FLORIDA DEPARTMENT OF EDUCATION

DRAFT School Improvement Plan (SIP) Form SIP-1

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: Tavares Elementary	District Name: Lake County
Principal: Letizia Haugabrook	Superintendent: Dr. Susan Moxley
SAC Chair: Dawn Brown	Date of School Board Approval:

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

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

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

High School Feedback Report

K-12 Comprehensive Research Based Reading Plan

Administrators

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

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Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)
Principal	Letizia Haugabrook	BS- Exceptional Education MS- Educational Leadership Certification- School Principal	7	17	2011-2012:Grade of C, 57% of students at or above grade level in reading, 44% of students at or above grade level in math, 59% of students at or above grade level in Writing; did not make AMO. 2010-2011: Grade of C, 53% of students at or above grade level in reading, 57% of students at or above grade level in math, 75% of students at or above grade level in Writing, and 33% of students at or above grade level in science; did not make AYP. 2009-2010: Grade B, 56% Mastery in Reading, 60% of students making a year's worth of progress in reading, 71% of struggling students making a year's worth of progress in reading, 54% of students at or above grade level in Math, 65% of students making a year's worth of progress in math, 70% of struggling students making a year's worth of progress in math., 75% of students are meeting state standards in writing., 44% of students at or above grade level in science. 2008-2009: Grade B, 58% Mastery in Reading, 57% Mastery in math, 90% in Writing and 35% Mastery in Science. 61% learning gains in Reading, 61% learning gains in math 73% of lowest quartile gains in reading and 63% of lowest quartile in math. AYP not met.
Assistant Principal	Leah Fischer	Bachelors degree, University of Central Florida, Primary Education and Elementary Ed; Master in Educational Leadership, Barry University; and ESOL K-12 Certification	3	6	2 years at Tavares Elementary 2011-2012 Grade:B AYP:No Learning Gains: Reading: 56% of students reading at or above grade level; 59% of students making a year's worth of progress; 66% in the lowest 25% improved; all subgroups did not meet their goals Math: 56% of student at or above grade level; 67% of student making learning gains; 61% in the lowest 25% improved; all subgroups did not meet their goals for math Writing: 78% of students are meeting state standards Science: 43% of students at or above grade level

						2010-2011 Grade: B AYP: No Percent of Criteria Met: 79% Learning Gains: Reading: 78% of students reading at or above grade level; 64% of students making a year's worth of progress; 61 % of struggling students making a year's worth of progress; 61% in the lowest 25% improved; all subgroups did not meet their goals Math: 74% of student at o above grade level; 58% of student making a year's worth of progress; 59% of struggling students making a year's worth of progress; 59% in the lowest 25% improved; all subgroups did not meet their goals for math Writing: 80% of students are meeting state standards Science: 46% of students at or above grade level <u>3 years at Umatilla High School</u> 2009-2010 School grade: C AYP: No Percent of criteria met: 90% Reading: 42% met high standards (FCAT Level 3 and above); 48% of students made learning gains; 48% made adequate progress of the lowest 25% Math: 81% met high standards (FCAT Level 3 and above); 77% of students made learning gains; 72% made adequate progress of the lowest 25% Writing: 84% met high standards (FCAT Level 3 and above) Science: 43% met high standards (FCAT Level 3 and above) 2008-2009 School Grade: D AYP: No Percent of criteria met: 87% Reading: 40% met high standards (FCAT Level 3 and above); 44% of students made learning gains; 39% made adequate progress of the lowest 25% Math: 80% met high standards (FCAT Level 3 and above); 76% of students made learning gains; 65% made adequate progress of the lowest 25%

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					Writing: 75% met high standards (FCAT Level 3 and above) Science: 35% met high standards (FCAT Level 3 and above) 2007-2008 School Grade: B AYP: No Percent of criteria met: 90% Reading: 43% met high standards (FCAT Level 3 and above); 52% of students made learning gains; 49% made adequate progress of the lowest 25% Math: 81% met high standards (FCAT Level 3 and above); 79% of students made learning gains; 79% made adequate progress of the lowest 25% Writing: 87% met high standards (FCAT Level 3 and above) Science: 45% met high standards (FCAT Level 3 and above)

Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Christina Higgs	ESOL Endorsed, Reading Endorsed, Elem Ed 1-6	8	3	2011-2012 Grade:B AYP:No Learning Gains: Reading: 56% of students reading at or above grade level; 59% of students making a year's worth of progress; 66% in the lowest 25% improved; all subgroups did not meet their goals Math: 56% of student at or above grade level; 67% of student making learning gains; 61% in the lowest 25% improved; all subgroups did not meet their goals for math Writing: 78% of students are meeting state standards Science: 43% of students at or above grade level

					2010-2011 Grade: B AYP: No Percent of Criteria Met: 79% Learning Gains: Reading: 78% of students reading at or above grade level; 64% of students making a year's worth of progress; 61 % of struggling students making a year's worth of progress; 61% in the lowest 25% improved; all subgroups did not meet their goals Math: 74% of student at o above grade level; 58% of student making a year's worth of progress; 59% of struggling students making a year's worth of progress; 59% in the lowest 25% improved; all subgroups did not meet their goals for math Writing: 80% of students are meeting state standards Science: 46% of students at or above grade level 2009-2010 Grade: A AYP: No Percent of Criteria Met: 95% Learning Gains: Reading: 79% of students reading at or above grade level; 63% of students making a year's worth of progress; 56% of struggling students making a year's worth of progress; 56% in the lowest 25% improved; all subgroups met their goals for reading except Economically Disadvantaged students Math: 81% of student at o above grade level; 63% of student making a year's worth of progress; 58% of struggling students making a year's worth of progress; 58% in the lowest 25% improved; all subgroups met their goals for math except Economically Disadvantaged students Writing: 88% of students are meeting state standards Science: 59% of students at or above grade level

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. Only hire highly qualified teachers.	Letizia Haugabrook	Ongoing
2. Provide Campus mentors to build a collaborative team.	Leah Fischer	Ongoing
3. Provide monthly Professional Learning Community meetings for new teacher, using Harry Wong Effective Teacher Series.	Leah Fischer	Ongoing
4. Encourage the placement of senior interns from local Universities.	Letizia Haugabrook and Leah Fischer	Ongoing
5. Provide bi-monthly (2nd and 4th Wednesday of the month) Professional Learning Community meetings emphasizing C2 Ready.	Letizia Haugabrook	Ongoing
6. Attend the Professional Learning Series: C2 Collaborative Cohort (Capacity Building) meetings as scheduled throughout school year. And implement strategies learned at these meetings.	Letizia Haugabrook and assigned staff	Ongoing
7. Provide weekly incentives for teachers present at work for the entire week and recognition for teachers that go beyond the call of duty.	Letizia Haugabrook and Leah Fischer	Ongoing
8. Monthly recognition of birthdays for Faculty and Staff the end of each month. July will be celebrated at the end of August.	Letizia Haugabrook and Leah Fischer	Ongoing
9. Provide Common Plan time to facilitate collaboration among grade levels.	Letizia Haugabrook	Ongoing
10. Provide a monthly forum for teachers to share and discuss issues of educational relevance with the Leadership Team (Principal's Advisory Council).	Letizia Haugabrook	Ongoing
11. Provide recognition of teachers with classroom visitation and notes of positive feedback when necessary.	Letizia Haugabrook and Leah Fischer	Ongoing

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

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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
61	1% (1)	16% (10)	30% (18)	53% (32)	43% (26)	100% (60)	2% (1)	0	65% (39)

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
Melissa Cox Karen Conrad	Mary Winchester	Kindergarten Teacher Instructional Coach	Both will meet with mentor weekly and coach in areas of need
Jennifer Samartino Karen Conrad	Cortney Smathers	Kindergarten Teacher Instructional Coach	Both will meet with mentor weekly and coach in areas of need
Angie Shelton Karen Conrad	Richard Martin	5th Grade Chair – 2011-12Inclusion Teacher Instructional Coach	Both will meet with mentor weekly and coach in areas of need
Dee Dee Bitter Karen Conrad	Amanda Cunningham	4th Grade Chair Instructional Coach	Both will meet with mentor weekly and coach in areas of need
Karen Conrad	Julie Bush	Instructional Coach	Will meet and coach as needed
Stephanie Moler Karen Conrad	Ali Camp	4th Grade Teacher Instructional Coach	Will meet and coach as needed

