehension strategies.	4A.1. -Effective Use of Educational Technology (FCAT Explorer, Earobics, Headsprout, Comprehension Expedition AR) -Effective Use of Leveled Readers -Daily Use of Kagan strategies -Essential Questions -Afterschool Tutoring -Hands on Activities -Audiovisual -Tutoring -Buddy Reading -Student Conferring -Data Notebooks -Daily Writing Journal -Differentiated Instruction -R4 -Title 1 Resource Teacher -FCRR Activities -DIP Phonics -Vocabulary Word of the Day -Model Lessons -Shared Lessons -Literacy Week Activities	4A.1. Admin/Leadership Team	4A.1. -Data Checks -Progress Monitoring -Student Surveys -Student Led Conferences -Accelerated Reader	4A.1 -FAIR -FCAT Reading Results -STAR Reading -LBA (District Benchmark Assessments) - CWT
Reading Goal #4A: According the the 2012 FCAT report, 73% of our lower quartile made learning gains. Our goal is to increase this to 77%	2012 Current Level of Performance:* 73% (101)	2013 Expected Level of Performance:* 77% (106)					
			4A.2. -Parent Involvement -Lack of resources at home. -Socioeconomic status	4A.2. -GRIP Room -Mentoring Program	4A.2. Maria Cruz (Family-School Liaison, FSL)	4A.2. -Parent Surveys -Parent Conferences	4A.2. -FAIR -FCAT Reading Results -STAR Reading -LBA (District Benchmark Assessments)
			4A.3 -Behavior -Lack of student motivation	4A.3. -Positive Behavior Support System -Kagen Strategies -Superintendents' Reading Challenge and AR Incentives -Effective Use of Technology	4A.3. Dr. Julio Valle-Principal Katherine Falcon- AP Winston Simon-AP -Val Pumariega –Literacy Coach -Classroom Teacher	4A.3. Referrals Accelerated Reader	4A.3. -Positive Behavior Support Reports -Katie Self -Star results
4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning			4B.1. -Current reading level is below	4B.1. -Effective Use of Educational	4B.1. Admin/Leadership Team	4B.1. -Data Checks	4B.1. -CWT -Alternative Accessment

gains in reading.			grade level (phonics, phonemic awareness, vocabulary, fluency) -Lack of comprehension strategies.	Technology (FCAT Explorer, Earobics, Headsprout, Comprehension Expedition AR) -Effective Use of Leveled Readers -Daily Use of Kagan strategies -Essential Questions -Hands on Activities -Audiovisual -Tutoring -Buddy Reading -Student Conferring -Data Notebooks -Daily Writing Journal -Differentiated Instruction -R4 -FCRR Activities -DIP Phonics -Vocabulary Word of the Day -Model Lessons -Shared Lessons -Literacy Week Activities		-Progress Monitoring -Student Surveys -Student Led Conferences -Accelerated Reader	
Reading Goal #4B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			4B.2.	4B.2.	4B.2.	4B.2.	4B.2.
			4B.3.	4B.3.	4B.3.	4B.3.	4B.3.

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years school will reduce their achievement gap by 50%.	**Baseline data 2010-2011**	**56%**	**64%**	**68%**	**71%**	**75%**	**79%**
Reading Goal #5A: **Through the identification of barriers ad implementation of various strategies, students will meet proficiency levels.**							

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in reading.**			5B.1. White: -Parent involvement -Lack of comprehension strategies -Current reading level is below grade level (phonics, phonemic awareness, vocabulary, fluency, word recognition) -Mobility Rate -Socioeconomic Status Black: Hispanic: -English Language -Parent involvement -Lack of comprehension strategies -Current reading level is below grade level (phonics, phonemic awareness, vocabulary, fluency, word recognition) -Resources at home/Motivation -Language Acquisition for some students -Socioeconomic Status -Mobility Rate	5B.1. -Effective use of educational technology (FCAT Explorer, Headsprout, AR, Rosetta Stone) -Effective use of leveled readers -Daily use of Kagan strategies -Essential Questions -Parent Prescription Pad/GRIP Room -Peer Tutoring -After school tutoring -GRIP Room -Translators -Parent Liaison -Peer/Buddy Reading -Tutoring -Small Groups -Skill Focus -Differentiated Instruction -R4 - DIP Phonics -Word Walls -Title 1 Resource Teacher -DBQs -Lesson Studies -FCRR activities -Vocabulary Word of the Day -Model Lessons	5B.1. -Administration -Lindsay Messner (CRT) -Val Pumariega –(Literacy Coach) -Classroom Teacher -Maria Cruz (FSL)	5B.1. -Data Checks -Progress Monitoring -Student Surveys -Teacher Talks -PTO Involvement -FCAT Night -Data Chats -Student Led Conferences -Parent/Teacher Conferences -Accelerated Reader	5B.1. -FAIR Results -FCAT Results -LBA -STAR Results -Percentage of parents using the GRIP Room -Parent Survey in native language -Benchmark Assessments -Progress Reports -Grades -CWT
Reading Goal #5B: Through the identification of barriers and implementation of various strategies, students will increase the percentage in each subgroup.	2012 Current Level of Performance:* White:63% SWD:24%	2013 Expected Level of Performance:* White:73% SWD:34%					

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Rule 6A-1.099811
Revised April 29, 2011

				-Shared Lessons -Literacy Week Activities			
			5B.2. White: -Parent involvement -Lack of comprehension strategies -Current reading level is below grade level (phonics, phonemic awareness, vocabulary, fluency, word recognition) -Mobility Rate -Socioeconomic Status	5B.2. -Effective Use of Educational Technology (FCAT Explorer, Headsprout, AR, Rosetta Stone, Comprehension Expedition) -Effective Use of Leveled Readers -Daily Use of Kagan Strategies -Essential Questions -Parent Prescription Pad/GRIP Room -Peer Tutoring -After school tutoring -GRIP Room -Translators -Parent Liason -Peer/Buddy Reading -Tutoring -Small Groups -Skill Focus -Differentiated Instruction -R4 -DIP Phonics -FCRR activities -Vocabulary Word of the Day -Model Lessons -Shared Lessons -Literacy Week Activities	5B.2. Leadership Team -Maria Cruz (FSL)	5B.2. -Data Checks -Progress Monitoring -Student Surveys -Teacher Talks -PTO Involvement -FCAT Night -Data Chats -Student Led Conferences -Parent/Teacher Conferences -Accelerated Reader -CWT Tool	5B.2 -FAIR Results -FCAT Results -STAR Results -Percentage of parents using the GRIP Room -Parent Survey in native language -Benchmark Assessments -Progress Reports -Grades -LBA -CWT
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in reading.			5C.1. -English Language -Lack of Comprehension strategies -Current reading is below grade level (phonics, phonemic awareness, vocabulary, fluency, word recognition)	5C.1. -Effective Use of Educational Technology (FCAT Explorer, Headsprout, AR, Rosetta Stone) -Effective Use of Leveled Readers -Essential Questions -After school Tutoring -R4 -Title 1 Resource Teacher -DBQs - DIP Phonics - Meeting with Title III Program Specialist on a Regular Basis About ELL Population -DIP Phonics -Vocabulary Word of the Day -Model Lessons -Shared Lessons -Literacy Week Activities	5C.1. - Dr. Valle (Principal) - Linsday Messner (CRT) -Val Pumariega (Literacy Coach)	5C.1. -Data Checks -Progress Monitoring -Accelerated Reader	5C.1 -FAIR Results -FCAT Results -STAR Results -School Climate Survey -Parent Surveys -Student Surveys
Reading Goal #5C: Through the identification of barriers and the implementation of strategies, ELL students will make adequate measureable gains. ELL students scoring satisfactorily on AMO's is 38%. 2013 target is 41%.	2012 Current Level of Performance:* ***62%***	2013 Expected Level of Performance:* ***59%***					
			5C.2. -Parent Involvement -Resources -Motivation	5C.2. -Parent Prescription Pad/GRIP Room -Peer Tutoring -Daily Use of Kagan Strategies -Superintendents' Reading Challenge and AR Incentives -Effective Use of Technology	5C.2. Val Pumariega (Literacy Coach) Lindsay Messner (CRT) Maria Cruz (FSL.)	5C.2. -Parent Surveys -Student Surveys -Accelerated Reader	5C.2. -STAR Results -School Climate Survey -Parent Surveys -Student Surveys
			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. -Current Reading level is below grade level (phonics, phonemic awareness, vocabulary, fluency, word recognition)	5D.1 -Effective Use of Educational Technology (FCAT Explorer, Earobics, Headsprout, AR, -Effective Use of Leveled	5D.1 -Classroom Teachers Val Pumariega (Literacy Coach) -Veda Barr (ESE school	5D.1 -Data Checks -Progress Monitoring -Student Surveys -Student led conferences	5D.1 -FAIR Results -FCAT Results -STAR Results -Mini Benchmark
Reading Goal #5D: Through the identification	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

