FLORIDA DEPARTMENT OF EDUCATION

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: Ponce de Leon Elementary School	District Name: Pinellas County Schools
Principal: Thea Saccasyn	Superintendent: John A. Stewart, Ed. D.
SAC Chair: Ignacio Cajegas	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	Thea Saccasyn	Master of Science Educational Leadership	12	14	In the past 10 years, Ponce has been an A school six years, a B three years, a C, In 2011-2012 and this past year a D.
Assistant Principal	Debra Colson	Master of Education Administration and Supervision	20	3	In the past 10 years, Ponce has been an A school six years, a B three years, a C, In 2011-2012 and this past year a D.

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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 anInstructional 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)

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. Interview and select best candidates	Thea Saccasyn, Debbie Colson	August 2012
2. Provide site based professional development	Thea Saccasyn, Debbie Colson Sadra Bostick District Coach support	June 2013
3. Provide mentor support	Thea Saccasyn, Debbie Colson District Coach support	June 2013
4. Observations with feedback	Thea Saccasyn, Debbie Colson District Coach support	June 2012

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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
One teacher of the staff is teaching out of field. # of teachers that meet the requirements of being highly effective can't be determined because school achievement data isn't populated into individual appraisals.	Courses in process and certification will be attained by end of year.

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
43	0% (0)	25.58% (11)	37.21% (16)	37.21% (16)	25.57% (11)	NA	4.64 (2)	2.33 (1)	76.74 (33)

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
Amy Owens	Mary Harris	Past district literacy coach	Observation of mentee's instruction and providing feedback; Collaborative planning; Connecting lesson activities to content standards; Discussing student progress and analyzing student work; Modeling or co-teaching lessons.
Sarah Finnemore	Hillary Stone	Past district literacy coach	
District Wide Content Coaches	All		

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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 NA
Nutrition Programs Title I coordinates with district food services to provide breakfast and lunch to students in Title I summer extended learning camps.
Housing Programs NA

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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
NA
Career and Technical Education
NA
Job Training
NA
Other
NA

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.
Thea Saccasyn, Principal; Debbie Colson, Assistant Principal; Sadra Bostick, RtI Intervention Teacher; Kim Dowden, Guidance Counselor; Kathleen Shay, Psychologist, Holly Bauman, Social Worker.

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 agreed upon agenda

Meeting time: Every Wednesday at 11:00

Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the RtI problem-solving process is used in developing and implementing the SIP?
All members of the RtI Leadership Team have provided input in developing the strategies to achieve the goals related to Level 1 and Level 2 students, and especially strategies to raise the level of achievement of our black students. Many of the RtI Leadership Team members are the persons responsible for strategy implementation.

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.
Tier 1 data is collected three times a year through FAIR testing in grades K-5. Tier 2 and Tier 3 data is collected weekly for students performing below grade level in reading. Ongoing Progress Monitoring (OPM) probes are used to collect weekly data (K – LNF&NWF; 1st NWF & ORF; 2nd ORF; 3-5 DAZE) using the DIBELS Next Probes. OPM's is the responsibility of the small group intervention teacher which may be a classroom teacher, ESE resource teacher, ESOL teacher, Title 1 Teaching Partner or ESE assistant. The data is recorded each Friday by the small group intervention teacher on a data collection sheet (minutes and OPM) and turned in to the RtI Intervention Specialist. She then enters the data for each student into an Excel spreadsheet. The data is organized by small group and by class. Every 6 weeks data review meetings occur by grade level teams. During these meetings the RtI Specialist and classroom teachers analyze OPM data collected during the previous 6 week intervention session. Each student's data is analyzed for an upward trend; based on benchmark goals for each grade level OPM. Intervention materials, teachers and groups may be reorganized based on the data outcome.

Describe the plan to train staff on MTSS.
During pre-school teachers will be trained to address the following: Walk to Achievement schedule, use of Teaching Partners, and data meeting schedules. Teachers will meet on the shortened school days (Wednesdays) to use data to determine interventions. During the first month of school teachers and Teaching Partners will be trained in ongoing progress monitoring tools and intervention kits to be used during Walk to Achievement. Monthly curriculum meetings will be used to further train and inform teachers of district initiatives regarding research based instruction.

Describe the plan to support MTSS.
School-wide calendar is developed to designate specific days for meetings, including MTSS meetings, data meetings, PLC's and walkthrough meetings with administration.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). Beth Wolfe, Tracy Staley, Debra Colson, Thea Saccasyn, Natalie Reiser, Heidi Parker, Dawn Coleman, Amy Owens, Carrol Hutton, Christen Ku, Lisa Greenway
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 　　　　　o 　Ensuring that text complexity, along with close reading and rereading of texts, is central to lessons 　　　　　o 　Providing scaffolding that does not preempt or replace text reading by students 　　　　　o 　Developing and asking text dependent questions from a range of question types 　　　　　o 　Emphasizing students supporting their answers based upon evidence from the text 　　　　　o 　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 Math, Social Studies, Science, and Technical Subjects

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
1a.FCAT 2.0: Students scoring at Achievement Level 3 in reading.			1a.1. *Insufficient core standard based instruction using ineffective use of high yield teaching strategies.	1a.1. *Collaborative planning to prepare lesson plans that are cohesive, aligned to standards and with appropriate levels of engagement.	1a.1. *Team leaders *Literacy Leadership Team *District Coaches * Administration	1a.1. Develop master schedule so that each grade level team has same planning time each day and use shortened school days to collaboratively plan	1a.1. *Master schedule posted on Moodle. *Lesson Plans reviewed weekly by administrators
Reading Goal #1a: By spring of 2013, at least 55% of students will score at or above proficiency on the reading FCAT.	2012 Current Level of Performance:* (24%) (74)	2013Expected Level of Performance:* Decrease level 1&2 from 55% to 45%		*Develop consistent daily routines *Implement the use of weekly assessments to gather formative data *Develop lesson plans that indicate standards, how they will be taught, how they will be assessed and what will be done if students don't learn it. *Develop site based		* Display order of the day with times, benchmarks, and teaching points. *Weekly assessments given to all students and analyzed, either through conference notes, rubrics, checklists, or assessments. *Lesson plans reviewed weekly by administrators that includes a learning goal/essential question And teacher explanation of how the class activities relate to the learning goal and to answering the essential question Training planned through CCSS	*Order of the Day posted on Moodle *Weekly grades enter on Focus *Assessments reviewed in collaborative team planning sessions and with administrators * Evaluation of lesson plans and teacher observation * Administrator/grade level team meetings *Walkthrough data *Teacher appraisal (summary of results school wide)

			professional development plan to deepen content knowledge.		Committee, PAC, Content PLC committee and Vertical PLC.	* Professional Development Surveys *Professional Development Sign In *Curriculum meetings and content level PLC, CCSS Agendas
		1a.2. * Lack of engagement	1a.2. *Build culture for learning through daily Morning Meetings * Re-teach GFS setting examples and non-examples * Build leadership skills with in individual students * Professional Development in increasing levels of engagement *Develop consistent use of cooperative grouping and structures *Students set individual goals	1a.2. *Teachers * Safety committee *Venue Well Wishers *guidance counselor *Learning Specialist *LLT	1a.2. * Students will chose to follow GFS without teacher direction in common areas * Students following directions of safety patrols * Analysis of office referrals and administrative calls. * Referral to guidance counselor * Development of individual behavior plans * Give out Character Tickets to reinforce GFS. *Model use of high engagement strategies in all meetings with the expectation that teachers use them in the classroom. * Use of protocols, Kagan structures and accountable talk in all lessons.	1a.2. *Lesson Plans indicating Morning Meeting topics. * overall discipline data *Number of Guidance Counselor skill groups *Meeting Agendas *Lesson Plans *Student maintained data folders.
		1a.3. *Low expectations	1a.3. Professional	1a.3. * Walkthrough Team	1a.3. Access district and state	1a.3. Lesson Plans reviewed by

		and low levels of complexity	Development in text complexity Collaborative Planning session between grade level teams and content PLC's.	* Coaches * Teachers *CCSS team	resources for guidance. Use Webb's Depth of Knowledge to guide higher level questioning and thinking. Develop conversational moves to process information across texts. Students write in response to reading.	administrators. Walkthrough Data Teacher Appraisal school-wide summary Students unit celebrations. Student Portfolios
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b: Decrease current level of performance from 33% to 0% by increasing performance at Levels 7, 8, 9 by 33%.		1b.2. *Ineffective modification for standards.	1b.2 Professional development in access standards	1b.2 ESE team MTSS team Administrators	1b.2. Gradual Release Model *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 Data IEP IEP progress report
	2012 Current Level of Performance:*	2013Expected Level of Performance:*				
	33% (1)	0% (0)				
		1b.2.	1b.2.	1b.2.	1b.2.	1b.2.
		1b.3.	1b.3.	1b.3.	1b.3.	1b.3.

