FLORIDA DEPARTMENT OF EDUCATION

DRAFT School Improvement Plan (SIP)
Form SIP-1

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Lake Panasoffkee Elementary	District Name: Sumter
Principal: Allen Shirley	Superintendent: Richard Shirley
SAC Chair: Kellie Miller	Date of School Board Approval:

Student Achievement Data:

The following links will open in a separate browser window.

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

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

High School Feedback Report

K-12 Comprehensive Research Based Reading Plan

Highly Effective Administrators

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Principal	Allen Shirley	MA Educational Leadership BA Interdisciplinary Natural Sciences	1	4	2011-2012-Lake Panasoffkee Elementary- School Grade A 2010-2011- South Sumter High School- School Grade B, AYP not met 2009-2010- South Sumter High School- School Grade A, AYP not met (92%) 2008-2009 - South Sumter High School- School Grade C, AYP not met (90%)
Assistant Principal	Kelly Goodwin	MA Educational Leadership BA Elementary Education English to Speakers of Other Languages	8		

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Highly Effective Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Shelly Hunt		1	1	
Math	Tonya Merritt	BA Elementary Education	18	0	

Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Online Application	Lisa Whitman	As vacancies occur	
2. Teachers to Teachers	Lisa Whitman	As vacancies occur	
3. Troops to Teachers	Lisa Whitman	As vacancies occur	
4. Certification Checks Prior to Hiring	Lisa Whitman	As vacancies occur	

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Non-Highly Effective Instructors

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

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Effective
Anita Brooks	Elementary Education	Grade 1	ESOL Classes being offered through the district
Diane Hay	Elementary Education	Grades 3-5 Reading	ESOL Classes being offered through the district
Julie McCorkle	Elementary Education	Gifted	ESOL Classes being offered through the district
Kathy Carter	Elementary Education	Self-Contained ESE	Unit Planning Training, Common Core Training, PLCs, Lesson Study, ESE Conference

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
36	5.6 %(2)	30.6% (11)	27.8%(10)	36.1%(13)	19.4%(7)	38% (14)	16.7(6)	2.8(1)	80.6(29)

Teacher Mentoring Program

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Jennifer Paul	Linda Davis	Jennifer Paul has been teaching 18 years, is familiar with the primary	District Plan for Peer Teachers

		curriculum, and has served as grade level chair for several years.	
Cindy Randolph	Maribel Vera	Cindy Randolph has been teaching for five years, is familiar with primary curriculum and serves as grade level chair.	District Plan for Peer Teachers
Tonya Merritt	Anita Brooks	Tonya Merritt has been teaching for several years, is familiar with primary curriculum.	District Plan for Peer Teachers
Jessica Johnston	Wendi Sovercool	Jessica Johnston is familiar with elementary curriculum and has been awarded teacher of the year.	District Plan for Peer Teachers

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: All district Title I schools have schoolwide programs. Title I funds are used to implement comprehensive strategies for improving the educational programs of the entire school but target most academically at-risk students. These funds supplement the school's academic program by providing additional technology, instructional programs, personnel, professional development, opportunities for data analysis and review and revision of curriculum, and parent involvement activities.
Title I, Part C- Migrant
Title I, Part D
Title II: The School is allotted Title II funds for professional development opportunities. Professional development for teachers and administrators are based on the School Improvement goals and student data.
Title III: Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners.
Title X- Homeless: The district identifies homeless children during the registration process or when the family becomes homeless. The district then buys supplies through Title I dollars or clothing and other needed items through Homeless ARRA funds. Homeless students are not segregated and barriers to their education are eliminated.
Supplemental Academic Instruction (SAI): SAI will be coordinated with Title I funds to provide after school for Level 1 readers. SAI funds will be used to expand the after school program to all Level 2 students.

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Violence Prevention Programs: All students participate in monthly Character Connex assemblies, where character education is taught. The Guidance Counselor also teaches character education once a week in Kindergarten classes. Lake Panasoffkee Elementary has also implemented Positive Behavior System (PBS) plan.
Nutrition Programs: Schools participate in the Department of Agriculture's National Lunch Program and are provided the opportunity to receive food service for breakfast and lunch. Students who participate in afterschool academic enrichment program are also eligible to receive a snack provided through the National Lunch Program.
Housing Programs
Head Start: VPK is offered at Lake Panasoffkee to ensure a smooth transition into Kindergarten. Students participate in VPK four days per week and are exposed to a literature and print rich environment.
Adult Education
Career and Technical Education
Job Training: Partnerships with community stakeholders will provide students with a job skills program that will allow students the opportunity to learn how to perform well in a work setting.
Other

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

School-Based MTSS/RtI Team
Identify the school-based MTSS Leadership Team. Shelly Hunt- RtI Case Facilitator Allen Shirley- Principal Kelly Goodwin- Assistant Principal Intern Landrea Sherman- Guidance Counselor Sherri Robinson- ESE Teacher
Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts? The school-based RtI Leadership Team will meet bi-weekly or as needed with the general education teachers who have children in the RtI process to review interventions implementation, effectiveness, and data collection. The school- based RtI Leadership Team will also meet quarterly to review school- wide and class-wide academic and behavioral data.
Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP? Members of the RtI team are responsible for development and implementation of the school improvement plan. RtI team reviews data and makes recommendations for programs and resources needed at the school to assist students with behavioral and academic needs.
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.

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The school data management system, AS400 is utilized to access student data. Data can be reported by gender, race, and type of referral. Schools also have access to DATA STAR a data management program housing all Progress Monitoring Plans, Individual Education Plans and state and district test scores. Success Maker prescriptive scheduling report will also be used to summarize tiered data.
Describe the plan to train staff on MTSS. The District has trained and assigned an RtI Case Facilitator to Lake Panasoffkee. The Case Facilitator for Lake Panasoffkee will train staff in the RtI process, work hand and hand in assisting teachers with collecting data, and facilitate all school- based meeting. The RtI Case Facilitator will also provide professional development for teachers during learning communities.
Describe plan to support MTSS. The Case Facilitator will attend all training given at the District level. Substitutes will be provided as needed to allow for Teamwork, Intervention, and Problem Solving (TIPS) Meetings.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT).   Allen Shirley, Principal   Kelly Goodwin, Assistant Principal Intern   Landrea Sherman, Guidance Counselor   Patricia Butler, Media Specialist   Sherri Robinson, ESE   Jennifer Paul, Kindergarten Chair   Cindy Randolph, First Grade Chair   Joyce Whitfield, Second Grade Chair   Grace Ashley, Third Grade Chair   Molly Everett, Fourth Grade Chair & Title I Contact   Allen Ashley, Fifth Grade Chair   Shelly Hunt, RtI Case Facilitator &Reading Resource Teacher   Tonya Merritt, Math Resource Teacher
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).   The Literacy Leadership Team meets at grade- level meetings and during learning communities several times throughout the month.
What will be the major initiatives of the LLT this year?   The primary focus of the Literacy Leadership Team this year is to ensure successful implementation of the Common Core Roll-out Plan, emphasize continued development in Learning Focused Solutions and reach goals set in reading, math, science and writing.

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.

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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.

Each spring the school holds VPK and Kindergarten "Round Ups". During this time parents are assisted with completing required registration forms. Students also participate in a Kindergarten readiness assessment along with speech and language screeners.

VPK is offered at the school for four year olds four days per week. During the VPK program students are exposed to school procedures and a print rich environment that mirrors the Kindergarten program. Additional resources available to parents include a VPK social worker and Pre-K specialist.