of barriers and the implementation of strategies students with disabilities will make adequate measureable gains.	***24%***	***34%***		Readers -Daily Use of Kagan Strategies -Essential Questions -Afterschool Tutoring -Hands on activities -Audiovisual -Tutoring -Buddy Reading -Student Conferring -Data Notebooks -Daily Writing Journal -Differentiated Instruction -R4 -FCRR activities. -MyOn -DIP Phonics -Vocabulary Word of the Day -Model Lessons -Shared Lessons -Literacy Week Activities	Specialist) -VE and classroom teachers	-Accelerated Reader -Formative evaluation of classroom teachers	assessments, and LBAs.
			5D.2. Time to meet the needs of SLD students in mainstream classroom	5D.2. -Differentiated Instruction -Effective Use of VE Teacher Within the Classroom -Peer Tutoring	5D.2. -Veda Barr (ESE school specialist) -VE teacher in each grade level - Val Pumariega (Literacy Coach) -Classroom teacher	5D.2. -Progress Monitoring through Brigance -FCAT STAR for monitoring IEP Goals -Progress Monitoring through assessments.	5D.2. -Benchmark Assessments(LBAs) -Mini-benchmark Assessments -FCAT -Star Reports
			5D.3. -Lack of motivation/Interest and engagement of students -Behavior	5D.3. -Effective Use of Technology (CPS, iPads, laptop cart, etc.) -Peer Tutoring -Daily Use of Kagan Strategies -Superintendents' Reading Challenge and AR Incentives -Positive Behavior Support System	5D.3. -Veda Barr (ESE school specialist) -VE teacher in each grade level - Val Pumariega (Literacy Coach) -Classroom teacher -Administration	5D.3. -Data Checks -Progress Monitoring -Student Surveys -Accelerated Reader	5D.3. -Student Surveys -Positive Behavior Support Reports -FAIR Results -FCAT Results -STAR Results -Mini Benchmark assessments, and LBAs.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in reading.			5E.1. -Current Reading level is below grade level (phonics, phonemic awareness, vocabulary, fluency, word recognition)	5E.1 .-Effective Use of Educational Technology (FCAT Explorer, Headsprout, AR, Rosetta Stone) -Effective Use of Leveled Readers -Essential Questions -After school Tutoring -Earobics -R4 -Word Walls -Title I Resource Teacher -FCRR Activities -DIP Phonics -Vocabulary Word of the Day -Model Lessons -Shared Lessons -Literacy Week Activities	5E.1. Val Pumariega (Literacy Coach) Lindsay Messner (CRT) Title I Resource Teacher	5E.1. -Data Checks -Progress Monitoring -Accelerated Reader	5E.1. -FCAT Results -FAIR Results -STAR Results -CWT
Reading Goal #5E: Through the identification of barriers and the implementation of strategies students that are economically disadvantaged will make adequate measureable gains.	2012 Current Level of Performance:* ***50% (201)***	2013 Expected Level of Performance:* ***53% (213)***					
			5E.2. -Motivation -Parent Involvement -Lack of Resources at Home	5E.2. -Daily Use of Kagan Strategies -Parent Prescription Pad/Grip Room -Peer Tutoring -Student Rewards -Superintendents' Reading Challenge and AR Incentives	5E.2. -Val Pumariega (Literacy Coach) -Lindsay Messner (CRT) -Maria Cruz (FSL.)	5E.2. -Parent surveys -Student Surveys -Teacher Surveys -Accelerated Reader	5E.2. -FCAT Results -FAIR Results -STAR Results -School Climate Surveys
			5E.3.	5E.3.	5E.3.	5E.3.	5E.3.

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Discover Intensive Phonics Training	K-2 Reading	Val Pumariega, Literacy Coach	School wide	Ongoing	CWT	Val Pumariega, Literacy Coach and Team Leaders
CIS Model Training	3-5 Reading	Val Pumariega, Literacy Coach	School wide	Ongoing	CWT	Val Pumariega, Literacy Coach and Team Leaders
Cognitive Complexity Training	K-5 Reading	Val Pumariega, Literacy Coach	School wide	Ongoing	CWT	Val Pumariega, Literacy Coach and Team Leaders
Transitioning to Common Core Standards	K-2 Reading	Val Pumariega, Literacy Coach	School wide	Ongoing	CWT	Val Pumariega, Literacy Coach and Team Leaders
Expanding Vocabulary	K-5 Reading	Val Pumariega, Literacy Coach	School wide	Ongoing	CWT	Val Pumariega, Literacy Coach and Team Leaders
Literacy Circles	K-5 Reading	Val Pumariega, Literacy Coach	Reading Groups K-5	Ongoing	CWT	Val Pumariega, Literacy Coach and Team Leaders

Reading Budget (Insert rows as needed)

Include only school funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Using a power point presentation instruct and model teachers on the benefits of implementing R4, a research based model that targets reading comprehension through conferencing with students.	Binders with research based practices on how to implement R4 as well as conferencing forms to be used with students.	Title 1	$500.00
Acquire additional dictionaries for classrooms.			
			Subtotal:$500
Technology			
Strategy	Description of Resources	Funding Source	Amount
STAR Reading	Provide data for screening, instructional planning on skills mastery, progress monitoring, and standards benchmarking.	Title 1	$1,000.00
Headsprout	Scientifically researched based instructional strategies in phonemic awareness, phonics, fluency, vocabulary, and comprehension	Title 1	$3,120.00
Raz Kids (K)	Help students improve their reading skills by listening for modeled fluency, reading for practice, recording their reading, and checking comprehension with quizzes	Title 1	$600.00
Accelerated Reader	Personalize reading practice to each student's currently level, assess students' reading with four type of quizzes: reading practice, vocabulary practice, literacy skills, and textbook quizzes	Discretionary	$3200.00
			Subtotal:$7,920
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:$6,800
Other			

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Strategy	Description of Resources	Funding Source	Amount
Kagan Cooperative Learning	Kagan Cooperative Learning helps boost academics, close the achievement gap, and improve student relations. .	Title 1	$5,000.00
Discover Intensive Phonics Training (K-2)	This researched-based program will give teachers the strategies and tools to help improve student reading success through fundamental phonics.	Title 1	$1,400.00
			Subtotal:$25,000
			Total:$40,220

End of Reading Goals

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Comprehensive English Language Learning Assessment (CELLA) Goals

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

CELLA Goals		Problem-Solving Process to Increase Language Acquisition				
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring proficient in listening/speaking.		1.1. Support at home	1.1. ELL Parent Nights Media Nights for homework help	1.1. Lindsay Messner Daisy Roman Jennifer Thomas	1.1. Progress Monitoring Attendance sheets at Media Nights	1.1. Cella Results LBA
CELLA Goal #1: *According to the 2012 CELLA school report, 30% (7 students) are proficient in listening/speaking. We would like to increase that to 39% (9 students) proficient.*	2012 Current Percent of Students Proficient in Listening/Speaking: **30%(7)**					
		1.2. Lacking the basic introductory English instruction	1.2. -Rosetta Stone	1.2. Lindsay Messner Daisy Roman Jennifer Thomas	1.2. Progress Monitoring	1.2. Rosetta Stone growth report
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read grade-level text in English in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring proficient in reading.		2.1. Lacking primary phonics skills	2.1. DIP Phonics Words your Way- Spelling	2.1. Lindsay Messner Daisy Roman Jennifer Thomas Val Pumariega	2.1. Progress Monitoring	2.1. FAIR STAR Reading LBA
CELLA Goal #2: *According to the 2012 CELL school report, 22% (5 students) are proficient in reading. We would like to increase that to 30% (7 students).*	2012 Current Percent of Students Proficient in Reading: **22%(5)**.					
		2.2. Lack of Resources	2.2. FCRR Strategic Activities Headsprout	2.2. Lindsay Messner Daisy Roman Jennifer Thomas	2.2. Progress Monitoring	2.2. FAIR STAR Reading LBA
		2.3.	2.3.	2.3.	2.3.	2.3.

