FLORIDA DEPARTMENT OF EDUCATION

DRAFT School Improvement Plan (SIP)
Form SIP-1

Proposed for 2012-2013

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2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: 121.00 Azalea Middle School	District Name: Pinellas County Schools
Principal: Connie Kolosey, Ed.D.	Superintendent: John A. Stewart, Ed.D.
SAC Chair: Denise Ruggerio	Date of School Board Approval: Pending: October 9, 2012

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

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

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

High School Feedback Report

K-12 Comprehensive Research Based Reading Plan

Administrators

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

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Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)
Principal	Connie Kolosey	Ed.D. Principal Leadership, Eng. 6-12, Reading Endorsement, ESOL	1 as Principal, 6.5 as Assistant Principal	12	**Azalea Middle 2012** – 33% Reading, 26% Math, 63% Writing, 20% Science proficient. 48% Reading and 45% Math making gains. 53% Reading and 51 Math lowest 25% making gains. **District 2011**
Assistant Principal	Derrik Craun	M. Ed. Educational Leadership, Middle Grades Integrated Curriculum	2	2	**Azalea Middle 2012** – 33% Reading, 26% Math, 63% Writing, 20% Science proficient. 48% Reading and 45% Math making gains. 53% Reading and 51 Math lowest 25% making gains. **2011** -47% -Reading, 38%- Math, Writing 84%, 22%. -Science meet expectations 54%-Reading and 54% Math made learning gains 64% -Reading and 66% -Math lowest 25%
Assistant Principal	Angela Owens	Ed.S. Educational Leadership, English 5-9, Specific Learning Disabilities K12, Reading Endorsement	2	6	**Azalea Middle 2012** – 33% Reading, 26% Math, 63% Writing, 20% Science proficient. 48% Reading and 45% Math making gains. 53% Reading and 51 Math lowest 25% making gains. **2011** -47% -Reading, 38%- Math, Writing 84%, 22%. -Science meet expectations 54%-Reading and 54% Math made learning gains 64% -Reading and 66% -Math lowest 25%
Assistant Principal	Catherine Evans	M. Ed. Educational Leadership, Spanish 7-12, ESOL K-12, School Principal all levels, Foreign Language – Spanish K-12	5	7	**Azalea Middle 2012** – 33% Reading, 26% Math, 63% Writing, 20% Science proficient. 48% Reading and 45% Math making gains. 53% Reading and 51 Math lowest 25% making gains. **Bay Point Middle 2011** – 58% Reading, 57%Math, 77% Writing, 33% Science proficient, 57% Reading and 69% Math making gains, 61% Reading and 69% Math lowest 25% making gains.

Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Literacy	Sara McCullough	6-12 English, Reading Endorsed, ESOL Endorsed, Gifted Endorsement	5 years	1 year	**Azalea Middle 2012** – 33% Reading, 26% Math, 63% Writing, 20% Science proficient. 48% Reading and 45% Math making gains. 53% Reading and 51 Math lowest 25% making gains. **2011** -47% -Reading, 38%- Math, Writing 84%, 22%. -Science meet expectations 54%-Reading and 54% Math made learning gains 64% -Reading and 66% -Math lowest 25%
Science	Tom Doughty	5-9 Middle Grades Science, 6-12 Biology, Gifted Endorsement, Masters Educational Leadership	0	1	**District 2012** **Safety Harbor Middle 2011** – 79% Reading, 76% Math, 88% Writing, 58% Science proficiency. 66% Reading and 70% Math making gains. 60% Reading and 58% Math lowest 25%
Math	Leslie Salinas	5-9 Math, Middle Grades Integrated Curriculum, Masters Math Education	10	3	**Azalea Middle 2012** – 33% Reading, 26% Math, 63% Writing, 20% Science proficient. 48% Reading and 45% Math making gains. 53% Reading and 51 Math lowest 25% making gains. **2011** -47% -Reading, 38%- Math, Writing 84%, 22%. -Science meet expectations 54%-Reading and 54% Math made learning gains 64% -Reading and 66% -Math lowest 25%
MTSSS	Jonathan Blair	K12 Guidance, Masters School Counseling	3	0	**Azalea Middle 2012** – 33% Reading, 26% Math, 63% Writing, 20% Science proficient. 48% Reading and 45% Math making gains. 53% Reading and 51 Math lowest 25% making gains. **2011** -47% -Reading, 38%- Math, Writing 84%, 22%. -Science meet expectations 54%-Reading and 54% Math made learning gains 64% -Reading and 66% -Math lowest 25%

Highly Effective Teachers

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

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Description of Strategy	Person Responsible	Projected Completion Date
1. Priority hiring status with district human resources	District Human Resource Depart Principal, Connie Kolosey	August 20, 2012 (on-going as needed)
2. Teacher Incentive Fund Grant	District TIF Grant Coordinator Principal, Connie Kolosey	2011-2013
3. Embedded Instructional Coaching for academics and behavior	Principal, Connie Kolosey and instructional coaches	August 2012 – June 2013
4. Highly structured school-wide processes, i.e. AVID, Safety Net classes, school-wide orientations, gender based administrative orientation	Principal, Connie Kolosey	August 2012 – June 2013
5. 6 of 8 schedules with common subject area planning	District Teaching and Learning Department and Title 1 Principal, Connie Kolosey	August 2012 – June 2013
6. Cross content grade level teams	Principal, Connie Kolosey	August 2012 – June 2013

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Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
Heather McEligot Danielle Konen Data not available from DOE on "not highly effective"	McEligot take MG Science – October 2012 Konen take MG Social Studies – October 2012

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
73	9	37	16	11	14	N/A	17	0	17

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Teacher Mentoring Program/Plan

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Hillary Van Dyke	Lisa Turini	They both teach Language Arts.	Observation of mentee's instruction and providing feedback; Planning lessons with mentee; Connecting lesson activities to content standards; Discussing student progress and analyzing student work; Modeling or co-teaching lessons
Ashley Kraus	April Maitner	They both are ESE teachers.	
Katie Kolenich	Heather McEligot	They both teach 6th grade science	
Matt Schatzel	Katie Taff	They both teach 6th grade math.	
Joseph Westerhorstmann	Chris Mitchell	They both teach 6th grade science.	
Christie Lengner	Sara McCullough	The mentor is the literacy coach and the mentee is teaching reading.	
Mike McCullough	Andrea Selden	They both teach in the Success Academy.	
Jack Packer	Cheryl Pejack	They both teach social studies.	
Suzi Wood	April Maitner	They both teach ESE.	

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Additional Requirements

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

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

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

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

School-Based MTSS/RtI Team
Identify the school-based MTSS leadership team. Connie Kolosey, Principal; Angela Owens, Assistant Principal; Derrik Craun, Assistant Principal; Katie Evans, Assistant Principal; Sara McCullough, Literacy Coach; Leslie Salinas, Math Coach; Thomas Doughty, Science Coach; Julie Mac Neal, School Counselor; Latiki Poole, School Counselor; Yata Fields, School Counselor; Kelley Gandy, School Social Worker; Judy Watanabe, Behavior Specialist; Tammy Shattuck, School Psychologist, Teresa Neuberger LaWanda Johnson, Teacher; Laura Guska, Teacher, Jonathan Blair, PS/RtI Facilitator.
Describe how the school-based MTSS leadership team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts? -Facilitator – generates agenda and leads team discussions -Data Manager(s)/Data Coach(es) – assist team in accessing and interpreting (aggregating/disaggregating) the data -Technology Specialist – brokers technology necessary to manage and display data -Recorder/Note Taker – documents meeting content and disseminates to team members in a timely manner as well as storing a hard copy in a binder for all teachers to access -Time Keeper –helps team begin on time and ensures adherence to agreed upon agenda Meeting time: Every Wednesday at 10:00am.
Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the RtI problem-solving process is used in developing and implementing the SIP? Using school-wide data and input from all stakeholders SBLT will develop and implement SIP using the PS/RtI process to identify and analyze problems, develop interventions and progress monitor the effectiveness of these interventions to address student deficits in learning and behavior. We will identify groups of students with common problems and use research based, targeted interventions, to provide a mutitiered system of support. SBLT will amend the SIP with any new interventions or goals.
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.   SBLT will create a data management calendar to map out what data will be reviewed in SBLT and when. We will use the following data sources: FAIR, FCAT, EOC, Portal, EDS, common assessments, and interim/formative assessments to analyze academic data as well as office discipline referrals and frequency checklists for behavior.
Describe the plan to train staff on MTSS. PS/RtI Facilitator will lead ongoing professional development with all staff on MTSS throughout the school year during teacher planning. Department heads will be trained separately in the problem solving process in order to facilitate professional learning committees using the PS/RtI process. PS/RtI Facilitator will use the coaching model to support teacher's implementation of our core positive and proactive classroom management strategies and facilitate problem solving sessions with individual teachers to teach and implement multitiered system of support.
Describe the plan to support MTSS. Weekly SBLT meetings to conduct problem identification, problem analysis, intervention design, and progress monitoring of school-wide multitiered interventions. PS/RtI Facilitator will monitor fidelity and support planning of all interventions and school-wide initiatives.

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Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). Angela Owens- Assistant Principal, Sara McCullough- Literacy Coach, Nicole Golden- Media Specialist, Heather McEligot- Science, Lisa Turini- Language Arts CLO, Donna Conte- Reading CLO, Sue Pollard- Related Arts (AVID Coordinator) Victoria Salvesen- Social Studies. Amesha Whitely- Language Arts, Katie Taff- Math

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). Literacy Leadership Teams create capacity of reading knowledge within the school by focusing on the following areas of literacy concern:
•   Support for text complexity
•   Support for instructional skills to improve reading comprehension
     o   Ensuring that text complexity, along with close reading and rereading of texts, is central to lessons
     o   Providing scaffolding that does not preempt or replace text reading by students
     o   Developing and asking text dependent questions from a range of question types
     o   Emphasizing students supporting their answers based upon evidence from the text
     o   Providing extensive research and writing opportunities (claims and evidence)
•   Support for implementation of Common Core State Standards for Literacy in Social Studies, Science, and Technical Subjects (a focus on text, task, and instruction).
 	
The district will provide training and tools for Literacy Leadership Teams.

What will be the major initiatives of the LLT this year? Support for text complexity •   Support for instructional skills to improve reading comprehension •   Support for implementation of Common Core State Standards for Literacy in Social Studies, Science, and Technical Subjects •   Comprehension Instruction Sequence

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.

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

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

• The school Literacy Leadership Team is established to grow the use of literacy strategies in all disciplines. The Team is composed of a cross section of the faculty that act as liaisons to help grow department wide literacy strategies in all classrooms • Teacher evaluations include a provision for teaching reading strategies to students. The teacher summative evaluation, in most cases, uses reading data as a portion of teacher performance.

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: Improve current level of performance	2012 Current Level of Performance:* 18% 186	2013Expected Level of Performance:* Decrease level 1&2 from 69% To 59%	1a.1. Insufficient standard based instruction	1a.1. **Teachers will plan and deliver lessons that are rigorous and aligned with designated course standards**	1a.1. AP who evaluates teacher	1a.1. Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Is aligned with the cognitive complexity levels of the standards and benchmarks *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Includes teacher reference to the scale or rubric throughout the lesson	1a.1. Walkthrough & Lesson Plans
			1a.2. Insufficient standard based instruction	1a.2. **Teachers will plan and deliver lessons that engage students in rigorous, grade**	1a.2. AP who evaluates teacher	1a.2. Determine: *Student readiness for learning occurs by connecting instructional objectives and goals to students' background	1a.2. Walkthrough data

| | | | appropriate tasks, assignments and assessments | | knowledge, interests, and personal goals, etc.
*Tasks follow an appropriate progression of rigor according to the four Webb's Depth of Knowledge (DOK) Levels (e.g., DOK 1 Recall and Reproduction, DOK 2 Skills and Concepts/Basic Reasoning, DOK 3 Strategic Thinking/Complex Reasoning, and DOK 4 Extended Thinking/Reasoning).
*Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur
*Teachers use inquiry methods to promote conceptual change and a deeper understanding of the content.
*Teachers model higher order thinking skills using "think-alouds" (e.g., forming mental pictures, connecting information to prior knowledge, creating analogies, clarifying confusing points, and/or making and revising predictions).
*Students are provided with appropriate scaffolding and supports to access higher order questions and tasks | |
| | | 1.a.3
Lack of student engagement | 1.a.3
Teachers plan and deliver lessons that actively engage students in writing, inquiry, collaboration, organization and reading | 1.a.3
AP who evaluates teacher | 1.a.3
*Content materials are differentiated by student interest, cultural background, prior knowledge of content, and skill level
*Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.
*Teachers incorporate | 1.a.3
Walkthrough data |

					collaborative structures (e.g., think-pair-share, working in pairs, triads, and quads) on tasks aligned with the standards during guided practice. *Students are active participants in developing hypotheses, designing procedures, carrying out investigations, and analyzing data. *Teachers make adjustments to instruction (e.g., pace, modality, questioning, and collaborative structures) for all students in the classroom based on student engagement throughout a lesson *To comprehend content area reading materials, teachers provide students with explicit vocabulary instruction to determine the meanings of general, specialized, and technical content-related words and concepts (e.g., word origins and their meanings, decontextualizing high frequency words across multiple domains, multi-faceted meanings, and shades of meaning). *Teachers provide the scaffolding and support across content areas (e.g., reciprocal teaching routines) necessary for students to generalize the use of four strategies that good readers use to comprehend text: predicting, questioning, clarifying, and summarizing. *Teachers regularly incorporate appropriate short and extended writing opportunities in lessons, homework, and assessments to support student thinking and the development of writing skills across the curriculum.	

