

# 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: 3391 Pinellas Park Elementary School	District Name: Pinellas County Schools
Principal: Kim B. Short	Superintendent: John A. Stewart, Ed.D.
SAC Chair: Allison Young	Date of School Board Approval: Pending: October 9, 2012

**Student Achievement Data and Reference Materials:**

The following links will open in a separate browser window.

[School Grades Trend Data](#) (Use this data to complete Sections 1-4 of the reading and mathematics goals and Sections 1 and 2 of the writing and science goals.)

[Florida Comprehensive Assessment Test \(FCAT\)/Statewide Assessment Trend Data](#) (Use this data to inform the problem-solving process when writing goals.)

[High School Feedback Report](#)

[K-12 Comprehensive Research Based Reading Plan](#)

**Administrators**

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)
Principal	Kim B. Short	MA Ed. Leadership BS Elementary Education Principal k-12	5	5	Assistant Principal Pinellas Park Elementary 2011-12; D,C,D, C,C ; (Proficient;Rdg. 41%, Math 22%,Writing 66%, Science 35% Learning Gains: Rdg. 60%, Math 56%, Lowest 25%; Rdg. 66%, Math 63%)
Assistant Principal	Angela Heuman	MA Ed. Leadership BS Elementary Education ESOL Endorsed Reading Endorsed	0	0	RtI Staff Developer West Gate Elementary 2011-12;C(Proficient; Rdg. 59%, Math 58%,Writing 85%, Science 48% Learning Gains: Rdg. 73%, Math 83%, Lowest 25% Rdg.76%,Math80%)

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### Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
RtI Coach	Joan Procida	MS in Education MS Supervision & Administration BA Psychology/Elem. Ed	12	4	Curriculum Specialist, Pinellas Park Elementary 2011-12; D (Proficient;Rdg. 41%, Math 22%, Writing 66%, Science 35% Learning Gains: Rdg. 60%, Math 56%, Lowest 25%; Rdg. 66%, Math 63%)

### 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. The school district of Pinellas County has a process in place to recruit and retain highly qualified teachers. Applications must be filed with the district to interview for positions at the school level.	Kim Short, Principal	6/5/12
2. Instructional coaches provide embedded coaching for teachers within weekly Professional Learning Communities.	Kim Short, Principal	6/5/12
3. Forming committees with a diverse group of members to interview for openings at PPES.	Kim Short, Principal	6/5/12
4.		

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***Non-Highly Effective Instructors***

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who are NOT highly effective.

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
0	

***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
46	4 % (2)	11% (5)	37% (17)	48 % (22)	24% (11)		7% (3)	4% (2)	52% (24)

***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
Joan Procida	Jamie Leckey	Jamie is a first year teacher. Joan is a national board certified teacher who is reading endorsed.	Observation of mentee’s instruction with feedback; Planning lessons with mentee; Connecting lesson activities to content standards; Discussing student progress & analyzing student work; Modeling or co-teaching lessons
Joan Procida	Robert Duarte	Robert is a first year teacher. Joan is a nation board certified teacher who is reading endorsed.	

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### Additional Requirements

#### **Coordination and Integration-Title I Schools Only**

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

Title I, Part A Title I, Part A funds are utilized, in conjunction with district operating funds and other federal resources, to support teaching and learning, parental engagement, and professional development. Title I services are coordinated and integrated with other resources through the Division of Teaching and Learning, Student Assignment, and Research and Accountability.
Title I, Part C- Migrant NA in Pinellas
Title I, Part D The district receives Title I, Part D funds which provide transition services from alternative education programs to zoned schools. In addition, a portion of Title I, Part A funds is reserved for services to neglected and delinquent students. Funds are targeted to support continuous education services to students in neglected and delinquent facilities through tutoring, instructional materials and resources, and technology.
Title II The district receives funds to increase student achievement through professional development for teachers and administrators. Title II funds provide math and science coaches, as required by Differentiated Accountability, in some of the district's lowest performing schools. A portion of Title I, Part A funds is used to provide additional reading and math coaches in targeted schools based on FCAT results.
Title III Title III funds provide educational materials, bilingual translators, summer programs, and other support services to improve the education of immigrant and English Language Learners. Bilingual translators provide assistance with parent workshops and dissemination of information in various languages for Title I schools.
Title X- Homeless The district receives funds to provide resources for students for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. A portion of Title I, Part A funds is also reserved to provide services to homeless students (social workers, a resource teacher, tutoring, and technology).
Supplemental Academic Instruction (SAI) SAI funds are coordinated with Title I, Part A funds to provide extended learning opportunities for students before/during/after school and during the summer.
Violence Prevention Programs
Nutrition Programs Title I coordinates with district food services to provide breakfast and lunch to students in Title I summer extended learning camps.

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Housing Programs

Head Start

Title I, Part A funds are used to provide Pre-Kindergarten to Kindergarten transition services. Title I schools coordinate with staff from public and private preschool programs, including Head Start, to prepare students for a successful start to school. A portion of Title I, Part A funds is used to provide classes for 3 year olds at targeted elementary schools to support early literacy.

Adult Education

Career and Technical Education

Job Training

Other

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

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### School-Based MTSS/RtI Team

Identify the school-based MTSS leadership team.

#### **School Based Leadership Team Members:**

Principal- Kim Short

Assistant Principal- Angela Heuman

RtI Coach- Joan Procida

Guidance Counselor- Clarissa Hucknall

Behavior Specialist- Mary Toston

School Psychologist- Kahlilah Dawkins

ESOL – Mercedes Zuloaga

ESE- Laura Johnson

Diagnostician- Cathy Jamin

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?

-Facilitator – generates agenda and leads team discussions

-Data Manager(s)/Data Coach(es) – assist team in accessing and interpreting (aggregating/disaggregating) the data

-Technology Specialist – brokers technology necessary to manage and display data

-Recorder/Note Taker – documents meeting content and disseminates to team members in a timely manner as well as storing a hard copy in a binder for all teachers to access

-Time Keeper –helps team begin on time and ensures adherence to be agreed upon agenda

Meeting time: 7:40 every Wednesday

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?

Continuous review of our data to see if we are meeting our SIP goals through the problem solving process.

### 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- Tier 1- FAIR, Running Records, Common Assessment, FCAT ;Tier 2- DIBELS, ORF,NWF, Letter naming, Comprehension; Tier 3-AIMS web Math Tier 1-Sommon Assessment, ST Math,CPALMS, Tier 2-small group; Science-Tier 1-Common Assessment, FCAT, Writing- Tier 1-Common Assessment, FCAT, Behavior; Tier 1- CHAMPS, Bear Bucks, Café Apples, Student of the Week, Tier 2-Office Discipline Referrals, Refocus Room Log, Behavior Specialist Data Base, Teacher Referral, Frequency Chart, Teacher data collection Tier 3- PBIP, FBA reviews, continuation of tier2 progress monitoring.