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Students write in English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Students scoring proficient in writing.		2.1. Lacking basic Phonics Skills	2.1. DIP Phonics Words Their Way- Spelling	2.1. Lindsay Messner Daisy Roman Jennifer Thomas Val Pumariega	2.1. Progress Monitoring	2.1. FAIR
CELLA Goal #3: *According to the 2012 school CELLA report, 48% (11 students) are proficient in writing. We would like to increase that to 57% (13 students).*	2012 Current Percent of Students Proficient in Writing : **48%(11)**					
		2.2. Understanding the written English Language	2.2. Rosetta Stone Picture Cards/ Prompts	2.2. Lindsay Messner Daisy Roman Jennifer Thomas	2.2. Progress Monitoring	2.2. -Rosetta Stone progress report
		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

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Elementary School Mathematics Goals

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

Elementary Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.			1A.1. -Mastery of prerequisite skills from prior grade levels. -Mastery of basic multiplication facts.	1A.1. Using benchmark assessments to identify gaps in learning and provide the mini lessons to close the achievement gaps. -collegial planning -AHA Math from learning.com -FASTT Math for Basic Facts -Use of the 8 mathematical practices -Use of focus calendars and curriculum maps	1A.1. -Jennifer Thomas (Math Coach) -Lindsay Messner (CRT) -Administration	1A.1. -Progress Monitoring through student tests, benchmark assessments, and Mini-benchmarks.	1A.1. -Mini benchmark assessments and Middle of the year Benchmark Assessments -FCAT results
Mathematics Goal #1A: 57% of the students scored a level 3 or above on the 2011-2012 math FCAT. Our goal is to increase this percentage by 4% to 61% for the 2012-2013 school year.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	57% (314)	61% (336)					
			1A.2. -Lack of resources at home. -Lack of parent understanding of mathematical concepts therefore parental involvement.	1A.2. -GRIP room -Math Nights -How to letters home for math resources. -Homework help for Media nights	1A.2. -Maria.. (Family School Liaison -Jennifer Thomas (Math Coach)	1A.2. -Parent sign in sheets Student and parent participation in the GRIP room and Media Nights.	1A.2. -Benchmark Assessments -FCAT Results
			1A.3. -The necessary reading skills needed to break down a word problem in the math curriculum.	1A.3. -The use of thinking maps to organize word problems. -Use the "think aloud" strategy to model how to read for understanding in a word problem.	1A.3. -Bianca Williams (Thinking Maps school trainer) -Jennifer Thomas (Math Coach)	1A.3. -Progress Monitoring through student tests, benchmark assessments, and Mini-benchmarks.	1A.3. -Benchmark Assessments -FCAT Results
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			1B.1. -Limited Resources to prepare students for Florida Alternative Assessment.	1B.1. -Professional development for teachers using access points. -Think Central online resources (Strategic Intervention) -FASTT Math -Touch Math	1B.1. -Jennifer Thomas (Math Coach) -Veda Barr (ESE School Specialist) -Classroom teachers	1B.1. -Teacher Observations	1B.1. -Observation log/notest
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. -Differentiating within the classroom	1B.2. -Use of Teacher Assistants to guide small groups -Use of computer programs	1B.2. -Jennifer Thomas (Math Coach) -Veda Barr (ESE School Specialist) -Administration	1B.2. -Teacher Observations -Progress Monitoring	1B.2. -Florida Alternative Assessment -Formative and summative assessments based on access points.