			1b.2. Insufficient standard based instruction	1b.2. **Teachers will plan and deliver lessons that engage students in rigorous, grade appropriate tasks, assignments and assessments**	1b.2. AP who evaluates teacher	1b.2. Determine: *Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. *Tasks follow an appropriate progression of rigor according to the four Webb's Depth of Knowledge (DOK) Levels (e.g., DOK 1 Recall and Reproduction, DOK 2 Skills and Concepts/Basic Reasoning, DOK 3 Strategic Thinking/Complex Reasoning, and DOK 4 Extended Thinking/Reasoning). *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur *Teachers use inquiry methods to promote conceptual change and a deeper understanding of the content. *Teachers model higher order thinking skills using "think-alouds" (e.g., forming mental pictures, connecting information to prior knowledge, creating analogies, clarifying confusing points, and/or making and revising predictions). *Students are provided with appropriate scaffolding and supports to access higher order questions and tasks	1b.2. Walkthrough data
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b: Improve current level of performance	2012 Current Level of Performance:* 38%	2013Expected Level of Performance:* Decrease level 1,2,3					
			1b.2. Lack of student engagement	1b.2. **Teachers plan and deliver lessons that actively engage students in writing,**	1b.2 AP who evaluates teacher.	1b.2. *Content materials are differentiated by student interest, cultural background, prior knowledge of content, and	1b.2. Walkthrough data

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| | | | inquiry, collaboration, organization and reading | | skill level
*Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.
*Teachers incorporate collaborative structures (e.g., think-pair-share, working in pairs, triads, and quads) on tasks aligned with the standards during guided practice.
*Students are active participants in developing hypotheses, designing procedures, carrying out investigations, and analyzing data.
*Teachers make adjustments to instruction (e.g., pace, modality, questioning, and collaborative structures) for all students in the classroom based on student engagement throughout a lesson.
*To comprehend content area reading materials, teachers provide students with explicit vocabulary instruction to determine the meanings of general, specialized, and technical content-related words and concepts (e.g., word origins and their meanings, decontextualizing high frequency words across multiple domains, multi-faceted meanings, and shades of meaning).
*Teachers provide the scaffolding and support across content areas (e.g., reciprocal teaching routines) necessary for students to generalize the use of four strategies that good readers use to comprehend text: predicting, questioning, clarifying, and summarizing.
*Teachers regularly incorporate appropriate short and extended | |

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				writing opportunities in lessons, homework, and assessments to support student thinking and the development of writing skills across the curriculum.	
		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 AchievementLevels 4 and 5 in reading. Reading Goal #2a: Improve current level of performance	2012 Current Level of Performance:* 12% 117	2013Expected Level of Performance:* Increase level 4 and 5 by 5%	2a.1. Lack of differentiation of instruction	2a.1. **Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students**	2a.1. AP who evaluates teacher	2a.1. Determine: *Student performance and assessment data (formative and summative) is analyzed and used as a basis for providing specific levels of differentiated instruction *Teachers vary the levels of cognitive complexity for students at different levels of readiness through modifications and or extensions of content. *Anchor activities such as learning centers and research-based computer programs are used to reinforce the standards and extended learning. *Teachers regularly meet with administration and instructional coaches to redirect the instructional focus and ensure that interventions and strategies are implemented to provide remediation for students in need of additional assistance and enrichment for students that have mastered the content.	2a.1. Walkthrough data
			2a.2.	2a.2.	2a.2.	2a.2.	2a.2.
			2a.3	2a.3	2a.3	2a.3	2a.3

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2b. Florida Alternate Assessment: **Students scoring at or above Level 7 in reading.**			2b.1. Lack of differentiation of instruction	2b.1. **Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students**	2b.1. AP who evaluates teacher	2b.1. Determine: *Student performance and assessment data (formative and summative) is analyzed and used as a basis for providing specific levels of differentiated instruction *Teachers vary the levels of cognitive complexity for students at different levels of readiness through modifications and or extensions of content. *Anchor activities such as learning centers and research-based computer programs are used to reinforce the standards and extended learning. *Teachers regularly meet with administration and instructional coaches to redirect the instructional focus and ensure that interventions and strategies are implemented to provide remediation for students in need of additional assistance and enrichment for students that have mastered the content.	2b1. Walkthrough data
Reading Goal #2b: Improve current level of performance	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	50%	Increase level 7 by 5%					
			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.			3a.1. Lack of student engagement	3a.1. **Teachers plan and deliver lessons that**	3a.1. AP who evaluates teacher	3a.1. *Content materials are differentiated by student interest, cultural	3a.1. School Summary of observation section of teacher appraisal results

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Reading Goal #3a: Improve current level of performance	2012 Current Level of Performance:*	2013Expected Level of Performance:*		actively engage students in writing, inquiry, collaboration, organization and reading		background, prior knowledge of content, and skill level *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty. *Teachers incorporate collaborative structures (e.g., think-pair-share, working in pairs, triads, and quads) or tasks aligned with the standards during guided practice. *Students are active participants in developing hypotheses, designing procedures, carrying out investigations, and analyzing data. *Teachers make adjustments to instruction (e.g., pace, modality, questioning, and collaborative structures) for all students in the classroom based on student engagement throughout a lesson. *To comprehend content area reading materials, teachers provide students with explicit vocabulary instruction to determine the meanings of general, specialized, and technical content-related words and concepts (e.g., word origins and their meanings, decontextualizing high frequency words across multiple domains, multi-faceted meanings, and shades of meaning). *Teachers provide the scaffolding and support across content areas (e.g., reciprocal teaching routines) necessary for students to generalize the use of four strategies that good readers use to comprehend text: predicting, questioning, clarifying, and summarizing. *Teachers regularly incorporate appropriate short and extended writing opportunities in lessons, homework, and assessments to support student thinking and the development of writing skills across the curriculum.	IPI data when available Instructional Review walkthrough data
	45%	100%					

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			3a.2. Lack of differentiation of instruction	3a.2. **Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students**	3a.2. AP who evaluates teacher	3a.2. *Student performance and assessment data (formative and summative) is analyzed and used as a basis for providing specific levels of differentiated instruction. *Teachers vary the levels of cognitive complexity for students at different levels of readiness through modifications and or extensions of content. *Anchor activities such as learning centers and research-based computer programs are used to reinforce the standards and extended learning. *Teachers regularly meet with administration and instructional coaches to redirect the instructional focus and ensure that interventions and strategies are implemented to provide remediation for students in need of additional assistance and enrichment for students that have mastered the content.	3a.2 .Walkthrough data
			3a.3.	3a.3.	3a.3.	3a..3.	3a.3.

3b. Florida Alternate Assessment: **Percentage of students making Learning Gains in reading.**			3b.1. Lack of student engagement	3b.1. **Teachers plan and deliver lessons that actively engage students in writing, inquiry, collaboration, organization and reading**	3b.1. AP who evaluates teacher	3b.1. *Content materials are differentiated by student interest, cultural background, prior knowledge of content, and skill level *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty. *Teachers incorporate collaborative structures (e.g., think-pair-share, working in pairs, triads, and quads) o tasks aligned with the standards during guided practice. *Students are active participants in developing hypotheses, designing	3b.1. School Summary of observation section of teacher appraisal results IPI data when available State instructional walkthrough when applicable
Reading Goal #3b: Improve current level of performance	2012 Current Level of Performance:* 100%	2013Expected Level of Performance:* 100%					

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					procedures, carrying out investigations, and analyzing data. *Teachers make adjustments to instruction (e.g., pace, modality, questioning, and collaborative structures) for all students in the classroom based on student engagement throughout a lesson. *To comprehend content area reading materials, teachers provide students with explicit vocabulary instruction to determine the meanings of general, specialized, and technical content-related words and concepts (e.g., word origins and their meanings, decontextualizing high frequency words across multiple domains, multi-faceted meanings, and shades of meaning). *Teachers provide the scaffolding and support across content areas (e.g., reciprocal teaching routines) necessary for students to generalize the use of four strategies that good readers use to comprehend text: predicting, questioning, clarifying, and summarizing. *Teachers regularly incorporate appropriate short and extended writing opportunities in lessons, homework, and assessments to support student thinking and the development of writing skills across the curriculum.	
		3b.2. Lack of differentiation of instruction	3b.2. **Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students**	3b.2.	3b.2. *Student performance and assessment data (formative and summative) is analyzed and used as a basis for providing specific levels of differentiated instruction. *Teachers vary the levels of cognitive complexity for students at different levels of readiness through modifications and or extensions of content. *Anchor activities such as learning centers and research-based computer	3b.2.

				programs are used to reinforce the standards and extended learning. *Teachers regularly meet with administration and instructional coaches to redirect the instructional focus and ensure that interventions and strategies are implemented to provide remediation for students in need of additional assistance and enrichment for students that have mastered the content.	
		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: Improve current level of performance	2012 Current Level of Performance:* 49% 2013Expected Level of Performance:* 100%	4a.1. Lack of differentiation of instruction	4a.1. **Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students**	4a.1. AP who evaluates teacher	4a.1. *Student performance and assessment data (formative and summative) is analyzed and used as a basis for providing specific levels of differentiated instruction. *Teachers vary the levels of cognitive complexity for students at different levels of readiness through modifications and or extensions of content. *Anchor activities such as learning centers and research-based computer programs are used to reinforce the standards and extended learning. *Teachers regularly meet with administration and instructional coaches to redirect the instructional focus and ensure that interventions and strategies are implemented to provide remediation for students in need of additional assistance and enrichment for students that have mastered the content.	4a.1. Walkthrough & Lesson plans
		4a.2. Insufficient intervention supports exist to	4a.2. **Teachers, instructional coaches and administrators**	4a.2. SBLT	4a.2. *SBLT utilizes data to plan for a sufficient number and variety of intervention courses	4a.2. Evidence of core teachers and intervention teachers communicating and planning;

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		address the varying needs of students across academic and engagement areas	**collaborate to create interventions that support core instructional goals and objectives**		*Intervention and core teachers communicate and plan together regularly *Intervention curriculum is aligned with core instructional goals/objectives *Core content materials and subject matter are integrated within intervention courses *Intervention strategies are reinforced in core classes *Interventions are integrated and aligned across all providers *Effectiveness of intervention courses are evaluated by reviewing student success in core courses	Lesson Plans & Walkthroughs
		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: Improve current level of performance	2012 Current Level of Performance:* / 2013Expected Level of Performance:* Not available / 100%	4b.1. Lack of differentiation of instruction	4b.1. **Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students**	4b.1. AP who evaluates teacher	4b.1. *Student performance and assessment data (formative and summative) is analyzed and used as a basis for providing specific levels of differentiated instruction. *Teachers vary the levels of cognitive complexity for students at different levels of readiness through modifications and or extensions of content. *Anchor activities such as learning centers and research-based computer programs are used to reinforce the standards and extended learning. *Teachers regularly meet with administration and instructional coaches to redirect the instructional focus and ensure that interventions and strategies are implemented to provide remediation for students in need of additional assistance and enrichment for students that have mastered the content.	4b.1. Walkthrough data and lesson plans

| | | 4b.2. Insufficient intervention supports exist to address the varying needs of students across academic and engagement areas | 4b.2. **Teachers, instructional coaches and administrators collaborate to create interventions that support core instructional goals and objectives** | 4ab.2. SBLT | 4b.2. *SBLT utilizes data to plan for a sufficient number and variety of intervention courses *Intervention and core teachers communicate and plan together regularly *Intervention curriculum is aligned with core instructional goals/objectives *Core content materials and subject matter are integrated within intervention courses *Intervention strategies are reinforced in core classes *Interventions are integrated and aligned across all providers *Effectiveness of intervention courses are evaluated by reviewing student success in core courses | 4b.2. Evidence of core teachers and intervention teachers communicating and planning; Lesson Plans & Walkthroughs |
| | | 4b.3 | 4b.3. | 4b.3. | 4b.3. | 4b.3. |