Describe the plan to train staff on MTSS.

Break out sessions pre-school on both academic and behavior RtI, ongoing sharing of data with staff during data chats, embedded coaching.

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Describe the plan to support MTSS.  
Ongoing targeted professional development through academic and behavior coaches at the school level.

### *Literacy Leadership Team (LLT)*

#### School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT).

Literacy Team Members:

Joan Procida  
Rose D'Azzo  
Dale Snyder  
Patricia Lupiani  
Cathy Bulger  
Christy Winner  
LouAnn Krieger  
Tamara Alexander  
Barbara Hart  
Charlotte Palmer  
Laura Johnson  
Angela Ammons

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).

Literacy Leadership Teams create capacity of reading knowledge within the school by focusing on the following areas of literacy concern:

- Support for text complexity
- Support for instructional skills to improve reading comprehension
  - Ensuring that text complexity, along with close reading and rereading of texts, is central to lessons
  - Providing scaffolding that does not preempt or replace text reading by students
  - Developing and asking text dependent questions from a range of question types
  - Emphasizing students supporting their answers based upon evidence from the text
  - Providing extensive research and writing opportunities (claims and evidence)
- Support for implementation of Common Core State Standards for Literacy in Social Studies, Science, and Technical Subjects (a focus on text, task, and instruction).

The district will provide training and tools for Literacy Leadership Teams.

What will be the major initiatives of the LLT this year?

Support for text complexity

- Support for instructional skills to improve reading comprehension
- Support for implementation of Common Core State Standards for Literacy in Social Studies, Science, and Technical Subjects



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### 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.

Kindergarten Teachers will hold an orientation for incoming students and their parents prior to the beginning of the school year. Readiness skills will be emphasized and good choices for academic and social characteristics will be presented. Materials will be available, as well as pamphlets covering a variety of helpful parenting subjects ranging from parenting skills, helping with homework, students with disabilities and what to expect at a parent teacher conference.

## 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
<b>1a.FCAT 2.0: Students scoring at Achievement Level 3 in reading.</b>			1a.1. Insufficient standard based instruction	1a.1. Set and communicate a purpose for learning and learning goals in each lesson	1a.1. Principal, Assistant Principal, and SBLT	1a.1. Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential	1a.1. Walkthrough & Lesson Plans
Reading Goal #1a:	2012 Current Level of Performance:*(25%)	2013Expected Level of Performance:*(76)					
Improve current level of performance		Decrease level 1&2 from 58% To 48%					

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						question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale or rubric throughout the lesson	
		1a.2. Insufficient standard based instruction	1a.2. Implement High Yield Instructional Strategies	1a.2. Principal, Assistant Principal, and SBLT	1a.2. Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes *Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur	1a.2. Walkthrough	
		1a.3. Insufficient standard based instruction	1a.3. Increase instructional rigor	1a.3. Principal, Assistant Principal, and SBLT	1a.3. Evidence of: Teachers provide instruction which is aligned with the cognitive complexity levels of standards and benchmarks The cognitive complexity of models, examples, questions, tasks, and assessments are appropriate given the cognitive complexity level of grade-level standards and benchmarks Students are provided with appropriate scaffolding and supports to access higher order questions and tasks	1a.3. Walkthrough Teacher Appraisal Results	
<b>1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.</b>		1b.2. Insufficient standard based	1b.2. Implement High Yield Instructional	1b.2. Principal, Assistant Principal, and SBLT	1b.2. Determine: *Lesson focuses on essential	1b.2. Walkthrough	

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<b>Reading Goal #1b:</b> Improve current level of performance	2012 Current Level of Performance:* #N/A	2013 Expected Level of Performance:* Decrease level 1,2,3	instruction	Strategies		learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes aligned to access points when appropriate *Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur	
			1b.2.	1b.2.	1b.2.	1b.2.	1b.2.
			1b.3.	1b.3.	1b.3.	1b.3.	1b.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>2a.FCAT 2.0:Students scoring at or above Achievement Levels 4 and 5 in reading.</b>			2a.1. Lack of differentiation of instruction	2a.1. Provide formative assessments to inform differentiation in instruction	2a.1. Principal, Assistant Principal, and SBLT	2a.1. Determine: *Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction *Teachers facilitate effective classroom discussions and tasks that elicit evidence of learning *Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and	2a.1. Walkthrough
<b>Reading Goal #2a:</b> Improve current level of performance	2012 Current Level of Performance:* 16% (49)	2013 Expected Level of Performance:* Increase level 4 and 5 by 5%	instruction				

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						progress of students	
			2a.2.	2a.2.	2a.2.	2a.2.	2a.2.
			2a.3	2a.3	2a.3	2a.3	2a.3
<b>2b. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.</b>			2b.1. Lack of differentiation of instruction	2b.1. Provide formative assessments to inform differentiation in instruction	2b.1. Principal, Assistant Principal, and SBLT	2b.1. Determine: *Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction *Teachers facilitate effective classroom activities and tasks that elicit evidence of learning *Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students aligned to FAA access points	2b1. Walkthrough
<b>Reading Goal #2b:</b>	<b>2012 Current Level of Performance:*</b>	<b>2013Expected Level of Performance:*</b>					
Improve current level of performance	#N/A	Increase level 7 by 5%					
			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
<b>3a. FCAT 2.0: Percentage of students making Learning Gains in reading.</b>			3a.1. Lack of student engagement	3a.1. Differentiate Instruction	3a.1. Principal, Assistant Principal, and SBLT	3a.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	3a.1. School Summary of observation section of teacher appraisal results  IPI data when available  State instructional walkthrough when applicable
<u>Reading Goal #3a:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>					
Improve current level of performance	pending	100%					
			3a.2.	3a.2. Reading Club	3a.2. Principal, Assistant Principal, and SBLT	3a.2. *SBLT utilizes data to plan for a sufficient number and variety of intervention courses *Intervention and core teachers communicate and plan together regularly *Intervention curriculum is aligned with core instructional goals/objectives *Core content materials and subject matter are integrated within intervention courses *Intervention strategies are reinforced in core classes *Interventions are integrated and aligned across all providers *Effectiveness of intervention courses are evaluated by reviewing student success in core courses	3a.2. School Summary of observation section of teacher appraisal results  IPI data when available  State instructional walkthrough when applicable
			3a.3.	3a.3.	3a.3.	3a.3.	