		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.		2A.1. -knowledge level/comfort of the teacher	2A.1. -Collegial Planning -Peer Coaching each month (Wednesday rotation schedule implemented.) -Lesson/strategy modeling	2A.1. -Team Leaders -Jennifer Thomas (Math Coach) -Instructional Coaches for class coverage	2A.1. -Progress Monitoring through student tests, benchmark assessments, and Mini-benchmarks. -Grade level meetings/Data Talks	2A.1. -Mini Benchmarks -Lake Benchmark Assessments - Chapter Assessments
Mathematics Goal #2A: 24% of the students scored at or above a level 4 on the FCAT 2.0 Assessment. The goal is to increase this percentage to 28%.	2012 Current Level of Performance:* 24% (133)	2013 Expected Level of Performance:* 28% (154)				
		2A.2. -lack of student motivation	2A.2. -Smiley Face Math -AHA Math -FCAT Explorer -Kagan Cooperative Learning Strategies -STEM Club and STEM activities integrated into Science -Cranium Commandos	2A.2. -Jennifer Thomas (Math Coach and STEM club sponsor) -Lindsay Messner (CRT) -Catherine Friedrich (Cranium Commandos sponsor) -Tyler Adams (Science Coach and STEM Club sponsor)	2A.2. -Progress Monitoring through student tests, benchmark assessments, and Mini-benchmarks. -Technology Usage reports	2A.2. -Smiley Face Math Points -Technology Usage report and progress report -Mini Benchmarks -Lake Benchmark Assessments - Chapter Assessments
		2A.3. -Ability of teacher to differentiate and meet needs of high math achievers.	2A.3. -Collegial Planning -Peer Coaching each month (Wednesday rotation schedule implemented.) -Lesson/strategy modeling	2A.3. -Team Leaders -Jennifer Thomas (Math Coach) -Instructional Coaches for class coverage	2A.3. -Progress Monitoring through student tests, benchmark assessments, and Mini-benchmarks. -Grade level meetings/Data Talks	2A.3. -Mini Benchmarks -Lake Benchmark Assessments - Chapter Assessments
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.		2B.1. -Limited Resources to prepare students for Florida Alternative Assessment.	2B.1. -Professional development for teachers using access points. -Think Central online resources (Strategic Intervention) -FASTT Math -Touch Math	2B.1. -Jennifer Thomas (Math Coach) -Veda Barr (ESE School Specialist) -Classroom teachers	2B.1. -Teacher Observations -Progress Monitoring	2B.1. -Florida Alternative Assessment -Formative and summative assessments based on access points.
Mathematics Goal #2B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
		2B.2. -Differentiating within the classroom	2B.2. -Use of Teacher Assistants to guide small groups -Use of computer programs	2B.2. -Jennifer Thomas (Math Coach) -Veda Barr (ESE School Specialist) -Administration	2B.2. -Teacher Observations -Progress Monitoring	2B.2. -Florida Alternative Assessment -Formative and summative assessments based on access points.
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in mathematics.			3A.1. -Ability to break apart a word problem and identify key information/problems.	3A.1. -Continue implementation of Thinking Maps- Use of Brace Map and Flow Map. -Smiley Face Math -Safari Montage	3A.1. -Bianca Williams (Thinking Maps school trainer) -Jennifer Thomas (Math Coach)	3A.1. -Progress Monitoring through student tests, benchmark assessments, and Mini-benchmarks.	3A.1. -Benchmark Assessments -FCAT Results
Mathematics Goal #3A: 72% of students made necessary learning gains according to the 2011-2012 mathematics FCAT report. Our goal is to increase the percentage by 4% to 77% for the 2012-2013 school year.	2012 Current Level of Performance:* 72% (402)	2013 Expected Level of Performance:* 77% (424)					
			3A.2. -Mastery of math concepts/skills from prior grade levels.	3A.2. Using benchmark assessments to identify gaps in learning and provide the mini lessons to close the achievement gaps. -collegial planning -AHA Math from learning.com -FASTT Math for Basic Facts -Think Central Online Resources	3A.2. -Jennifer Thomas(Math Coach) -Lindsay Messner (CRT) -Administration	3A.2. -Progress Monitoring through student tests, benchmark assessments, and Mini-benchmarks.	3A.2. -Mini benchmark assessments and Middle of the year Benchmark Assessments -FCAT results
			3A.3. -Teachers ability to differentiate according to data, therefore bring students from where they are to where they need to be.	3A.3. -Collegial Planning -Peer Coaching each month (Wednesday rotation schedule implemented.) -Lesson/strategy modeling -Use of AHA Math	3A.3. -Team Leaders -Jennifer Thomas (Math Coach) -Instructional Coaches for class coverage	3A.3. -Progress Monitoring through student tests, benchmark assessments, and Mini-benchmarks. -Grade level meetings/Data Talks	3A.3. -Mini Benchmarks -Lake Benchmark Assessments - Chapter Assessments
3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.			3B.1. -Limited Resources to prepare students for Florida Alternative Assessment.	3B.1. -Professional development for teachers using access points. -Think Central online resources (Strategic Intervention) -FASTT Math -Touch Math	3B.1. -Jennifer Thomas (Math Coach) -Veda Barr (ESE School Specialist) -Classroom teachers	3B.1. -Teacher Observations -Progress Monitoring	3B.1. -Florida Alternative Assessment -Formative and summative assessments based on access points.
Mathematics Goal #3B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			3B.2. -Differentiating within the classroom	3B.2. -Use of Teacher Assistants to guide small groups -Use of computer programs	3B.2. -Jennifer Thomas(Math Coach) -Veda Barr (ESE School Specialist) -Administration	3B.2. -Teacher Observations -Progress Monitoring	3B.2. -Florida Alternative Assessment -Formative and summative assessments based on access points.
			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 mathematics. Mathematics Goal #4A: 2012 Current Level of Performance:* 64% (92) 2013 Expected Level of Performance:* 71% (98) 64% of the students in the lowest 25% made learning gains in mathematics on the 2011-2012 FCAT. Our goal is to increase the percentage of lower quartile making learning gains by 4% to reach 71% for the 2012-2013 school year.	4A.1. -Lack of parent understanding of math concepts. -Lack of parent involvement	4A.1. -GRIP room -Math Nights -How to letters home for math resources. -Homework help for Media nights -Brainpop	4A.1. -Maria.. (Family School Liason -Jennifer Thomas (Math Coach)	4A.1. -Parent sign in sheets Student and parent participation in the GRIP room and Media Nights.	4A.1. -Benchmark Assessments -FCAT Results
	4A.2. -Mastery of pre-requisite skills from prior grade level	4A.2. -FASTT Math -AHA Math -Peer Tutoring -After School Tutoring -Effective use of Think Central Resources	4A.2. -Classroom Teachers -Jennifer Thomas (Math Coach) -Lindsay Messner (CRT)	4A.2. -Progress monitoring through FASTT Math RTI report, benchmark assessments, and constant formative evaluation of classroom teachers.	4A.2. -Response to intervention report on FASTT math -Mini Benchmark assessments, and LBA.
	4A.3. -Lack of motivation/Interest and engagement of students	4A.3. -Smiley Face Math -AHA Math -FCAT Explorer -Kagan Cooperative Learning Strategies -Math benchmarks integrated into enrichment areas	4A.3. -Jennifer Thomas (Math Coach and STEM club sponsor) -Lindsay Messner (CRT))	4A.3. -Progress Monitoring through student tests, benchmark assessments, and Mini-benchmarks. -Technology Usage reports	4A.3. -Smiley Face Math Points -Technology Usage report and progress report -Mini Benchmarks -Lake Benchmark Assessments - Chapter Assessments
4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in mathematics. Mathematics Goal #4B: 2012 Current Level of Performance:* 2013 Expected Level of Performance:*	4B.1. -Limited Resources to prepare students for Florida Alternative Assessment.	4B.1. -Professional development for teachers using access points. -Think Central online resources (Strategic Intervention) -FASTT Math -Touch Math	4B.1. -Jennifer Thomas (Math Coach) -Veda Barr (ESE School Specialist) -Classroom teachers	4B.1. -Teacher Observations -Progress Monitoring	4B.1. -Florida Alternative Assessment -Formative and summative assessments based on access points.
	4B.2. -Differentiating within the classroom	4B.2. -Use of Teacher Assistants to guide small groups -Use of computer programs	4B.2. -Jennifer Thomas (Math Coach) -Veda Barr (ESE School Specialist) -Administration	4B.2. -Teacher Observations -Progress Monitoring	4B.2. -Florida Alternative Assessment -Formative and summative assessments based on access points.
	4B.3.	4B.3.	4B.3.	4B.3.	4B.3.

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

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5A. In six years school will reduce their achievement gap by 50%.	**Baseline data 2010-2011** 57% of the students are at grade level according to the FCAT 2.0	**57%**	**61%**	**65%**	**69%**	**73%**	**77%**
Mathematics Goal #5A: In six years, 77% of the students will be at or above grade. This will have closed the achievement gap by 50% in this time frame.							

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in mathematics.**							
Mathematics Goal #5B: In order to make satisfactory growth, the ethnicity subgroups will increase to the 2013 expected level of performance through the use of the designated strategies.	2012 Current Level of Performance:* Black:48% Hispanic:46% ELL:32%	2013 Expected Level of Performance:* Black:54% Hispanic:53% ELL:47%	5B.1. Knowledge and comfort level of teacher. Ability to differentiate according to learning styles and interest. Being able to determine what strategies work best for certain students.	5B.1. -Collegial Planning -Peer Observations based on weekly rotation schedule. -Analyzing data to determine gaps in instruction or knowledge. -Constant formative evaluation so teachers are able to change up during the instruction instead of wasting their time on something that doesn't work. -Incorporating the 8 mathematical -Kagan Strategies	5B.1. -Instructional Coaches for class coverage -Team leaders/Classroom teachers PLC to discuss strategies -Jennifer Thomas (Math Coach) -Administration	5B.1. -Data Talks/ Grade Level PLCs -Progress Monitoring through benchmarks and analyzing data	5B.1. -Mini Benchmark assessments - Chapter Assessments -FCAT -Observation report
			5B.2. Hispanic- Language Barrier	5B.2. -Rosetta Stone -Efficient use of ESOL teacher assistants -ESOL strategies implemented within the classroom instruction. -Use of thinking maps/ diagrams to help organize thoughts. -Concentrating on most important skills needed. -Use of 8 mathematical practices	5B.2. -Lindsay Messner (CRT) -ESOL TAs -Classroom Teachers -Bianca Williams (Thinking Maps in school Trainer)	5B.2. -Data Talks. Grade Level Meetings - Benchmark assessments -Formative evaluation	5B.2. -Mini Benchmark assessments - Chapter Assessments -FCAT -Observation report
			5B.3. Timing of teachers in order to teach concepts effectively	5B.3. -Use of Focus calendars and curriculum maps.	5B.3. -Jennifer Thomas (Math Coach) -Classroom teachers/team leaders. -Administration	5B.3. -Data Talks. Grade Level Meetings - Benchmark assessments -Formative evaluation	5B.3. -Mini Benchmark assessments - Chapter Assessments -FCAT