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 35	40	46	51	57	62	68
Reading Goal #5A: *Enter narrative for the goal in this box.*							

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in reading.**		5b.1. White: Black: Hispanic: Asian: American Indian: Lack of differentiation of instruction	5b.1. **Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students**	5b.1. AP who evaluates teacher	5b.1. *Student performance and assessment data (formative and summative) is analyzed and used as a basis for providing specific levels of differentiated instruction. *Teachers vary the levels of cognitive complexity for students at different levels of readiness through modifications and or extensions of content. *Anchor activities such as learning centers and research-based computer programs are used to reinforce the standards and extended learning. *Teachers regularly meet with administration and instructional coaches to redirect the instructional focus and ensure that interventions and strategies are implemented to provide remediation for students in need of additional assistance and enrichment for students that have mastered the content.	5b.1. Lesson Plans & Walkthrough
Reading Goal #5B: Improve current level of performance	2012 Current Level of Performance:* White:60% 182 Black: 20% 61.00 Hispanic: 14% 41.00 Asian: 2% 5.00 American Indian: 0% 1.00					
	2013Expected Level of Performance:* 100% of all subgroups to make a learning gain Increase proficiency of all subgroups by 10%					
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in reading.		5c.1. Lack of differentiation of instruction	5c.1. **Teachers utilize data to modify and adjust teaching practices and to reflect on the**	5c.1. AP who evaluates teacher	5c.1. *Student performance and assessment data (formative and summative) is analyzed and used as a basis for providing specific levels of	5c.1. Lesson Plans & Walkthrough
Reading Goal #5C: Improve current level of	2012 Current Level of Performance:*	2013Expected Level of Performance:*				

performance	67%	100% of ELL students to make a learning gain An increase in proficiency by 10%		needs and progress of students		differentiated instruction. *Teachers vary the levels of cognitive complexity for students at different levels of readiness through modifications and or extensions of content. *Anchor activities such as learning centers and research-based computer programs are used to reinforce the standards and extended learning. *Teachers regularly meet with administration and instructional coaches to redirect the instructional focus and ensure that interventions and strategies are implemented to provide remediation for students in need of additional assistance and enrichment for students that have mastered the content.	
			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: Improve current level of performance	2012 Current Level of Performance:* 79%	2013 Expected Level of Performance:* 100% of all SWD students to make a learning gain An increase in proficiency by 10%	5d.1. Lack of differentiation of instruction	5d.1. **Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students**	5d.1. AP who evaluates teacher	5d.1. *Student performance and assessment data (formative and summative) is analyzed and used as a basis for providing specific levels of differentiated instruction. *Teachers vary the levels of cognitive complexity for students at different levels of readiness through modifications and or extensions of content. *Anchor activities such as learning centers and research-based computer programs are used to reinforce the standards and extended learning. *Teachers regularly meet with administration and instructional coaches to redirect the instructional focus and ensure that interventions and strategies are implemented to provide remediation for students in need of additional assistance and	5d.1. Lesson Plans & Walkthrough

					enrichment for students that have mastered the content.	
			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. Lack of differentiation of instruction	5e.1. **Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students**	5e.1. AP who evaluates teacher	5e.1. *Student performance and assessment data (formative and summative) is analyzed and used as a basis for providing specific levels of differentiated instruction. *Teachers vary the levels of cognitive complexity for students at different levels of readiness through modifications and or extensions of content. *Anchor activities such as learning centers and research-based computer programs are used to reinforce the standards and extended learning. *Teachers regularly meet with administration and instructional coaches to redirect the instructional focus and ensure that interventions and strategies are implemented to provide remediation for students in need of additional assistance and enrichment for students that have mastered the content.	5e.1. Lesson Plans & Walkthrough
Reading Goal #5E: Improve current level of performance	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	71%	100% of economically disadvantaged students will learning gain An increase in proficiency by 10%					
			5E.2.	5E.2	5E.2.	5E.2.	5E.2.
			5E.3	5E.3	5E.3	5E.3	5E.3

Reading Professional Development

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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities						
Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Analyze the Standards	All Reading Language Arts	CLOs, Coaches	All R/LA teachers	August	Review lesson plans, CR observations	Admin, coaches
Develop Common Assessments -FCIM Process	All Reading Language Arts	CLOs, Coach	All Language Arts & Reading Teachers	August-June	Classroom data and lesson plan	Coach, CLO
Develop Rubrics	All Reading and language arts	Coach, CLO, LLT	All reading and language arts	September/October	Student work, classroom observations	Coach, CLO
Share application of high yield strategies (WICOR) - Writing strategies - Text marking - Note taking - HOT questions - Writing in response to reading	All Reading and language arts	Coach, CLO, LLT	All Language Arts & Reading Teachers	August-December	Classroom observation, lesson plans, student work	Admin, coaches
Comprehension Instructional Sequence	All Reading and language arts not already certified	Lit Coach	All Reading and language arts not already certified	September-November January -February	Classroom observation, lesson plans, student work	Coaches, admin
Data Analysis	ALL	Coaches, CLO and LLT	ALL	August	Lesson plans for differentiation	Caches, admin
Lesson Study	ALL	Qualified personnel	ALL	August-June	Lesson plans, data from study, observation	Admin
Technology -smart board -flip camera -smart response	All	Qualified personnel	ALL	August-June	Lesson plans, observation	Admin
Book Study - Rigor for All - Adolescent Literacy	Reading/LA	Coach	Volunteers	August	Discussion posts, professional conversations, lesson plans	Coach
Collaborative Structures	Reading/LA	Coach	Volunteers	September/October	Classroom observations, lesson plans	coach
DA Academy 2012	All administrative team & coaches	DA Region 4	All administrative team & coaches	July 2012	Administrative and coach PLCs	Principal

Reading Budget

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Include only school funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Course materials for reading program	R180- R-Books	Title 1, Part A	8,000
Course materials for reading program	AMPs- Mini Books/Workbooks/TE	Title 1, Part A	4,000
Course materials for LA FCIM	Common Core Clinics-LA	Title 1, Part A	5,000
			Subtotal: $17,000
Technology			
Strategy	Description of Resources	Funding Source	Amount
Interactive student engagement of instructional materials	SMART Boards - 2	Title 1, Part A	8,000
Interactive student engagement of instructional materials (Proximity control)	PP Presenter Remotes-18	Title 1, Part A	1,800
Technology Integration	Technology Technician (serving technology integration school-wide, all content)	Title 1, Part A	42,679.00
			Subtotal: $52,479
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Comprehension Instructional Sequence	CIS Packets for teachers	Title 1, Part A	500
Knowledge building	Teacher resource books for book study-20 "Creating Robust Vocabulary"	Title 1, Part A	500
Deliver PD; Receive PD; Curriculum Writing; SIP Initiatives	Stipends	Title 1, Part A	5,000
Coverage for classroom teachers (Lesson Study)	Substitutes	Title 1, Part A	1,000
Conferences	AVID and Read 180	Title 1, Part A	3,000
			Subtotal: $10,000
Other			
Strategy	Description of Resources	Funding Source	Amount
Read Alouds/RC!: Nonfiction text in small groups	SSYRA Novels: TFK for EBD/Success Academy	Referendum Funds	2,000

Support and resources needed for instructional success	Classroom instructional materials	Title 1, Part A	2,000
High Yields Reading Strategies for Content Teachers	AVID Content Resource Books	Referendum Funds	1,000
Curriculum Writing	FCIM Lessons	Title 1, Part A	3,000
			Subtotal: $8,000
			Total: $89,479

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

CELLA Goals		Problem-Solving Process to Increase Language Acquisition				
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring proficient in Listening/Speaking. CELLA Goal #1: Improve current level of performance	2012 Current Percent of Students Proficient in Listening/Speaking: 39% 7	1.1. Lack of differentiation of instruction	1.1. **Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students**	1.1. AP who evaluates teacher	1.1. Determine: *Student performance and assessment data (formative and summative) is analyzed and used as a basis for providing specific levels of differentiated instruction. *Teachers vary the levels of cognitive complexity for students at different levels of readiness through modifications and or extensions of content. *Anchor activities such as learning centers and research-based computer programs are used to reinforce the standards and extended learning. *Teachers regularly meet with administration and instructional coaches to redirect the instructional focus and ensure that interventions and strategies are implemented to provide remediation for students in need of additional assistance and enrichment for students that have mastered the content.	1.1. Walkthrough

		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: Improve current level of performance	2012 Current Percent of Students Proficient in Reading : 22% 4	2.2. Insufficient standard based instruction	2.2. **Teachers will plan and deliver lessons that engage students in rigorous, grade appropriate tasks, assignments and assessments**	2.2. AP who evaluates teacher	2.2. Determine: *Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. *Tasks follow an appropriate progression of rigor according to the four Webb's Depth of Knowledge (DOK) Levels (e.g., DOK 1 Recall and Reproduction, DOK 2 Skills and Concepts/Basic Reasoning, DOK 3 Strategic Thinking/Complex Reasoning and DOK 4 Extended Thinking/Reasoning). *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur *Teachers use inquiry methods to promote conceptual change and a deeper understanding of the content. *Teachers model higher order thinking skills using "think-alouds" (e.g., forming mental pictures, connecting information to prior knowledge, creating analogies, clarifying confusing points, and/or making and revising predictions).	2.2. Walkthrough

					*Students are provided with appropriate scaffolding and supports to access higher order questions and tasks	
		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: Improve current level of performance	2012 Current Percent of Students Proficient in Writing : 22% 4	3.1. Insufficient standard based instruction	3.1. **Teachers will plan and deliver lessons that are rigorous and aligned with designated course standards**	3.1. AP who evaluates teacher	3.1. Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Is aligned with the cognitive complexity levels of the standards and benchmarks *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Includes teacher reference to the scale or rubric throughout the lesson	3.1. Walkthrough & Lesson Plans
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3

CELLA Budget *Included in Reading Goals PD and 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 CELLA 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 Barrie	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. Insufficient standard based instruction	1a.1. **Teachers will plan and deliver lessons that are rigorous and aligned with designated course standards**	1a.1. AP who evaluates teacher	1a.1. Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Is aligned with the cognitive complexity levels of the standards and benchmarks *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Includes teacher reference to the scale or rubric throughout the lesson	1a.1. Walkthrough & Lesson Plans
Mathematics Goal #1a: Improve current level of performance	2012 Current Level of Performance:* 17% 168	2013Expected Level of Performance:* Decrease in level 1 and 2 from 76% to 66%					
			1a.2. Insufficient standard based instruction	1a.2. **Teachers will plan and deliver lessons that engage students in rigorous, grade**	1a.2. AP who evaluates teacher	1a.2. Determine: *Student readiness for learning occurs by connecting instructional objectives and	1a.2. Walkthrough