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<b>3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.</b>			3b.1. Lack of student engagement	3b.1. Differentiate Instruction	3b.1. Principal, Assistant Principal, and SBLT	3b.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	3b.1. School Summary of observation section of teacher appraisal results  IPI data when available  State instructional walkthrough when applicable
Reading Goal #3b:	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
Improve current level of performance	pending	100%					
			3b.2.	3b.2.	3b.2.	3b.2.	3b.2.
			3b.3.	3b.3.	3b.3.	3b.3.	3b.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>4a.FCAT 2.0:Percentage of students in Lowest 25% making learning gains in reading.</b>			4a.1. Lack of differentiation of instruction	4a.1. Differentiate Instruction	4a.1. Principal, Assistant Principal, and SBLT	4a.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to	4a.1. Lesson Plans & Walkthrough
Reading Goal #4a:	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
Improve current level of performance	pending	100%					

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						target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	
			4a.2. Insufficient intervention supports exist to address the varying needs of students across academic and engagement areas	4a.2. Create intervention that support core instructional goals and objectives; fine tuning intervention support in intermediate grades	4a.2. SBLT	4a.2. *SBLT utilizes data to plan for a sufficient number and variety of intervention courses *Intervention and core teachers communicate and plan together regularly *Intervention curriculum is aligned with core instructional goals/objectives *Core content materials and subject matter are integrated within intervention courses *Intervention strategies are reinforced in core classes *Interventions are integrated and aligned across all providers *Effectiveness of intervention courses are evaluated by reviewing student success in core courses	4a.2. Evidence of core teachers and intervention teachers communicating and planning; Lesson Plans & Walkthroughs
			4a.3	4a.3.	4a.3.	4a.3.	4a.3.
<b>4b. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in reading.</b>			4b.1. Lack of differentiation of instruction	4b.1. Differentiate Instruction	4b.1. Principal, Assistant Principal, and SBLT	4b.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to	4b.1. Lesson Plans & Walkthrough
Reading Goal #4b:	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
Improve current level of performance	pending	100%					

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						target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	
		4b.2. Insufficient intervention supports exist to address the varying needs of students across academic and engagement areas	4b.2. Create intervention that support core instructional goals and objectives	4ab.2. SBLT	4b.2. *SBLT utilizes data to plan for a sufficient number and variety of intervention courses *Intervention and core teachers communicate and plan together regularly *Intervention curriculum is aligned with core instructional goals/objectives *Core content materials and subject matter are integrated within intervention courses *Intervention strategies are reinforced in core classes *Interventions are integrated and aligned across all providers *Effectiveness of intervention courses are evaluated by reviewing student success in core courses	4b.2. Evidence of core teachers and intervention teachers communicating and planning; Lesson Plans & Walkthroughs	
		4b.3	4b.3.	4b.3.	4b.3.	4b.3.	4b.3.
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<b>5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</b>	Baseline data 2010-2011 <u>68</u>	73	79	84	89	95	100



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<b>Reading Goal #5A:</b> <i>Enter narrative for the goal in this box.</i>							
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
<b>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.</b>			5b.1. White: Black: Hispanic: Asian: American Indian: Lack of differentiation of instruction	5b.1. Differentiate Instruction	5b.1. Principal, Assistant Principal, and SBLT	5b.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	5b.1. Lesson Plans & Walkthrough
<b>Reading Goal #5B:</b>	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>					
Improve current level of performance	White:64 51%  Black: 11 9%  Hispanic: 26 21%  Asian:	100% of all subgroups to make a learning gain  Increase proficiency of all subgroups					

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	13 10%	by 10%					
	American Indian: 0 0%						
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>5C. English Language Learners (ELL) not making satisfactory progress in reading.</b>			5c.1. Lack of differentiation of instruction	5c.1. Differentiate Instruction	5c.1. Principal, Assistant Principal, and SBLT	5c.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	5c.1. Lesson Plans & Walkthrough
Reading Goal #5C: Improve current level of performance	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	<i>pending</i>	100% of ELL students to make a learning gain An increase in proficiency by 10%					
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.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
<b>5D. Students with Disabilities (SWD)not making satisfactory progress in reading.</b>			5d.1. Lack of differentiation of instruction	5d.1. Differentiate Instruction	5d.1. Principal, Assistant Principal, and SBLT	5d.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	5d.1. Lesson Plans & Walkthrough
<u>Reading Goal #5D:</u>	<u>2012 Current Level of Performance:</u>	<u>2013 Expected Level of Performance:*</u>					
Improve current level of performance	16% 5	100% of all SWD students to make a learning gain An increase in proficiency by 10%					
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			5D.3.	5D.3.	5D.3.	5D.3.	5D.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>5E. Economically Disadvantaged students not making satisfactory progress in reading.</b>			5e.1. Lack of differentiation of instruction	5e.1. Differentiate Instruction	5e.1. Principal, Assistant Principal, and SBLT	5e.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness	5e.1. Lesson Plans & Walkthrough
<u>Reading Goal #5E:</u>	<u>2012 Current Level of Performance:</u>	<u>2013Expected Level of Performance:*</u>					
Improve current level of performance							

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	<i>pending</i>	100% of economically disadvantaged students will learning gain An increase in proficiency by 10%				and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	
			5E.2.	5E.2	5E.2.	5E.2.	5E.2.
			5E.3	5E.3	5E.3	5E.3	5E.3

**Reading Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities</b>						
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
Gradual Release Model	K-5; specialists	District Reading Coaches	School-wide instructional Staff	Sept. 19, 2012; 2:00-3:00 (Early Release Wed)	Walkthrough; embedded coaching	Administrators, SBLT; District Coaches
Book Study: The Next Steps in Guided Reading by J Richardson	K-2	District Reading Coach	Embedded in PLC		Walkthrough; embedded coaching	Administrators, SBLT; District Coaches

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**Reading Budget** (Insert rows as needed)

Include only school funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Family Reading Night	Copies/materials for families	Parent Involvement	\$1,704.48
			<b>Subtotal: \$1,704.48</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Implementation of Research-Based Instructional Practices	TDE	Title 1	\$1,065.23
			<b>Subtotal: \$1,065.23</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
Teaching Support	Hourly teachers; Interventionists; RtI Coach	Title 1	\$115,041.79
			<b>Subtotal: \$115,041.79</b>
			<b>Total: \$117,811.50</b>

*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
<b>1. Students scoring proficient in Listening/Speaking.</b>		1.1. Lack of differentiation of instruction	1.1. Provide formative assessments to inform differentiation in instruction	1.1. Principal, Assistant Principal, and SBLT	1.1. Determine: * Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction * Teachers facilitate effective classroom discussions and tasks that elicit evidence of learning * Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle * Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students	1.1. Walkthrough
<u>CELLA Goal #1:</u>	<u>2012 Current Percent of Students Proficient in Listening/Speaking:</u>					
Improve current level of performance	49%	2.1. Lack of differentiation of instruction	2.1. Differentiate Instruction	2.1. Principal, Assistant Principal, and SBLT	2.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the	2.1. Lesson Plans & Walkthrough
Number CELLA tested: 84	41					