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

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2a.FCAT 2.0:Students scoring at or above Achievement Levels 4 and 5 in reading.			2a.1. * Lack of differentiation for high performing students	2a.1. *Develop site based professional development plan to deepen content knowledge and using Webb's Depth of Knowledge and text complexity. *Training in and using The Principles of Common Core State Standards * Data meetings that encompass all children, not just those students that are meeting expectations. *Teachers collaboratively plan for enrichment lessons. *Teachers collaborate with Gifted Teacher and Literacy Coaches to enhance core curriculum.	2a.1. *Team leaders * Literacy Leadership Team *District Content Coaches *Gifted Teacher *Media/Technology Specialist	2a.1. *Administrators conduct walkthroughs to observe differentiated instruction and higher order questioning. *Content Based PLC's held monthly to identify grade level standards, pre-requisites and post-requisites. *Conduct bimonthly Staff/Curriculum Meetings to study Common Core Standards and how teaching practices need to change. *Hold Grade level data meetings every 6 weeks to study progress of all students. *Teachers analyze the results of formative assessments to plan for instruction, including small group instruction. *Coaches meet with teachers to plan for higher level questioning and project based learning.	2a.1. *Walkthrough Calendar *Walk Through notes *Content PLC notes *Documentation of instruction posted on Moodle by each teacher. * Progress Monitoring results *Common Calendar dates and monthly Moodle posting *Professional Development sign in sheets. *Professional Development Surveys *Data meeting sign in sheets * Data meeting notes *Lesson plans that indicated instruction for enrichment. * Conference notes *Coaches' logs
Reading Goal #2a: By spring of 2013, at least 26% of students will score above proficiency on the reading FCAT.	2012 Current Level of Performance:* 21% (63)	2013Expected Level of Performance:* Increase level 4 and 5 by 5%					
			2a.2. *Misconceptions of grade level expectations and	2a.2. *Team level collaborative planning addressing grade level	2a.2. *Team leaders *Literacy Leadership	2a.2. *Unpacking of standards and identifying pre-requisite skills and post –requisite skills	2a.2. *Moodle forums.

		how to modify them for enrichment.	standards and complexity levels .	Team *District Level Coaches *Gifted Teacher *CCSS Committee *Media/Technology Specialist		* CCSS Training Logs
			*Professional Development on Common Core State Standards *Content area PLC's *Implement Lesson Study		* Hold cross grade level meetings to discuss standards.	*Content PLC Sign in sheets *Coaches' logs *Lesson Study documentation
		2a.3 *Inadequate knowledge/use of available resources/school personnel	2a.3 *Build resource schedules to include working with higher performing students. *Implement use of technology to enhance learning.	2a.3. *Team leaders *Literacy Leadership Team *District Content Coaches *Gifted Teacher *Media/Technology Specialist	2a.3 Changes in Master schedule to reflect current needs. Utilize computer labs in project based learning.	2a.3 *Master schedule *Lesson Plans to indicate lessons for higher performing students. *Artifacts of project based learning such as power points, etc.
2b. Florida Alternate Assessment: Students scoring at or above Level 7 in reading. Reading Goal #2b: Improve current level of performance from	2012 Current Level of Performance:* 2013Expected Level of Performance:*	2b.1. Lack of differentiation of instruction	2b.1. Provide formative assessments to inform differentiation in instruction. Teachers use flexible	2b.1. ESE team MTSS team Administrators	2b.1. *Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle	2b1. IEP IEP progress report Lesson Plans

67% to 100%.	67% (2)	100% (3)		grouping strategies to meet individual needs.		*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.	2b2.	2b.2.	2b.2.	2b.2.
			2b.3	2b.3	2b.3	2b.3	2b.3

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3a. FCAT 2.0: Percentage of students making Learning Gains in reading. Reading Goal #3a: By spring of 2013, 100% of students will make learning gains on the reading FCAT. _2012 Current Level of Performance:*_ 58% _2013Expected Level of Performance:*_ 100%	3a.1. * Ineffective collaborative planning for student needs	3a.1. *Analyze student work in collaborative planning sessions. *Teach with an emphasis on "how" not "what" using the gradual release model. *Provide time for collaborative planning. *Develop lesson plans that indicate standards, how they will be taught, how they will be assessed and what will be done if students don't learn it.	3a.1. *Team Leaders *Administrators *RtI Intervention Teacher *District Reading Coaches *LLI Teacher	3a.1. * Use of protocols in analyzing student work. *Teachers use conference notes to plan for instruction * Teacher models, gives examples and asks questions that are appropriately scaffolded to meet the needs of diverse learners. *Master schedule design to designate times for collaborative planning. *Develop lesson plan template	3a.1. *Weekly grade level data meetings and collaborative planning sessions. *Monthly grade level collaborative planning meetings with administrators. *Master schedule posted on Moodle. * Lesson Plans reviewed by administration and feedback given
	3a.2. *Ineffective use of data to drive instruction	3a.2. *Matching instructional program with needs of students. *Train support Title 1 Teaching Partners and teachers in high yield strategies and programs. *Develop master schedule for Walk to Achievement intervention and support.	3a.2. *RtI Intervention Teacher *District Reading Coaches *LLI Teacher *Team Leaders *Administrators	3a.2. *Small groups are flexible and change with the content, project and assessments. Title 1 teachers use kits and resources purchased for intervention on weekly basis.	3a.2. *RtI Data *Training Logs *Lesson Plans, Title 1 resource teachers. *Master Schedule posted on Moodle *Data Meeting sign in sheets

			* Hold data meetings to analyze OPM data and readjust groups., *Teachers utilize a variety of data to modify and adjust teaching practices and to reflect on the needs and progress of students.		*Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level. *Development of rubrics, checklists, etc so that students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	*Records of Walk to Achievement interventions used. *Lists of assessment techniques used by teachers.
		3a.3. * Lack of high engagement for all students	3a.3. Implement Guidelines For Success to streamline class process and to outline behavior expectations. Build positive learning communities and build positive relationships. Participate in training around engagement techniques and levels of complexity.	3a.3. *Assistant Principal *Guidance Counselor *Safety Committee	3a.3. . *Teachers hold daily Morning Meetings, use School-wide Behavior Plan and reward specific behavior. *Teachers attend training in increasing levels of engagement, *Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress.	3a.3. *Reduction of discipline referrals and calls for administrators. *IPI data when available *Classroom behavior management plans posted in classroom. *Lesson Plans indicating Morning Meeting acitivities *Meeting and training agendas.
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.		3a.1	3a.1	3a.1	3a.1	3a.1
Reading Goal #3b: Improve current level of	2012 Current Level of Performance:*	2013Expected Level of Performance:*				

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performance	Not Available					
			3b.2.	3b.2.	3b.2.	3b.2.	3b.2.
			3b.3.	3b.3.	3b.3.	3b.3.	3b.3.

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4a.FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.			4a.1. * Lack of student engagement	4a.1. *Implement instructional strategies that increase engagement. *Implement and reinforce Guidelines for Success to build learning community. *Analyze student data to determine appropriate support for students to be successful.	4a.1. Administrators District level coaches Safety committee MTSS members RtI intervention teachers Classroom teachers	4a.1. *Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Implement Kagan strategies, protocols and accountable talk. *Implementation of daily Morning Meetings and school-wide celebrations. *Weekly MTSS meetings and data meetings every 6 weeks. *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. *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	4a.1. *Lesson Plans *Walkthrough data *MTSS minutes *Safety Committee minutes * Reduced number of office referrals * Moodle Walk to Achievement data
Reading Goal #4a: By spring of 2013, 100% of students will make learning gains on the reading FCAT.	2012 Current Level of Performance:* 54%	2013Expected Level of Performance:* 100%					

| | | 4a.2.
 * Lack of student intrinsic motivation | 4a.2.
 Teachers set a purpose for instruction and use Gradual Release Model to guide students to success.

 Students set individual goals and track their progress in data folders.

 Provide regular and public celebration of student successes. | 4a.2.
 Grade Level Teams

 Leadership Team

 Administrators

 Guidance Counselor | 4a.2.
 *Teaching Points and essential questions are posted daily and referred to by the teacher several times during the lesson.

 *Teachers review assessment data including formative assessments and student work with students on a regular basis.

 *Teachers hold data chats with individual students.

 *Teachers develop portfolios/data folders.

 *Celebrations are scheduled on master calendar | 4a.2.
 *Lesson Plans

 *Order of Day posted in each classroom

 *MTSS Team Notes

 *Teacher Appraisal summary

 *Student data folders

 *Team meeting notes

 *Master Calendar |
| | | 4a.3
 *Teachers lack appropriate culturally responsive techniques to meet the needs of our diverse population. | 4a.3.
 *Professional development once a month.

 *Collaborative planning across grade levels

 Sharing of ideas on Moodle | 4a.3.
 *Vertical PLC's Facilitator

 *Administrators

 *Guidance Counselor

 *Leadership Team | 4a.3.
 *Monthly meetings of cross grade level teams to read articles that are focused on teaching strategies found to be effective with a variety of cultures.