VPK and Kindergarten teachers participate in articulation meetings each fall to discuss student placement and areas of need. Each spring the school holds VPK and Kindergarten "Round Ups". During this time parents are assisted with completing required registration forms. Students also participate in a Kindergarten readiness assessment along with speech and language screeners.

VPK is offered at the school for four year olds four days per week. During the VPK program students are exposed to school procedures and a print rich environment that mirrors the Kindergarten program. Additional resources available to parents include a VPK social worker and Pre-K specialist.

VPK and Kindergarten teachers participate in articulation meetings each fall to discuss student placement and areas of need.

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

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

High Schools Only

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

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

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

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Postsecondary Transition

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

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. Reading Goal #1a: On the 2013 FCAT 2.0 Reading, 38% (83) of students grades 3- 5 will score at level 3	2012 Current Level of Performance:* Based on the 2012 FCAT 2.0 Reading, 33% (73) of students in grades 3-5 scored at Level 3.	2013 Expected Level of Performance:* On the 2013 FCAT Reading, 38% (83) of tested students will score a level 3.	1a1. The length of FCAT 2.0 Reading Passages and the endurance needed by students to complete them.	1a1. Teachers will provide students with FCAT format assessments throughout the year that reflect the length of FCAT passages.	1a1. Principal, Assistant Principal, Teachers, Lab Managers and Reading Resource Teacher	1a1. Administrators, teachers and Leadership Team will review and discuss students' results and progress on classroom and state assessments.	1a1. Results of 2013 Reading FCAT 2.0, and Discovery Education reports will be the definitive evaluative tool. Accelerated Reader reports, Success Maker Enterprise results, student work produced, teacher observation and the Classroom Walkthrough Instrument will also be utilized to determine the effectiveness of this strategy.
			1a.2.	2a.2.	2a.2.	2a.2.	2a.2.

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			Teachers will include extended thinking activities including analyzing perspective and constructing support	Principal, Assistant Principal, Teachers, Lab Managers and Reading Resource Teacher	The Principal and Assistant Principal will use the classroom walkthrough instrument and lesson plan review to monitor extended thinking activities.	Results of 2013 Reading FCAT 2.0, and Discovery Education reports will be the definitive evaluative tool. Accelerated Reader reports, Success Maker Enterprise results, student work produced, teacher observation and the Classroom Walkthrough Instrument will also be utilized to determine the effectiveness of this strategy.
		1a.3. The understanding of the academic vocabulary needed to be successful on the FCAT 2.0 Reading Assessment.	1a.3. Teachers will focus on essential academic vocabulary such as: analyze, compare, contrast, describe, evaluate, explain, formulate, infer, predict, summarize, support, and trace.	1a.3. Principal, Assistant Principal, Teachers, Lab Managers and Reading Resource Teacher	1a.3. Administrators, teachers and Leadership Team will review and discuss students' results and progress on classroom and state assessments.	1a.3 Results of 2013 Reading FCAT 2.0, and Discovery Education reports will be the definitive evaluative tool. Accelerated Reader reports, Success Maker Enterprise results, student work produced, teacher observation and the Classroom Walkthrough Instrument will also be utilized to determine the effectiveness of this strategy. .
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b: On the 2013 Alternate assessment Reading, 0 (0) of the students grades 3-5 will score at levels 4, 5 and 6.	2012 Current Level of Performance:* Based on the 2012 Alternate assessment Reading, 0 (0) of the students grades 3-5 scored at levels 4, 5 and 6.	2013 Expected Level of Performance:* On the 2013 Alternate assessment Reading, 0 (0) of the students grades 3-5 will score at levels 4, 5 and 6.	1b.1. Continuing high levels of achievement.	1b.1. Teachers will include extended thinking activities including analyzing perspective and constructing support as adapted per individual student needs.	1b.1. Principal, Assistant Principal, Teachers, Lab Managers and Reading Resource Teacher, Inclusion Specialist	1b.1. The Principal and Assistant Principal will use the classroom walkthrough instrument and lesson plan review to monitor extended thinking activities.
						1b.1. Results of 2013 Alternate Assessment will be the definitive evaluative tool. Accelerated Reader reports, Success Maker Enterprise results, student work produced, teacher observation and the Classroom Walkthrough Instrument will also be utilized to determine the effectiveness of this strategy.
			1b.2.	1b.2.	1b.2.	1b.2.	1b.2.
			1b.3.	1b.3.	1b.3.	1b.3	1b.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in reading.			2a.1. Providing academic rigor for above level	2a.1. Incorporate close reading and text evidence as an	2a.1. Principal, Assistant Principal, Teachers, Lab Managers and	2a.1. Administrators, teachers and Leadership Team will review and discuss students'	2a.1. Results of 2013 Reading FCAT 2.0, and Discovery Education reports will be the

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	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Reading Goal #2a: On the 2013 FCAT 2.0 Reading, 40% (87) of the students grades 3-5 will score a level 4 and 5.	Based on the 2012 Reading FCAT 2.0, 35% (76) of students grades 3-5 scored at level 4 and 5.	On the 2013 FCAT 2.0 Reading, 40% (87) of the students grades 3-5 will score a level 4 and 5.	students, while providing needed support for below level students.	essential element in reading instruction.	Reading Resource Teacher	results and progress on classroom and state assessments. Classroom walkthroughs, monitoring of lesson plans, and grades to ensure fidelity of teacher instruction of the core reading program will also be utilized.	definitive evaluative tool. Results of Harcourt mini-assessments, Accelerated Reader reports, Success Maker Enterprise results, student work produced and teacher observation will also be utilized to determine the effectiveness of this strategy.
			2a.2.	2a.2. Teachers will include extended thinking activities including analyzing perspective and constructing support	2a.2. Principal, Assistant Principal, Teachers, Lab Managers and Reading Resource Teacher	2a.2. The Principal and Assistant Principal will use the classroom walkthrough instrument and lesson plan review to monitor extended thinking activities.	2a.2. Classroom Walk- Through Instrument
			2a.3	2a.3 Instructional emphasis on using writing as a summarizing tool.	2a.3 Principal, Assistant Principal, Teachers, Lab Managers and Reading Resource Teacher	2a.3 Principal and Assistant Principal will monitor lesson plans	2a.3 Results of 2013 Reading FCAT 2.0, and Discovery Education reports will be the definitive evaluative tool. Results of Harcourt mini-assessments, Accelerated Reader reports, Success Maker Enterprise results, student work produced and teacher observation will also be utilized to determine the effectiveness of this strategy.
2b. Florida Alternate Assessment: **Students scoring at or above Level 7 in reading.**			2b.1. Continuing high levels of achievement	2b.1 Incorporate close reading and text evidence as an essential element in reading instruction as adapted per individual student needs.	2b.1. Principal, Assistant Principal, Teachers, Lab Managers and Reading Resource Teacher, Inclusion Specialist	2b.1. Administrators, teachers and Leadership Team will review and discuss students' results and progress on classroom and state assessments. Classroom walkthroughs, monitoring of lesson plans, and grades to ensure fidelity of teacher instruction of the core reading program will also be utilized.	2b.1. Results of 2013 Alternate Assessment will be the definitive evaluative tool. Accelerated Reader reports, Success Maker Enterprise results, student work produced, teacher observation and the Classroom Walkthrough Instrument will also be utilized to determine the effectiveness of this strategy.
Reading Goal #2b: On the 2013 Alternate assessment Reading, 100% (4) of the students grades 3-5 will score at level 7 or above.	2012 Current Level of Performance:* Based on the 2012 Alternate assessment Reading, 100% (4) of the students grades 3-5 scored at level 7 or above.	2013 Expected Level of Performance:* On the 2013 Alternate assessment Reading, 100% (4) of the students grades 3-5 will score at level 7 or above.					
			2b.2.	2b2.	2b.2.	2b.2.	2b.2.