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					needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read in English at grade level text in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>2. Students scoring proficient in Reading.</b>		2.2.	2.2.	2.2.	2.2.	2.2.
<b>CELLA Goal #2:</b>  Improve current level of performance	<u>2012 Current Percent of Students Proficient in Reading :</u>  35% 29	Insufficient standard based instruction	Implement High Yield Instructional Strategies	Principal, Assistant Principal, and SBLT	Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes *Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur	Walkthrough
		2.2.	2.2.	2.2.	2.2.	2.2.
		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
<b>3. Students scoring proficient in Writing.</b>		3.1. Insufficient standard based instruction	3.1. Set and communicate a purpose for learning and learning goals in each lesson	3.1. Principal, Assistant Principal, and SBLT	3.1. Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale or rubric throughout the lesson	3.1. Walkthrough & Lesson Plans
<u>CELLA Goal #3:</u>	<u>2012 Current Percent of Students Proficient in Writing :</u>					
Improve current level of performance	30% 25					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3



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**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
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
			<b>Total:</b>

*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
<b>1a.FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.</b>			1a.1. Insufficient standard based instruction	1a.1. Set and communicate a purpose for learning and learning goals in each lesson; ST Math	1a.1. Principal, Assistant Principal; Math Coach/Teachers	1a.1. Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale or rubric throughout the lesson	1a.1. Walkthrough & Lesson Plans; Class Tracker
<u>Mathematics Goal</u> #1a: Improve current level of performance	<u>2012 Current Level of Performance:*</u> 41 14%	<u>2013 Expected Level of Performance:*</u> Decrease in level 1 and 2 from 78% To 68%					
			1a.2. Insufficient standard based instruction	1a.2. Implement High Yield Instructional Strategies; ST Math	1a.2. Principal, Assistant Principal; Math Coach/ Teachers	1a.2. Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes *Student readiness for learning occurs by connecting instructional objectives and goals to students’ background knowledge, interests, and personal goals, etc.	1a.2. Walkthrough; Class Tracker

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					*Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur	
		1a.3. Insufficient standard based instruction	1a.3. Increase instructional rigor	1a.3. Principal/Assistant Principal who evaluates teacher	1a.3. Evidence of: Teachers provide instruction which is aligned with the cognitive complexity levels of standards and benchmarks The cognitive complexity of models, examples, questions, tasks, and assessments are appropriate given the cognitive complexity level of grade-level standards and benchmarks Students are provided with appropriate scaffolding and supports to access higher order questions and tasks	1a.3. Walkthrough Teacher Appraisal Results
<b>1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.</b>		1b.2. Insufficient standard based instruction	1b.2. Implement High Yield Instructional Strategies	1b.2. Principal/Assistant Principal who evaluates teacher	1b.2. Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes aligned to access points when appropriate *Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur	1b.2. Walkthrough
<u>Mathematics Goal</u> #1b:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>				
Improve current level of performance	#N/A	Decrease in level 1,2 and 3				
			1b.2.	1b.2.	1b.2.	1b.2.

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			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
<b>2a.FCAT 2.0:Students scoring at or above Achievement Levels 4 and 5 in mathematics.</b>			2a.1. Lack of differentiation of instruction	2a.1. Provide formative assessments to inform differentiation in instruction; CPALMS	2a.1. Principal/Assistant Principal who evaluates teacher; Math Coach	2a.1. Determine: *Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction *Teachers facilitate effective classroom discussions and tasks that elicit evidence of learning *Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students	2a.1. Walkthrough
<u>Mathematics Goal</u> #2a: Improve current level of performance	<u>2012 Current Level of Performance:</u> 8% 25	<u>2013 Expected Level of Performance:</u> Increase in level 4 and 5 by 5%					
			2a.2.	2a.2.	2a.2.	2a.2.	2a.2.
			2a.3	2a.3	2a.3	2a.3	2a.3
<b>2b. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.</b>			2b.1. Lack of differentiation of instruction	2b.1. Provide formative assessments to inform differentiation in instruction; CPALMS	2b.1. Principal/Assistant Principal who evaluates teacher; Math Coach	2b.1. Determine: *Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction *Teachers facilitate effective classroom activities and tasks that elicit evidence of learning *Teachers collect both formal	2b.1. Walkthrough
<u>Mathematics Goal</u> #2b: Improve current level of performance	<u>2012 Current Level of Performance:</u> #N/A	<u>2013 Expected Level of Performance:</u> Increase in level 7 by 5%					

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						and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students aligned to FAA access points	
			2b.2.	2b.2.	2b.2.	2b.2.	2b.2.
			2b.3	2b.3	2b.3	2b.3	2b.3
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>3a. FCAT 2.0: Percentage of students making Learning Gains in mathematics.</b>			3a.1. Lack of student engagement	3a.1. Differentiate Instruction; CPALMS; ST Math	3a.1. Principal/Assistant Principal who evaluates teacher; Math Coach	3a.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and	3a.1. School Summary of observation section of teacher appraisal results  IPI data when available  State instructional walkthrough when applicable
<u>Mathematics Goal #3a:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>					
Improve current level of performance	<i>pending</i>	100% of students will make a learning gain					

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						understanding in different ways, which includes varying degrees of difficulty.	
			3a.2.	3a.2.	3a.2.	3a.2.	3a.2.
			3a.3.	3a.3.	3a.3.	3a.3.	3a.3.
<b>3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.</b>			3b.1. Lack of student engagement	3b.1. Differentiate Instruction	3b.1. AP who evaluates teacher	3b.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	3b.1. School Summary of observation section of teacher appraisal results  IPI data when available  State instructional walkthrough when applicable
<u>Mathematics Goal #3b:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>					
Improve current level of performance	<i>pending</i>	100% of students will make learning gains					
			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
<p><b>4a.FCAT 2.0:Percentage of students in Lowest 25% making learning gains in mathematics.</b></p> <p><u>Mathematics Goal #4a:</u></p> <p>Improve current level of performance</p>			<p>4a.1. Lack of differentiation of instruction</p>	<p>4a.1. Differentiate Instruction using CPALMS</p>	<p>4a.1. Principal/Assistant Principal who evaluates teacher; Math Coach</p>	<p>4a.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.</p>	<p>4a.1. Lesson Plans &amp; Walkthrough</p>
	<p>2012 Current Level of Performance:*</p> <p><i>pending</i></p>	<p>2013Expected Level of Performance:*</p> <p>100% of students will make a learning gain</p>					
			<p>4a.2. Insufficient intervention supports exist to address the varying needs of students across academic and engagement areas</p>	<p>4a.2. Create intervention that support core instructional goals and objectives</p>	<p>4a.2. Math Coach</p>	<p>4a.2. *SBLT utilizes data to plan for a sufficient number and variety of intervention courses *Intervention and core teachers communicate and plan together regularly *Intervention curriculum is aligned with core instructional goals/objectives *Core content materials and subject matter are integrated within intervention courses *Intervention strategies are reinforced in core classes *Interventions are integrated and aligned across all providers</p>	<p>4a.2. Lesson Plans &amp; Walkthroughs</p>