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.			5C.1. -English Language -Unfamiliar Vocabulary -Unfamiliar strategies for solving problems	5C.1. -Use of picture cards -Effective use of Think Central Online (Additional training provided) -Thinking Maps used to introduce new vocabulary -Peer Tutoring -Rosetta Stone -AHA Math -FASTT Math -Creating an illustration of word problems -Modeling and Manipulatives -Brainpop and Safari Montage	5C.1. -Lindsay Messner (CRT) -Jennifer Thomas (Math Coach -Administration	5C.1. -Data Talks -Team Meetings -Progress Monitoring using Edusoft	5C.1. -Benchmark Assessments -Mini-benchmark Assessments -FCAT
Mathematics Goal #5C: English Language Learners will demonstrate a 15% increase in satisfactory progress in mathematics.	2012 Current Level of Performance:* 32%(26)	2013 Expected Level of Performance:* 47%(38)					
			5C.2. -Lack of parent involvement -Parent Lack of English Language	5C.2. -GRIP room -ELL family Nights -Media Nights for homework help -Math nights -Rosetta Stone	5C.2. -Maria (Family School Liaison) -Jennifer Thomas (Math Coach) -Lindsay Messner (CRT)	5C.2. -Data Talks -Team Meetings -Progress Monitoring using Edusoft	5C.2. -Benchmark Assessments -Mini-benchmark Assessments -FCAT
			5C.3. N/A	5C.3.N/A	5C.3.N/A	5C.3.N/A	5C.3. N/A
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following 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. -Time to meet the needs of SLD students in mainstream classrooms.	5D.1. -Differentiated Instruction -Effective Use of VE teacher within the classroom -Peer Tutoring	5D.1. -Veda Barr (ESE school specialist) -VE teacher in each grade level -Jennifer Thomas (Math Coach) -Classroom teacher	5D.1. -Progress Monitoring through Brigance -FCAT STAR for monitoring IEP Goals -Progress Monitoring through assessments.	5D.1. -Benchmark Assessments -Mini-benchmark Assessments -FCAT
Mathematics Goal #5D: Students with disabilities will increase in satisfactory progress by 7% in order to reduce the achievement gap.	2012 Current Level of Performance:* *31% (20)*	2013 Expected Level of Performance:* *38% (25)*					
			5D.2. -Mastery of pre-requisite skills from prior grade level	5D.2. -FASTT Math -AHA Math -Peer Tutoring -After School Tutoring -Effective use of Think Central Resources -Modeling and Manipulatives	5D.2. -Classroom Teachers -Jennifer Thomas (Math Coach) -Lindsay Messner (CRT) -Veda Barr (ESE school Specialist) -VE and classroom teachers	5D.2. -Progress monitoring through FASTT Math RTI report, benchmark assessments, and constant formative evaluation of classroom teachers.	5D.2. -Response to intervention report on FASTT math -Mini Benchmark assessments, and LBA.

		5D.3. N/A	5D.3. N/A	5D.3. N/A	5D.3. N/A	5D.3. N/A
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following 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. Mathematics Goal #5E: The economically disadvantaged subgroup will increase their proficiency on the FCAT 2.0 from 51% to 55% proficient.	2012 Current Level of Performance:* 51% (205) 2013 Expected Level of Performance:* 55% (221)	5E.1. -Basic Needs not being met. -Lack of resources at home -Parent Involvement	5E.1. -Community Resources (Blessings in a Backpack) -GRIP room -After School Tutoring -Angel Fund -Educational Foundation/Apple Mart -Business Partners	5E.1. -Jennifer Ardizone (Councilor) -Maria.. (Family School Liaison) -Administration	5E.1. -Amount of students receiving services. -Check out logs for GRIP room -Participation in after school tutoring. (Pre and Post tests)	5E.1. -Benchmark Assessments -Mini-benchmark Assessments -FCAT
		5E.2. -Mastery of pre-requisite skills from prior grade level	5E.2. -FASTT Math -AHA Math -Peer Tutoring -After School Tutoring -Effective use of Think Central Resources	5E.2. -Classroom Teachers -Jennifer Thomas (Math Coach) -Lindsay Messner (CRT) -Veda Barr (ESE school Specialist) -VE and classroom teachers	5E.2. -Progress monitoring through FASTT Math RTI report, benchmark assessments, and constant formative evaluation of classroom teachers.	5E.2. -Response to intervention report on FASTT math -Mini Benchmark assessments, and LBA.
		5E.3 Knowledge and comfort level of teacher. Ability to differentiate according to learning styles and interest. Being able to determine what strategies work best for certain students.	5E.3 -Collegial Planning -Peer Observations based on weekly rotation schedule. -Analyzing data to determine gaps in instruction or knowledge. -Constant formative evaluation so teachers are able to change up during the instruction instead of wasting their time on something that doesn't work. -Incorporating the 8 mathematical -Kagan Strategies	5E.3 -Instructional Coaches for class coverage -Team leaders/Classroom teachers PLC to discuss strategies -Jennifer Thomas (Math Coach) -Administration	5E.3 -Data Talks/ Grade Level PLCs -Progress Monitoring through benchmarks and analyzing data	5E.3 -Mini Benchmark assessments - Chapter Assessments -FCAT -Observation report

End of Elementary School Mathematics Goals

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Middle School Mathematics Goals

* 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:	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.*					
			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:	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.*					
			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:	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.*					
			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 mathematics.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
Mathematics Goal #2B:	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.*					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in mathematics.			3A.1.	3A.1.	3A.1.	3A.1.	3A.1.
Mathematics Goal #3A:	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.*					
			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 mathematics.			3B.1.	3B.1.	3B.1.	3B.1.	3B.1.
Mathematics Goal #3B:	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.*					
			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 mathematics.			4A.1.	4A.1.	4A.1.	4A.1.	4A.1.
Mathematics Goal #4A:	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.*					
			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:	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.*					
			4B.2.	4B.2.	4B.2.	4B.2.	4B.2.
			4B.3.	4B.3.	4B.3.	4B.3.	4B.3.

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years, school will reduce their achievement gap by 50%.	**Baseline data 2010-2011**						
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 subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in mathematics.**			5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.
Mathematics Goal #5B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.* White: Black: Hispanic: Asian: American Indian:	2013 Expected Level of Performance:* *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.

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.			5D.1.	5D.1.	5D.1.	5D.1.	5D.1.
Mathematics Goal #5D: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

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

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Florida Alternate Assessment High School Mathematics Goals

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

High 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
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:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. 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:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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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
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:	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.*					
			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.	4.1.	4.1.	4.1.	4.1.
Mathematics Goal #4:	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.*					
			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

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

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

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

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
3A. In six years, school will reduce their achievement gap by 50%.	**Baseline data 2010-2011**						
Algebra 1 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 subgroups:			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 1.**			3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.
Algebra 1 Goal #3B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.* White: Black: Hispanic: Asian: American Indian:	2013 Expected Level of Performance:* *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 Algebra 1.			3C.1.	3C.1.	3C.1.	3C.1.	3C.1.
Algebra 1 Goal #3C: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			3C.2.	3C.2.	3C.2.	3C.2.	3C.2.
			3C.3.	3C.3.	3C.3.	3C.3.	3C.3.

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

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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
3E. Economically Disadvantaged students not making satisfactory progress in Algebra 1.			3E.1.	3E.1.	3E.1.	3E.1.	3E.1.
Algebra 1 Goal #3E:	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.*					
			3E.2.	3E.2.	3E.2.	3E.2.	3E.2.
			3E.3.	3E.3.	3E.3.	3E.3.	3E.3.

End of Algebra 1 EOC Goals

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

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

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

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

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
3A. In six years, school will reduce their achievement gap by 50%.	**Baseline data 2011-2012**					
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 subgroups:		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 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:* *Enter numerical data for current level of performance in this box.* White: Black: Hispanic: Asian: American Indian:	2013 Expected Level of Performance:* *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:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			3C.2.	3C.2.	3C.2.	3C.2.	3C.2.
			3C.3.	3C.3.	3C.3.	3C.3.	3C.3.

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

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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
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:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			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 Activities Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
8 Mathematical Practices of Common Core	Math K-5	Tyler Adams Jennifer Thomas	School Wide	Pre-Planning	Observations and feedback Lesson Plan check Modeling use of the 8 practices by Math Coach	Tyler Adams Jennifer Thomas Administration
AHA Math	Math K-5	Jennifer Thomas	School Wide	During Planning within the first month. Grade Level Specific for teachers. Taking individual classes to computer lab for student instruction.	Pull usage reports from AHA Math	Jennifer Thomas
Math RTI	All Subjects K-5	Margaret Searle	School Wide	Saturday in October- Full Day	Follow up with teachers who have Math RTI students in their class. Progress Monitoring of RTI	Jennifer Thomas Jennifer Ardizone Lindsay Messner

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Mathematics Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
Online Math Program students can access from home	Learning.com (AHA Math)	Title 1	$5700
			Subtotal:$5700
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
RTI Strategies	Margarette Searle- RTI Specialist to help with our lower quartile and RTI interventions	Title 1	$5000
			Subtotal:$5000
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:$10,700

End of Mathematics Goals

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Elementary and Middle School Science Goals