			2b.3	2b.3	2b.3	2b.3	2b.3
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3a. FCAT 2.0: Percentage of students making Learning Gains in reading. Reading Goal #3a: On 2013 FCAT 2.0 Reading, 81%(113) of students tested in grades 4-5 will make learning gains	2012 Current Level of Performance:* Based on the 2012 Reading FCAT 2.0, 76% (121) of students grades 4-5 made learning gains.	2013 Expected Level of Performance:* On 2013 FCAT 2.0 Reading, 81% (113) of students tested in grades 4-5 will make learning gains.	3a.1. Limited Access to Reading Materials at Home.	3a.1. Utilize the Accelerated Reader Program and incorporate challenges to encourage students to read at home.	3a.1. Media Specialist, Classroom Teachers, Reading Resource Teacher, Principal and Assistant Principal	3a.1. Media Specialist and Classroom Teachers will monitor students' reading records, scores on Accelerated Reader quizzes, media book circulation, and participation in reading challenges rewards.	3a.1. Results of 2013 Reading FCAT 2.0, and Discovery Education reports will be the definitive evaluative tool. Results of Accelerated Reader reports and teacher observation will also be utilized to determine the effectiveness of this strategy.
			3a.2.	3a.2. Offer Quarterly Accelerated Reader Nights.	3a.2. Media Specialist and Parent Involvement Coordinator	3a.2. Media Specialist, Parent Involvement Coordinator and classroom teachers will review Accelerated Reader Records and Sign In sheets from Accelerated Reader Nights.	3a.2. Results of 2013 Reading FCAT 2.0, and Discovery Education reports will be the definitive evaluative tool. Results of Accelerated Reader reports and Parent Sign-in Sheet will also be utilized to determine the effectiveness of this strategy.
			3a.3.	3a.3.	3a.3.	3a..3.	3a.3.
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b: On 2013 Alternate Assessment Reading, 100% of students tested will make learning gains.	2012 Current Level of Performance:* Based on the 2012 Alternate Assessment Reading 100%(2) of students tested made learning gains.	2013 Expected Level of Performance:* On 2013 Alternate Assessment Reading, 100% of students tested will make learning gains.	3b.1. Continuing high levels of achievement	3b.1. Instructional emphasis on using writing as a summarizing tool as adapted per individual student needs.	3b.1. Principal, Assistant Principal, Teachers, Lab Managers and Reading Resource Teacher, Inclusion Specialist	3b.1. Administrators, teachers and Leadership Team will review and discuss students' results and progress on classroom and state assessments. Classroom walkthroughs, monitoring of lesson plans, and grades to ensure fidelity of teacher instruction of the core reading program will also be utilized.	3b.1. Results of 2013 Alternate Assessment will be the definitive evaluative tool. Accelerated Reader reports, Success Maker Enterprise results, student work produced, teacher observation and the Classroom Walkthrough Instrument will also be utilized to determine the effectiveness of this strategy.

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			3b.2.	3b.2.	3b.2.	3b.2.	3b.2.
			3b.3.	3b.3.	3b.3.	3b.3.	3b.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4a. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4a: 85% (50) of students in the lowest quartile grades 4-5 will make learning gains on the 2013 FCAT 2.0 Reading.	2012 Current Level of Performance:* 80% (32)of the students in the lowest quartile grades 4-5 made learning gains on the 2012 FCAT 2.0 Reading,	2013 Expected Level of Performance:* 85% (50) of students in the lowest quartile grades 4-5 will make learning gains on the 2013 FCAT 2.0 Reading.	4a.1. Additional personalized tutoring needed	4a.1. The Reading Resource Teacher and ESE Inclusion Teacher will work with all students in the lowest quartile on reading skill of the month.	4a.1. Principal, Assistant Principal, Reading Resource Teacher, and ESE Inclusion Teacher	4a.1. Administrators, Reading Resource Teacher and ESE Inclusion Teacher will review and discuss students' progress in acquiring essential reading skills.	4a.1. Results of 2013 Reading FCAT 2.0, and Discovery Education reports will be the definitive evaluative tool. Accelerated Reader reports, Success Maker Enterprise results, student work produced, teacher observation and the Classroom Walkthrough Instrument will also be utilized to determine the effectiveness of this strategy.
			4a.2.	4a.2. Utilize volunteers to read with students.	4a.2. Classroom Teacher and Volunteer Coordinator	4a.2. The Classroom Teacher and volunteer coordinator will personally invite and schedule volunteers to be used to read with lowest quartile students. Administrators, teachers, and media specialist will monitor students' reading records.	4a.2. Results of 2013 Reading FCAT 2.0, and Discovery Education reports will be the definitive evaluative tool. Accelerated Reader reports, volunteer logs and student reading logs will also be utilized to determine the effectiveness of this strategy.
			4a.3	4a.3.	4a.3.	4a.3.	4a.3.
4b. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4b: On 2013 Alternate	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	4b.1. Continuing high levels of achievement	4b.1. The Reading Resource Teacher and ESE Inclusion Teacher will work with all students in the lowest quartile on reading skill of the month.	4b.1. Principal, Assistant Principal, Reading Resource Teacher, and ESE Inclusion Teacher	4b.1. Administrators, Reading Resource Teacher and ESE Inclusion Teacher will review and discuss students' progress in acquiring essential reading skills.	4b.1. Results of 2013 Alternate Assessment will be the definitive evaluative tool. Accelerated Reader reports, Success Maker Enterprise results, student work produced, teacher observation and the Classroom Walkthrough Instrument will also be utilized to determine

									the effectiveness of this strategy.	
Assessment Reading, 0 students will fall in the lowest 25%.	On the 2012 Alternate Assessment 0 students fall in the lowest 25%.	On 2013 Alternate Assessment Reading, 0 students will fall in the lowest 25%.								
		4b.2.	4b.2.	4b.2.	4b.2.	4b.2.	4b.2.			
		4b.3	4b.3.	4b.3.	4b.3.	4b.3.	4b.3.			

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in reading.**			5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.	5B.1.
Reading Goal #5B: *Enter narrative for the*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*						

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

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

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Learning Focused Unit	K-5	Gina Merritt	School-wide	August/September	Teachers will include units in their	Principal and Assistant Principal

Planning					lesson plans.	
Common Core	K-5	Gina Merritt, Colleen Strickland, and Kelly Goodwin	School-Wide	August and October	K-2 Teachers will document Common Core Standards in reading lesson plans and 3-5 will show blended use of NGSSS and CCSS.	Principal and Assistant Principal
Learning Focused Conference	K-5	Learning Focused Facilitator	One representative per grade level	November	The Principal and Assistant Principal will monitor implementation of Learning Focused Strategies through weekly lesson plan review and walkthroughs.	Principal and Assistant Principal
Reading Leadership Team	K-5	Allen Shirley	Leadership Team	Twice Monthly	The Principal will monitor team meetings	Principal and Assistant Principal
Lesson Study	K-5	PLC Leaders	School- Wide	Monthly	The Principal and Assistant Principal will schedule and participate in Lesson Study Teams meetings.	Principal, Assistant Principal, and Grade Level Chairs
Professional Learning Communities	K-5	PLC Leaders	School-Wide	Twice Monthly	The Principal and Assistant Principal will schedule and participate in PLC meetings.	Principal, Assistant Principal, PLC Leaders
Performance Matters	K-5	Nick Sovercool and Andi Canaday	School-Wide	August and October	The Principal and Assistant Principal will attend the training.	Principal and Assistant Principal