 *Use protocols to process information

 * Morning Meeting to build positive culture. | 4a.3.
 *Vertical Team sign sheets

 *Vertical Team Moodle post

 *Reduced discipline referrals

 * Lesson Plans |

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			4b.1	4b.1	4b.1	4b.1	4b.1
4b. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in reading.							Walkthrough Data
Reading Goal #4b: Student gain data is not applicable due to the student population taking the test.	2012 Current Level of Performance:*	2013Expected Level of Performance:*					IEP IEP progress report
	0% (0)	100% (3)					
			4b,2	4b.2	4b.2	4b.2	
			4b.3	4b.3.	4b.3.	4b.3.	4b.3.

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	**Baseline data 2010-2011** <u>65</u>	**71**	**77**	**83**	**88**	**94**	**100**
Reading Goal #5A: **Each year the achievement gap will be reduced by 6% so that 100% of students will meet expectations by the year 2016-2017**							

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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
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in reading.**	5b.1. White: Black: Hispanic: Asian: American Indian:				
Reading Goal #5B: By spring of 2013, all subgroups will increase the percentage of students meeting expectations on the FCAT.	2012 Current Level of Performance:* White:70/51% Black:19/14% Hispanic: 34/25% Asian:NA American Indian: NA	2013Expected Level of Performance:* Increase proficiency of all subgroups by 10%	5b.1. White: 51% (70) Black: 14% (19) Hispanic: 25% (14) Asian: NA American Indian: NA *Teachers lack appropriate culturally responsive techniques to meet the needs of our diverse population.	5b.1. *Monthly professional development in culturally responsive techniques. *Collaborative planning across grade levels *Use Gradual Release Model *Sharing of ideas on Moodle *Collaboratively plan for diversity.	5b.1. *Vertical PLC's Facilitator *Administrators *Guidance Counselor *Leadership Team *Multicultural Club Sponsors *ESOL teachers	5b.1. *Monthly meetings of cross grade level teams to read articles that are focused on teaching strategies found to be effective with a variety of cultures. *Use protocols to process information *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)	5b.1. *Vertical PLC's sign sheets *Moodle postings *Teacher Appraisal Summary *Guidance Counselor *Lesson Plans *Variety of assessment techniques

					*Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners. *Teachers provide small group (flexible) instruction to target specific learning needs. *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C: By spring of 2013, ELL students will increase the percentage of students meeting expectations on the FCAT.	2012 Current Level of Performance:* *36% (25)*	2013Expected Level of Performance:* ELL students will increase proficiency from 36% to 46%.	5c.1. Lack of conversation centered around reading.	5c.1. *Students need more exposure to language development activities through responding to reading orally. *Students need more direct instruction in vocabulary *Implement book talks among and between students. *Increase time spent reading and talking about what is read. *Core concepts are	5c.1. *ESOL teachers *Classroom teachers *District Coaches *Literacy Team *Administration	5c.1. *Small group instruction in development of conversational skills. *Small group instruction in development of vocabulary. *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty. *ELL teachers and classroom teacher collaborate in lesson planning	5c.1. *Lesson Plans *Intervention schedules *Walkthroughs *Book Logs

				reinforced within classroom and ELL small group session.				
			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
5D. Students with Disabilities (SWD)not making satisfactory progress in reading.			5d.1. No consideration given to specific learning issues: ie type of learner, visual needs, auditory needs, kinesthetic needs, proximity, etc. to match learning needs with accommodations.	5d.1. *Professional development in various instructional techniques and accomodations to support special needs of students. *Collaboration between ESE resource teachers and classroom teachers. *Use of heterogeneous cooperative group structures.	5d.1. *MTSS *ESE teachers *Guidance Counselor *District Literacy Coaches	5d.1. *Observations of accommodations *Use of formative assessments (see below) to measure if accommodations are matched to needs *Modeling by coaches and ESE resource teachers. *District Professional Development *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty. *small group instruction	5d.1. *Walkthrough data *Lesson Plans *MTSS minutes *Student assessments data *Lesson Plans *IEP *IEP revision
Reading Goal #5D: By spring of 2013, SWD students will increase the percentage of students meeting expectations on the FCAT.	2012 Current Level of Performance:* 18% (7)	2013 Expected Level of Performance:* SWD students will increase proficiency from 18% to 28%.					
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in reading.			2a.1. * Lack of differentiation for instruction	2a.1. *Develop site based professional development plan to deepen content knowledge and using Webb's Depth of Knowledge and text complexity. *Training in and using The Principles of Common Core State Standards * Hold regular data meetings to analyze student data. *Implement small group instruction based on student need. *Teacher confer with students to assess need. *Teachers collaboratively plan for enrichment lessons. *Teachers collaborate with Literacy Coaches to enhance core curriculum.	2a.1. *Team leaders * Literacy Leadership Team *District Content Coaches *Gifted Teacher *Media/Technology Specialist	2a.1. *Administrators conduct walkthroughs to observe differentiated instruction and higher order questioning. *Content Based PLC's held monthly to identify grade level standards, pre-requisites and post-requisites. *Conduct bimonthly Staff/Curriculum Meetings to study Common Core Standards and how teaching practices need to change. *Hold Grade level data meetings every 6 weeks to study progress of all students. *Teachers use Jan Richardson's Guided Reading Routine. *Teachers keep conferring notes. *Teachers analyze the results of formative assessments to plan for instruction, including small group instruction. *Coaches meet with teachers to plan for higher level questioning and project based learning.	5e.1. *Walk to Intervention Schedule *Lesson plans *Moodle Walk to Achievement data *Coach's Logs *Conference notes *Guided Reading Plans *Walk through data
Reading Goal #5E: By spring of 2013, Economically Disadvantaged students will increase the percentage of students meeting expectations on the FCAT.	2012 Current Level of Performance:* *38% (83)*	2013Expected Level of Performance:* Economically Disadvantaged students will increase proficiency from 38% to 48%.					

| | | 5E.2. | 5E.2 | 5E.2. | 5E.2. | 5E.2. |
| | | 5E.3 | 5E.3 | 5E.3 | 5E.3 | 5E.3 |

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities						
Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core State Standards	K-5	CCSS Team	School-wide	Monthly 3rd Tuesday	Monthly Leadership Team Meetings Principal's Advisory Committee	Assistant Principal
Building Learning Communities	K-5	Safety Team	School-wide	Monthly 2nd Tuesday	Safety Team Meetings Principal's Advisory Committee	Assistant Principal
Culturally Responsive Instructional Strategies	K-5	Vertical PLC Facilitators	School-wide	Monthly 2nd Thursday	Vertical PLC meetings Moodle postings	Principal

Reading Budget (Insert rows as needed)

Include only school funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Implement Core Instruction	Classroom Libraries	Title 1 Funds	14,264.77
Differentiated Instruction	Intervention Kits	Title 1 Funds	500.00
		Subtotal:	$14,764.77
Technology			
Strategy	Description of Resources	Funding Source	Amount
		Subtotal:	0.00
Professional Development			

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Strategy	Description of Resources	Funding Source	Amount
Increase Levels of Engagement/	Hire Consultant/Professional Books	Title 1	$3,000.00
All	Stipends/TDE	Title 1	$3,376.15
		Subtotal:	**6,376.15**
Other Personnel			
Strategy	Description of Resources	Funding Source	Amount
Provide differentiated instruction	8 teaching partners	Title 1	139,791.55
Provide differentiated instruction	RtI Coach	Title 1	56,759.11
		Subtotal:	**$196,550.66**
		Total:	**$217,691.58**

End of Reading Goals

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Comprehensive English Language Learning Assessment (CELLA) Goals

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

CELLA Goals		Problem-Solving Process to Increase Language Acquisition				
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring proficient in Listening/Speaking. CELLA Goal #1: By spring of 2013, ELL students will increase the percentage of students being proficient in Listening and Speaking by 10%. Number CELLA tested: 111	2012 Current Percent of Students Proficient in Listening/Speaking: 38% (42)	1.1. Lack of differentiation of instruction	1.1. *Develop and analyze assessments that measure students' ability to listen and speak using the new Common Core State Standards. *Provide differentiated instruction for students in listening, paraphrasing and summarizing. *ESOL teachers collaborate with classroom teachers to plan for differentiated lessons.	1.1. *ESOL teacher *Classroom teachers *RtI Intervention Teacher *CCSS team	1.1. *Biweekly progress monitoring *Teachers provide opportunities for students to participate in turn and talks, conversations and oral presentations. *Teachers facilitate effective classroom discussions and tasks that elicit evidence of learning. *Professional Development in Common Core State Standards	1.1. *Progress Monitoring Data *Grade level data meetings *Walk Through data *Lesson Plans showing differentiation for students needing support in listening and speaking. *Professional Development Logs
		1.2. Lack of vocabulary instruction	1.2. *Implement vocabulary routines in small group settings so students can link new words with old words and elaborate definitions of new words. *Provide opportunities to respond to reading through oral and written	1.2. *ESOL teacher *Classroom teacher *District Content Coaches	1.2. *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners. *Use of vocabulary graphic organizers. *Small groups are flexible and change with the content,	1.2. *Lesson Plans indicating Isabel Beck Word Work and small group instruction, including Pinellas County Vocabulary Project. *Vocabulary notebooks *Oral presentations

			communication. *Use interactive word walls.		project and assessments. *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	scored with a rubric. *Word Walls posted in classrooms, or students have individual vocabulary folders.
		1.3.	1.3.	1.3.	1.3.	1.3.