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

Elementary and Middle Science Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in science.			1A.1. -Inadequate professional development geared toward inquiry based teaching and learning	1A.1. -Provide professional development through learning.com (AHA Science) for entire school. -Incorporate professional development in incorporating "boot Camp" in 5th grade.	1A.1. -Tyler Adams (Science Coach) -Administration -Lindsay Messner (CRT)	1A.1. -Classroom walk throughs/ Observation -Progress Monitor DATA	1A.1. -Mini Achieves -Pearson Text book tests -Lake Benchmark Assessments
Science Goal #1A: *46% of students made a level 3 or higher on the science FCAT.* *Our goal for the 2012-2013 school year is to raise that percentage by 9% to reach 55% proficiency.*	2012 Current Level of Performance:* ***46%(67)***	2013 Expected Level of Performance:* ***55%(80)***					
			1A.2. -Insufficient resources for Labs and AIMS activities	1A.2. --Science coach will help gather resources for labs to check out through the media center	1A.2. -Tyler Adams (Science Coach) -Lianne Bennett	1A.2. --Classroom walk throughs/ Observation -Progress Monitor DATA	1A.2. -Mini Achieves -Pearson Text book tests -Lake Benchmark Assessments
			1A.3. -Student misunderstanding and teacher comfort level with instruction of the scientific processes.	1A.3. -Boot Camp for 5th grade. -Science Fair Projects completed at school during instruction of the scientific method. -Teacher-Peer Observations -STEM Committee to work on Science fair.	1A.3. -Tyler Adams (Science Coach) -Jennifer Thomas (Math Coach) -Administration	1A.3. -Science fair projects scoring using a rubric. -Observation records. -Progress Monitoring	1A.3. -Lake Benchmark Assessments -Mini Assessments
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.			1B.1. -Student's ability to comprehend higher level science concepts including the scientific method.	1B.1. -Student s will create a whole class science project that is teacher led. -Students will learn through inquiry based instruction entirely hands on. -Safari Montage and Brainpop for visual. -AHA Science for classroom games to emphasize	1B.1. -Classroom teacher -Veda Barr (ESE Specialist) -Administration -Tyler Adams (Science Coach) -Jennifer Basta (Science Enrichment teacher)	1B.1. -Progress Monitoring	1B.1. Mini Achieves -Pearson Text book tests -Lake Benchmark Assessments
Science Goal #1B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.			2A.1. -Teacher comfort level with teaching higher level science concepts.	2A.1. -Lesson modeling by the science coach. -Use of AHA Science Instructional Modules	2A.1. -Tyler Adams (Science Coach) -Administration -Lindsay Messner (CRT)	2A.1. -Progress Monitoring through formative and summative evaluations.	2A.1. -Mini benchmarks -Pearson Science Tests -LBAs
Science Goal #2A: 14% of the students taking the 2012 FCAT 2.0 assessment scored at or above level 4. The goal is to increase this percentage by 4% to reach 18% at or above a level 4.	2012 Current Level of Performance:* 14% (21)	2013Expected Level of Performance:* 18% (26)					
			2A.2. -Insufficient resources to enhance science curriculum	2A.2. -Science coach responsible for gathering necessary resources.	2A.2. -Tyler Adams (Science Coach)	2A.2. -Progress Monitoring through formative and summative evaluations.	2A.2. -Mini benchmarks -Pearson Science Tests -LBAs
			2A.3. -Student motivation in upper level science students is difficult for teacher to enrich.	2A.3. -STEM Club -Environmental Club -AHA Science -FCAT Explorer Challenge	2A.3. -Tyler Adams(Science Coach) -Jennifer Thomas (Math Coach) -Jennifer Basta (Science Enrichment Teacher)	2A.3. -Progress Monitoring through formative and summative evaluations.	2A.3. -Mini benchmarks -Pearson Science Tests -LBAs
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science.			1B.1. -Student's ability to comprehend higher level science concepts including the scientific method.	1B.1. -Student s will create a whole class science project that is teacher led. -Students will learn through inquiry based instruction entirely hands on. -Safari Montage and Brainpop for visual. -AHA Science for classroom games to emphasize	1B.1. -Classroom teacher -Veda Barr (ESE Specialist) -Administration -Tyler Adams (Science Coach) -Jennifer Basta (Science Enrichment teacher)	1B.1. -Progress Monitoring	1B.1. Mini Achieves -Pearson Text book tests -Lake Benchmark Assessments
Science Goal #2B:	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

End of Elementary and Middle School Science Goals

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Florida Alternate Assessment High School Science Goals

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

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

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End of Florida Alternate Assessment High School Science Goals

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

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

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

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End of Biology 1 EOC Goals

Science Professional Development

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

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
Bootcamp	A comprehensive science curriculum	Title 1	2700
			Subtotal:2700
Technology			
Strategy	Description of Resources	Funding Source	Amount
Online supplemental resource	Aha Science	Title 1	5700 (Includes Aha Math)
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:8400

End of Science Goals

Writing Goals

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

Writing Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.			1a.1. -Lack of emphasis on writing in the lower grades (K-3). -Lack of vocabulary/oral language (ELL: language acquisition) -Lack of teacher knowledge -Time -Lack of direct instruction in the area of grammar and regular grammar practice / review -Lack of grade-level reading skills and exposure to different genre - Lack of knowledge of the writing process and proficient writing skills.	1a.1. -Sharing Lessons -Model Lessons -Mentoring teachers -Skill Groups -Monthly monitored writing prompts (4th Grade) - LBA writing prompts (3rd grade and 5th grade) -Schoolwide Book Publishing Project -Young Authors' / Snuggle Up and Read School and Community Night -Daily writing journal -Key instruction on how to organize writing -DBQs -Just Write (4th Grade) -Write From the Beginning and Beyond (K-5) - Direct Instruction in Grammar (1-5) -Daily Language Review (1-5) -Writing Centers - Teacher Writing Conferences - Peer Writing Conferences - Use of Melissa Fornay Writing Resources -Word Wall and Visual Aids -Teacher Modeling of Writing and Student Independent Practice -Thinking Maps	1a.1. -Catherine Friedrich, Writing Coach -Val Pumariega, Literacy Coach -Team Leader	1a.1. -Practice Timed prompts (Fourth grade) -Benchmark Assessments -Student writing journals -Progress Monitoring … Writing folders with monthly prompts (4th Grade) and 3rd / 5th Grades LBA Writing Sample Folders. -Data Checks -Student Survey -Writing Journals -Grammar Assessments -CWT	1a.1. -Benchmark Assessments Data -FCAT Writing -Rubrics -Progress Monitored Writing Samples (4th Grade Monthly Narrative and Expository Writing Prompts-Folders; 3rd and 5th Grades LBA Writing Sample Folders) - Student Survey -Data Chats -CWT
Writing Goal #1A: During the 2011-2012 School Year, 82% (161 students) of our Fourth Graders scored a Level 3 as Satisfactory Writing Proficiency on the FCAT Writes. Through identification of barriers and implementation of strategies, our goal is to increase the percentage of students scoring Satisfactory Writing Proficiency (Level 4) from 82% to 90%.	2012 Current Level of Performance:* 82%	2013 Expected Level of Performance:* 90%					

			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 4 or higher in writing.			1B.1. Students ability to translate thoughts into a written essay	1B.1. Use of Thinking Maps- Write from the Beginning to organize thoughts.	1B.1. Mrs. Friedrich (Writing Coach) Veda Bar (ESE school specialist)	1B.1. Progress Monitoring through classroom walkthroughs	1B.1. Observation and CWT logs
Writing Goal #1B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

Writing Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Write from the Beginning and Beyond	K-5 Writing	Catherine Friedrich, Writing Coach	Schoolwide	Ongoing	Writing Samples (Progress Monitoring); CWT	Catherine Friedrich, Writing Coach
Just Write	4th Grade Writing	Leslie Maxson and Katie Self, 4th Grade Teachers	4th Grade	Ongoing	Writing Samples	Writing Coach and Leadership Team
Integrating Writing Across the Curriculum Using Thinking Maps	5th Grade Writing	Catherine Friedrich, Writing Coach	5th Grade	Ongoing	Writing Samples, CWT	Writing Coach and Leadership Team
Writing Centers for Differentiated Instruction	K-5 Writing	Catherine Friedrich, Writing Coach	Schoolwide	Ongoing	Writing Samples, CWT	Writing Coach and Leadership Team