Reading Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Saxon Phonics is used as a supplement in Kindergarten and first grade	Saxon Phonics Refill Kits	SIP (2252)	$834.00

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Extended Reading Passages uses to increase stamina	Extended Reading Passages	SIP (2252)	305.45
Scholastic News used to increase informational reading	Scholastic News	SIP (2252)	390.00
			Subtotal: 1529.45
Technology			
Strategy	Description of Resources	Funding Source	Amount
Education City K-2 will be used to increase interactive technology	Education City K-2	Title I (2273)	938.
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Learning Focused Conference will cover many Learning focused topics including flexible grouping, extended thinking, and vocabulary instruction over a two day period.	Learning Focused Conference	Title I and Title II	1200.
Kindergarten SDE Conference used to enhance teacher effectiveness in reading	Kindergarten SDE Conference	Title I	1040.
PEPSA Autism Conference used to enhance teacher effectiveness	PEPSA Autism Conference	SIP (2252)	194.
			Subtotal: 2434.
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total: 4901.45

End of Reading Goals

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Comprehensive English Language Learning Assessment (CELLA) Goals

CELLA Goals		Problem-Solving Process to Increase Language Acquisition				
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring proficient in Listening/Speaking. CELLA Goal #1: On the 2013 CELLA, 43% (3) of the students K-5 will score in the proficient level in Listening/Speaking.	2012 Current Percent of Students Proficient in Listening/Speaking: Based on the 2012 CELLA Assessment, 29% (2) of students K-5 scored in the proficient level in Listening/Speaking.	1.1. Lack of exposure to academic vocabulary	1.1. Increased use of vocabulary games.	1.1. Principal, and Assistant Principal	1.1. Leadership team will meet to review and discuss classroom data and students' performance on assignments.	1.1 Results of CELLA Listening/Speaking reports will be the definitive evaluative tool. Accelerated Reader reports, Success Maker Enterprise results, student work produced, teacher observation and the Classroom Walkthrough Instrument will also be utilized to determine the effectiveness of this strategy.
		1.2. Cultural differences	1.2. Create greater cultural diversity awareness through newsletters and bulletin board displays.	1.2. Principal, Assistant Principal, Brittny Sanders	1.2. Leadership team will meet to review and discuss classroom data and students' performance on assignments.	1.2. Results of CELLA Listening/Speaking reports will be the definitive evaluative tool. Accelerated Reader reports, Success Maker Enterprise results, student work produced, teacher observation and the Classroom Walkthrough Instrument will also be utilized to determine the effectiveness
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read in English at grade level text in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring proficient in Reading. CELLA Goal #2: On the 2013 CELLA, 43% (3) of the students K-5 will score in the proficient level in Reading.	2012 Current Percent of Students Proficient in Reading : Based on the 2012 CELLA Assessment, 29% (2) of students K-5 scored in the proficient level in Reading.	2.1. Extra exposure to print is needed to develop proficiency	2.1. Additional CELLA Success Maker support in classrooms.	2.1. Principal, Assistant Principal, and Reading Resource Teacher	2.1. Administrators, teachers and Leadership Team will review and discuss students' results and progress on Success Maker Reports.	2.1. Results of CELLA Reading reports will be the definitive evaluative tool. Accelerated Reader reports, Success Maker Enterprise results, student work produced, teacher observation and the Classroom Walkthrough Instrument will also be utilized

						to determine the effectiveness of this strategy.
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3
Students write in English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Students scoring proficient in Writing. CELLA Goal #3: On the 2013 CELLA, 57% (4) of the students K-5 will score in the proficient level in Writing.	2012 Current Percent of Students Proficient in Writing : Based on the 2012 CELLA Assessment, 43% (3) of students K-5 scored in the proficient level in Writing.	2.1. Hesitant to use written expression due to language barrier.	2.1. Encouraged use of graphic organizers and outline maps for students to practice writing details.	2.1. Principal, Assistant principal and Writing Coordinator	2.1. Leadership team will meet to review and discuss classroom data and students' performance on assignments.	2.1. Results of CELLA Writing reports will be the definitive evaluative tool. Accelerated Reader reports, Success Maker Enterprise results, student work produced, teacher observation and the Classroom Walkthrough Instrument will also be utilized to determine the effectiveness of this strategy.
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3

CELLA Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Increased us of Vocabulary Games to give more exposure in a nonthreatening environment	Vocabulary Games	Title III	$100.
			Subtotal: 100.00
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: 100.00

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End of CELLA Goals

Elementary School Mathematics Goals

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

Elementary Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1a. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a: On the 2013 Math FCAT 2.0 38% (83) students grades 3-5 will score at a level 3.	2012 Current Level of Performance:* On the Math FCAT 2.0, 33% (72) students grades 3-5 scored at a level 3.	2013 Expected Level of Performance:* On the Math FCAT 2.0, 38% (83) of the students grades 3-5 will score at a level 3.	1a.1. Limited Assignments that reflect FCAT Math 2.0 format	1a.1. Students will continue to receive instruction using the new math series, Houghton- Mifflin Harcourt Go Math! Series that is written to NGSSS.	1a.1. Principal, Assistant Principal and math resource teacher	1a.1. The Principal and Assistant Principal will monitor math instruction and check lesson plans weekly to ensure that the new math series is being utilized.	1a.1. Results of 2013 Math FCAT 2.0, and Discovery Education reports will be the definitive evaluative tool. Success Maker Enterprise results, student work produced, teacher observation and the Classroom Walkthrough Instrument will also be utilized to determine the effectiveness of this strategy.
			1a.2. Implementing Common Core in grades K and 1 while blending NGSSS with CCSS in grades 2-5.	1a.2. Teachers will implement the Common Core Roll-out Plan	1a.2. Principal, Assistant Principal and math resource teacher	1a.2. The Principal and Assistant Principal will monitor math instruction and check lesson plans weekly to ensure that the Common Core Roll-out Plan is being implemented.	1a.2. Results of 2013 Math FCAT 2.0, and Discovery Education reports will be the definitive evaluative tool. Success Maker Enterprise results, student work produced, teacher observation and the Classroom Walkthrough Instrument will also be utilized to determine the effectiveness of this strategy.
			1a.3.	1a.3.	1a.3.	1a.3.	1a.3.

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1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b: On the 2013 Alternate assessment Math, 0 (0) of the students grades 3-5 will score at levels 4, 5 and 6.	2012 Current Level of Performance:* Based on the 2012 Alternate assessment Math, 0 (0) of the students grades 3-5 scored at levels 4, 5 and 6.	2013 Expected Level of Performance:* On the 2013 Alternate assessment Math, 0 (0) of the students grades 3-5 will score at levels 4, 5 and 6.	1b.1. Continuing high levels of achievement	1b.1. Teachers will implement the Common Core Roll-out Plan	1b.1. Principal, Assistant Principal and math resource teacher	1b.1. The Principal and Assistant Principal will monitor math instruction and check lesson plans weekly to ensure that the Common Core Roll-out Plan is being implemented.	1b.1. Results of 2013 Math Alternate Assessment report will be the definitive evaluative tool. Success Maker Enterprise results, student work produced, teacher observation and the Classroom Walkthrough Instrument will also be utilized to determine the effectiveness of this strategy.
			1b.2.	1b.2.	1b.2.	1b.2.	1b.2.
			1b.3.	1b.3.	1b.3.	1b.3.	1b.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics. Mathematics Goal #2a: On the 2013 Math FCAT 2.0 44% (96) students grades 3-5 will score at level 4 and 5.	2012 Current Level of Performance:* On the Math FCAT 2.0, 39% (85) students grades 3-5 scored at level 4 and 5.	2013 Expected Level of Performance:* On the 2013 Math FCAT 2.0 44% (96) students grades 3-5 will score at a level 4 and 5.	2a.1. Providing academic rigor for above level students, while providing enough support for below level students.	2a.1. The Math Resource Teacher will work with classroom teachers to develop enrichment and challenging math assignments.	2a.1. Principal, Assistant Principal, and Math Resource Teacher	2a.1. Math Resource teacher and math teachers will meet during PLC to discuss lessons, students' performance on assignments.	2a.1. Results of 2013 Math FCAT 2.0, and Discovery Education reports will be the definitive evaluative tool. Success Maker Enterprise results, student work produced and teacher observation will also be utilized to determine the effectiveness of this strategy.
			2a.2.	2a.2. Teachers will use unit plans to	2a.2. Principal, Assistant Principal,	2a.2. Math Resource teacher and math	2a.2. Results of 2013 Math FCAT 2.0,