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			appropriate tasks, assignments and assessments		goals to students' background knowledge, interests, and personal goals, etc. *Tasks follow an appropriate progression of rigor according to the four Webb's Depth of Knowledge (DOK) Levels (e.g., DOK 1 Recall and Reproduction, DOK 2 Skills and Concepts/Basic Reasoning, DOK 3 Strategic Thinking/Complex Reasoning, and DOK 4 Extended Thinking/Reasoning). *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur *Teachers use inquiry methods to promote conceptual change and a deeper understanding of the content. *Teachers model higher order thinking skills using "think-alouds" (e.g., forming mental pictures, connecting information to prior knowledge, creating analogies, clarifying confusing points, and/or making and revising predictions). *Students are provided with appropriate scaffolding and supports to access higher order questions and tasks	
	1a.3. Lack of student engagement	1a.3. **Teachers plan and deliver lessons that actively engage students in writing, inquiry, collaboration, organization and reading**	1a.3. AP who evaluates teacher	1a.3. Evidence of: *Content materials are differentiated by student interest, cultural background, prior knowledge of content, and skill level *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying	1a.3. Walkthrough Teacher Appraisal Results

				degrees of difficulty. *Teachers incorporate collaborative structures (e.g., think-pair-share, working in pairs, triads, and quads) on tasks aligned with the standards during guided practice. *Students are active participants in developing hypotheses, designing procedures, carrying out investigations, and analyzing data. *Teachers make adjustments to instruction (e.g., pace, modality questioning, and collaborative structures) for all students in the classroom based on student engagement throughout a lesson. *To comprehend content area reading materials, teachers provide students with explicit vocabulary instruction to determine the meanings of general, specialized, and technical content-related words and concepts (e.g., word origins and their meanings, decontextualizing high frequency words across multiple domains, multi-faceted meanings, and shades of meaning). *Teachers regularly incorporate appropriate short and extended writing opportunities in lessons, homework, and assessments to support student thinking and the development of writing skills across the curriculum.	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			1b.2. Insufficient standard based instruction	1b.2. **Teachers will plan and deliver lessons that engage students in rigorous, grade appropriate tasks,**	1b.2. AP who evaluates teacher	1b.2. Determine: *Student readiness for learning occurs by connecting instructional objectives and goals to students' background	1b.2. Walkthrough
Mathematics Goal #1b:	2012 Current Level of Performance:*	2013Expected Level of Performance:*				

	50%	Decrease in level 1,2 and 3		assignments and assessments		knowledge, interests, and personal goals, etc. *Tasks follow an appropriate progression of rigor according to the four Webb's Depth of Knowledge (DOK) Levels (e.g., DOK 1 Recall and Reproduction, DOK 2 Skills and Concepts/Basic Reasoning, DOK 3 Strategic Thinking/Complex Reasoning, and DOK 4 Extended Thinking/Reasoning). *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur *Teachers use inquiry methods to promote conceptual change and a deeper understanding of the content. *Teachers model higher order thinking skills using "think-alouds" (e.g., forming mental pictures, connecting information to prior knowledge, creating analogies, clarifying confusing points, and/or making and revising predictions). *Students are provided with appropriate scaffolding and supports to access higher order questions and tasks instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur	
Improve current level of performance							
			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 AchievementLevels 4 and 5 in mathematics. Mathematics Goal #2a: Improve current level of performance	2012 Current Level of Performance:* 6% 65	2013Expected Level of Performance:* Increase level 4 and 5 by 5%	2b.1. Lack of differentiation of instruction	2b.1. **Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students**	2b.1. AP who evaluates teacher	2b.1. Determine: *Student performance and assessment data (formative and summative) is analyzed and used as a basis for providing specific levels of differentiated instruction. *Teachers vary the levels of cognitive complexity for student at different levels of readiness through modifications and or extensions of content. *Anchor activities such as learning centers and research-based computer programs are used to reinforce the standards and extended learning. *Teachers regularly meet with administration and instructional coaches to redirect the instructional focus and ensure that interventions and strategies are implemented to provide remediation for students in need of additional assistance and enrichment for students that have mastered the content.	2b1. Walkthrough
			2a.2.	2a.2.	2a.2.	2a.2.	2a.2.
			2a.3	2a.3	2a.3	2a.3	2a.3

			2b.1. Lack of differentiation of instruction	2b.1. **Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students**	2b.1. AP who evaluates teacher	2b.1. Determine: *Student performance and assessment data (formative and summative) is analyzed and used as a basis for providing specific levels of differentiated instruction. *Teachers vary the levels of cognitive complexity for student at different levels of readiness through modifications and or extensions of content. *Anchor activities such as learning centers and research-based computer programs are used to reinforce the standards and extended learning. *Teachers regularly meet with administration and instructional coaches to redirect the instructional focus and ensure that interventions and strategies are implemented to provide remediation for students in need of additional assistance and enrichment for students that have mastered the content.	2b1. Walkthrough
2b. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.							
Mathematics Goal #2b: Improve current level of performance	2012 Current Level of Performance:* 25%	2013Expected Level of Performance:* Increase level 7 by 5%					
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3a. FCAT 2.0: Percentage of students making Learning Gains in mathematics.			3a.1. Lack of student engagement	3a.1. **Teachers plan and deliver lessons that actively engage students in writing, inquiry, collaboration, organization and reading**	3a.1. AP who evaluates teacher	3a.1 *Content materials are differentiated by student interest, cultural background, prior knowledge of content, and skill level *Students are active participants in developing hypotheses, designing procedures, carrying out investigations, and analyzing data.	3a.1 Walkthrough data and lesson plans
Mathematics Goal #3a: Improve current level of performance	2012 Current Level of Performance:* 43%	2013Expected Level of Performance:* 100% of students will make learning gains					

							*Teachers make adjustments to instruction (e.g., pace, modality, questioning, and collaborative structures) for all students in the classroom based on student engagement throughout a lesson. *To comprehend content area reading materials, teachers provide students with explicit vocabulary instruction to determine the meanings of general, specialized, and technical content-related words and concepts (e.g., word origins and their meanings, decontextualizing high frequency words across multiple domains, multi-faceted meanings, and shades of meaning). *Teachers regularly incorporate appropriate short and extended writing opportunities in lessons, homework, and assessments to support student thinking and the development of writing skills across the curriculum.	
			3a.2.	3a.2.				3a.2.
			3a.3.	3a.3.				3a.3.
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.			3b.1. Lack of student engagement	3b.1. **Teachers plan and deliver lessons that actively engage students in writing, inquiry, collaboration,**	3b.1. AP who evaluates teacher	3b.1. Determine: *Content materials are differentiated by student interest, cultural background, prior knowledge of content, and	3b.1 Walkthrough data
Mathematics Goal #3b:	2012 Current Level of Performance:*	2013Expected Level of Performance:*						

Improve current level of performance	43%	100% of students will make learning gains		**organization and reading**		skill level *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty. *Teachers incorporate collaborative structures (e.g., think-pair-share, working in pairs, triads, and quads) on tasks aligned with the standards during guided practice. *Students are active participant in developing hypotheses, designing procedures, carrying out investigations, and analyzing data. *Teachers make adjustments to instruction (e.g., pace, modality questioning, and collaborative structures) for all students in the classroom based on student engagement throughout a lesson. *To comprehend content area reading materials, teachers provide students with explicit vocabulary instruction to determine the meanings of general, specialized, and technical content-related words and concepts (e.g., word origins and their meanings, decontextualizing high frequency words across multiple domains, multi-faceted meanings, and shades of meaning). *Teachers regularly incorporate appropriate short and extended writing opportunities in lessons, homework, and assessments to support student thinking and the development of writing skills across the curriculum.	
			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. Lack of student engagement	4a.1. **Teachers plan and deliver lessons that actively engage students in writing, inquiry, collaboration, organization and reading**	4a.1. AP who evaluates teacher	4a.1. *Content materials are differentiated by student interest, cultural background, prior knowledge of content, and skill level *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty. *Teachers incorporate collaborative structures (e.g., think-pair-share, working in pairs, triads, and quads) on tasks aligned with the standards during guided practice. *Students are active participants in developing hypotheses, designing procedures, carrying out investigations, and analyzing data. *Teachers make adjustments to instruction (e.g., pace, modality, questioning, and collaborative structures) for all students in the classroom based on student engagement throughout a lesson. *To comprehend content area reading materials, teachers provide students with explicit vocabulary instruction to determine the meanings of general, specialized, and technical content-related words and concepts (e.g., word origins	4a.1. School Summary of observation section of teacher appraisal results IPI data when available State instructional walkthrough
Mathematics Goal #4a: Improve current level of performance	2012 Current Level of Performance:* 47%	2013Expected Level of Performance:* 100% of students will make learning gains					

					and their meanings, decontextualizing high frequency words across multiple domains, multi-faceted meanings, and shades of meaning). *Teachers regularly incorporate appropriate short and extended writing opportunities in lessons, homework, and assessments to support student thinking and the development of writing skills across the curriculum.	
		4a.2. Insufficient intervention supports exist to address the varying needs of students across academic and engagement areas	4a.2. **Teachers, instructional coaches and administrators collaborate to create interventions that support core instructional goals and objectives**	4a.2. SBLT	4a.2. *SBLT utilizes data to plan for a sufficient number and variety of intervention courses *Intervention and core teachers communicate and plan together regularly *Intervention curriculum is aligned with core instructional goals/objectives *Core content materials and subject matter are integrated within intervention courses *Intervention strategies are reinforced in core classes *Interventions are integrated and aligned across all providers *Effectiveness of intervention courses are evaluated by reviewing student success in core courses	4a.2. Evidence of core teachers and intervention teachers communicating and planning; Lesson Plans & Walkthroughs
		4a.3	4a.3.	4a.3.	4a.3.	4a.3.
4b. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in mathematics.		4b.1. Lack of student engagement	4b.1. **Teachers plan and deliver lessons that actively engage students in writing, inquiry, collaboration,**	4b.1. AP who evaluates teacher	4b.1. *Content materials are differentiated by student interest, cultural background, prior knowledge of content, and skill level	4b.1. School Summary of observation section of teacher appraisal results IPI data when available
Mathematics Goal #4b:	2012 Current Level of Performance:*	2013Expected Level of Performance:*				

Improve current level of performance	Not Available	100% of students will make learning gains		**organization and reading**		*Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty. *Teachers incorporate collaborative structures (e.g., think-pair-share, working in pairs, triads, and quads) on tasks aligned with the standards during guided practice. *Students are active participants in developing hypotheses, designing procedures, carrying out investigations, and analyzing data. *Teachers make adjustments to instruction (e.g., pace, modality questioning, and collaborative structures) for all students in the classroom based on student engagement throughout a lesson. *To comprehend content area reading materials, teachers provide students with explicit vocabulary instruction to determine the meanings of general, specialized, and technical content-related words and concepts (e.g., word origins and their meanings, decontextualizing high frequency words across multiple domains, multi-faceted meanings, and shades of meaning). *Teachers regularly incorporate appropriate short and extended writing opportunities in lessons, homework, and assessments to support student thinking and the development of writing skills across the curriculum.	State instructional walkthrough
			4b.2. Insufficient intervention supports	4b.2. **Teachers, instructional coaches and**	4b.2. SBLT	4b.2. *SBLT utilizes data to plan for a sufficient number and variety of	4b.2. Evidence of core teachers and intervention teachers

		exist to address the varying needs of students across academic and engagement areas	**administrators collaborate to create interventions that support core instructional goals and objectives**		intervention courses *Intervention and core teachers communicate and plan together regularly *Intervention curriculum is aligned with core instructional goals/objectives *Core content materials and subject matter are integrated within intervention courses *Intervention strategies are reinforced in core classes *Interventions are integrated and aligned across all providers *Effectiveness of intervention courses are evaluated by reviewing student success in core courses	communicating and planning; Lesson Plans & Walkthroughs
		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 27.00	33	39	45	51	57	64
Mathematics Goal #5A: Improve current level of performance						

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in mathematics.**			5b.1. White: Black: Hispanic: Asian: American Indian: Lack of differentiation of instruction	5b.1. **Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students**	5b.1. AP who evaluates teacher	5b.1. *Student performance and assessment data (formative and summative) is analyzed and used as a basis for providing specific levels of differentiated instruction. *Teachers vary the levels of cognitive complexity for student at different levels of readiness through modifications and or extensions of content. *Anchor activities such as learning centers and research-based computer programs are used to reinforce the standards and extended learning. *Teachers regularly meet with administration and instructional coaches to redirect the instructional focus and ensure that interventions and strategies are implemented to provide remediation for students in need of additional assistance and enrichment for students that have mastered the content.	5b.1. Lesson Plans & Walkthrough
Mathematics Goal #5B: Improve current level of performance	2012 Current Level of Performance:* White: 59% 138 Black: 17% 39 Hispanic: 13% 30 Asian: 6% 14 American Indian: 0% 1	2013Expected Level of Performance:* 100% of all subgroups to make a learning gain Increase proficiency of all subgroups by 10%					
	5B.3.						5B.2.
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.			5c.1. Lack of differentiation of instruction	5c.1. **Teachers utilize data to modify and adjust teaching practices and to reflect on the needs**	5c.1. AP who evaluates teacher	5c.1. *Student performance and assessment data (formative and summative) is analyzed and used as a basis for	5c.1. Lesson Plans & Walkthrough
Mathematics Goal #5C:	2012 Current Level of Performance:*	2013Expected Level of Performance:*					