Annette Trussell Karen Conrad	Tammy Keen	Kindergarten Grade Chair Instructional Coach	Both will meet with mentor weekly and coach in areas of need

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 Through Title I, we are able to fund two reading remediation teachers & two teacher assistants who work with students in the K-3 classrooms. Title 1 also provides us with a content area coach and Family/School Liaison. We are also able to fund an after school tutoring program which allows at risk students to receive extra assistance with reading and math. Supplemental Educational Services (SES) Tutoring will be offered to eligible children from low-income families, as determined by the school district for the purpose of allocating funds under Title I. Priority must be given to the lowest-achieving children whenever funds are insufficient to meet the requests of all eligible children and their parents.

Title I, Part C- Migrant
 	
1. Ensure students are receiving free breakfast and lunch
2. Take a needs assessment of the student:
    1. Is the child on grade level?
    2. Are they age appropriate for the grade they are placed?
    3. Are they reading, writing, and performing math on grade level?
    4. Do they have fairly complete records from their previous school?
    5. Do they have any health concerns?
    6. Does the child qualify for ELL assistance?
3. If the student is in jeopardy in any of the above needy areas, we will refer them for social work, put them on a high priority for intensive reading and/ or math tutoring or in class instruction, have a parent conference to make sure parent is knowledgeable of school expectations.
4. Notify the Title I office, specifically the Migrant Education Program Specialist to see if their program is already aware of the student and see how efforts between the school and the MEP can be coordinated.

Title I, Part D The District receives funds for neglected, delinquent, and at-risk students residing in facilities or attending alternative schools for neglected, delinquent, and at-risk students. Part D funds provide a transition tutor to collaborate with the schools and monitor the services provided to the student after returning to their zoned school to ensure their continued education.
Title II Teachers and administration are highly qualified.
Title III The district office provides assistance to the school for ELL students. Thereby making sure that these students have resources necessary to receive an excellent education.

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Title X- Homeless
With direction from the Lake County School District's Student Services Department, Tavares Elementary guidance counselors and school assigned social worker indentify and provide assistance to students and families who meet the homeless criteria (McKinney-Vento Act).
Supplemental Academic Instruction (SAI)
SAI funding, if available, will augment Title 1 funding for our after school tutoring.
Violence Prevention Programs
At Tavares Elementary we will continue to incorporate the "Too Good for Violence" program, funded by the Safe School Department, in our guidance program. We will continue to implement a Bully Prevention Plan.
Nutrition Programs
The Lake County School District's Food Service Department, in conjunction with Tavares Elementary, provides students with nutritious meals. Information on nutrition is provided to families on the counties web-site and monthly menus are sent home.
Housing Programs
Head Start
Adult Education
Career and Technical Education
Job Training
Other

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

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School-Based MTSS/RtI Team
Identify the school-based MTSS leadership team.   Administration: Letizia Haugabrook, Principal; Leah Fischer, Assistant Principal   Administration provides a clear understanding of the MTSS process and its implementation to staff, attend all MTSS meetings to ensure the fidelity of the process and ensures adequate professional development to support MTSS implementation.   Donna Short, Guidance Counselor; and Angie Hayes, Guidance Counselor   Facilitates development of intervention plans. Provides support for intervention fidelity and documentation. Schedules all meetings.   Patti Nielsen, Curriculum Resource Teacher   Uses expertise to assist teachers in implementing curriculum needs. Provides information on any curriculum questions or concerns.   Christina Higgs, Literacy Coach   Identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Assists with school screening programs that provide early intervening services for children to be considered "at risk." Assists in the design and implementation for progress monitoring data collection and data analysis; participates in the design and delivery of professional development.   Melanie Hannan, School Psychologist   Review student records, make recommendations for interventions or provides further evaluation of the student to determine effective ways to intervene so that every child can be successful.
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?   Our MTSS Leadership Team is also called our Student Success Team. The members of the team which are listed above meet at least quarterly with teachers. We also meet with teachers when necessary should one of the team members become concerned about a student's progress.   The purpose of the meetings is to discuss student progress on assessments as well as progress in the classroom. The team is responsible for using the problem-solving model at all Tiers and monitoring the fidelity of core curriculum as well as determining interventions to be used with specific students. It is a team decision whether a student should move from one Tier of MTSS to another based on data.
Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP).   Some members of the MTSS team (Student Success Team) serve on the SAC and review the plan as it is written. Input is given on the plan that includes: effective interventions to use, suggestions for Staff Development activities that would help teachers improve instruction in order to meet the needs of all students, and provide feedback to SAC about evidence-based implemented interventions. A member from the MTSS team makes a report on current data collection outcomes.
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.   Baseline data: FCAT STAR, FAIR, Edusoft Benchmark assessments and AS400 (Attendance and Discipline),Discipline Referrals, In and Out of School Suspensions   Progress Monitoring: PMRN, Edusoft, data, AS400 for attendance and referrals for behavior, Behavior and Attendance charts