	incorporate all math standards.	and Math Resource Teacher	teachers will meet during PLC to discuss lessons, students' performance on assignments.	and Discovery Education reports will be the definitive evaluative tool. Success Maker Enterprise results, student work produced and teacher observation will also be utilized to determine the effectiveness of this strategy.
2a.3	2a.3	2a.3	2a.3	2a.3

2b. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			2b.1. Continuing high levels of achievement	2b.1. Teachers will implement the Common Core Roll-out Plan	2b.1. Principal, Assistant Principal and math resource teacher	2b.1. The Principal and Assistant Principal will monitor math instruction and check lesson plans weekly to ensure that the Common Core Roll-out Plan is being implemented.	2b.1. Results of 2013 Math FCAT 2.0, and Discovery Education reports will be the definitive evaluative tool. Success Maker Enterprise results, student work produced and teacher observation will also be utilized to determine the effectiveness of this strategy.
Mathematics Goal #2b: On the 2013 Alternate assessment Math, 100% (4) of the students grades 3-5 will score at level 7 or above.	2012 Current Level of Performance:* On the 2012 Alternate assessment Math, 100% (4) of the students grades 3-5 will scored at level 7 or above.	2013 Expected Level of Performance:* On the 2013 Alternate assessment Math, 100% (4) of the students grades 3-5 will score at level 7 or above.					
			2b.2.	2b2.	2b.2.	2b.2.	2b.2.
			2b.3	2b.3	2b.3	2b.3	2b.3

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3a. FCAT 2.0: Percentage of students making Learning Gains in mathematics.			3a.1. The increased cognitive complexity of the FCAT 2.0.	3a.1. Teachers will apply the eight standards for mathematical practice.	3a.1. Principal, Assistant Principal, math resource teacher and classroom teachers	3a.1. The Principal and Assistant Principal will review lesson plans weekly to monitor math instruction	3a.1. Results of 2013 Math FCAT 2.0, and Discovery Education reports will be the definitive evaluative tool. Success Maker Enterprise results, student work produced and teacher observation will also be utilized to determine the effectiveness of this strategy.
Mathematics Goal #3a: On the 2013 Math FCAT 2.0, 78% (109) of students grades 4-5 will make	2012 Current Level of Performance:* Based on the 2013 Math FCAT 2.0, 73%	2013 Expected Level of Performance:* On the 2013 Math FCAT 2.0, 78%					

learning gains.	(116) of students grades 4-5 made learning gains.	(109) of students grades 4-5 will make learning gains.				
			3a.2.	3a.2.	3a.2.	3a.2.	3a.2.
			3a.3.	3a.3.	3a.3.	3a..3.	3a.3.

3b. Florida Alternate Assessment: **Percentage of students making Learning Gains in mathematics.**			3b.1. Continuing high levels of achievement	3b.1. Teachers will apply the eight standards for mathematical practice.	3b.1. Principal, Assistant Principal, math resource teacher and classroom teachers	3b.1. The Principal and Assistant Principal will review lesson plans weekly to monitor math instruction	3b.1. Results of 2013 Math Alternate Assessment reports will be the definitive evaluative tool. Success Maker Enterprise results, student work produced and teacher observation will also be utilized to determine the effectiveness of this strategy.
Mathematics Goal #3b: On the 2013 Alternate assessment Math, 100% (4) of the students grades 4-5 will make learning gains.	2012 Current Level of Performance:* On the 2012 Alternate assessment Math, 100% (2) of the students grades 4-5 will made learning gains.	2013 Expected Level of Performance:* On the 2013 Alternate assessment Math, 100% (4) of the students grades 4-5 will make learning gains.					
			3b.2.	3b.2.	3b.2.	3b.2.	3b.2.
			3b.3.	3b.3.	3b.3.	3b.3.	3b.3.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4a. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.	4a.1. Students lack the literacy skills necessary to perform	4a.1. Teachers will provide students with math word problems that	4a.1. Principal and Assistant Principal, Math Resource	4a.1. The Principal and Assistant Principal will review lesson plans weekly to	4a.1. Classroom Assessment, Success maker Reports and Classroom

			word problems	reflect FCAT word problems	Teacher	monitor math instruction	Assignments
Mathematics Goal #4a: On the 2013 Math FCAT 2.0, 69% (28) of students in the lowest 25% will make learning gains.	2012 Current Level of Performance:* Based on the 2012 Math FCAT 2.0 64% (28) students in the lowest 25% made learning gains.	2013 Expected Level of Performance:* On the 2013 Math FCAT 2.0, 69% (28) of students in the lowest 25% will make learning gains.					
			4a.2.	4a.2.	4a.2.	4a.2.	4a.2.
			4a.3	4a.3.	4a.3.	4a.3.	4a.3.
4b. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in mathematics.			4b.1. Continuing high levels of achievement	4b.1. Teachers will provide students with math word problems that reflect FCAT word problems as adapted per individual student needs.	4b.1. Principal and Assistant Principal, Math Resource Teacher	4b.1. The Principal and Assistant Principal will review lesson plans weekly to monitor math instruction.	4b.1. Results of 2013 Math Alternate Assessment reports will be the definitive evaluative tool. Success Maker Enterprise results, student work produced and teacher observation will also be utilized to determine the effectiveness of this strategy.
Mathematics Goal #4b: On the 2013 Alternate Assessment Math, continue to have 0 students in the Lowest 25%.	2012 Current Level of Performance:* On the 2012 Alternate Assessment Math, 0 students were in the Lowest 25%.	2013 Expected Level of Performance:* On the 2013 Alternate Assessment Math, continue to have 0 students in the Lowest 25%.					
			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%. Baseline data 2010-2011						
Mathematics Goal #5A: *Enter narrative for the goal in this box.*						

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

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

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

End of Elementary School Mathematics Goals

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Middle School Mathematics Goals

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

Middle School Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1a. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.			1a.1.	1a.1.	1a.1.	1a.1.	1a.1.
Mathematics Goal #1a:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			1a.2.	1a.2.	1a.2.	1a.2.	1a.2.
			1a.3.	1a.3.	1a.3.	1a.3.	1a.3.
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			1b.1.	1b.1.	1b.1.	1b.1.	1b.1.
Mathematics Goal #1b:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Enter narrative for the goal in this box.	*Enter numerical data for current level of performance in this box.*	*Enter numerical data for expected level of performance in this box.*					
			1b.2.	1b.2.	1b.2.	1b.2.	1b.2.
			1b.3.	1b.3.	1b.3.	1b.3.	1b.3.