Improve current level of performance	65%	100% of ELL students to make a learning gain Increase proficiency of ELL students by 10%		**and progress of students**		providing specific levels of differentiated instruction. *Teachers vary the levels of cognitive complexity for student at different levels of readiness through modifications and or extensions of content. *Anchor activities such as learning centers and research-based computer programs are used to reinforce the standards and extended learning. *Teachers regularly meet with administration and instructional coaches to redirect the instructional focus and ensure that interventions and strategies are implemented to provide remediation for students in need of additional assistance and enrichment for students that have mastered the content.	
		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
		5C.3.	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. Lack of differentiation of instruction	5d.1. **Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students**	5d.1. AP who evaluates teacher	5d.1. *Student performance and assessment data (formative and summative) is analyzed and used as a basis for providing specific levels of differentiated instruction. *Teachers vary the levels of cognitive complexity for student at different levels of readiness through modifications and or extensions of content. *Anchor activities such as learning centers and research-based computer programs are used to reinforce the standards and extended learning. *Teachers regularly meet with administration and instructional	5d.1. Lesson Plans & Walkthrough
Mathematics Goal #5D: Improve current level of performance	2012 Current Level of Performance:* 84%	2013 Expected Level of Performance:* 100% of SWD students to make a learning gain Increase proficiency of SWD students by 10%					

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					coaches to redirect the instructional focus and ensure that interventions and strategies are implemented to provide remediation for students in need of additional assistance and enrichment for students that have mastered the content.	
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.		5e.1. Lack of differentiation of instruction	5e.1. **Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students**	5e.1. AP who evaluates teacher	5e.1. *Student performance and assessment data (formative and summative) is analyzed and used as a basis for providing specific levels of differentiated instruction. *Teachers vary the levels of cognitive complexity for student at different levels of readiness through modifications and or extensions of content. *Anchor activities such as learning centers and research-based computer programs are used to reinforce the standards and extended learning. *Teachers regularly meet with administration and instructional coaches to redirect the instructional focus and ensure that interventions and strategies are implemented to provide remediation for students in need of additional assistance and enrichment for students that have mastered the content.	5e.1. Lesson Plans & Walkthrough
Mathematics Goal #5E: Improve current level of performance	2012 Current Level of Performance:* 88%	2013Expected Level of Performance:* 100% of Economically Disadvantaged students to make a learning gain Increase proficiency of Economically Disadvantaged students by 10%					

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

End of Middle School Mathematics Goals

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

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

Algebra 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.			1a.1. Insufficient standard based instruction	1a.1. **Teachers will plan and deliver lessons that are rigorous and aligned with designated course standards**	1a.1. AP who evaluates teacher	1a.1. Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Is aligned with the cognitive complexity levels of the standards and benchmarks *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Includes teacher reference to the scale or	1a.1. Walkthrough & Lesson Plans
Algebra Goal #1: Improve current level of performance	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	45% 43	Decrease level 1 and 2					

			1a.2.	1a.2.	1a.2.	1a.2.	1a.2.
						rubric throughout the lesson	
			1a.2. Insufficient standard based instruction	1a.2. **Teachers will plan and deliver lessons that engage students in rigorous, grade appropriate tasks, assignments and assessments**	1a.2. AP who evaluates teacher	1a.2. Determine: *Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. *Tasks follow an appropriate progression of rigor according to the four Webb's Depth of Knowledge (DOK) Levels (e.g., DOK 1 Recall and Reproduction, DOK 2 Skills and Concepts/Basic Reasoning, DOK 3 Strategic Thinking/Complex Reasoning, and DOK 4 Extended Thinking/Reasoning). *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur *Teachers use inquiry methods to promote conceptual change and a deeper understanding of the content. *Teachers model higher order thinking skills using "think-alouds" (e.g., forming mental pictures, connecting information to prior knowledge, creating analogies, clarifying	1a.2. Walkthrough

				confusing points, and/or making and revising predictions). *Students are provided with appropriate scaffolding and supports to access higher order questions and tasks	
		1a.3. Lack of student engagement	1a.3. **Teachers plan and deliver lessons that actively engage students in writing, inquiry, collaboration, organization and reading**	1a.3. AP who evaluates teacher	1a.3. Evidence of: *Content materials are differentiated by student interest, cultural background, prior knowledge of content, and skill level *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty. *Teachers incorporate collaborative structures (e.g., think-pair-share, working in pairs, triads, and quads) on tasks aligned with the standards during guided practice. *Students are active participants in developing hypotheses, designing procedures, carrying out investigations, and analyzing data. *Teachers make adjustments to instruction (e.g., pace, modality, questioning, and collaborative structures) for all students in the classroom based on student engagement throughout	1a.3. Walkthrough Teacher Appraisal Results

				a lesson. *To comprehend content area reading materials, teachers provide student with explicit vocabulary instruction to determine the meanings of general, specialized, and technical content-related words and concepts (e.g., word origins and their meanings, decontextualizing high frequency words across multiple domains, multi-faceted meanings, and shades of meaning). *Teachers provide the scaffolding and support across content areas (e.g., reciprocal teaching routines) necessary for students to generalize th use of four strategies tha good readers use to comprehend text: predicting, questioning, clarifying, and summarizing. *Teachers regularly incorporate appropriate short and extended writing opportunities in lessons, homework, and assessments to support student thinking and the development of writing skills across the curriculum.	
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.	2b.1. Lack of differentiation of	2b.1. **Teachers utilize data to modify and adjust**	2b.1. AP who evaluates teacher	2b.1. Determine: *Student performance	2b1. Walkthrough

Algebra Goal #2: Improve current level of performance	2012 Current Level of Performance:*	2013Expected Level of Performance:*	instruction	teaching practices and to reflect on the needs and progress of students		and assessment data (formative and summative) is analyzed and used as a basis for providing specific levels of differentiated instruction. *Teachers vary the levels of cognitive complexity for students at different levels of readiness through modifications and or extensions of content. *Anchor activities such a learning centers and research-based compute programs are used to reinforce the standards and extended learning. *Teachers regularly mee with administration and instructional coaches to redirect the instructional focus and ensure that interventions and strategies are implemented to provide remediation for students in need of additional assistance and enrichment for students that have mastered the content. cycle	
	10% 10	Increase level 4 and 5 by 5%					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs),Reading and Math Performance Target	**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**

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3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Baseline data 2010-2011 45%	55%	64%	73%	82%	91%	100%
Algebra Goal #3A: Improve current level of performance							

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in Algebra.**	5b.1. Lack of differentiation of instruction	5b.1. **Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students**	5b.1. AP who evaluates teacher	5b.1. *Student performance and assessment data (formative and summative) is analyzed and used as a basis for providing specific levels of differentiated instruction. *Teachers vary the levels of cognitive complexity for students at different levels of readiness through modifications and or extensions of content. *Anchor activities such as learning centers and research-based computer programs are used to reinforce the standards and extended learning. *Teachers regularly meet with administration and instructional coaches to redirect the instructional focus and ensure that interventions and	5b.1. Lesson Plans & Walkthrough

Table for 3B (nested in left column):

2012 Current Level of Performance:*	2013Expected Level of Performance:*
Not Available	100% of all students subgroups by ethnicity to make a learning gain
White:	
Black:	
Hispanic:	Increase proficiency of all student subgroups by ethnicity by 10%
Asian:	
American Indian:	

Algebra Goal #3B:

Improve current level of performance

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						strategies are implemented to provide remediation for students in need of additional assistance and enrichment for students that have mastered the content.	
							3B.2.
			5B.3.	5B.3.	5B.3.	5B.3.	3B.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3C. English Language Learners (ELL) not making satisfactory progress in Algebra.			5c.1. Lack of differentiation of instruction	5c.1. **Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students**	5c.1. AP who evaluates teacher	5c.1. *Student performance and assessment data (formative and summative) is analyzed and used as a basis for providing specific levels of differentiated instruction. *Teachers vary the levels of cognitive complexity for students at different levels of readiness through modifications and or extensions of content. *Anchor activities such as learning centers and research-based compute programs are used to reinforce the standards and extended learning. *Teachers regularly mee with administration and instructional coaches to redirect the instructional focus and ensure that interventions and strategies are implemented to provide remediation for students in need of additional	5c.1. Lesson Plans & Walkthrough
Algebra Goal #3C: Improve current level of performance	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	Not Available	100% of ELL students to make a learning gain Increase proficiency of ELL students by 10%					

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					Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	
						assistance and enrichment for students that have mastered the content.	
			5C.2.	5C.2.	5C.2.	5C.2.	3C.2.
			5C.3.	5C.3.	5C.3.	5C.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. Algebra Goal #3D: Improve current level of performance	2012 Current Level of Performance:* Not Available	2013 Expected Level of Performance:* 100% of all SWD students to make a learning gain Increase proficiency of SWD students by 10%	5d.1. Lack of differentiation of instruction	5d.1. **Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students**	5d.1. AP who evaluates teacher	5d.1. *Student performance and assessment data (formative and summative) is analyzed and used as a basis for providing specific levels of differentiated instruction. *Teachers vary the levels of cognitive complexity for students at different levels of readiness through modifications and or extensions of content. *Anchor activities such as learning centers and research-based compute programs are used to reinforce the standards and extended learning. *Teachers regularly meet with administration and instructional coaches to redirect the instructional focus and ensure that interventions and strategies are implemented to provide remediation for students in need of additional assistance and enrichment for students that have mastered the content.	5d.1. Lesson Plans & Walkthrough

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			5D.2.	5D.2.	5D.2.	5D.2.	3D.2.
			5D.3.	5D.3.	5D.3.	5D.3.	3D.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3E. Economically Disadvantaged students not making satisfactory progress in Algebra.			5e.1. Lack of differentiation of instruction	5e.1. **Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students**	5e.1. AP who evaluates teacher	5e.1. *Student performance and assessment data (formative and summative) is analyzed and used as a basis for providing specific levels of differentiated instruction. *Teachers vary the levels of cognitive complexity for students at different levels of readiness through modifications and or extensions of content. *Anchor activities such a learning centers and research-based compute programs are used to reinforce the standards and extended learning. *Teachers regularly meet with administration and instructional coaches to redirect the instructional focus and ensure that interventions and strategies are implemented to provide remediation for students in need of additional assistance and	5e.1. Walkthrough data
Algebra Goal #3E: Improve current level of performance	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	Not Available	100% of Economically Disadvantaged students to make a learning gain Increase proficiency of Economically Disadvantaged students by 10%					

					enrichment for students that have mastered the content.to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	
			5E.2	5E.2	5E.2	5E.2	3E.2.
			5E.3	5E.3	5E.3		3E.3

End of Algebra EOC Goals

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities						
Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Analyze the Standards	All Mathematics	CLO, Coaches	All mathematics teachers	August	Review lesson plans, observations	Admin, coaches
Develop Common Assessments -FCIM Process	All mathematics	CLO, Coach	All Mathematics Teachers	August-June	Classroom data and lesson plan	Coach, CLO
Data Analysis	ALL	Coaches, CLO and LLT	ALL	August	Lesson plans for differentiation	Coaches, Admin
Lesson Study	ALL	Qualified personnel	ALL	August-June	Lesson plans, data from study, observation	Admin
Technology -smart board -flip camera -smart response	All	Qualified personnel	ALL	August-June	Lesson plans, observation	Admin

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Collaborative Structures	All Mathematics	Coach	All math teachers	September/October	Classroom observations, lesson plans	Coach
Cognitive Complexity Levels	All Mathematics	Coach, CLO	All mathematics teachers	October/November-	Lesson planning, coaching cycle	Coach, CLO
Higher Order Questioning	All Mathematics	Coach, CLO	All mathematics teachers	November/December-	Lesson planning, coaching cycle	Coach, CLO
DA Academy 2012	All administrative team & coaches	DA Region 4	All administrative team & coaches	July 2012	Administrative and coach PLCs	Principal