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Students read in English at grade level text in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring proficient in Reading. <u>CELLA Goal #2:</u> Increase the percentage of students scoring proficient in Reading on the CELLA by 10% from 26% to 36%	2012 Current Percent of Students Proficient in Reading : 26% (29)	2.1. *Insufficient standard based instruction	2.1. *Implement High Yield Instructional Strategies *Use Gradual Release Model when instructing.	2.1. *Administrators *RtI Intervention Teacher *ESOL teacher *Classroom teachers	2.1. *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	2.1. *Walkthrough data *Teacher Evaluation School Summary *Lesson Plans
		2.2. Lack of conversation centered around reading.	2.2. *Students need more exposure to language development activities through responding to reading orally. *Students need more direct instruction in vocabulary *Implement book talks among and between students.	2.2. *ESOL teachers *Classroom teachers *District Coaches *Literacy Team *Administration	2.2. *Small group instruction in development of conversational skills. *Small group instruction in development of vocabulary. *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Students are provided	2.2. *Walkthrough data *Teacher Evaluation School Summary *Lesson Plans

| | | | *Increase time spent reading and talking about what is read.

*Core concepts are reinforced within classroom and ELL small group session. | | opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.

*ELL teachers and classroom teacher collaborate in lesson planning | |
| | | 2.3.
*Low expectations and low levels of complexity | 2.3.
Professional Development in text complexity

Collaborative Planning session between grade level teams and content PLC's. | 2.3.
* Walkthrough Team
* Coaches
* Teachers
*CCSS team | 2.3.
Access district and state resources for guidance.

Use Webb's Depth of Knowledge to guide higher level questioning and thinking.

Develop conversational moves to process information across texts.

Students write in response to reading. | 2.3.
Lesson Plans reviewed by administrators.

Walkthrough Data

Teacher Appraisal school-wide summary

Students unit celebrations.

Student Portfolios |

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Students write in English at grade level in a manner similar to non-ELL students.		Anticipated Barrier				
3. Students scoring proficient in Writing. CELLA Goal #3: The percentage of ELL student achieving proficiency in writing will increase from 24% to 34%.	2012 Current Percent of Students Proficient in Writing : 24% (27) 27	3.1. *Insufficient standard based instruction	3.1. . *Implement High Yield Instructional Strategies *Use Gradual Release Model when instructing.	3.1. . *Administrators *RtI Intervention Teacher *ESOL teacher *Classroom teachers	3.1.. *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	3.1.. *Walkthrough data *Teacher Evaluation School Summary *Lesson Plans indicating writing workshop model.
		3.2. *Insufficient differentiated instruction.	3.2. .*Implement flexible, small group instruction based on instructional need.	3.2. *Classroom teacher *ESOL teacher *Administrators	3.2. *Teachers confer regulary with students. *Small group writing based on conference data analysis.	3.2. *Lesson Plans showing workshop model *Writing work celebrated and posted.

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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
		Subtotal:	**0**
Technology			
Strategy	Description of Resources	Funding Source	Amount
		Subtotal:	**0**
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
		Subtotal:	**0**
Other			
Strategy	Description of Resources	Funding Source	Amount
		Subtotal:	**0**
		Total:	**0**

End of CELLA Goals

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<u>Elementary School Mathematics Goals</u>

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

Elementary Mathematics Goals			Problem-Solving Process to Increase Student Achievement			
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1a.FCAT 2.0: Students scoring at Achievement Level 3 in mathematics. <u>Mathematics Goal #1a:</u> By 2013, the percentage of students scoring a Level 3 in mathematics will increase from 24% to 34%.	<u>2012 Current Level of Performance:*</u> 24% (75)	<u>2013Expected Level of Performance:*</u> Decrease in level 1 and 2 from 62% To 52%	1a.1. *Insufficient standard based instruction using high yield instructional strategies.	1a.1. *Set and communicate a purpose for learning and learning goals in each lesson *Collaborative planning to prepare lesson plans that are cohesive and standard based with some emphasis of process standards. *Use online standard based resources provided by DOE and district Pearson, New ST math program, Focus, CPalms) *Consider levels of engagement and complexity in lesson planning. .	1a.1. *Team Leaders *District Math Coach *Administration, *Math Intervention teacher *Classroom teachers	1a.1. *Lessons begin with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Teacher uses pre and post test data. *Walk throughs to measure levels of engagement and levels of complexity *Grade level team meetings with administrators to discuss collaborative planning *Teachers turn in lesson plans weekly for feedback. *Use of rubrics that are aligned to the standards *Teacher reference to the scale or rubric throughout the lesson *Collaboration with content coach	1a.1. *Walkthrough data *Lesson Plans *Teacher appraisal Summary of school-wide results *Observation by Coaches *Analysis of rubric use and improvement trends in rubric scores.

| | | 1a.2. Lack of differentiated instruction | 1a.2. *Analyze student work to determine strengths and areas for growth *Implement Small Group differentiated Instruction *Use cooperative grouping structures *Utilize diagnostic testing provided by math adoption. | 1a.2. *Team Leaders *District Math Coach *Administrators *Math Intervention Teacher *Classroom teachers | 1a.2. *Uses pre and post test data to determine if content was learned. *Use of protocols to study student work. *Ongoing progress monitoring *Teacher will use notes and observations from small group to determine effectiveness. *Participate in lesson study to refine teacher practice and develop ways to meet the needs of different groups of students. *Grade level teams analyze student work to develop intervention techniques. *Keep groups fluid (change based on need) | 1a.2. *Walkthrough data *Lesson Plans *Teacher appraisals summary of school-wide results *Observation by Coaches *Content PLC notes |
| | | 1a.3. *Teacher Lack of Content knowledge | 1a.3. *Develop site based professional development plan to deepen content knowledge. *Participate in Lesson Study . *Collaborative planning with grade level teams. *Collaborative planning with district coaches. | 1a.3. *Team Leaders *District Math Coach *Administrators *Math Intervention teacher *Classroom teachers *CCSS committee | 1a.3. *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 appropriately aligned to grade-level standards and benchmarks *Students are provided with appropriate scaffolding and supports to access higher order | 1a.3. *Walkthrough data *Lesson Plans *Teacher appraisal summary *Observation by Coaches *CCSS training logs *Lesson Study processes. |

				*Utilized site based math references and resources to deepen content knowledge, ie, Van de Walle, CPALMS. Classroom Discussions		questions and tasks	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			1b.1.	1b.1	1b.1	1b.1.	1b.2. Walkthrough
Mathematics Goal #1b: None of the students at Ponce de Leon achieved at the Levels of 4, 5, and 6 on the Florida Alternate Assessment. The percentage of students scoring at Levels 4, 5 and 6 in mathematics will increase from 0% to 33%.	2012 Current Level of Performance:* 0%	2013Expected Level of Performance:* Decrease in level 1,2 and 3	*Ineffective modification for standards.	Professional development in access standards	ESE team MTSS team Administrators	Gradual Release Model *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.

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2a.FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.			2a.1. *Lack of differentiation of instruction	2a.1. *Use formal / informal assessments to create groups… *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students *Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle. *Use of accountable talk during math lessons *Teachers use small group instruction.	2a.1. *Team Leaders *Coaches *Administration *Math Intervention resource teacher, *Classroom teachers.	2a.1. *Listening in on partnership conversations to identify needs. *Teachers facilitate effective classroom discussions and tasks that elicit evidence of learning *Use of "Talk Moves" to identify misconceptions and clarify content to better group students for small group instruction. *Teachers use rubrics to increase levels of complexity. *Teacher utilize progress monitoring assessments. *Utilize cooperative grouping strategies that are flexible and fluid based on student need.	2a.1. *Walkthrough data *Lesson Plans *Teacher appraisal Summary *Observation by Coaches *Rubrics posted in classrooms *Partnerships and cooperative groups established.
Mathematics Goal #2a: The percentage of students scoring Levels 4 and 5 will increase from 13% to 18%	2012 Current Level of Performance :* 13% (40)	2013Expected Level of Performance :* Increase in level 4 and 5 by 5%					
			2a.2. *Insufficient use of higher levels of complexity with problem solving.	2a.2 *Implement differentiated instruction that utilizes higher levels of complexity *Utilize cooperative grouping strategies *Implement problem based learning activities *Utilize talk moves to	2a.2. *Team Leaders *District Math Coach *Administration *Math Intervention teacher *Classroom teachers	2a.2. *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 aligned to grade-level standards and benchmarks.	2a.2. Walkthrough data Lesson Plans Teacher appraisal Observation by Coaches

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				reinforce and clarify content.		*Teachers use rubrics to increase levels of complexity. *Students are provided with appropriate scaffolding and supports to access higher order questions and tasks	
							2a.3 Walkthrough Lesson Plans Teacher appraisal Observation by Coaches Post test data Increase in common assessment scores Conferences and observations by coaches
2b. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics. Mathematics Goal #2b: The percentage of students achieving at a Level 7 or higher on the Florida Alternate Assessment will increase to 100%.	2012 Current Level of Performance :* 67% (2)	2013Expected Level of Performance :* Increase in level 7 by 33%	2b.1. *Lack of differentiation of instruction	2b.1. *Provide diagnostic and formative assessments to inform differentiation in instruction *Unpack the FAA access points and align them with instruction.	2b.1. ESE self-contatined teacher MTSS team	2b.1. *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students aligned to FAA access points. *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.	2b1. *Walkthrough data *Lesson Plans indicating differentiated instruction