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					*Effectiveness of intervention courses are evaluated by reviewing student success in core courses	
		4a.3.	4a.3.	4a.3.	4a.3.	4a.3
<b>4b. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in mathematics.</b>		4b.1. Lack of differentiation of instruction	4b.1. Differentiate Instruction	4b.1. AP who evaluates teacher	4b.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	4b.1. Lesson Plans & Walkthrough
<b>Mathematics Goal #4b:</b> Improve current level of performance	2012 Current Level of Performance: * <i>pending</i>	2013 Expected Level of Performance: * 100% of students will make a learning gain				
		4b.2. Insufficient intervention supports exist to address the varying needs of students across academic and engagement areas	4b.2. Create intervention that support core instructional goals and objectives	4ab.2. SBLT	4b.2. *SBLT utilizes data to plan for a sufficient number and variety of intervention courses *Intervention and core teachers communicate and plan together regularly *Intervention curriculum is aligned with core instructional goals/objectives	4b.2. Evidence of core teachers and intervention teachers communicating and planning; Lesson Plans & Walkthroughs



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					*Core content materials and subject matter are integrated within intervention courses *Intervention strategies are reinforced in core classes *Interventions are integrated and aligned across all providers *Effectiveness of intervention courses are evaluated by reviewing student success in core courses		
		4b.3.	4b.3.	4b.3.	4b.3.	4b.3.	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target		<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>
<b>5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</b>	<b>52</b>	<b>56</b>	<b>60</b>	<b>64</b>	<b>68</b>	<b>72</b>	<b>76</b>
Mathematics Goal #5A: Improve current level of performance							
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	
<b>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.</b>		5b.1. White: Black: Hispanic: Asian: American Indian:	5b.1. Differentiate Instruction in small groups using CPALMS	5b.1. Principal/Assistant Principal who evaluates teacher; Math Coach	5b.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level	5b.1. Lesson Plans & Walkthrough	
Mathematics Goal #5B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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Improve current level of performance	White: 48% 32	100% of student subgroups will make learning gains An increase in proficiency by 10%	Lack of differentiation of instruction			*Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	
	Black: 8% 5						
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>5C. English Language Learners (ELL) not making satisfactory progress in mathematics.</b>			5c.1. Lack of differentiation of instruction	5c.1. Differentiate Instruction in small groups	5c.1. Principal/Assistant Principal who evaluates teacher;	5c.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are	5c.1. Lesson Plans & Walkthrough
<u>Mathematics Goal</u> #5C:	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
Improve current level of performance	<i>pending</i>	100% of ELL students will make learning gains An increase in proficiency by 10%					

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						flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	
			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
<b>5D. Students with Disabilities (SWD)not making satisfactory progress in mathematics.</b>			5d.1. Lack of differentiation of instruction	5d.1. Differentiate Instruction	5d.1. Principal/Assistant Principal who evaluates teacher; Math Coach	5d.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	5d.1. Lesson Plans & Walkthrough
<u>Mathematics Goal</u> <b>#5D:</b>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Improve current level of performance	<i>pending</i>	100% of SWD students will make learning gains An increase in proficiency by 10%					
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

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			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:							
<b>5E. Economically Disadvantaged students not making satisfactory progress in mathematics.</b>			5e.1. Lack of differentiation of instruction	5e.1. Differentiate Instruction in small groups using CPALMS	5e.1. Principal/Assistant Principal who evaluates teacher; Math Coach	5e.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	5e.1. Lesson Plans & Walkthrough
<u>Mathematics Goal</u> #5E:	<u>2012 Current Level of Performance:</u> *	<u>2013 Expected Level of Performance:</u> *					
Improve current level of performance	<i>pending</i>	100% of Economicaly Disadvantaged students will make learning gains An increase in proficiency by 10%					
			5E.2	5E.2	5E.2	5E.2	5E.2
			5E.3	5E.3	5E.3	5E.3	

*End of Elementary School Mathematics Goals*

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**Math Goals Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
ST Math	K-5	District Math Coach	School-wide	9/28/12	Embedded Coaching	Math Coach

**Math 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
Instructional Materials	Manipulatives; hands-on materials for labs	Title 1	\$1,404.48
			<b>Subtotal: \$1,404.48</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
Technology Technician	Maintenance of technology equipment; training on strategic use of technology as an instructional resource for Common Core Standards	Title 1	\$8, 512.51
			<b>Subtotal: \$8, 512.51</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Implementation of Research-Based Instructional Practices	TDE	Title 1	\$1, 065.23
			<b>Subtotal: \$1, 065.23</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
RtI Coach	Train teachers how to use data to differentiate instruction across the curriculum	Title 1	\$13,584.90
			<b>Subtotal: \$13,584.90</b>
			<b>Total: \$24,567.12</b>

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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]).

<b>Elementary and Middle Science Goals</b>			<b>Problem-Solving Process to Increase Student Achievement</b>				
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
<b>1a.FCAT 2.0:Students scoring at Achievement Level 3 in science.</b>			1a.1. Insufficient standard based instruction	1a.1. Set and communicate a purpose for learning and learning goals in each lesson	1a.1. Principal/Assistant Principal who evaluates teacher; Science Coach	1a.1. Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale or rubric throughout the lesson	1a.1. Walkthrough & Lesson Plans
<b>Science Goal #1a:</b>	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>					
Improve current level of performance	25% 25	Decrease the number of level 1 and 2					
			1a.2. Insufficient standard based instruction	1a.2. Implement High Yield Instructional Strategies	1a.2. Principal/Assistant Principal who evaluates teacher; Science Coach	1a.2. Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes	1a.2. Walkthrough

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					*Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur	
		1a.3. Insufficient standard based instruction	1a.3. Increase instructional rigor	1a.3. Principal/Assistant Principal who evaluates teacher; Science Coach	1a.3. Evidence of: Teachers provide instruction which is aligned with the cognitive complexity levels of standards and benchmarks The cognitive complexity of models, examples, questions, tasks, and assessments are appropriate given the cognitive complexity level of grade-level standards and benchmarks Students are provided with appropriate scaffolding and supports to access higher order questions and tasks	1a.3. Walkthrough Teacher Appraisal Results
<b>1b. Florida Alternate Assessment: Students scoring at Level 4, 5, and 6 in science.</b>		1b.1. Insufficient standard based instruction	1b.1. Set and communicate a purpose for learning and learning goals in each lesson	1b.1. AP who evaluates teacher	1b.1. Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the	1b.1. Walkthrough & Lesson Plans
Science Goal #1b: Improve current level of performance	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	#N/A	Decrease the number of level 1, 2, and 3				

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						learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale or rubric throughout the lesson	
			1b.2.	1b.2.	1b.2.	1b.2.	1b.2.
			1b.3.	1b.3.	1b.3.	1b.3.	1b.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.</b>			2b.1. Lack of differentiation of instruction	2b.1. Provide formative assessments to inform differentiation in instruction and utilize the 5 E's Science Instructional model	2b.1. Principal/Assistant Principal who evaluates teacher; Science Coach	2b.1. Determine: * Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction * Teachers facilitate effective classroom activities and tasks that elicit evidence of learning * Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle * Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students aligned to FAA access points	2b1. Walkthrough
<b>Science Goal #2a:</b>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Improve current level of performance	9%	Increase the level 4 and 5 students 5%					