Mathematics 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
Intensive Math Support	RTI based- Additional practice, tutorials, math facts	Title 1, Part A	$10,000.00
6th – 8th grade consumables	Student learning and practice materials	Title 1, Part A	$800.00
6th – 8th grade manipulatives	Hands on materials for student learning and practice	Title 1, Part A	$600.00
6th – 8th grade collaborative structures	Paper products for collaborative learning	Title 1, Part A	$200.00
			Subtotal: $11,600.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
Interactive student engagement of instructional materials	Power point presenter remotes (12)	Title 1, Part A	$600.00
Interactive student engagement of instructional materials	SMART Boards (3)	Title 1, Part A	$12,000.00
Interactive student engagement of instructional materials	TI Navigator System (1)	Title 1, Part A	$4,000.00
			Subtotal: $16,600.00
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Coverage for classroom teachers to attend professional development	Substitute teachers	Title 1, Part A	$500.00

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Deliver PD, Receive PD, curriculum writing, SIP initiatives, etc. (Algebra EOC Summer Recovery, Jump Start Algebra)	Stipends	Title 1, Part A	$18,000.00
			Subtotal: $18,500.00
Other			
Strategy	Description of Resources	Funding Source	Amount
Support and resources needed for instructional success	Classroom instructional materials	Title 1, Part A	$6,000.00
			Subtotal: $6,000.00
			Total: $52,700.00

End of Mathematics Goals

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Elementary and Middle School Science Goals

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

Elementary and Middle Science Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1a.FCAT 2.0:Students scoring at Achievement Level 3 in science. Science Goal #1a: Improve current level of performance			1a.1. Insufficient standard based instruction	1a.1. **Teachers will plan and deliver lessons that are rigorous and aligned with designated course standards**	1a.1. AP who evaluates teacher	1a.1. Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Is aligned with the cognitive complexity levels of the standards and benchmarks *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Includes teacher reference to the scale or rubric throughout the lesson	1a.1. Walkthrough & Lesson Plans
	2012 Current Level of Performance:* 16.2% 56	2013Expected Level of Performance:* Decrease the number of level 1 and 2 from To					
			1a.2.	1a.2.	1a.2.	1a.2.	1a.2.

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

| | | Insufficient standard based instruction | **Teachers will plan and deliver lessons that engage students in rigorous, grade appropriate tasks, assignments and assessments** | AP who evaluates teacher | Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes *Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur | Walkthrough |
| | | 1a.3. Lack of student engagement | 1a.3. **Teachers plan and deliver lessons that actively engage students in writing, inquiry, collaboration, organization and reading** | 1a.3. AP who evaluates teacher | 1a.3. Evidence of: *Content materials are differentiated by student interest, cultural background, prior knowledge of content, and skill level *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty. *Teachers incorporate collaborative structures (e.g. think-pair-share, working in pairs, triads, and quads) on tasks aligned with the standards during guided practice. *Students are active participants in developing hypotheses, designing procedures, carrying out | 1a.3. Walkthrough Teacher Appraisal Results |

				investigations, and analyzing data. *Teachers make adjustments to instruction (e.g., pace, modality, questioning, and collaborative structures) for all students in the classroom based on student engagement throughout a lesson. *To comprehend content are reading materials, teachers provide students with explicit vocabulary instruction to determine the meanings of general, specialized, and technical content-related words and concepts (e.g., word origins and their meanings, decontextualizing high frequency words across multiple domains, multi-faceted meanings, and shades of meaning). *Teachers provide the scaffolding and support across content areas (e.g., reciprocal teaching routines) necessary for students to generalize the use of four strategies that good readers use to comprehend text: predicting, questioning, clarifying, and summarizing. *Teachers regularly incorporate appropriate short and extended writing opportunities in lessons, homework, and assessments to support student thinking and the development of writing skills across the curriculum.	
1b.Florida Alternate Assessment: Students scoring at Level 4, 5, and 6 in science.	1b.1. Insufficient standard based instruction	1b.1. **Teachers will plan and deliver lessons that are**	1b.1. AP who evaluates teacher	1b.1. Determine Lesson: **Is aligned with a course	1b.1. Walkthrough & Lesson Plans

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Science Goal #1b: Improve current level of performance	2012 Current Level of Performance:* 63%	2013Expected Level of Performance:* Decrease the number of level 1,2, and 3 from to		**rigorous and aligned with designated course standards**		standard or benchmark and to the district/school pacing guide *Is aligned with the cognitive complexity levels of the standards and benchmarks *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Includes teacher reference to the scale or rubric throughout the lesson	
			1b.2.	1b.2.	1b.2.	1b.2.	1b.2.
			1b.3.	1b.3.	1b.3.	1b.3.	1b.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2a. FCAT 2.0:Students scoring at or above Achievement Levels 4 and 5 in science.			2b.1. Lack of differentiation of instruction	2b.1. **Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of**	2b.1. AP who evaluates teacher	2b.1. Determine: *Student performance and assessment data (formative and summative) is analyzed and used as a basis for	2b1. Walkthrough
Science Goal #2a: Improve current level of	2012 Current Level of Performance:*	2013Expected Level of Performance:*					

performance	2.0%7	Increase the level 4 and 5 students 5%		**students**		providing specific levels of differentiated instruction. *Teachers vary the levels of cognitive complexity for students at different levels of readiness through modifications and or extensions of content. *Anchor activities such as learning centers and research-based computer programs are used to reinforce the standards and extended learning. *Teachers regularly meet with administration and instructional coaches to redirect the instructional focus and ensure that interventions and strategies are implemented to provide remediation for students in need of additional assistance and enrichment for students that have mastered the content.	
			2a.2.	2a.2.	2a.2.	2a.2.	2a.2.
			2a.3	2a.3	2a.3	2a.3	2a.3
2b. Florida Alternate Assessment:Students scoring at or above Level 7 in science.			2b.1. Lack of differentiation of instruction	2b.1. **Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students**	2b.1. AP who evaluates teacher	2b.1. Determine: *Student performance and assessment data (formative and summative) is analyzed and used as a basis for providing specific levels of differentiated instruction. *Teachers vary the levels of cognitive complexity for students at different levels of readiness through modifications and or extensions of content. *Anchor activities such as learning centers and research-based computer programs are used to	2b1. Walkthrough
Science Goal #2b: Improve current level of performance	2012 Current Level of Performance:* 25%	2013Expected Level of Performance:* Increase the level 7 by 5%					

						reinforce the standards and extended learning. *Teachers regularly meet with administration and instructional coaches to redirect the instructional focus and ensure that interventions and strategies are implemented to provide remediation for students in need of additional assistance and enrichment for students that have mastered the content.	
			2b.2.	2b.2.	2b.2.	2b.2.	2b.2.
			2b.3	2b.3	2b.3	2b.3	2b.3

End of Elementary and Middle School Science Goals

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Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
CIS	6-8 Science	Instructional Coaches	All Teachers (PLC)	Mid-September – November (bi-weekly)	Classroom Observation Student Product Lesson Plans EDS Data Instructional Coach Support Common Assessments	Administrators Instructional Coaches CLO
DWT	6-8 Science	District	All Science Teachers (PLC)	Mid-August (Annual)	Classroom Observation Student Product Lesson Plans EDS Data Instructional Coach Support Common Assessments	Administrators Instructional Coaches CLO
High Yield Instructional Strategies (WICOR)	6-8 Science	Instructional Coaches/CLO	All Science Teachers (PLC)	Monthly	Classroom Observation Student Product Lesson Plans EDS Data Instructional Coach Support Common Assessments	Administrators Instructional Coaches CLO
5E Science Workshops	6-8 Science	Instructional Coaches/CLO	All Science Teachers (Grade Level)	August, November, February	Classroom Observation Student Product Lesson Plans EDS Data Instructional Coach Support Common Assessments	Administrators Instructional Coaches CLO
STEM	6-8 Science	Instructional Coaches/CLO	All Science Teachers (PLC)	Monthly	Classroom Observation Student Product Lesson Plans EDS Data Instructional Coach Support Common Assessments	Administrators Instructional Coaches CLO
Instructional Technology	6-8 Science	Instructional Coaches/CLO	All Science Teachers (PLC)	Monthly	Classroom Observation Student Product Lesson Plans	Administrators Instructional Coaches CLO

					EDS Data Instructional Coach Support Common Assessments	
Formative Assessments	6-8 Science	Instructional Coaches/CLO	All Science Teachers (PLC)	Monthly	Classroom Observation Student Product Lesson Plans EDS Data Instructional Coach Support Common Assessments	Administrators Instructional Coaches CLO
Inquiry in Science	6-8 Science	Instructional Coaches/CLO	All Science Teachers (PLC)	August, November, February	Classroom Observation Student Product Lesson Plans EDS Data Instructional Coach Support Common Assessments	Administrators Instructional Coaches CLO
Data Analysis	6-8 Science	Instructional Coaches/CLO	All Science Teachers (PLC)	Monthly	Classroom Observation Student Product Lesson Plans EDS Data Instructional Coach Support Common Assessments	Administrators Instructional Coaches CLO
FCAT 2.0 Benchmark Specifications	6-8 Science	Instructional Coaches/CLO	All Science Teachers	Monthly	Classroom Observation Student Product Lesson Plans EDS Data Instructional Coach Support Common Assessments	Administrators Instructional Coaches CLO
Collaborative Structures	6-8 Science	Instructional Coaches/CLO	All Science Teachers	Monthly	Classroom Observation Student Product Lesson Plans EDS Data Instructional Coach Support Common Assessments	Administrators Instructional Coaches CLO
FAST Conference	6-8 Science	FAST	1 Science Teacher Per Grade level	October 2012	Classroom Observation Student Product Lesson Plans EDS Data Instructional Coach Support Common Assessments	Administrators Instructional Coaches CLO
DA Academy 2012	All	DA Region 4	All administrative team &	July 2012	Administrative and coach PLCs	Principal

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	administrative team & coaches	coaches			

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
Content Resource	Hydroponic Garden	Title I, Part A	$5,000
Researched Based Projects / Inquiry	Lab-STEM Supplies/Equipment	Title I, Part A	$15,000
Differentiation	Scientific Models	Title I, Part A	$5,000
			Subtotal: $25,000
Technology			
Strategy	Description of Resources	Funding Source	Amount
Interactive Student Engagement and Data collection	IPads	Title I, Part A	$15,000
Interactive Student Engagement and Data collection	Hardware/Apps for Ipads	Title I, Part A	$6,000
Interactive Student Engagement and Data collection	Smart Boards (3)	Title I, Part A	$12,000
Interactive Student Engagement of Instruction Materials - Proximity Control	Power Point Presenter remotes (12)	Title I, Part A	$600
			Subtotal: $33,600
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Deliver PD, Receive PD, Curriculum writing, SIP initiatives, etc.	Stipends	Title I, Part A	$6,000
Coverage for classroom teachers to attend professional development	Substitute Teachers	Title I, Part A	$1,000
Deliver PD, Receive PD, Curriculum Writing, SIP initiatives, etc.	Supplies	Title I, Part A	$500
Conference Attendance	Teacher Registration and Parking	Title I, Part A	$204
Common Planning PLC	NSTA Literature and Resources	Title I, Part A	$500
			Subtotal: $8,204

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Other			
Strategy	Description of Resources	Funding Source	Amount
Integration and Relevance of Curriculum	Science/STEM Field Trips	Title I, Part A	$8,000
Support and resources needed for Instructional success	Classroom Instructional Materials	Title I, Part A	$3,000
			Subtotal: $11,000
			Total: $77,804