		2b2.	2b.2.	2b.2.	2b.2.	2b.2.
		2b.3	2b.3	2b.3	2b.3	2b.3

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3a. FCAT 2.0: Percentage of students making Learning Gains in mathematics.			3a.1. Lack of student engagement	3a.1. *Differentiate instruction using small group instruction techniques to scaffold learning. *Use of "Math Talk Moves" to identify and clarify misconceptions of all students and to require engagement of all students. *Use of hands on math activities (use of manipulatives). *Use of problem based learning activities *Students set goals for achievement. *Teachers use Gradual Release Model to scaffold success.	3a.1. *Team Leaders *District Content Coach *Administration *Math Intervention teacher *Classroom teachers	3a.1. *Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials, models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide flexible, cooperative small group models to target specific learning needs. *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty. *On-going Progress Monitoring	3a.1. *Walkthrough data *Lesson Plans indicating small groups/gradual release model. *Teacher appraisal Summary *Observation by Coaches *Student data folders with goals. *Partnerships established and anchor charts indicating talk moves posted. *evidence of math rich problem solving techniques and examples posted. *
Mathematics Goal #3a: The percentage of students making a learning gain will increase from 58% to 100%.	2012 Current Level of Performance :* 58% (112)	2013Expected Level of Performance :* 100% of students will make a learning gain					
			3a.2. Insufficient use of higher levels of complexity with problem solving	3a.2. *Implement problem based learning activities. *Provide opportunities for students to prove/disprove the use of appropriate strategies. Utilize talk moves to	3a.2. *Team Leaders *District Content Coach *Administration *Math Intervention teacher	3a.2. *The cognitive complexity of models, examples, questions, tasks, and assessments are appropriately aligned to. grade-level standards and benchmarks. *Students are provided with appropriate scaffolding and	3a.2. *Walkthrough data *Lesson Plans *Teacher appraisals summary *Observation by Coaches

				*Classroom teachers	supports to access higher order questions and tasks.	*Evidence of math rich problem solving techniques and examples posted
			reinforce and clarify content. *Participate in grade level lesson study. .		*Utilize rubrics *Identify standard to be taught and to build lesson around varying levels of difficulty.	*Lesson Study documentation
		3a.3. Lack of differentiated instruction	3a.3. *Use formal / informal assessments to create groups *Use progress monitoring assessments. *Utilize cooperative grouping strategies *Use of "Talk Moves" to identify misconceptions and clarify content to better group students for small group instruction. *Use of accountable talk. *Use a variety of instructional programs to support learning	3a.3. *Team Leaders *District Content Coach *Administration *Math Intervention teacher *Classroom teachers.	3a.3. *Teachers use diagnostic assessment that came with adopted text. *Teachers take conference notes during instruction. *Teachers analyze assessment data in collaborative planning sessions.. *Select students to participate in ST Math program *Teachers use Formative Probes to assess skills before and after a lesson *Listening in on partnership conversations to identify needs	3a.3. *Walkthrough *Lesson Plans *Teacher appraisal summary *Observation by Coaches *Collaborative planning notes *ST Math logs/documentation

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3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.			3b.1.	3b.1	3b.1	3b.1.	3b.1. Walkthrough data
Mathematics Goal #3b: Maintain the 100% of students showing learning gains on the Florida Alternate Assessment	2012 Current Level of Performance :*	2013Expected Level of Performance :*	*Ineffective modification for standards.	Professional development in access standards	ESE team MTSS team Administrators	Gradual Release Model *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur	
	100% (1)	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
4a.FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.			4a.1. Lack of differentiated instruction	4a.1. *Use formal / informal assessments to create groups *Use progress monitoring assessments. *Utilize cooperative grouping strategies *Use of "Talk Moves" to identify misconceptions and clarify content to better group students for small group instruction. *Use of accountable talk. *Use a variety of instructional programs to support learning	4a.1. *Team Leaders *District Content Coach *Administration *Math Intervention teacher *Classroom teachers.	4a.1. *Teachers use diagnostic assessment that came with adopted text. *Teachers take conference notes during instruction. *Teachers analyze assessment data in collaborative planning sessions.. *Select students to participate in ST Math program *Teachers use Formative Probes to assess skills before and after a lesson *Listening in on partnership conversations to identify needs	4a.1. *Walkthrough *Lesson Plans *Teacher appraisal summary *Observation by Coaches *Collaborative planning notes *ST Math logs/documentation
Mathematics Goal #4a: The percentage of students in the lowest 25% will increase their learning gains from 57% to 100%.	2012 Current Level of Performance :*	2013Expected Level of Performance :*					
	57% (28)	100% of students will make a learning gain					
			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. *Small group instruction with math intervention teacher. *Develop intervention schedule using resources available.	4a.2. *Team Leaders *District Content Coach *Administration *Math Intervention teacher *Classroom teachers.	4a.2. *Use ST Math program in computer lab *MTSS 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	4a.2. *Evidence of core teachers and intervention teachers communicating and planning; *Lesson Plans *Walkthrough data *Walk to Achievement Schedule *Computer Lab Schedule

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					*Core content materials and subject matter are integrated within intervention courses	*MTSS notes
						ST Math logs/documentation
					*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.3. Lack of student engagement	4a.3. *Differentiate Instruction using small group instruction model based on instructional need. *Use gradual release model, I do, we do, you do. *Use of "Math Talk Moves" to identify and clarify misconceptions of all students *Use of hands on math activities (use of manipulatives, technology) *Use of problem based learning activities *Students participate in setting goals.	4a.3 *Team Leaders *District Content Coach *Administration *Math Intervention/ teacher *Classroom teachers	4a.3. * Content materials, models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide flexible, small group instruction to target specific learning needs. *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty. *On-going Progress Monitoring by students and teachers *Implement ST math program.	4a.3 *Walkthrough data *Lesson Plans *Teacher appraisal *Observation by Coaches *Student data folders

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			4b.1.	4b.1.	4b.1.	4b.1.	4b.1.
4b. Florida Alternate Assessment: **Percentage of students in Lowest 25% making learning gains in mathematics.**			4b.1.	4b.1.	4b.1.	4b.1.	4b.1. . Walkthrough data
Mathematics Goal #4b: The percentage of students in the lowest 25% making learning gains will increase to 100%,	2012 Current Level of Performance:*	2013Expected Level of Performance .*	*Ineffective modification for standards.	Professional development in access standards	ESE team MTSS team Administrators	Gradual Release Model *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur	
	Not known	100% of students will make a learning gain					
			4b.2	4b.2	4b.2	4b.2	4b.2
			4b.3.	4b.3.	4b.3.	4b.3.	4b.3

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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%. 63	**66**	**69**	**72**	**75**	**78**	**82**

Mathematics Goal #5A:

Each year the achievement gap will be reduced by 3% so that 82% of students will meet expectations by the year 2016-2017.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in mathematics.**	5b.1. White: Black: Hispanic: Asian: American Indian: NA	5b.1.	5b.1.	5b.1.	5b.1.

Mathematics Goal #5B:

All subgroups will increase their proficiency by 10%

2012 Current Level of Performance:*	2013Expected Level of Performance:*
White: 53% (61) Black: 15% (17) Hispanic: 22% (25) Asian: NA American Indian: NA	100% of student subgroups will make learning gains an increase in proficiency by 10%

*Teachers lack appropriate culturally responsive techniques to meet the needs of our diverse population.

*Monthly professional development in culturally responsive techniques.

*Collaborative planning across grade levels

*Use Gradual Release

*Vertical PLC's Facilitator

*Administrators

*Guidance Counselor

*Leadership Team

*Monthly meetings of cross grade level teams to read articles that are focused on teaching strategies found to be effective with a variety of cultures.

*Use protocols to process

*Vertical PLC's sign sheets

*Moodle postings

*Teacher Appraisal Summary

| | | | Model

*Sharing of ideas on Moodle

*Collaboratively plan for diversity. | *Multicultural Club Sponsors

*ESOL teachers | information

*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 (flexible) instruction to target specific learning needs.

*Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty. | *Guidance Counselor

*Lesson Plans

*Variety of assessment techniques |
| | | | 5b.2
*Insufficient intervention supports exist to address the varying needs of students across academic and engagement areas | 5b.2
*Create intervention that support core instructional goals and objectives

*Small group instruction for 4th/5th grade targeted student using ST computerized math program…working with | 5b.2
*Administrators

*Math intervention teacher

*Math coach

*Classroom teachers | 5b.2
*grade level team and intervention specialist utilizes data to plan for intervention courses

*Intervention and core teachers communicate and plan together regularly | 5b.2
*Walkthrough data

*Lesson Plans

*Teacher appraisal

*Observation by Coaches

*ST Math logs |

			math intervention teacher Align Intervention Master Schedule with needs		*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	*Collaboration between teacher, coach and intervention specialist *MTSS minutes *Walk to Achievement Master Schedule
		5B.3. *Lack of student engagement	5B.3. *Differentiate instruction to provide added support for success. *Use of "Math Talk Moves" to identify and clarify misconceptions of all students Use of hands on math activities (use of manipulatives) and technology. Use of problem based learning activities. Use of cooperative group structures.	5B.3. *Team Leaders *District Content Coach *Administration *Math Intervention teacher *Classroom teachers	5B.3. *Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials, models, examples and questions are appropriately scaffolded to meet the needs of diverse learners. *Teachers provide flexible, small group instruction to target specific learning needs. *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways,	5B.3. *Walkthrough data *Lesson Plans that indicate levels of engagement, use of high yield instructional strategies and small groups. *Teacher appraisal summary *Observation by Coaches *Collaboration between classroom teachers and intervention specialist. *Computer Lab Sign up

					which includes varying degrees of difficulty. *Use of Kagan structures, protocols and Accountable Talk (Math Talk Moves)	

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.			5c.1. *Lack of differentiation of instruction	5c.1. *Differentiate Instruction by using small group teaching strategy. *Use of math word walls with picture support *Use of math talk moves to identify and clarify misconceptions and reinforce lesson and to build math vocabulary. Mini-lesson with scaffolded instruction. Use of manipulatives Use of diagnostic and formative assessments to determine needs and monitor progress.	5c.1. Team Leaders Content District Coach Administration Math Intervention teacher Classroom teachers ESOL support teachers	5c.1. *Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials, models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small flexible group instruction to target specific learning needs. *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty. *Teachers and students develop rubrics for specific tasks.	5c.1. *Walkthrough data *Lesson Plans *Teacher appraisal summary *Observation by Coaches *Math word wall posted *Evidence of the use of rubrics.
Mathematics Goal #5C: Increase the level of proficiency of ELL students from 33% to 43%	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	33% (23)	100% of ELL students will make learning gains An increase in proficiency by 10%					
			5C.2. Lack of understanding of English language in content areas.	5C.2. Accountable talk during math mini-lesson Talk moves for clarification Math word wall with pictures and gesture support. Small group instruction	5C.2. *Team Leaders *District Content Coach *Administration *Math Intervention teacher *Classroom teachers *ESOL teacher	5C.2. *Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials, models, examples and questions are appropriately scaffolded to meet the needs of diverse learners	5C.2. *Walkthrough *Lesson Plans *Teacher appraisal summary *Observation by Coaches *Content word walls *Vocabulary notebooks

			with ESOL support		*Teachers provide small flexible group instruction to target specific learning needs. *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	

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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
5D. Students with Disabilities (SWD)not making satisfactory progress in mathematics. Mathematics Goal #5D: The percentage of SWD students meeting proficiency standards in math will increase from 20% to 30%.	2012 Current Level of Performance:* 20% (8)	2013 Expected Level of Performance:* 100% of SWD students will make learning gains An increase in proficiency by 10%	5d.1. *Lack of differentiation of instruction	5d.1. *Differentiate Instruction by using small group teaching strategy. *Use of math word walls with picture support *Use of math talk moves to identify and clarify misconceptions and reinforce lesson and to build math vocabulary. Mini-lesson with scaffolded instruction. Use of manipulatives Use of Use of diagnostic and formative assessments to determine needs and monitor progress.	5d.1. *Team Leaders *Content District Coach *Administration *Math Intervention teacher *Classroom teachers *ESE support teachers	5d.1. *Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials, models, examples and questions are appropriately scaffolded to meet the needs of diverse learners. (multi-sensory techniques) *Teachers provide small flexible group instruction to target specific learning needs. *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty. *Teachers and students develop rubrics for specific tasks.	5d.1. *Walkthrough data *Lesson Plans *Teacher appraisal summary *Observation by Coaches *IEP *IEP progress reports
			5D.2 Insufficient intervention supports exist to address the varying needs of ESE students	5D.2. Develop School-wide Master schedule to include ESE resource schedule	5D.2. *Team Leaders *Content District Coach *Administration *Math Intervention	5D.2.	5D.2 *Walkthrough data *Lesson Plans *Teacher appraisal Summary

				teacher		*IEP
				*Classroom teachers		*IEP progress report
				*ESE support teachers		

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E: The percentage of Economically Disadvantaged students proficient will increase from 31% to 41%	2012 Current Level of Performance:*	2013Expected Level of Performance:* 100% of Economically Disadvantaged students will make learning gains An increase in proficiency by 10%	5e.1. *Lack of differentiation of instruction	5e.1. *Differentiate Instruction by using small group teaching strategy. *Use of math word walls with picture support *Use of math talk moves to identify and clarify misconceptions and reinforce lesson and to build math vocabulary. Mini-lesson with scaffolded instruction. Use of manipulatives Use of Use of diagnostic and formative assessments to determine needs and monitor progress.	5e.1. *Team Leaders *Content District Coach *Administration *Math Intervention teacher *Classroom teachers *ESE support teachers	5e.1. *Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials, models, examples and questions are appropriately scaffolded to meet the needs of diverse learners. (multi-sensory techniques) *Teachers provide small flexible group instruction to target specific learning needs. *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty. *Teachers and students develop rubrics for specific tasks.	5e.1. *Walkthrough data *Lesson Plans *Teacher appraisal summary *Observation by Coaches
			5e.2. Lack of student engagement	5e.2. *Differentiate instruction using small group instruction techniques to scaffold learning. *Use of "Math Talk Moves" to identify and clarify misconceptions of all students and to require engagement of all students.	5e.2 *Team Leaders *District Content Coach *Administration *Math Intervention teacher *Classroom teachers	5e.2 *Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials, models, examples and questions are appropriately scaffolded to meet the needs of diverse	3a.1. *Walkthrough data *Lesson Plans indicating small groups/gradual release model. *Teacher appraisal Summary *Observation by Coaches

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

			*Use of hands on math activities (use of manipulatives). *Use of problem based learning activities *Students set goals for achievement. *Teachers use Gradual Release Model to scaffold success.		learners *Teachers provide flexible, cooperative small group models to target specific learning needs. *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty. *On-going Progress Monitoring	*Student data folders with goals. *Partnerships established and anchor charts indicating talk moves posted. *evidence of math rich problem solving techniques and examples posted. *
		5a.3 Insufficient use of higher levels of complexity with problem solving	5a.3 *Implement problem based learning activities. *Provide opportunities for students to prove/disprove the use of appropriate strategies. Utilize talk moves to reinforce and clarify content. *Participate in grade level lesson study. .	5a.3. *Team Leaders *District Content Coach *Administration *Math Intervention teacher *Classroom teachers	5a.3 *The cognitive complexity of models, examples, questions, tasks, and assessments are appropriately aligned to. grade-level standards and benchmarks. *Students are provided with appropriate scaffolding and supports to access higher order questions and tasks. *Utilize rubrics *Identify standard to be taught and to build lesson around varying levels of difficulty.	5a.3. *Walkthrough data *Lesson Plans *Teacher appraisals summary *Observation by Coaches *Evidence of math rich problem solving techniques and examples posted *Lesson Study documentation

End of Elementary School Mathematics Goals

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<u>Elementary and Middle School Science Goals</u>

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

Elementary and Middle Science Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1a.FCAT 2.0:Students scoring at Achievement Level 3 in science. Science Goal #1a: The percentage of students attaining proficiency in Science will increase from 28% to 38%.	2012 Current Level of Performance: * 28% 27	2013Expected Level of Performance: * Decrease the number of level 1 and 2 by 10%	1a.1. *Insufficient standard based instruction in all grade levels.	1a.1. *Implement core science instruction at all grade levels for 150 minutes a week. *Set and communicate a purpose for learning and learning goals in each lesson *Implement 5 E's workshop and district content workshops. *Implement collaborative planning sessions to facilitate design of high yield instructional strategies. *Increase instructional rigor	1a.1. *District Science Coach *Grade Level Team Leaders *Classroom teachers	1a.1. *Lessons should be aligned with a course standard or benchmark and to the district/school pacing guide. *Lessons should begins with a discussion of desired outcomes and learning goals *Identify student readiness for learning by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. *Include a learning goal/essential question *Include teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focus and/or refocuses class discussion by referring back to the learning goal/essential question *Include a scale or rubric that relates to the learning goal that is posted so that	1a.1. Walkthrough data Lesson Plans indicating 5 E model process. Science Coach Logs SEAMs booklets Posted Teaching Points or Essential Questions.

						all students can see it. *Include a reference to the scale or rubric throughout the lesson.	
			1a.2. Insufficient use of progress monitoring assessments and lack of re-teaching.	1a.2. Develop weekly or biweekly assessments to determine content learning. Analyze data to determine remediation small group needs.	1a.2. *Teachers *District Science Coach	1a.2. *Teacher uses Page Keely Science Probes to uncover gaps or strengths in knowledge. *Grade level teams collaboratively analyze data *Small group instructional groups. *Use of 5 E's workshop model	1a.2. *Walkthrough data *Lesson Plans *Science Coach Logs *Grade Level Team PLC's
1b.Florida Alternate Assessment: Students scoring at Level 4, 5, and 6 in science.			1b.1.	1b.1.	1b.1.		
Science Goal #1b: Science is not tested on the Florida Alternate Assessment.	2012 Current Level of Performance:* 0%	2013Expected Level of Performance:*					
			1b.2.	1b.2.	1b.2.	1b.2.	1b.2.
			1b.3.	1b.3.	1b.3.	1b.3.	1b.3.