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			2a.2.	2a.2.	2a.2.	2a.2.	2a.2.
			2a.3	2a.3	2a.3	2a.3	2a.3
<b>2b. Florida Alternate Assessment: Students scoring at or above Level 7 in science.</b>			2b.1. Lack of differentiation of instruction	2b.1. Provide formative assessments to inform differentiation in instruction	2b.1. AP who evaluates teacher	2b.1. Determine: *Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction *Teachers facilitate effective classroom activities and tasks that elicit evidence of learning *Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students aligned to FAA access points	2b1. Walkthrough
<b>Science Goal #2b:</b>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Improve current level of performance	#N/A	Increase the level 7 by 5%					
			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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**Science Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
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
5 E's	K-5	Ann Marie Plumery (District Science Coach)	School-Wide	Embedded coaching; Early Release	Walkthrough	District Science Coach, Administrators, SBLT
Common Core	K-5	RtI Coach	Instructional Staff	Embedded coaching; SBLT	Attend PLCs; data review	SBLT

**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
Instructional Materials	Materials/supplies for hands-on workshops	Title 1	\$1,704.48
			<b>Subtotal: \$1,704.48</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
Technology Technician	Staff to implement/maintain technology for instruction	Title 1	\$8,512.51
			<b>Subtotal: \$8,512.51</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Implementation of Research-Based Instructional Practices	TDE	Title 1	\$1,065.23
			<b>Subtotal: \$1,065.23</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
RtI Coach	Support for instructional staff	Title 1	\$13,584.90
			<b>Subtotal:\$13,584.90</b>
			<b>Total: \$24,867.12</b>

*End of Science Goals*

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**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
<b>1a. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.</b>			1a.1. Insufficient standard based instruction	1a.1. Set and communicate a purpose for learning and learning goals in each lesson	1a.1. Principal/Assistant Principal who evaluates teacher	1a.1. Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale or rubric throughout the lesson	1a.1. Walkthrough & Lesson Plans
<b>Writing Goal #1a:</b> Improve current level of performance	<u>2012 Current Level of Performance:</u> 65% 56  Level 4 and above 10% 9	<u>2013 Expected Level of Performance:</u> Decrease number of level 1,2 and 3 students					
			1a.2. Insufficient standard based instruction	1a.2. Implement High Yield Instructional Strategies	1a.2. Principal/Assistant Principal who evaluates teacher	1a.2. Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes *Student readiness for	1a.2. Walkthrough

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					learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur	
		1a.3. Insufficient standard based instruction	1a.3. Increase instructional rigor	1a.3. Principal/Assistant Principal who evaluates teacher	1a.3. Evidence of: Teachers provide instruction which is aligned with the cognitive complexity levels of standards and benchmarks The cognitive complexity of models, examples, questions, tasks, and assessments are appropriate given the cognitive complexity level of grade-level standards and benchmarks Students are provided with appropriate scaffolding and supports to access higher order questions and tasks	1a.3. Walkthrough Teacher Appraisal Results
<b>1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.</b>		1b.1. Insufficient standard based instruction	1b.1. Set and communicate a purpose for learning and learning goals in each lesson	1b.1. Principal/Assistant Principal who evaluates teacher	1b.1. Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to	1b.1. Walkthrough & Lesson Plans
<u>Writing Goal #1b:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>				
Improve current level of performance	#N/A  Level 7 and above #N/A	Decrease number of level 1,2 and 3 students				

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						answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale or rubric throughout the lesson	
			1b.2.	1b.2.	1b.2.	1b.2.	1b.2.
			1b.3.	1b.3.	1b.3.	1b.3.	1b.3.

*End of Writing Goals*

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

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
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
Writing strategies; implementation of writing curriculum	K-5	RtI Coach	Grade level	Twice per year	Walk-through	RtI coach; Reading Coach

**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
Instructional materials	Journals, units of study writing paper	Title 1	\$1,704.48
			<b>Subtotal:\$1,704.48</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
Technology Technician	Maintenance of technology to implement curriculum	Title 1	\$8,512.51
			<b>Subtotal:\$8,512.51</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Implementation of Research-Based Instructional Practices	TDE	Title 1	\$1,065.23
			<b>Subtotal:\$1,065.23</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
Personnel	Hourly teachers, paraprofessionals, RtI Coach	Title 1	\$44,566.37
			<b>Subtotal: \$44,566.37</b>
			<b>Total: \$55,848.59</b>

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**Attendance Goal(s)**

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

Attendance Goal(s)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data, and reference to “Guiding Questions”, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Attendance</b>			1.1. Lack of student engagement	1.1. Positive behavior supports are in place in the form of an effective school wide behavior plan; Bear paw recognition for perfect attendance each month	1.1. SBLT/School Social Worker	1.1. Determine: Expectations are clearly and positively defined Behavioral expectations are taught and reviewed with all students and staff Appropriate behaviors are acknowledged Behavioral errors are proactively corrected A database for keeping records and making decisions is established Data-based monitoring and adaptations to the plan are regularly conducted	1.1. Decrease in Number of In-School Suspension Number of Students suspended In-School Number of out-of-school suspensions Number of Students suspended out-of-school Number of alternative bell assignments Number of students assigned to alternative bell schedule
Attendance Goal #1:	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*					
Improve current level of performance	95%	Greater than prior year					
	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)					
	210	10% decrease from prior year					
	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)					
	249	10% decrease from prior year					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Updated plan for perfect attendance and CST procedures	All Staff	E. Kelzer; Social Worker	School-Wide	Monthly staff meetings	Weekly CST (Child Study Team) meetings	Social Worker (Kelzer), SBLT

**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
Monthly awards “Bear Paws” for perfect attendance	Bear Paws	Parent Involvement	\$300.00
			<b>Subtotal:\$300.00</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:0</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:0</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:0</b>
			<b>Total: \$300.00</b>