End of Science Goals

Writing Goals

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

Writing Goals		Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1a. FCAT:Students scoring at Achievement Level3.0 and higher in writing.		1a.1. Insufficient standard based instruction	1a.1. **Teachers will plan and deliver lessons that are rigorous and aligned with designated course standards**	1a.1. AP who evaluates teacher	1a.1. Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Is aligned with the cognitive complexity levels of the standards and benchmarks *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning	1a.1. Walkthrough & Lesson Plans
Writing Goal #1a: Improve current level of performance	2012 Current Level of Performance:*					
	2013Expected Level of Performance:*					
	62% 210 Level 4 and above 11% 36	Decrease level 1,2 and 3				

						goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Includes teacher reference to the scale or rubric throughout the lesson	
			1a.2. Insufficient standard based instruction	1a.2. **Teachers will plan and deliver lessons that engage students in rigorous, grade appropriate tasks, assignments and assessments**	1a.2. AP who evaluates teacher	1a.2. Determine: *Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. *Tasks follow an appropriate progression of rigor accordin to the four Webb's Depth of Knowledge (DOK) Levels (e.g., DOK 1 Recall and Reproduction, DOK 2 Skills and Concepts/Basic Reasoning, DOK 3 Strategic Thinking/Complex Reasoning and DOK 4 Extended Thinking/Reasoning). *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur *Teachers use inquiry methods to promote conceptual change and a deeper understanding of the content. *Teachers model higher order thinking skills using "think-alouds" (e.g., forming mental pictures, connecting information to prior knowledge, creating	1a.2. Walkthrough

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				analogies, clarifying confusing points, and/or making and revising predictions). *Students are provided with appropriate scaffolding and supports to access higher order questions and tasks	
		1a.3. Lack of student engagement	1a.3. **Teachers plan and deliver lessons that actively engage students in writing, inquiry, collaboration, organization and reading**	1a.3. AP who evaluates teacher	1a.3. Evidence of: *Content materials are differentiated by student interest, cultural background, prior knowledge of content, and skill level *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty. *Teachers incorporate collaborative structures (e.g. think-pair-share, working in pairs, triads, and quads) on tasks aligned with the standards during guided practice. *Students are active participants in developing hypotheses, designing procedures, carrying out investigations, and analyzing data. *Teachers make adjustments to instruction (e.g., pace, modality, questioning, and collaborative structures) for all students in the classroom based on student engagement throughout a lesson. *To comprehend content area reading materials, teachers provide students	1a.3. Walkthrough Teacher Appraisal Results

					with explicit vocabulary instruction to determine the meanings of general, specialized, and technical content-related words and concepts (e.g., word origins and their meanings, decontextualizing high frequency words across multiple domains, multi-faceted meanings, and shades of meaning). *Teachers provide the scaffolding and support across content areas (e.g., reciprocal teaching routines) necessary for students to generalize the use of four strategies that good readers use to comprehend text: predicting, questioning, clarifying, and summarizing. *Teachers regularly incorporate appropriate shor and extended writing opportunities in lessons, homework, and assessments to support student thinking and the development of writing skills across the curriculum.	
1b. Florida Alternate Assessment:Students scoring at 4 or higher in writing. Writing Goal #1b: Improve current level of performance	2012 Current Level of Performance:* Level 4,5, and 6 13% Level 7, 8, 9 75%	2013Expected Level of Performance:* Decrease level 1,2 and 3	1b.1. Insufficient standard based instruction	1b.1. **Teachers will plan and deliver lessons that are rigorous and aligned with designated course standards**	1b.1. AP who evaluates teacher	1b.1. Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Is aligned with the cognitive complexity levels of the standards and benchmarks *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher	1b.1. Walkthrough & Lesson Plans

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

End of Writing Goals

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

* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).
* 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.			1a.1. Insufficient standard based instruction	1a.1. **Teachers will plan and deliver lessons that are rigorous and aligned with designated course standards**	1a.1. AP who evaluates teacher	1a.1. Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Is aligned with the cognitive complexity levels of the standards and benchmarks *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Includes teacher reference to the scale or rubric throughout the lesson	1a.1. Walkthrough data
CivicsGoal #1: Establish baseline level of performance	2012 Current Level of Performance:* N/A	2013Expected Level of Performance:* Improved from baseline					

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| | | 1a.2.
Insufficient standard based instruction | 1a.2.
Teachers will plan and deliver lessons that engage students in rigorous, grade appropriate tasks, assignments and assessments | 1a.2.
AP who evaluates teacher | 1a.2.
Determine:
*Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc.
*Tasks follow an appropriate progression of rigor according to the four Webb's Depth of Knowledge (DOK) Levels (e.g., DOK 1 Recall and Reproduction, DOK 2 Skills and Concepts/Basic Reasoning, DOK 3 Strategic Thinking/Complex Reasoning, and DOK 4 Extended Thinking/Reasoning).
*Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur.
*Teachers use inquiry methods to promote conceptual change and a deeper understanding of the content.
*Teachers model higher order thinking skills using "think-alouds" (e.g., forming mental pictures, connecting information to prior knowledge, creating analogies, clarifying confusing points, and/or making and revising predictions).
*Students are provided with appropriate scaffolding and supports to | 1a.2.
Walkthrough |

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				access higher order questions and tasks	
		1a.3. Lack of student engagement	**1a.3. Teachers plan and deliver lessons that actively engage students in writing, inquiry, collaboration, organization and reading**	1a.3. AP who evaluates teacher	1a.3. *Content materials are differentiated by student interest, cultural background, prior knowledge of content, and skill level *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty. *Teachers incorporate collaborative structures (e.g., think-pair-share, working in pairs, triads, and quads) on tasks aligned with the standards during guided practice. *Students are active participants in developing hypotheses, designing procedures, carrying out investigations, and analyzing data. *Teachers make adjustments to instruction (e.g., pace, modality, questioning, and collaborative structures) for all students in the classroom based on student engagement throughout a lesson. *To comprehend content area reading materials, teachers provide students with explicit vocabulary instruction to determine the meanings of general, specialized, and technical content-related words and	1a.3. Walkthrough Teacher Appraisal Results

			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
						concepts (e.g., word origins and their meanings, decontextualizing high frequency words across multiple domains, multi-faceted meanings, and shades of meaning). *Teachers provide the scaffolding and support across content areas (e.g., reciprocal teaching routines) necessary for students to generalize the use of four strategies that good readers use to comprehend text: predicting, questioning, clarifying, and summarizing *Teachers regularly incorporate appropriate short and extended writing opportunities in lessons, homework, and assessments to support student thinking and the development of writing skills across the curriculum	
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.			2a.1. Lack of differentiation of instruction	2a.1. **Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students**	2a.1. AP who evaluates teacher	2a.1. Determine Lesson: *Student performance and assessment data (formative and summative) is analyzed and used as a basis for providing specific levels of differentiated instruction. *Teachers vary the levels of cognitive complexity for students at different levels of readiness through modifications and or extensions of content. *Anchor activities such as learning centers and	2a.1. Walkthrough & Lesson Plans
Civics Goal #2: Establish baseline level of performance	2012 Current Level of Performance:* not available	2013Expected Level of Performance:* Improved from baseline					

					research-based computer programs are used to reinforce the standards and extended learning. *Teachers regularly meet with administration and instructional coaches to redirect the instructional focus and ensure that interventions and strategies are implemented to provide remediation for students in need of additional assistance and enrichment for students that have mastered the content.	
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3

Civics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Comprehension instruction sequence (CIS)	7	Literacy Coach	All Civics teachers	Fall – after school	PLC common planning	Assistant Principal (7th grade)

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

Civics curriculum	Central Printing	Title 1 Part A	$1,000
			Subtotal: $1,000
Technology			
Strategy	Description of Resources	Funding Source	Amount
Proximity Control	PPT clickers	Title 1 Part A	$250
			Subtotal: $250
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
Model thinking "We do" (DBQ)	Write & Wipes and Dry Erase Markers	Title 1 Part A	$600
			Subtotal: $600
			Total: $1,850

End of Civics Goals

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

Attendance Goal(s)

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

<table>
<tr><th colspan="2">Attendance Goal(s)</th><th colspan="5">Problem-solving Process to Increase Attendance</th></tr>
<tr><td colspan="2">Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:</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">

1. Attendance

Attendance Goal #1:

Improve current level of performance

2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*
91%	95%
2012 Current Number of Studentswith Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
597	10% decrease from prior year
2012 Current Number of Students with Excessive Tardies (10 or more)	2013Expected Number of Students with Excessive Tardies (10 or more)
532	10% decrease from prior year

</td>
<td>1.1.
Lack of student engagement</td>
<td>1.1.
All staff implement the positive behavior supports indicated in the school wide behavior plan</td>
<td>1.1. PS/RtI Facilitator

Guidance Counselors

Social Workers</td>
<td>1.1.
Determine:
*All staff exhibits unconditional positive regard for students, parents and colleagues
*Behavior expectations are clearly and positively defined
*Behavioral expectations are taught and reviewed with all students and staff
*Appropriate behaviors are acknowledged
*Behavioral errors are proactively corrected
*A database for keeping records and making decisions is established
*Data-based monitoring and adaptations to the plan are regularly conducted
*Implement a modified student dress code to promote focus on learning</td>
<td>1. Increase expected attendance rate to 95% and progress monitor tier 2 and tier 3 interventions through monthly data review.</td>
</tr>
<tr>
<td colspan="2"></td>
<td>1.2.
Lack of student engagement</td>
<td>1.2. **School Based Leadership Team and all staff implement enrichment and positive school connection opportunities**</td>
<td>1.2. SBLT</td>
<td>1.2.
*Develop a daily "Safety Net" class as a place for students to connect with one teacher for school orientation, organizational and life skills curriculum
*Develop a "Check and Connect" process for</td>
<td>1.2. Increase expected attendance rate to 95% and progress monitor tier 2 and tier 3 interventions through monthly data review.</td>
</tr>
</table>

					struggling students to develop a mentor/mentee relationship with a caring adult *Develop a "Check in Check Out" process for chronically truant students to self-monitor school attendance *Develop after school enrichment clubs and activities to increase positive school connections	
		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
Check In Check Out	All	RtI Facilitator, Behavior Specialist	Begin with SBLT members and build to voluntary staff	The beginning of the second 6 weeks of the 2012-2013 school year	Flagging tier 2 attendance students in Portal to better facilitate data aggregation. Child study team will progress monitor.	Child Study Team
Check and Connect	All	School Social Worker	Begin with SBLT members and build to voluntary staff	The beginning of the second 6 weeks of the 2012-2013 school year	Flagging tier 2 attendance students in Portal to better facilitate data aggregation. Child study team will progress monitor.	Child Study Team
Check In Check Out	All	RtI Facilitator, Behavior Specialist	Begin with SBLT members and build to voluntary staff	The beginning of the second 6 weeks of the 2012-2013 school year	Flagging tier 2 attendance students in Portal to better facilitate data aggregation. Child study team will progress monitor.	Child Study Team

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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
Positive and proactive attendance incentives multiple times throughout the year in short intervals	Short term incentives: weekly passes (leave for lunch early, etc) Long term incentive: Field trip, TASCO, dance	PTA, fund raising, donations	$5,000
			Subtotal: $5,000
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
Check In Check Out	Interventionist – Contract Services	Title 1 – Part A	$30,00
Enrichment Activities	16 weeks with transportation provided Thursday after school for clubs and tutoring	Title 1 – Part A	$10,000
			Subtotal: $40,000
			Total: $45,000

End of Attendance Goals

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Suspension Goal(s)

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

Suspension Goal(s)			Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Suspension Suspension Goal #1: Improve current level of performance			1.1. Lack of Student Engagement	1.1. **All staff implement the positive behavior supports indicated in the school wide behavior plan**	1.1. SBLT	1.1. Determine: *All staff exhibits unconditional positive regard for students, parents and colleagues *Behavior expectations are clearly and positively defined *Behavioral expectations are taught and reviewed with all students and staff *Appropriate behaviors are acknowledged *Behavioral errors are proactively corrected *A database for keeping records and making decisions is established *Data-based monitoring and adaptations to the plan are regularly conducted *Implement a modified student dress code to promote focus on learning	1.1. Decrease in Number of In-School Suspension Number of Students suspended In-School Number of out-of-school suspensions Number of Students suspended out-of-school Number of alternative bell assignments Number of students assigned to alternative bell schedule
	2012Total Number of In –School Suspensions	2013 Expected Number of In- School Suspensions					
	1555	10% decrease from prior year					
	2012Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In -School					
	416	10% decrease from prior year					
	2012Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions					
	3508	10% decrease from prior year					
	2012Total Number of Students Suspended Out- of- School	2013 Expected Number of Students Suspended Out- of-School					
	337	10% decrease from prior year					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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Suspension Professional Development

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
CHAMPS and CPI training	All	All	All staff	September 14th 2012 for CPI, CHAMPS ongoing throughout the year	Classroom observation and walkthrough, survey teachers to monitor use of strategies. New teacher mentoring program.	Behavior Specialist

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
Full faculty CPI	CPI Workbooks	School Discretionary Funds	$800
			Subtotal: $800
Other			
Strategy	Description of Resources	Funding Source	Amount
RtI Facilitator	Coordinates whole school MTSSS implementation	Title 1 Part A	$53,972

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Curriculum Writing	EBD, Success Academy, and Drop Out Prevention work by team to develop respective programs to increase student engagement and increase positive behaviors	Title 1 Part A	$10,000
Success Academy	Equipment, materials and supplies to support Success Academy	Title 1 Part A	$6,000
			Subtotal: $69,972
			Total: $70,772

End of Suspension Goals

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.*		1.1. Lack of frequent and effective home-school communication	1.1. **Teachers and administrators provide frequent home-school communication in a variety of formats that allow families to support and supervise their child's educational progress**	1.1. SBLT	1.1. *All staff maintains a customer service focus *All staff works to diffuse emotionally charged parent interactions should they arise, asking parents to partner with us for the success of the child *Use frequent School Messenger calls to keep parents informed of important school business *All teachers and administrators make frequent parent calls with both positive information and to address concerns *All administrators and guidance counselors invite parents in for conferences	1.1.