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2a. FCAT 2.0:Students scoring at or above Achievement Levels 4 and 5 in science.			2b.1. *Lack of differentiation of instruction	2b.1. *Provide students with the opportunity to set goals in attaining high level rubric scores. *Provide opportunities for students to pursue independent scientific studies. *Provide and outline expectations for high performance through the use of rubrics. *Teachers collaborate with gifted and media/technology specialist to develop project based lessons.	2b.1. *District Content Coach *Gifted Teacher	2b.1. *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 use rubric assessments to analyze student performance *Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle	2b1. *District Science Coach Logs *Gifted Teacher Lesson Plans *Rubrics
Science Goal #2a: The percentage of student achieving Levels 4 and 5 in science will increase from 3% to 8%.	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	3% (3)	Increase the level 4 and 5 students 5%					
			2a.2.	2a.2.	2a.2.	2a.2.	2a.2.
			2a.3	2a.3	2a.3	2a.3	2a.3
2b. Florida Alternate Assessment: Students scoring at or above Level 7 in science.			2b.1	2b.1	2b.1.	2b.1	2b.1
Science Goal #2b: Science is not tested on the Florida Alternate Assessment.	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	0%						
			2b.2.	2b.2.	2b.2.	2b.2.	2b.2.
			2b.3	2b.3	2b.3	2b.3	2b.3

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End of Elementary and Middle School Science Goals

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Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
5 E model	K-5	Learning Specialist	All grade level teachers	Monthly Curriculum Meetings	Walk Through Lesson Plans	Principal
Science Content K-5	K-5	District Science Coach	All grade level teachers	1 week every month during school assigned dates	Coaching Logs Meeting with Administration Walk Throughs	Principal

Science Budget(Insert rows as needed)

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

	Subtotal:
	Total:

End of Science Goals

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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
1a. FCAT:Students scoring at Achievement Level3.0 and higher in writing. Writing Goal #1a: The percentage of student proficient in writing will increase from 80% to 90%	2012 Current Level of Performance:* 80% 86 Level 4 and above 27% 29	2013Expected Level of Performance:* Decrease number of level 1,2 and 3 students	1a.1. *Insufficient integration of writing in other curricular areas	1a.1. *Set and communicate a purpose for learning and learning goals in each lesson *Collaborative planning on grade level teams to focus on common core standards *Utilizing resources and Staff with curriculum integration	1a.1. *Administration in charge of evaluations and lesson plan review. *Literacy Coaches *Gifted Teacher, Media/Technology Specialist	1a.1. *Teaching points, essential questions, and benchmarks are posted and referred to during lessons. *Lesson Plans are turned in weekly to administration. *Team PLC notes are posted to Moodle. *Specialists teachers attend grade level PLC's to support instructional strategies.	Walkthrough & Lesson Plans Teacher PLC on instructional strategies Observation with coaches
			1a.2. *Lack of collaborative scoring conversations using a writing rubric	1a.2. *Teachers meet to dual score writing using rubric and conferring about their scoring.	1a.2. *Teachers on grade level teams *Literacy Coach	1a.2. *Rubrics are well developed and understood by all grade level team members. *Conferring with Students	1a.2. *Administration/Grade Level teams *Collaborative planning times
			1a.3. *Insufficient standard based instruction	1a.3. *Increase instructional rigor *Lesson Study *Implement workshop model	1a.3. *Administration who evaluates teacher *Teachers/Grade Level Team Members	1a.3. *Teachers provide instruction which is aligned with the cognitive complexity levels of standards and benchmarks *Students are provided with	1a.3. *Walkthrough *Teacher Appraisal Results *Lesson Plans turned in weekly to administration

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						*Literacy Coaches	appropriate scaffolding and supports to understand writing process and rubric standards.	*Anchor charts of teaching points. *Samples of rubrics and anchor papers.
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.								
Writing Goal #1b: The percentage of students scoring at a Level of 4 or higher will remain at 100%	2012 Current Level of Performance:* 100% (1) Level 7 and above 100%	2013Expected Level of Performance:* Decrease number of level 1,2 and 3 students						
			1b.2.	1b.2.	1b.2.	1b.2.	1b.2.	
			1b.3.	1b.3.	1b.3.	1b.3.	1b.3.	

End of Writing Goals

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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
CCSS	K-5	CCSS committee	All teachers and support personnel	Monthly	Walk Throughs and Coaching schedules	Administrators
Culturally Responsive Techniques	K-5	Vertical PLC	All teachers and support personnel	Monthly	Walk Throughs and Coaching schedules	Administrators

Budget(Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
		Subtotal:	0
Technology			
Strategy	Description of Resources	Funding Source	Amount
		Subtotal:	0
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
		Subtotal:	0
Other			
Strategy	Description of Resources	Funding Source	Amount
		Subtotal:	0
		Total:	0

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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
1. Attendance			1.1. *Parental & student belief about the importance of school attendance causing lack of desire to attend regularly.	1.1. *Positive behavior supports are in place in the form of an effective school wide behavior plan. *Parent Involvement Committee develops strategies to build positive culture for parents and students. *Attendance policy clearly defined to staff and parents.	1.1. *MTSS *Safety Committee *Teachers *Parent Involvement Committee *Child Study Team *Social Worker *Guidance Counselor	1.1. *Behavioral expectations are taught and reviewed with all students and staff. *Appropriate behaviors are acknowledged *Behavioral errors are proactively corrected. *Parent involvement activities held monthly to build positive culture. *Attendance expectations are clearly and positively defined through Parent Connect, newsletters and conferences. * A database for keeping records and making decisions is established. *Data-based monitoring and adaptations to the plan are regularly conducted.	1.1. *MTSS minutes *Safety Committee minutes *Parent Involvement Committee Minutes *Child study Minutes and database *Parent contact Log on FOCUS
Attendance Goal #1: The number of students with more than 10 absences will be reduced by 10%.	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*					
	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)					
	184	10% decrease from prior year					
	2012 Current Number of Students with Excessive Tardies (10 or more)	2013Expected Number of Students with Excessive Tardies (10 or more)					
	118	10% decrease from prior year					
			1.2. *Lack of student	1.2. *Teachers build high yield	1.2 Teachers	1.2. Teachers collaboratively	1.2. *Teachers

| | | engagement | instructional strategies to raise the level of engagement.

*Teachers build lessons that appropriately scaffold student learning so they are successful.

*School wide supports are put in place to increase time on task and success in achievement. | *Guidance Counselor

*Assistant Principal | plan to build and implement positive behavior plan.

Teachers collaboratively plan to use highly engaging lessons to increase time on task.

*Morning Meetings to build culture.

*Celebrations for learning are held regularly. | *Grade Level Teams
*Lesson Plans
*Walk through data
*Reduced # of absences |
|---|---|---|---|---|---|---|
| | | 1.3. | 1.3. | 1.3. | 1.3. | 1.3. |

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<table>
<tr><td colspan="7">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.</td></tr>
<tr>
<td>PD Content /Topic and/or PLC Focus</td>
<td>Grade Level/Subject</td>
<td>PD Facilitator and/or PLC Leader</td>
<td>PD Participants (e.g. , PLC, subject, grade level, or school-wide)</td>
<td>Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)</td>
<td>Strategy for Follow-up/Monitoring</td>
<td>Person or Position Responsible for Monitoring</td>
</tr>
<tr>
<td>School Wide Behavior Plan</td>
<td>K-5</td>
<td>Safety Team</td>
<td>Total staff</td>
<td>Monthly</td>
<td>Monthly CST and Safety Meetings</td>
<td>Assistant Principal</td>
</tr>
<tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
</table>

Attendance Budget(Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
		Subtotal:	0
Technology			
Strategy	Description of Resources	Funding Source	Amount
		Subtotal:	0
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
		Subtotal:	0
Other			
Strategy	Description of Resources	Funding Source	Amount
		Subtotal:	0
		Total:	0

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)).