*End of Attendance Goals*

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**Suspension Goal(s)**

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

<b>Suspension Goal(s)</b>			<b>Problem-solving Process to Decrease Suspension</b>				
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
<b>1. Suspension</b>			1.1. Lack of Student Engagement	1.1. Positive behavior supports are in place in the form of an effective school wide behavior plan	1.1. SBLT	1.1. Determine: Expectations are clearly and positively defined Behavioral expectations are taught and reviewed with all students and staff Appropriate behaviors are acknowledged Behavioral errors are proactively corrected A database for keeping records and making decisions is established Data-based monitoring and adaptations to the plan are regularly conducted	1.1. Decrease in Number of In-School Suspension Number of Students suspended In-School Number of out-of-school suspensions Number of Students suspended out-of-school Number of alternative bell assignments Number of students assigned to alternative bell schedule
<b>Suspension Goal #1:</b>	<b>2012 Total Number of In-School Suspensions</b>	<b>2013 Expected Number of In-School Suspensions</b>					
Improve current level of performance	92	10% decrease from prior year					
	<b>2012 Total Number of Students Suspended In-School</b>	<b>2013 Expected Number of Students Suspended In-School</b>					
	43	10% decrease from prior year					
	<b>2012 Number of Out-of-School Suspensions</b>	<b>2013 Expected Number of Out-of-School Suspensions</b>					
	42	10% decrease from prior year					
	<b>2012 Total Number of Students Suspended Out-of-School</b>	<b>2013 Expected Number of Students Suspended Out-of-School</b>					
	23	10% decrease from prior year					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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**Suspension Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Increasing Student Engagement	All Staff	Behavior Specialist	School-wide data meeting	One time per year	Monitor Suspension data	Behavior Specialist
Increasing Student Engagement	All Instructional Staff	Behavior Specialist	PLC meetings	various grade levels, as needed	Monitor Suspension data/referrals	SBLT

**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
			<b>Subtotal: 0</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal: 0</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal: 0</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal: 0</b>
			<b>Total: \$0</b>

*End of Suspension Goals*

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### 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	
<b>1. Dropout Prevention</b> <b>Dropout Prevention Goal #1:</b> <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>		1.1. Students lack skills to plan for future aspirations and create educational goals	1.1. Implement High Yield Instructional Strategies	1.1. Principal	1.1.	1.1. Walkthrough and teacher appraisal	
Improve current level of performance	2012 Current Dropout Rate:*						2013 Expected Dropout Rate:*
	<i>pending</i>						10% decrease from prior year
	2012 Current Graduation Rate:*						2013 Expected Graduation Rate:*
	<i>pending</i>						Improve rate from prior year
	1.2.	1.2.	1.2.	1.2.	1.2.		
	1.3.	1.3.	1.3.	1.3.	1.3.		

### Dropout Prevention Professional Development

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

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**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
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
			<b>Total:</b>

*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)).

<b>Parent Involvement Goal(s)</b>	<b>Problem-solving Process to Parent Involvement</b>
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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
<b>1. Parent Involvement</b> <b>Parent Involvement Goal #1:</b> <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>			1.1. Lack of frequent home-school communication in a variety of formats, and allows for families to support and supervise their child's educational progress	1.1. Provide frequent home-school communication in a variety of formats, and allows for families to support and supervise their child's educational progress	1.1. SBLT	1.1.	1.1. Compacts collected, surveys, Portal Log-In (parent)
Improve current level of performance	2012 Current level of Parent Involvement:*	2013 Expected level of Parent Involvement:*					
Portal logins by parents		Increase by 20%					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

## Parent Involvement Professional Development

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b> Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Family Involvement	All Staff	Parental Involvement SIP Goal Manager	School-wide	Monthly SIP goal meetings	Representative for each grade level on Parental Involvement SIP goal committee "Bear Shares with info with Team."	SIP Goal Manager

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### Parent Involvement Budget

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Student Planner/Agenda books	Communication log to parents	Title 1	\$3000.00
			<b>Subtotal: \$3,000.00</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
Food	Refreshments for Family Nights	Title 1	\$1,000.00
Parent/Community Liaison	Develop partnerships with businesses in community; manage volunteers	Title 1	\$5,953.27
Technology Technician	Maintain technology for parent use, assist with school-parent communication tools	Title 1	\$8,512.51
RtI Coach	Train staff to communicate intervention/progress monitoring data to parents	Title 1	\$13,584.90
			<b>Subtotal: \$29,050.68</b>
			<b>Total: \$32,050.67</b>

*End of Parent Involvement Goal(s)*

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

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

STEM Goal(s)	Problem-Solving Process to 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
<b>STEM Goal #1:</b>  <i>Enter narrative for the goal in this box.</i>	1.1.	1.1.	1.1.	1.1.	1.1.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

**STEM Professional Development**

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

**STEM Budget (Insert rows as needed)**

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

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			<b>Subtotal:</b>
<b>Technology</b>			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
			<b>Total:</b>

*End of STEM Goal(s)*

**Career and Technical Education (CTE) Goal(s)**

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

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



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<b>CTE Goal #1:</b>  <i>Enter narrative for the goal in this box.</i>	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**

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

**CTE Budget**(Insert rows as needed)

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

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				<b>Subtotal:</b>
Professional Development				
Strategy	Description of Resources	Funding Source	Amount	
				<b>Subtotal:</b>
Other				
Strategy	Description of Resources	Funding Source	Amount	
				<b>Subtotal:</b>
				<b>Total:</b>

*End of CTE Goal(s)*

**Additional Goal I Wellness (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
<b>1. Additional Goal: Wellness</b>			1.1.	1.1.	1.1.	1.1.	1.1.
<b>Additional Goal #1:</b>	<b>2012 Current Level :*</b>	<b>2013 Expected Level :*</b>					
Improve current level of performance	A Data (Options): Not yet meeting Bronze Level on Healthy Schools Inventory Meeting Bronze	Options Set A: Not yet meeting Bronze Level on Healthy Schools Inventory Meeting Bronze Level on Healthy	A: Failure to form a Healthy School Team.	A: Complete Healthy Schools Program 6 Step Process online <a href="https://schools.healthiergeneration.org/">https://schools.healthiergeneration.org/</a>	A: Healthy School Team (school administrator, physical education teacher, cafeteria manager, health teacher/elementary classroom teachers	A: Completion of 6 <sup>th</sup> Step of the Healthy School Program online (Celebrate Successes)	A: Healthy School Inventory (Evaluate Your School) online

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	Level on Healthy Schools Inventory	Schools Inventory			(optional members – students, parents, school nurse)		
	Meeting Silver Level on Healthy Schools Inventory	Meeting Silver Level on Healthy Schools Inventory					
	Meeting Gold Level on Healthy Schools Inventory	Meeting Gold Level on Healthy Schools Inventory					
	B Data: Being Fit Matters/Fitnessgram Data by school will be inserted here.	B Data: Being Fit Matters/Fitnessgram  School will improve students' scores on one Being Fit Matters/Fitnessgram Assessment scores for selected by school.	B: Failure to assess students and upload Being Fit Matters/Fitnessgram data	B: Complete Pre and Post Being Fit Matters/Fitnessgram student assessments and upload data	B: physical education teachers	B: Compare Pre and Post Being Fit Matters/Fitnessgram student assessments results	B: Being Fit Matters Statistical Report (Portal)
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

**Additional Wellness Goals Professional Development**

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

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**Additional Wellness 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
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
			<b>Total:</b>