Sub-row within Goal #1:

Improve current level of performance Portal logins by parents Parent participation in Title 1 Parent activities	2012 Current level of Parent Involvement:* 383 (28%) parent portal logins 744 adults connected to AMS students over 5 events (average 149 per event)	2013 Expected level of Parent Involvement:* 500 (50%) parent portal logins Increase by10%

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						when concerns arise *School maintains an up-to-date and professional website *Sponsor Title 1 parent activities to support student school success *Promote parent Portal login	
			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
Family Friendly Schools training	All staff	District Family and Community Relations	All faculty	First day of school	Title 1 Family nights, parent conferences, PLCs	Principal

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
Consultant for parent workshops	Guest speakers and trainers	Title 1 Part A	$1,000
			Subtotal: $1,000
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			

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Strategy	Description of Resources	Funding Source	Amount
Instructional materials for parents	Parenting for school success	Title 1 Part A	$500
			Subtotal: $500
Other			
Strategy	Description of Resources	Funding Source	Amount
Postage for parent communication	Invitations, teacher contact, informational announcements for Title 1	Title 1 Part A	$500
Food for Title 1 Family Events	Welcoming parents	Title 1 Part A	$2,000
Central Printing	Parent Conferences, Compacts, etc		
Parent/Community Liaison	Assist in coordination of Title 1 parent activities	Title 1 Part A	$12,302
			Subtotal: $14,802
			Total: $16,302

End of Parent Involvement Goal(s)

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

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

STEM Goal(s)	Problem-Solving Process to 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: *Define STEM initiatives at school and increase student participation*	1.1. Lack of middle school model within district	1.1. **Administrative team partners with STEM advocates within the school, at the District and in the community to develop a school-wide plan to support STEM integration**	1.1. Principal, Science Coach and Department Chair, Math Coach and Department Chair, AP in charge of science	1.1. *Develop STEM elective classes *Develop STEM enrichment activities after school	1.1. Elective curriculum developed Students participate
	1.2.	1.2.	1.2.	1.2.	1.2.

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	1.3.	1.3.	1.3.	1.3.	1.3.

STEM Professional Development

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

STEM Budget (Included in math and science 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 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: *Define CTE initiatives at school and increase student participation*	1.1. Lack of middle school model within district	1.1 **Administrative team partners with CTE advocates within the school, at the District and in the community to develop a CTE plan for the school**	1.1. Principal	1.1. *Identify appropriate CTE opportunities *Develop capacity to offer CTE electives that lead to industry certification or support feeder high school programs	1.1. At least one section of students are prepared and have the opportunity to take an industry certification exam by the end of the year
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

CTE Professional Development

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

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CTE Budget(Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Prepare some students to take SafeServ and Adobe Photoshop Industry Certifications	Cost of Curriculum and Industry Certification tests	Title 1 Part A	$6,000
			Subtotal: $6,000
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: $6,000

End of CTE Goal(s)

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Additional Goal I Wellness (s)

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

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Additional Goal: Wellness			1.1.	1.1.	1.1.	1.1.	1.1.
Additional Goal #1: Improve current level of performance	2012 Current Level :*	2013 Expected Level :*					
	A Data (Options): Not yet meeting Bronze Level on Healthy Schools Inventory Meeting Bronze Level on Healthy Schools Inventory Meeting Silver Level on Healthy Schools Inventory Meeting Gold Level on Healthy Schools Inventory	Options Set A: Not yet meeting Bronze Level on Healthy Schools Inventory Meeting Bronze Level on Healthy Schools Inventory Meeting Silver Level on Healthy Schools Inventory Meeting Gold Level on Healthy Schools Inventory	A: Failure to form a Healthy School Team.	A: Complete Healthy Schools Program 6 Step Process online https://schools.healthiergeneration.org/	A: Healthy School Team (school administrator, physical education teacher, cafeteria manager, health teacher/elementary classroom teachers (optional members – students, parents, school nurse)	A: Completion of 6th Step of the Healthy School Program online (Celebrate Successes)	A: Healthy School Inventory (Evaluate Your School) online
	B Data: Being Fit Matters/Fitnessgram Data by school will be inserted here.	B Data: Being Fit Matters/Fitnessgram School will improve students' scores	B: Failure to assess students and upload Being Fit Matters/Fitnessgram data	B: Complete Pre and Post Being Fit Matters/Fitnessgram student assessments and upload data	B: physical education teachers	B: Compare Pre and Post Being Fit Matters/Fitnessgram student assessments results	B: Being Fit Matters Statistical Report (Portal)

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		on one Being Fit Matters/Fitnessgr am Assessment scores for selected by school.					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Additional Wellness Goals Professional Development

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

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

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

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Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

Additional Goal II Bradley MOU (s)

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

<table>
<tr>
<th colspan="2">Additional Goal(s)</th>
<th colspan="5">Problem-Solving Process to Increase Student Achievement</th>
</tr>
<tr>
<th colspan="2">Based on the analysis of school data, identify and define areas in need of improvement:</th>
<th>Anticipated Barrier</th>
<th>Strategy</th>
<th>Person or Position Responsible for Monitoring</th>
<th>Process Used to Determine Effectiveness of Strategy</th>
<th>Evaluation Tool</th>
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1. Additional Goal: Black Academic Achievement

Additional Goal #1:

There will be an increase in black student achievement

2012 Current Level :*	2013 Expected Level :*
15% proficient in reading 8% proficient in math 4% proficient in both	All black students to make learning gains in reading and math

</td>
<td>1.1.
Lack of differentiation of instruction</td>
<td>1.1.
Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students</td>
<td>1.1.
AP who evaluates teacher</td>
<td>1.1.
*Student performance and assessment data (formative and summative) is analyzed and used as a basis for providing specific levels of differentiated instruction.
*Teachers vary the levels of cognitive complexity for students at different levels of readiness through modifications and or extensions of content.
*Anchor activities such as learning centers and research-based computer programs are used to reinforce the standards and extended learning.
*Teachers regularly meet with administration and instructional coaches to redirect the instructional focus and ensure that interventions and strategies are implemented to provide remediation for students in need of additional assistance and enrichment for students that have mastered the content.</td>
<td>1.1.
Walkthrough data</td>
</tr>
<tr>
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<td>1.2.</td>
<td>1.2.</td>
<td>1.2.</td>
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<td>1.2.</td>
</tr>
</table>

		1.3.	1.3.	1.3.	1.3.	1.3.

Additional Goal III Bradley MOU (s)

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

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Additional Goal: Student Engagement for Black Students Additional Goal #1: There will be an increase in black student engagement	2012 Current Level :* Black student referrals: 3072 (77% of all referrals) Black student in school suspension: 292 (63% of black students received ISS) Black student out of school suspension: 244 (53% of black students received OSS)	2013 Expected Level :* Decrease the percent of Black students receiving referrals, and receiving in school and out of school suspensions	1.1. Lack of Student Engagement	1.1. **All staff implement the positive behavior supports indicated in the school wide behavior plan**	1.1. SBLT	1.1. Determine: *All staff exhibits unconditional positive regard for students, parents and colleagues *Behavior expectations are clearly and positively defined *Behavioral expectations are taught and reviewed with all students and staff *Appropriate behaviors are acknowledged *Behavioral errors are proactively corrected *A database for keeping records and making decisions is established *Data-based monitoring and adaptations to the plan are regularly conducted *Implement a modified student dress code to promote focus on learning	1.1. Decrease in Number of In-School Suspension Number of Students suspended In-School Number of out-of-school suspensions Number of Students suspended out-of-school Number of alternative bell assignments Number of students assigned to alternative bell schedule
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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Additional Goal V Bradley MOU (s)

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

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Additional Goal: Black advanced Coursework Additional Goal #1: *There will be an increase percent of black students enrolled in rigorous advanced coursework* *There will be an increase in performance of black students in rigorous advanced coursework*	2012 Current Level :* 143 black students enrolled in Algebra 1A, Algebra 1 Or Honors Algebra	2013 Expected Level :* Increase from prior year	1.1. Lack of differentiation of instruction	1.1. **Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students**	1.1. AP who evaluates teacher	1.1. *Student performance and assessment data (formative and summative) is analyzed and used as a basis for providing specific levels of differentiated instruction. *Teachers vary the levels of cognitive complexity for students at different levels of readiness through modifications and or extensions of content. *Anchor activities such as learning centers and research-based computer programs are used to reinforce the standards and extended learning. *Teachers regularly meet with administration and instructional coaches to redirect the instructional focus and ensure that interventions and strategies are implemented to provide remediation for students in need of additional assistance and enrichment	1.1. Walkthrough data Professional Development includes equity and cultural responsiveness

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						for students that have mastered the content.	
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Additional MOU Goals Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Azalea Learns	All faculty	Principal	All faculty invited about 50 participate, including administrative team	June and July 2012	Use recurring themes throughout faculty PLCs all year. Principal meet with those that didn't attend during planning periods	Principal
Book Study: How to Create a Culture of Achievement in Your School and Classroom by Douglas Fisher, Nancy Frey and and Ian Pumpian (May 3, 2012)	Administrative Team	Principal	Three APs and Principal	July and August 2012	Use recurring themes throughout administrative team PLCs all year.	Principal

Additional MOU Goal(s) 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

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			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Azalea Leans	Principal designs full day PD (follow up on 3 days in June 2012) focused on unique engagement concerns at AMS	Title 1 Part A	$4.620
			Subtotal: $4,620
Other			
Strategy	Description of Resources	Funding Source	Amount
Addition classroom teacher to lower TPR	Hire additional Social Studies teacher to support Success Academy	Title 1 Part A	53,972.00
Additional full-time Social Worker	Hire additional Social Worker to support Success Academy and other students in need of Tier 3 intervention	Title 1 Part A	53,972.00
			Subtotal: $107,944.00
			Total: $112,564

End of Additional Goal(s)

Final Budget

Please provide the total budget from each section.
Reading Budget (includes CELLA and Writing)
Total: $89,479
CELLA Budget (included in Literacy budget)
Mathematics Budget (includes STEM)
Total: $52,700
Science Budget (includes STEM)
Total: $77,804

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Writing Budget (included in Literacy budget)	
Civics Budget	
	Total: $1,850
Attendance Budget	
	Total: $45,000
Suspension Budget (includes support for whole school MTSSS implementation)	
	Total: $70,772
Parent Involvement Budget	
	Total: $16,302
STEM Budget (included in Science and Math budgets)	
CTE Budget	
	Total: $6,000
Memorandum of Understanding	
	Total: $112,564
	Grand Total: $470,471

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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

School Advisory Council (SAC)

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

☒ Yes ☐ No

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

Describe the activities of the SAC for the upcoming school year.
SAC will review the SIP and budget, examine data, and provide input for school improvement initiatives.

Describe the projected use of SAC funds.	Amount
When SIP funds become available and the amount becomes known the Principal will bring potential funding ideas to SAC. Funds will be used	TBA
To support school improvement initiatives not funded by Title 1	