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.			2a.1.	2a.1.	2a.1.	2a.1.	2a.1.
Mathematics Goal #2a: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			2a.2.	2a.2.	2a.2.	2a.2.	2a.2.
			2a.3	2a.3	2a.3	2a.3	2a.3
2b. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			2b.1.	2b.1.	2b.1.	2b.1.	2b.1.
Mathematics Goal #2b: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			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 mathematics.			3a.1.	3a.1.	3a.1.	3a.1.	3a.1.
Mathematics Goal #3a: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			3a.2.	3a.2.	3a.2.	3a.2.	3a.2.
			3a.3.	3a.3.	3a.3.	3a..3.	3a.3.
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.			3b.1.	3b.1.	3b.1.	3b.1.	3b.1.
Mathematics Goal #3b: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			3b.2.	3b.2.	3b.2.	3b.2.	3b.2.
			3b.3.	3b.3.	3b.3.	3b.3.	3b.3.

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4a. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.			4a.1.	4a.1.	4a.1.	4a.1.	4a.1.
Mathematics Goal #4a: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			4a.2.	4a.2.	4a.2.	4a.2.	4a.2.
			4a.3	4a.3.	4a.3.	4a.3.	4a.3.
4b. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in mathematics.			4b.1.	4b.1.	4b.1.	4b.1.	4b.1.
Mathematics Goal #4b: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			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%.	Baseline data 2010-2011						
Mathematics Goal #5A: *Enter narrative for the goal in this box.*							

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

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

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

End of Middle School Mathematics Goals

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<u>Florida Alternate Assessment High School Mathematics Goals</u>

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

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

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.			3.1.	3.1.	3.1.	3.1.	3.1.
Mathematics Goal #3: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			3.2.	3.2.	3.2.	3.2.	3.2.
			3.3.	3.3.	3.3.	3.3.	3.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in mathematics.			4.1.	4b.1.	4b.1.	4b.1.	4b.1.
Mathematics Goal #4: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			4.2.	4.2.	4.2.	4.2.	4.2.
			4.3	4.3.	4.3.	4.3.	4.3.

End of Florida Alternate Assessment High School Mathematics Goals

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Algebra End-of-Course (EOC) Goals

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

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

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

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

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

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

End of Algebra EOC Goals

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Geometry End-of-Course Goals

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

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

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

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

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

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

End of Geometry EOC Goals

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD 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
Lesson Study	K-5	PLC Leaders	School- Wide	Monthly	The Principal and Assistant Principal will schedule and participate in Lesson Study Teams meetings.	Principal, Assistant Principal, and Grade Level Chairs
Professional Learning Communities	K-5	PLC Leaders	School-Wide	Twice Monthly	The Principal and Assistant Principal will schedule and participate in PLC meetings.	Principal, Assistant Principal, PLC Leaders
Performance Matters	K-5	Nick Sovercool and Andi Canaday	School-Wide	August and October	The Principal and Assistant Principal will attend the training.	Principal and Assistant Principal
Common Core	K-5	Gina Merritt, Colleen Strickland, and	School-Wide	August and October	K-2 Teachers will document Common Core Standards in math lesson plans and 2-5 will show	Principal and Assistant Principal

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		Kelly Goodwin			blended use of NGSSS and CCSS.	
Learning Focused Unit Planning	K-5	Gina Merritt	School-wide	August/September	Teachers will include units in their lesson plans.	Principal and Assistant Principal

Mathematics Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
5th Grade Supplemental Rehearsal Material that focus on NGSS and CCSS	5th grade Supplemental Resources that focus on NGSS and CCSS	School Internal Accounts	$4876.00
			Subtotal: 4876.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
Education City K-2 will be used to increase interactive technology	Education City K-2	Title I (2273)	938.
			Subtotal: 938.00
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Teachers K-5 will collaborate to revise and develop unit lessons that are more beneficial to students.	Learning Focused Solutions Unit Planning	Trust for Technology	$1690.00
			Subtotal: 1690.00
Other			
Strategy	Description of Resources	Funding Source	Amount

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			Subtotal:
			Total: 7472.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Elementary and Middle Science Goals			Problem-Solving Process to Increase Student Achievement				
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: On the 2013 Science FCAT 2.0, 51% (39) of students in grade 5 will score at level 3.	2012 Current Level of Performance:* Based on the 2012 Science FCAT 2.0, 46% (34) students scored level 3.	2013 Expected Level of Performance:* On the 2013 Science FCAT 2.0, 51% (39) of students in grade 5 will score at level 3.	1a.1. Students lack exposure to the academic vocabulary used in the FCAT 2.0 Science Assessment.	1a.1. Science Vocabulary and the 12 Powerful Words will be posted around campus so that students become familiar with the vocabulary used on the FCAT Science	1a.1. Principal, Assistant Principal and 5th Grade Teachers	1a.1. Principal and Assistant Principal will monitor for fidelity during walkthroughs.	1a.1. Results of 2013 Science FCAT 2.0, and Discovery Education reports will be the definitive evaluative tool. Success Maker Enterprise results, student work produced and teacher observation will also be utilized to determine the effectiveness of this strategy.
			1a.2. Students lack adequate exposure to the scientific	1a.2. All K-4 classes will complete a class science project. Grade 5	1a.2. Principal, Assistant Principal and Science	1a.2. Principal, Assistant Principal and Science Coordinator will monitor	1a.2. Results of 2013 Science FCAT 2.0, and Discovery Education

		method and research.	will complete individual projects with research.	Coordinator	completion of class science projects and attend 5th grade science fair.	reports will be the definitive evaluative tool. Success Maker Enterprise results, student work produced and teacher observation will also be utilized to determine the effectiveness of this strategy.
		1a.3.	1a.3.	1a.3.	1a.3.	1a.3.
1b. Florida Alternate Assessment: Students scoring at Level 4, 5, and 6 in science. Science Goal #1b: On the 2013 Alternate Assessment Science, 0 of the students in grade 5 will score at level 4, 5, and 6.	**2012 Current Level of Performance:*** On the 2012 Alternate Assessment Science, 0 of the students in grade 5 scored at level 4, 5, and 6.	**2013 Expected Level of Performance:*** On the 2013 Alternate Assessment Science, 0 of the students in grade 5 will score at level 4, 5, and 6. — 1b.1. Continuing high levels of academic achievement	1b.1. Science Vocabulary and the 12 Powerful Words will be posted around campus so that students become familiar with the vocabulary used on the FCAT Science.	1b.1. Principal, Assistant Principal and 5th Grade Teachers	1b.1. Principal and Assistant Principal will monitor for fidelity during walkthroughs.	1b.1. Results of 2013 Science Alternate Assessment reports will be the definitive evaluative tool. Success Maker Enterprise results, student work produced and teacher observation will also be utilized to determine the effectiveness of this strategy.
		1b.2.	1b.2.	1b.2.	1b.2.	1b.2.
		1b.3.	1b.3.	1b.3.	1b.3.	1b.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science. Science Goal #2a: On the 2013 Science FCAT 2.0, 26% (20) of students in grade 5 will score at levels 4 and 5.	**2012 Current Level of Performance:*** Based on the 2012 Science FCAT 2.0, 21% (16) students scored levels 4 and 5.	**2013 Expected Level of Performance:*** On the 2013 Science FCAT 2.0, 26% (20) of students in grade 5 will score at levels 4 and 5. — 2a.1. Lack of Hands- On Science Activities.	2a.1. The Math/Science Resource teacher will work with 5th grade teachers to provide fifth grade students with hands on science activities.	2a.1. Principal, Assistant Principal and Math/ Science Resource Teacher	2a.1. The Principal and Assistant Principal will review lesson plans and make note of hands-on activities during science instruction.	2a.1. Results of 2013 Science FCAT 2.0, and Discovery Education reports will be the definitive evaluative tool. Success Maker Enterprise results, student work produced and teacher observation will also be utilized to determine the effectiveness of this strategy.