**Additional Goal II Bradley MOU (s)**

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

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

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<b>I. Additional Goal: Black Academic Achievement</b>			1.1. Lack of differentiation of instruction	1.1. Differentiate Instruction	1.1. Principal/Assistant Principal who evaluates teacher	1.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	1.1. Lesson Plans & Walkthrough
Additional Goal #1:	2012 Current Level :*	2013 Expected Level :*					
There will be an increase in black student achievement	<i>To be complete in the pre-populated version</i>	All black students to make learning gains in reading and math					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

**Additional MOU Goals Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Article studies regarding Understanding poverty; differentiated	All	Rtl coach; AP	School-wide	monthly	PLC notes, attending PLC meetings	Principal; Assistant Principal

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instruction; cultural diversity						

**Additional MOU 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
			<b>Subtotal:</b>

**Technology**

Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>

**Professional Development**

Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>

**Other**

Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>

**Total:**

**Additional Goal III Bradley MOU (s)**

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

<b>Additional Goal(s)</b>	<b>Problem-Solving Process to Increase Student Achievement</b>
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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
<b>1. Additional Goal: Student Engagement for Black Students</b>			1.1. Lack of Student Engagement	1.1. Positive behavior supports are in place in the form of an effective school wide behavior plan	1.1. SBLT	1.1. Determine: Expectations are clearly and positively defined Behavioral expectations are taught and reviewed with all students and staff Appropriate behaviors are acknowledged Behavioral errors are proactively corrected A database for keeping records and making decisions is established Data-based monitoring and adaptations to the plan are regularly conducted	1.1. Decrease in Number of In-School Suspension Number of Students suspended In-School Number of out-of-school suspensions Number of Students suspended out-of-school Number of alternative bell assignments Number of students assigned to alternative bell schedule
<u>Additional Goal #1:</u>	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>					
There will be an increase in black student engagement	<b>28% (17)</b>	Decrease the percent of Black students receiving referrals, and Receiving in school and out of school suspensions					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

### Additional MOU II Goals Professional Development

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

### Additional MOU 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

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				<b>Subtotal:</b>
Technology				
Strategy	Description of Resources	Funding Source	Amount	
				<b>Subtotal:</b>
Professional Development				
Strategy	Description of Resources	Funding Source	Amount	
				<b>Subtotal:</b>
Other				
Strategy	Description of Resources	Funding Source	Amount	
				<b>Subtotal:</b>
				<b>Total:</b>

**Additional Goal IV Bradley MOU (s)**

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

<b>Additional Goal(s)</b>			<b>Problem-Solving Process to Increase Student Achievement</b>				
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
<b>1. Additional Goal: Black graduation rate</b>			1.1. Lack of Student Engagement	1.1. Positive behavior supports are in place in the form of an effective school wide behavior plan	1.1. SBLT	1.1. Determine: Expectations are clearly and positively defined Behavioral expectations are taught and reviewed	1.1. Increase in black graduation rate
Additional Goal #1: There will be an increase in black student graduation rate	2012 Current Level :*	2013 Expected Level :*					
	<i>To be complete in the pre-populated version</i>	<i>To be complete in the pre-populated version</i>					



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						with all students and staff Appropriate behaviors are acknowledged Behavioral errors are proactively corrected A database for keeping records and making decisions is established Data-based monitoring and adaptations to the plan are regularly conducted	
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

**Additional MOU Goals Professional Development**

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

**Additional MOU 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

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				<b>Subtotal:</b>
Technology				
Strategy	Description of Resources	Funding Source	Amount	
				<b>Subtotal:</b>
Professional Development				
Strategy	Description of Resources	Funding Source	Amount	
				<b>Subtotal:</b>
Other				
Strategy	Description of Resources	Funding Source	Amount	
				<b>Subtotal:</b>
				<b>Total:</b>

**Additional Goal V Bradley MOU (s)**

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

<b>Additional Goal(s)</b>			<b>Problem-Solving Process to Increase Student Achievement</b>				
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
<b>1. Additional Goal: Black advanced Coursework</b>			1.1. Lack of differentiation of instruction	1.1. Differentiate Instruction	1.1. AP who evaluates teacher	1.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions	1.1. Lesson Plans & Walkthrough  Professional Development includes equity and cultural responsiveness
<b>Additional Goal #1:</b>	2012 Current Level :*	2013 Expected Level :*					
<i>There will be an increase percent of black students enrolled in rigorous advanced coursework</i>  <i>There will be an increase in performance of black students in</i>	<i>To be complete in the pre-populated version</i>	Increase from prior year					

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<i>rigorous advanced coursework</i>						are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

**Additional MOU Goals Professional Development**

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

**Additional MOU 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
			<b>Subtotal:</b>
Technology			

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Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
			<b>Total:</b>

*End of Additional Goal(s)*

**Final Budget**(Insert rows as needed)

Please provide the total budget from each section.	
<b>Reading Budget</b>	<b>Total: \$117,811.50</b>
<b>Mathematics Budget</b>	<b>Total: \$24,567.12</b>
<b>Science Budget</b>	<b>Total: \$24,867.12</b>
<b>Writing Budget</b>	<b>Total: \$55,848.59</b>
<b>Attendance Budget</b>	<b>Total: \$300.00</b>
<b>Suspension Budget</b>	<b>Total:</b>

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<b>Dropout Prevention Budget</b>	
	<b>Total:</b>
<b>Parent Involvement Budget</b>	
	<b>Total: \$32,050.67</b>
<b>Additional Goals</b>	
	<b>Total:</b>
	<b>Grand Total: \$255,445.00</b>

**Final Budget** (Insert rows as needed)

Please provide the total budget from each section.

<b>Reading Budget</b>	
	<b>Total:</b>
<b>CELLA Budget</b>	
	<b>Total:</b>
<b>Mathematics Budget</b>	
	<b>Total:</b>
<b>Science Budget</b>	
	<b>Total:</b>
<b>Writing Budget</b>	
	<b>Total:</b>
<b>Civics Budget</b>	
	<b>Total:</b>
<b>U.S. History Budget</b>	
	<b>Total:</b>
<b>Attendance Budget</b>	
	<b>Total:</b>
<b>Suspension Budget</b>	
	<b>Total:</b>
<b>Dropout Prevention Budget</b>	
	<b>Total:</b>
<b>Parent Involvement Budget</b>	
	<b>Total:</b>

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<b>STEM Budget</b>	<b>Total:</b>
<b>CTE Budget</b>	<b>Total:</b>
<b>Additional Goals</b>	<b>Total:</b>
	<b>Grand Total:</b>

**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		
<input type="checkbox"/> Priority	<input checked="" type="checkbox"/> Focus	<input type="checkbox"/> Prevent

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

**School Advisory Council (SAC)**

*SAC Membership Compliance*

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

Yes       No

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

Describe the activities of the SAC for the upcoming school year.
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Quarterly meetings for SAC members with Administration.

Describe the projected use of SAC funds.	Amount
n/a	n/a