Writing Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Progress Monitoring Writing Samples	Colored File Folders	Title 1	$150.00
			Subtotal:$150
Technology			
Strategy	Description of Resources	Funding Source	Amount
Direct Grammar Instruction	Grammar and Punctuation ebooks (Evan-Moor Educational Products)	Title 1	$130.00
			Subtotal:$130
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Write From the Beginning and Beyond	Writing Curriculum (Teacher Trainings and Materials/Binders)	Title 1	$10,000.00

			Subtotal:$10,000
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:$10,280

End of Writing Goals

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

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

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

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

Civics Professional Development

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

Civics Budget (Insert rows as needed)

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

End of Civics Goals

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

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

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

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

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

U.S. History Professional Development

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

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

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

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

End of U.S. History Goals

Attendance Goal(s)

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

Attendance Goal(s)			Problem-solving Process to Increase Attendance				
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
Attendance **Attendance Goal #1: According to the 2011-2012 attendance data, 7.03% (76 students) missed 20 or more days of school while 82 students had 10 or more tardies.**			1.1. -Parent-Teacher contact -Parent Participation -Updated Contact Information -Lack of Transportation -Medical Reasons -Student Motivation	1.1. -Parent notification at the beginning of the year for students who have more than 20 absences from the previous school year. -Attendance Contract -Rewards for attendance: bicycle, iPod shuffle (drawing every nine weeks) Covey Habit pencil, and Chili's certificate (25 drawings throughout the year) -Dog tags incentive -Attendance party every nine weeks -FSL contact with parents -Administrator/Parent contact log -Child Study Team meetings -Attendance letters generated by the district after 4 unexcused absences -Classroom incentives each nine weeks	1.1. -Sandra Fields-Social Worker -Jennifer Ardizone-Guidance Counselor -Daisy Roman-Guidance Counselor -Kathy Falcon-AP -Winston Simon- AP -Dr. Julio Valle-Principal -Classroom teachers -Birgitta Tobin-Data Clerk	1.1. -Student attendance report -Perfect attendance numbers each nine week period -eSembler notifications	1.1. -Lake County Schools Attendance Rates -eSembler
Attendance Goal #1: *Using resources available to Sawgrass Bay we will continue to improve the processes used to monitor attendance thus decreasing the amount of students with 20 or more absences by 1.39% (15 students) to 5.34% (61 students) and decreasing the amount of students with 10 or more tardies by 10%*	2012 Current Attendance Rate:* **7.03%** 2012 Current Number of Students with Excessive Absences (10 or more) **76** 2012 Current Number of Students with Excessive Tardies (10 or more) **82**	2013 Expected Attendance Rate:* **5.64%** 2013 Expected Number of Students with Excessive Absences (10 or more) **61** 2013 Expected Number of Students with Excessive Tardies (10 or more) **74**					
			1.2. -Lack of teacher knowledge of excessive absences or tardies	1.2. -Classroom incentives each nine weeks -Teacher contact after 3 absences within 2 weeks -Teachers notified through eSembler after 10 absences within a 9 week period -eSembler training	1.2. -Classroom teachers -Birgita Tobin-Data Clerk	1.2. -Student attendance report -eSembler notifications	1.2. -eSembler

		1.3.	1.3.	1.3.	1.3.	1.3.

Attendance Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
eSembler Training and instructional guide included in staff handbook	School-Wide	Birgita Tobin-Data Clerk	All Instructional Staff	On-Going	-Student attendance report -Student attendance notifications	Birgita Tobin-Data Clerk

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
Perfect Attendance Drawing	Bicycle or iPod Shuffle	PTO Funds	$300.00
			Subtotal:$300
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:$300

End of Attendance Goals

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

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 **Suspension Goal #1: Based on 2011-2012 discipline data, student suspensions resulted in a total of 21 in-school suspensions with 21 students suspended in-school and 64 out-of-school suspensions with 53 students suspended out-of-school.**			1.1. -Ineffective Classroom Management -Ineffective Classroom Discipline -Lack of Structure in areas outside of classroom -Adequate Supervisions in areas outside of classroom -Student Home Life -Support Staff training in routines/PBS	1.1. -School-Wide Positive Behavior Support will continue to be implemented for Tier 1 strategies to ensure that staff and students understand what is expected of them -Positive Behavior Support for Tier 2 interventions will be implemented to meet the needs of students not showing success with Tier 1 strategies -School Leadership team will review procedures for in-school suspensions, out-of-school suspensions, and other disciplinary actions -Implementation of Covey Habits to teach and encourage the use of leadership and social skills in students -PBS-Covey rotations to teach expectations in common areas around school	1.1. -PBS/Covey Team -Leadership Team	1.1. -Discipline data will be reviewed monthly to determine if program is working. PBS action plan will be revised as necessary based on monthly data reviews. -Staff, parents, and students will be surveyed to see if PBS/Covey are having a positive effect on the school culture. -Discipline referrals will be reviewed to see if they are completed correctly and the proper procedures have been followed -Suspension data will be reviewed to see if there is consistency between the action and the reasons for the suspension -Additional professional development will take place for using those procedures outlined	1.1. -Discipline referral data -Classroom walk-throughs -Observations -Monitoring problem areas -Staff and student interviews -School Climate survey
Suspension Goal #1: Continuing the school wide implementation of PBS will reduce the number or in-school suspension by 20% (4 suspensions) . PBS will reduce the number of in-school suspensions by 20% (4 students) PBS will reduce the number of out-of-school-suspensions by 15% (10 suspensions) PBS will reduce the number of total out-of-school suspensions per student by 20% (10 students)	2012 Total Number of In –School Suspensions **21** 2012 Total Number of Students Suspended In-School **21** 2012 Total Number of Out-of-School Suspensions **64** 2012 Total Number of Students Suspended Out- of- School **53**	2013 Expected Number of In- School Suspensions **17** 2013 Expected Number of Students Suspended In -School **17** 2013 Expected Number of Out-of-School Suspensions **54** 2013 Expected Number of Students Suspended Out- of-School **43**					
			1.2. -Lack of parent involvement	1.2. -Provide PBS/Covey information to parents using brochures for both PBS and Covey -Provide PBS and Covey updates in school newsletter -Develop PBS and Covey pages from school website for additional information -Provide PBS table at school	1.2. -PBS/Covey Team -Leadership Team	1.2. -Parents will be surveyed to see if PBS and Covey Habits are having a positive effect on the school culture.	1.2. -Parent Interviews -PBS/Covey Parent Survey -School Climate Survey

			events -Reward system will be established for parent involvement in school-wide activities			
		1.3. -Ineffective use of school-wide referral process	1.3. -School-wide referral process will be reviewed with all staff	1.3. -PBS/Covey Team -Leadership Team	1.3. -Discipline data will be reviewed monthly to see if consistency in procedures is helping to reduce discipline referrals. -Administration will review each referral received to ensure the correct procedure was followed	1.3. -Discipline referral data

Suspension Professional Development

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

Suspension Budget (Insert rows as needed)

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

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

Dropout Prevention Goal(s)

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

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

Dropout Prevention Goal(s)			Problem-solving Process to Dropout Prevention				
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Dropout Prevention			1.1.	1.1.	1.1.	1.1.	1.1.
Dropout Prevention Goal #1:	2012 Current Dropout Rate:*	2013 Expected Dropout Rate:*					
Enter narrative for the goal in this box.	*Enter numerical data for dropout rate in this box.*	*Enter numerical data for expected dropout rate in this box.*					
**Please refer to the percentage of students who dropped out during the 2011-2012 school year.*	2012 Current Graduation Rate:*	2013 Expected Graduation Rate:*					
	Enter numerical data for graduation rate in this box.	*Enter numerical data for expected graduation rate in this box.*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Dropout Prevention Professional Development

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

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

Dropout Prevention Budget (Insert rows as needed)