Suspension Goal(s)			Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Suspension Suspension Goal #1: The number of in-school suspensions, including office time outs will reduce by 15% from 47 to 32.	2012Total Number of In –School Suspensions 47 2012Total Number of Students Suspended In-School 30 2012Number of Out-of-School Suspensions 37 2012Total Number of Students Suspended Out- of- School 14	2013 Expected Number of In- School Suspensions 10% decrease from prior year 2013 Expected Number of Students Suspended In -School 10% decrease from prior year 2013 Expected Number of Out-of-School Suspensions 10% decrease from prior year 2013 Expected Number of Students Suspended Out- of-School 10% decrease from prior year	1.1. Inconsistent implementation of school-wide behavior plan.	1.1. *Positive behavior supports are in place in the form of an effective school wide behavior plan *Positive behavior supports are in place in the form of an effective classroom behavior plan.	1.1. *Safety Committee *Guidance Counselor *Classroom teachers	1.1. *Expectations are clearly defined and posted in common areas and classrooms. *Behavioral expectations are taught and reviewed as needed with all students and staff. *Positive learning culture built through daily Morning Meetings and problem solving Class Meetings. *Appropriate behaviors are acknowledged with consistent reward processes. *Behavioral errors are proactively corrected. *Data-based monitoring and adaptations to the plan are regularly conducted. *Individual behavior plans are designed and implemented as needed.	1.1. Decrease in the following *number of discipline referrals *number of administrative calls *number of In-School Suspensions *number of students suspended In-School *number of out-of-school suspensions *number of students suspended out-of-school Increase in the following *Individual behavior plans *behavior celebrations
			1.2.	1.2.	1.2.	1.2.	1.2.

		1.3.	1.3.	1.3.	1.3.	1.3.

Suspension Professional Development

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

Suspension Budget(Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
		Subtotal:	0
Technology			
Strategy	Description of Resources	Funding Source	Amount
		Subtotal:	0
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
		Subtotal:	0
Other			
Strategy	Description of Resources	Funding Source	Amount

				Subtotal:	0
				Total:	0

End of Suspension Goals

Dropout Prevention Goal(s) Note: Required for High School- F.S., Sec. 1003.53

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

Dropout Prevention Goal(s)			Problem-solving Process to Dropout Prevention				
Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Dropout Prevention Dropout Prevention Goal #1: *Please refer to the percentage of students who dropped out during the 2011-2012 school year.*			1.1.	1.1.	1.1.	1.1.	1.1.
		2013 Expected Dropout Rate:*					
		2013 Expected Graduation Rate:*					
			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
		Subtotal:	
Technology			
Strategy	Description of Resources	Funding Source	Amount
		Subtotal:	
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
		Subtotal:	
Other			
Strategy	Description of Resources	Funding Source	Amount
		Subtotal:	
		Total:	

End of Dropout Prevention Goal(s)

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Parent Involvement Goal(s)

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

Parent Involvement Goal(s)			Problem-solving Process to Parent Involvement				
Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Parent Involvement Parent Involvement Goal #1: *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*			1.1	1.1	1.1.	1.1.	1.1.
PIP will be uploaded on website once the template has been released and written. The Parent Involvement committee will be responsible for its design and implementation.	2012 Current level of Parent Involvement:*	2013 Expected level of Parent Involvement:*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Parent Involvement Professional Development

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

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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
Increase communication between school and parents	Purchase Agenda books	Title 1	2000.00
Increase communication between school and parents	Printing Costs	Title 1	250.00
		Subtotal:	2250.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
		Subtotal:	0
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
		Subtotal:	0
Other			
Strategy	Description of Resources	Funding Source	Amount
Increase opportunities for parent involvement	Hire Parent Liaison	Title 1	8164.74
		Subtotal:	8164.74
		Total:	10,414.74

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
STEM Goal #1: Not Applicable to Elementary School	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

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STEM Budget (Insert rows as needed)

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

End of STEM Goal(s)

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Career and Technical Education (CTE) Goal(s)

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

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
CTE Goal #1: Not Applicable to Elementary School	1.1.	1.1.	1.1.	1.1.	1.1.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

CTE Professional Development

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

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

End of CTE Goal(s)

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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
1. Additional Goal: Wellness Additional Goal #1: This goal is optional	2012 Current Level :* :	2013 Expected Level :*	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.

Additional Wellness Goals Professional Development

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

Include only school-based funded activities/materials and exclude district funded activities /materials.

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Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

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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
1. Additional Goal: Black Academic Achievement Additional Goal #1: The percentage of black students making learning gains will reach 100%.	2012 Current Level :* Reading level 3 and above:14% (19) Math Level 3and above: 15% (17)	2013 Expected Level :* All black students to make learning gains in reading and math	1a.1. * Lack of differentiation for instruction	1a.1. *Develop site based professional development plan to deepen content knowledge and using Webb's Depth of Knowledge and text complexity. *Training in and using The Principles of Common Core State Standards * Hold regular data meetings to analyze student data. *Implement small group instruction based on student need. *Teacher confer with students to assess need. *Teachers collaboratively plan for enrichment lessons. *Teachers collaborate with Literacy Coaches to	1a.1. *Team leaders * Literacy Leadership Team *District Content Coaches *Gifted Teacher *Media/Technology Specialist	1a.1. *Administrators conduct walkthroughs to observe differentiated instruction and higher order questioning. *Content Based PLC's held monthly to identify grade level standards, pre-requisites and post-requisites. *Conduct bimonthly Staff/Curriculum Meetings to study Common Core Standards and how teaching practices need to change. *Hold Grade level data meetings every 6 weeks to study progress of all students. *Teachers use Jan Richardson's Guided Reading Routine. *Teachers keep conferring notes. *Teachers analyze the results of formative	1a..1. *Walk to Intervention Schedule *Lesson plans *Moodle Walk to Achievement data *Coach's Logs *Conference notes *Guided Reading Plans *Walk through data

				enhance core curriculum.		assessments to plan for instruction, including small group instruction. *Coaches meet with teachers to plan for higher level questioning and project based learning.	
				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

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
Understanding culturally diverse populations	K-5	Vertical PLC Facilitators	All Staff	Monthly	Walk Through Data Lesson Plans that reflect differentiated instruction.	

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
		Subtotal:	0
Technology			
Strategy	Description of Resources	Funding Source	Amount

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			Subtotal: 0
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: 0
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: 0
			Total: 0

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)).

Additional Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Additional Goal: Student Engagement for Black Students Additional Goal #1: The percentage of referrals of , black students will reduce by 20% from 28 referrals to 22 referrals. 2012 Current Level :* / 2013 Expected Level :* **Black referrals: 28** **Non black referrals: 12**	1.1. *Lack of Student Engagement	1.1. *Positive behavior supports are in place in the form of an effective school wide behavior plan *Positive behavior supports are in place in the form of an effective classroom plan	1.1. *RtI Coach *Assistant Principal *Guidance Counselor *Safety Committee	1.1. *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	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

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						*A database for keeping records and making decisions is established. * Data-based monitoring and adaptations to the plan are regularly conducted.	*Number of students assigned to alternative bell schedule
			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

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

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
		Subtotal:	0
Technology			
Strategy	Description of Resources	Funding Source	Amount
		Subtotal:	0
Professional Development			
Strategy	Description of Resources	Funding Source	Amount

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			Subtotal:	**0**
Other				
Strategy	Description of Resources	Funding Source	Amount	
			Subtotal:	**0**
			Total:	**0**

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)).

Additional Goal(s)		Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Additional Goal: Black graduation rate		1.1.	1.1.	1.1.	1.1.	1.1.
Additional Goal #1: Not Applicable	2012 Current Level :* 2013 Expected Level :*					
		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

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	Grade	PD Facilitator	PD Participants	Target Dates and Schedules	Strategy for Follow-up/Monitoring	Person or Position Responsible for

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and/or PLC Focus	Level/Subject	and/or PLC Leader	(e.g. , PLC, subject, grade level, or school-wide)	(e.g. , Early Release) and Schedules (e.g., frequency of meetings)		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
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

Additional Goal V Bradley MOU (s)

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

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Additional Goal: Black advanced Coursework <u>Additional Goal #1:</u> Not applicable.	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>	1.1.	1.1.	1.1.		1.1. Lesson Plans & Walkthrough Professional Development includes equity and cultural responsiveness
			1.2.	1.2.	1.2.	1.3	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Additional MOU Goals Professional Development

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

End of Additional Goal(s)

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Final Budget(Insert rows as needed)

Please provide the total budget from each section.		
Reading Budget		
	Total:	**217,691.58**
Mathematics Budget		
	Total:	**20,697.11**
Science Budget		
	Total:	**0**
Writing Budget		
	Total:	**0**
Attendance Budget		
	Total:	**0**
Suspension Budget		
	Total:	**0**
Dropout Prevention Budget		
	Total:	**0**
Parent Involvement Budget		
	Total:	**10,414.74**
Additional Goals		
	Total:	
	Grand Total:	

Final Budget(Insert rows as needed)

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

	Total:
Writing Budget	
	Total:
Civics Budget	
	Total:
U.S. History Budget	
	Total:
Attendance Budget	
	Total:
Suspension Budget	
	Total:
Dropout Prevention Budget	
	Total:
Parent Involvement Budget	
	Total:
STEM Budget	
	Total:
CTE Budget	
	Total:
Additional Goals	
	Total:
	Grand Total:

Differentiated Accountability

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

School Differentiated Accountability Status		
☐Priority	X☐Focus	☐Prevent

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- 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.

XX   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.
Keep informed regarding state legislation and district mandates Monitor SIP Serve in advisory role to principal Advocate for school and students

Describe the projected use of SAC funds.	Amount
There are no SAC funds.	