			2a.2.	2a.2. Teachers will utilize Gizmos Interactive Science Simulations.	2a.2. Principal, Assistant Principal and Math/ Science Resource Teacher	2a.2. The Principal and Assistant Principal will review lesson plans and make note of Gizmos Interactive Science Simulations during science instruction.	2a.2. Results of 2013 Science FCAT 2.0, and Discovery Education reports will be the definitive evaluative tool. Success Maker Enterprise results, student work produced and teacher observation will also be utilized to determine the effectiveness of this strategy.
			2a.3	2a.3	2a.3	2a.3	2a.3
2b. Florida Alternate Assessment: Students scoring at or above Level 7 in science. Science Goal #2b: On the 2013 Alternate Assessment Science, 100% (2) of the students in grade 5 will score at or above Level 7.	2012 Current Level of Performance:* On the 2012 Alternate Assessment Science, 0 students in grade 5 took the assessment.	2013Expected Level of Performance:* On the 2013 Alternate Assessment Science, 100% (2) of the students in grade 5 will score at or above Level 7.	2b.1. Continuing high levels of academic achievement	2b.1. The Math/Science Resource teacher will work with 5th grade teachers to provide fifth grade students with hands on science activities.	2.1. Principal, Assistant Principal and Math/ Science Resource Teacher	2b.1. The Principal and Assistant Principal will review lesson plans and make note of hands-on activities during science instruction	2b.1. Results of 2013 Science Alternate Assessment reports will be the definitive evaluative tool. Success Maker Enterprise results, student work produced and teacher observation will also be utilized to determine the effectiveness of this strategy.
			2b.2.	2b.2.	2b.2.	2b.2.	2b.2.
			2b.3	2b.3	2b.3	2b.3	2b.3

End of Elementary and Middle School Science Goals

Florida Alternate Assessment High School Science Goals

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

High School Science Goals	Problem-Solving Process to Increase Student Achievement

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

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

End of Florida Alternate Assessment High School Science Goals

Biology End-of-Course (EOC) Goals

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

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

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

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

End of Biology EOC Goals

Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
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	PD Participants (e.g. , PLC, subject, grade level, or	Target Dates and Schedules (e.g. , Early Release) and	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

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		PLC Leader	school-wide)	Schedules (e.g., frequency of meetings)		
Pearson Science Material Training	Kindergarten-Fifth Grade/ Science	Pearson Representative	School-wide	November	Principal and Assistant Principal will attend the training	Principal and Assistant Principal
Lesson Study	K-5	PLC Leaders	School- Wide	Monthly	The Principal and Assistant Principal will schedule and participate in Lesson Study Teams meetings.	Principal, Assistant Principal, and Grade Level Chairs
Professional Learning Communities	K-5	PLC Leaders	School-Wide	Twice Monthly	The Principal and Assistant Principal will schedule and participate in PLC meetings.	Principal, Assistant Principal, PLC Leaders
Performance Matters	K-5	Nick Sovercool and Andi Canaday	School-Wide	August and October	The Principal and Assistant Principal will attend the training.	Principal and Assistant Principal
Gizmos Interactive Science Simulations Training	K-5	Gizmos' Facilitator	School-Wide	November	The Principal and Assistant Principal will attend the training.	Principal and Assistant 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
Education City K-2 will be used to increase interactive technology	Education City K-2	Title I (2273)	938.
			Subtotal: 938.
Professional Development			
Strategy	Description of Resources	Funding Source	Amount

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

			Subtotal:	
Other				
Strategy	Description of Resources	Funding Source	Amount	
			Subtotal:	
			Total: 938.00	

End of Science Goals

Writing Goals

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

<table>
<tr>
<th colspan="2">Writing Goals</th>
<th colspan="5">Problem-Solving Process to Increase Student Achievement</th>
</tr>
<tr>
<td colspan="2">Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:</td>
<td>Anticipated Barrier</td>
<td>Strategy</td>
<td>Person or Position Responsible for Monitoring</td>
<td>Process Used to Determine Effectiveness of Strategy</td>
<td>Evaluation Tool</td>
</tr>
<tr>
<td colspan="2">1a. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.

Writing Goal #1a:
On the 2013 FCAT Writes, 89% (68) of students in grade 4 will score 3.0 and higher.</td>
<td>1a.1.
FCAT Writes scoring will be more rigorous</td>
<td>1a.1.
Teachers will receive training in Core Connections.</td>
<td>1a.1.
Principal, Assistant Principal and Writing Coordinator</td>
<td>1a.1.
The Principal and Assistant Principal will review lesson plans weekly and conduct walkthroughs during writing instruction</td>
<td>1a.1.
Results of 2013 FCAT Writes, will be the definitive evaluative tool. Monthly School Prompts, Writers In Control Prompts, student work produced and teacher observation will also be utilized to determine the effectiveness of this strategy.</td>
</tr>
<tr>
<td>2012 Current Level of Performance:*

On the 2013 FCAT Writes, 84% (64) students in grade 4 scored level 3 and higher.</td>
<td>2013 Expected Level of Performance:*

On the 2013 FCAT Writes, 89% (68) of students in grade 4 will score 3.0 and higher.</td>
<td>1a.2.</td>
<td>1a.2.
Fourth Grade Teacher will participate in Florida Department of Education FCAT Writing Training and share information with fourth grade teachers</td>
<td>1a.2.
Molly Everett</td>
<td>1a.2.
Teacher Feedback During Learning Communities</td>
<td>1a.2.
Results of 2013 FCAT Writes, will be the definitive evaluative tool. Monthly School Prompts, Writers In Control Prompts, student work produced and teacher observation will also be utilized to determine the effectiveness of this strategy.</td>
</tr>
<tr>
<td colspan="2"></td>
<td>1a.3.</td>
<td>1a.3.</td>
<td>1a.3.</td>
<td>1a.3.</td>
<td>1a.3.</td>
</tr>
<tr>
<td colspan="2">1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.</td>
<td>1b.1.
Continuing high levels of academic achievement</td>
<td>1b.1.
Principal, Assistant Principal and Writing Coordinator</td>
<td>1b.1
Principal, Assistant Principal and Writing</td>
<td>1b.1.
The Principal and Assistant Principal will review lesson plans</td>
<td>1b.1.
Results of 2013 Writing Alternate Assessment reports will be the</td>
</tr>
</table>

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Writing Goal #1b: On the 2013 Writing Alternate Assessment, 100% (2) of students tested will score a 4 or higher.	2012 Current Level of Performance:* On the 2012 Writing Alternate Assessment, 100% (2) of students tested scored a 4 or higher	2013 Expected Level of Performance:* On the 2013 Writing Alternate Assessment, 100% (2) of students tested will score a 4 or higher.			Coordinator	weekly and conduct walkthroughs during writing instruction	definitive evaluative tool. Monthly School Prompts, Writers In Control Prompts, student work produced and teacher observation will also be utilized to determine the effectiveness of this strategy.
		1b.2.	1b.2.		1b.2.	1b.2.	1b.2.
		1b.3.	1b.3.		1b.3.	1b.3.	1b.3.