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

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

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

Parent Involvement Goal(s)			Problem-solving Process to Parent Involvement				
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Parent Involvement			1.1. -Invalid phone numbers - Transportation -Conditions at home -Language barriers -Lack of resources to help children -Invalid phone numbers -Demands of work	1.1. -Translate all information in Spanish -Grip room and Media nights -Place flyers in local businesses, apartment complexes - verify contact number on each visit -Provide transportation, provide gas card, provide meals/snacks, moving events into neighborhoods -Provide incentives for parents to attend -Monthly parent activities -Flexible Parent/Teacher conference times	1.1. -Dr. Julio Valle Jr.-Principal -Kathy Falcon-Assistant Principal -Winston Simon-Assistant Principal -FSL-Maria Cruz -Teachers -PTO -SAC	1.1. -Increased number of parent attending school events	1.1. -Sign in sheets -Survey's (Online and Hard copy versions)
Parent Involvement Goal #1: Increase the percentage of parents attending parent conferences #2: Increase the percentage of parents attending school-related events.	2012 Current Level of Parent Involvement:* 2011-2012 Approximately 95% (877) of parents attended the Meet the Teacher parent conferences. Approximately 30% (270) attended school related activities.	2013 Expected Level of Parent Involvement:* 2012 – 2013 Increase the percentage of parents Increase the percentage of parents attending school activities to 50% (450). Increase the percentage of parents attending parent conferences to 100% (900).					
			1.2. -Transportation	1.2. -School activities for parent connections -Media Nights -Math, Science, and Literacy Nights -SAC/PTO	1.2. -Dr. Julio Valle Jr.-Principal -Kathy Falcon-Assistant Principal -Winston Simon-Assistant Principal -FSL-Maria Cruz -Teachers -PTO -SAC	1.2. Increased number of parent attending school events	1.2. Sign in sheets -Survey's (Online and Hard copy versions)
			1.3. -Education goals are different -Inadequate knowledge of benchmark and standards	1.3. -Student Led Conferences -School Improvement Plan & brochure -ELL Parent night -FCAT parent night	1.3. -Dr. Julio Valle Jr.-Principal -Kathy Falcon-AP -Winston Simon-AP -FSL-Maria Cruz	1.3. Increased number of parent attending school events	1.3. Sign in sheets -Survey's (Online and Hard copy versions)

			-PTO/SAC committees -Parent Orientation Nights -Math & Science Nights -Information provided on SBE website	-Teachers -PTO -SAC		

Parent Involvement Professional Development

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

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
Media Nights	Homework help and tutoring	Title 1	
			Subtotal:3,529
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
Parent Involvement Incentives/Activities			2,771
Supplies			2,394
			Subtotal:5165
			Total:8,694

End of Parent Involvement Goal(s)

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

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
STEM Goal #1: The science FCAT 2.0 data continues to be low at Sawgrass Bay Elementary. 46% of the students were proficient this year. We feel a focus of integrating math and science will make science concepts more relevant to the students through real life situations.	1.1. Ability of teachers to plan engaging and authentic STEM activities.	1.1. -Science and math coach will prepare STEM activities for grade levels aligned with their benchmarks. -Teachers will receive ongoing training for Pearson learning resources which include STEM activities -Bootcamp for 5th grade	1.1. Jennifer Thomas (Math Coach) Tyler Adams (Science Coach) Administration Jennifer Basta (Science enrichment teacher)	1.1. Progress Monitoring Student observations	1.1. -Mini benchmark assessments -Lake Benchmark Assessments -Lab record sheets
	1.2. Student Motivation	1.2. -Family STEM Nights (One in the fall and One in the spring) -Orlando Science Center participating with activities during the fall STEM night -Weekly STEM labs incorporated	1.2. Tyler Adams (Science Coach) Jennifer Thomas (Math Coach) Administration Jennifer Basta (Science enrichment teacher)	1.2. Progress Monitoring Student observations	1.2. -Mini benchmark assessments -Lake Benchmark Assessments -Lab record sheets
	1.3. Reading the high achievers	1.3. STEM Club for 3-5 grade students	1.3. -Tyler Adams (Science Coach) -Jennifer Thomas (Math Coach)	1.3. Progress Monitoring Student logs	1.3. -Mini benchmark assessments -Lake Benchmark Assessments -Lab record sheets

STEM Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Incorporating the 8 mathematical practices into science	K-5	Tyler Adams Jennifer Thomas	School Wide	Pre-Planning	Classroom walkthroughs Observations	Tyler Adams Jennifer Thomas Administration

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

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
STEM family fun Nights	Orlando Science Center	Title 1	$500
			Subtotal:500
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
After School STEM Club	Materials for the STEM labs	Title 1	$200
			Subtotal:200
			Total:700

End of STEM Goal(s)

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Career and Technical Education (CTE) Goal(s)

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

CTE Professional Development

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

CTE Budget (Insert rows as needed)

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

End of CTE Goal(s)

Additional Goal(s)

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

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Additional Goal The number of bullying incidents for 2011-2012 was 2.			1.1. - Students understanding of the definition of bullying	1.1. - The Committee for Children (K-5) includes: - Second Step (K-2) - Steps to Respect (3-5) - PSA's about bullying - Speak Out Hotline - PBS Rotation of school-wide rules and expectations - Implement "Bully Box" where students can report bullying situations - Leaps lessons for 3-5 - Implement Tier 2 interventions for behavior including the Behavior Education Program	1.1. Classroom teachers - Guidance counselors - Administration - Sheriff's Department - PBS Team	1.1. - Decrease in number of bullying incidents - Teacher/student survey - Discipline referrals - PBS Tier 2 intervention tracking	1.1 - 2012-2012 Discipline Referral Data - Tier 2 interventions data.
Additional Goal #1: The Anti-Bullying goal is to reduce the children's impulsive and aggressive behavior while increasing their social competence. The number of bullying incidents for 2011-2012 was 0.003% (2 students). By implementing the school-wide Committee for Children curriculum which includes Second Steps (K-2) and Steps to Respect (3-5), Positive Behavior Support (PBS), and Leaps lessons (3-5), our goal is to reduce this number to 0% (no students).	2012 Current Level :* **.004%**	2013 Expected Level :* **0**					
			1.2. - Teacher knowledge of bullying definition - Staff implementation	1.2 - Anti-Bullying Training - Leaps training - PBS Tier 2 Training.	1.2. - Classroom teachers - Guidance counselors -Administration - PBS Tier 2 Team	1.2. Decrease in the number of physical altercations - Teacher/student survey - PBS Tier 2 intervention tracking	1.2. - 2012-2013 Discipline Referral Data - Tier 2 interventions data
			1.3. - Implementation of School-wide Positive Behavior Support - Implementation of Tier 2 interventions for Positive Behavior Support	1.3. - PBS training for Tier 1 and 2 interventions	1.3. PBS Team Administration	1.3. - Discipline referrals - PBS Tier 2 intervention tracking	1.3 - 2012-2013 Discipline Referral Data - Tier 2 interventions data.

Additional Goals Professional Development

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

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PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Anti-Bullying Training	All grades	Winston Simon-Assistant Principal	School-wide	October	Classroom walkthroughs Discipline referrals	Administration Birgita Tobin- Data Clerk
Positive Behavior Support Training	School-wide	PBS Team	School-wide	On-going	Discipline referrals	PBS Team Administration
Technology: In order to enhance the impact of technology on student performance, all teachers will improve mastery and integration of educational technology	All grade levels	Administration	School-wide	On-going	Classroom walkthrough, lesson plan checks	Administration

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)

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Final Budget (Insert rows as needed)

Please provide the total budget from each section.
Reading Budget
Total:6,800
CELLA Budget
Total:
Mathematics Budget
Total:10,700
Science Budget
Total:
Writing Budget
Total:10,280
Civics Budget
Total:
U.S. History Budget
Total:
Attendance Budget
Total:
Suspension Budget
Total:
Dropout Prevention Budget
Total:
Parent Involvement Budget
Total:8,694
STEM Budget
Total:700
CTE Budget
Total:
Additional Goals
Total:
Grand Total:

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Differentiated Accountability

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

School Differentiated Accountability Status		
☐ Priority	☐ Focus	☐ Prevent

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

School Advisory Council (SAC)

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

☒ Yes ☐ No

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

Describe the activities of the SAC for the upcoming school year.
SAC Meetings are held the 1st Monday of each month at 6:30pm.

Describe the projected use of SAC funds.	Amount
Fix Playground Equipment	$802.50