Writing Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Core Connections training.	K-5	Writers In Control Consultant	School-wide	August 3-5 October K-2 Individual grade levels throughout year	The Principal and Assistant Principal will monitor implementation of Writers In Control Strategies through weekly lesson plan review and walkthroughs.	Principal and Assistant Principal
PLC focused on improving writing instruction	K- 5	Molly Everett	School-wide	PLC will meet on designated Wednesdays throughout the school year	The Principal and Assistant Principal will schedule and attend Writing PLC	Principal, Assistant Principal and School Writing Coordinator

Writing Budget (Insert rows as needed)

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Revised April 29, 2011

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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
Core Connections writing follow-up training	Core Connections	Title I (2273)	3704.00
			Subtotal: 3704.00
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total: 3704.00

End of Writing Goals

Civics End-of-Course (EOC) Goals

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

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

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

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

Civics Professional Development

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

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

End of Civics Goals

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

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

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

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

U.S. History Professional Development

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

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

End of U.S. History Goals

Attendance Goal(s)

* When using percentages, include the number of students the percentage represents 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 Attendance Goal #1:	2012 Current Attendance Rate:* 2013 Expected Attendance Rate:*	1.1. Students do not receive incentives for attending school regularly	1.1. Students will be given incentives for perfect attendance throughout the school year	1.1. Data Clerk, Assistant Principal and Classroom Teachers	1.1. The data clerk will provide attendance reports to the Assistant Principal throughout the year.	1.1. Attendance Rates

In 2013, the average daily attendance rate will be 96% (451).	The average daily attendance rate was 95% (467) in 2012.	In 2013, 94% (441) of students will have 10 or fewer unexcused absences.					
	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)					
	In 2012, 11% (51) students had 10 or more unexcused absences.	In 2013, 94% (446) of students will have 9 or fewer unexcused absences.					
	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)					
	In 2012, 26% (125) had excessive tardies (10 or more)	In 2013, 21% (98) will have excessive tardies (10 or more)					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Professional Development (PD) aligned with Strategies through Professional 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
Positive Behavior Support (PBS) team will meet monthly to discuss strategies to	Positive Behavior Support Team/	Kelly Goodwin	Positive Behavior Support team	The PBS team will meet monthly	The Assistant Principal will schedule and attend meeting. The Principal and Assistant Principal will monitor the	PBS Team, Principal and Assistant Principal

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

increase student attendance	Resource Teachers				implementation of PBS.	
Attendance Training	Attendance Contact	Jean Holstein	Attendance Contact	Monthly	The Assistant Principal will follow Sumter County Attendance Policy	Assistant Principal

Attendance Budget (Insert rows as needed)

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

End of Attendance Goals

Suspension Goal(s)

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

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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: To reduce the number of Out of School Suspension occurrences to 35.	2012 Total Number of In –School Suspensions 2012 Total Number of Students Suspended In-School 2012 Number of Out-of-School Suspensions 39 out of school occurrences in 2012 2012 Total Number of Students Suspended Out- of- School 17 students were suspended last year	2013 Expected Number of In- School Suspensions 2013 Expected Number of Students Suspended In -School 2013 Expected Number of Out-of-School Suspensions Reduce the number of out-of-school suspensions to 34 or less. 2013 Expected Number of Students Suspended Out- of-School Reduce the number of students suspended out-of-school to 12 or less.	1.1. Lake Panasoffkee Elementary School does not have an in-school suspension program.	1.1. Implement an in-school suspension program.	1.1. Principal, Assistant Principal and PBS Team	1.1. The PBS Team will meet monthly to review conduct reports and discipline issues	1.1. Discipline Reports, Number of bus conducts and the number of Conduct Reports
			1.2.	1.2. Implement and teach school-wide expectations and lessons developed by the Positive Behavior Support (PBS) Team to decrease discipline issues	1.2. Principal and Assistant Principal	1.2. The PBS Team will meet monthly to review conduct reports and discipline issues	1.2. Discipline Reports, Number of bus conducts and the number of Conduct Reports
			1.3.	1.3.	1.3.	1.3.	1.3.

Suspension Professional Development

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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Positive Behavior Support (PBS) team will meet monthly to discuss strategies to decrease suspensions	Positive Behavior Support Team/ Resource Teachers	Kelly Goodwin	Positive Behavior Support team	The PBS team will meet monthly	The Assistant Principal will schedule and attend meeting. The Principal and Assistant Principal will monitor the implementation of PBS.	PBS Team, Principal and Assistant Principal

Suspension Budget (Insert rows as needed)

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

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

	Total:

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.
Enter narrative for the goal in this box.	2012 Current Dropout Rate:* *Enter numerical data for dropout rate in this box.* 2012 Current Graduation Rate:* *Enter numerical data for graduation rate in this box.*	2013 Expected Dropout Rate:* *Enter numerical data for expected dropout rate in this box.* 2013 Expected Graduation Rate:* *Enter numerical data for expected graduation rate in this box.*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Dropout Prevention Professional Development

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

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

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

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

Parent Involvement Goal(s)			Problem-solving Process to Parent Involvement				
Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Parent Involvement Parent Involvement Goal #1: *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.* *Enter narrative for the goal in this box.*	2012 Current level of Parent Involvement:* *Enter numerical data for current level of parent involvement in this box.*	2013 Expected level of Parent Involvement:* *Enter numerical data for expected level of parent involvement in this box.*	1.1.	1.1.	1.1.	1.1.	1.1.
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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
Teachers will receive a refresher on how to develop positive	K-5	Kelly Goodwin	School- Wide	Fall 2012	The Principal and Assistant Principal will monitor communication with parents	Principal, Assistant Principal and Title I Contact

relationships with parents					

Parent Involvement Budget

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

End of Parent Involvement Goal(s)

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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: To improve science and technology education K-5.	1.1. Lack of technologies that enhance interdisciplinary goals.	1.1. Incorporate EasyTech Computer program in grades 2 and 5 to enhance interdisciplinary goals.	1.1. Principal, Assistant Principal, Lab Managers and 2nd and 5th grade teachers	1.1. Principal, Assistant Principal, Lab Managers and 2nd and 5th grade teachers will monitor EasyTech reports.	1.1. Results of 2013 Math and Science FCAT 2.0, and Discovery Education reports will be the definitive evaluative tool.
	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
Easy Tech Training to assist teachers in implementation of the program	Easy Tech Training	Title I (2273)	520.00
			Subtotal: 520.00
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total: 520.00

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

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

CTE Professional Development

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

CTE Budget (Insert rows as needed)

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

End of CTE Goal(s)

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Additional Goal(s)

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

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

Additional Goals Professional Development

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

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

End of Additional Goal(s)

Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	
	Total:
Mathematics Budget	
	Total:
Science Budget	
	Total:
Writing Budget	
	Total:
Attendance Budget	
	Total:
Suspension Budget	
	Total:
Dropout Prevention Budget	
	Total:
Parent Involvement Budget	
	Total:
Additional Goals	
	Total:
	Grand Total:

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Differentiated Accountability

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

School Differentiated Accountability Status		
☐Priority	☐Focus	☐Prevent

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

School Advisory Council (SAC)

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

☒ Yes   ☐ No

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

Describe the activities of the SAC for the upcoming school year.
The School Advisory Council for the upcoming year will assist the Leadership Team with various projects such as spending SAC funds, developing instructional strategies and revising the School Improvement Plan, Title I Plan, Title I Parent Involvement Plan, Title I Learning Compacts and Academic Growth Plan.

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Describe the projected use of SAC funds.	Amount
SAC funds will be allocated and disbursed upon recommendation of the principal and majority vote of the SAC membership	770.00