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Diagnostic Assessment: ERDA, FAIR End of year: FAIR, FCAT, AS400 for attendance and referrals for behavior

Describe the plan to train staff on MTSS. Staff development or training on MTSS will be ongoing to faculty or by individual teachers as hired. A refresher training will be provided. Further training will be given as county implements changes to MTSS process.

Describe the plan to support MTSS. Staff will be trained in MTSS and the MTSS Leadership Team will support staff in this MTSS process.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). Administration, Literacy Coach, Grade Level Chairs, Curriculum Resource Teacher, Media Specialist, Family Liaison, ESE Specialist, ESOL Teacher contact and, Technology Specialist.
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). The LLT will meet once a month or more as needed. The LLT representatives will gather information from grade levels and report back to the LLT.
What will be the major initiatives of the LLT this year? To create capacity of reading knowledge within the school building, use Differentiated Reading Instruction, and offer "Family Literacy Night". Also, we will have a "Tavares Reading Incentive Program" where students will be recognized for meeting a reading goal.

Public School Choice

- **Supplemental Educational Services (SES) Notification**
  Upload a copy of the SES Notification to Parents in the designated upload link on the "Upload" page.

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Elementary Title I Schools Only: Pre-School Transition

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

Tavares Elementary School is fortunate to have an ESE Pre-K program, a Title 1 Pre-K as well as a Voluntary Pre-K. These programs will serve approximately 40 students. In past years these students scored well on FLKRS, which is given in the first few weeks of Kindergarten.

Kindergarten orientation for incoming Pre-K students is conducted every month, beginning in January and concluding in May. Invitations are sent to all parents of students entering Kindergarten the following school year to attend the monthly evening meetings with babysitting available. The Curriculum Specialist and at least one Kindergarten teacher address the parents at each meeting. At every meeting parents may check out age appropriate materials, handouts on parenting skills, booklets, book-bags Family Literacy Fun bags (which include CD's, books, and fun activities), and appropriate pamphlets that parents request. In May, the students tour the school, have the opportunity to go through the cafeteria line, and ride on a school bus. Teachers have developed an assessment instrument to be used with students to determine readiness skills. In addition each child is given the FLKRS and to help determine if the Pre-K curriculum addresses necessary skills.

Parent meetings and materials are funded through Title 1, school funds, and the PTO.

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?

High Schools Only

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

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

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

Postsecondary Transition

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

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PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Reading Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.			1A.1. Books of interest	1A.1. Students will participate in the Tavares Reading Incentive Program (T.R.I.P.) and the Superintendent Reading Award. Individual students can earn points towards the Principal and Honor Circle Awards, classes can accumulate points for class recognition and awards, and the school can meet the Superintendent Reading Award goal.	1A.1. Classroom Teacher, Curriculum Resource Teacher, Reading Coach and Remedial Incentive Teacher Assistant (R.I.T. A.)	1A.1. Individual and Classroom Reading logs, Accelerated Reading points	1A.1. Reading logs and Accelerated Reading
Reading Goal #1A: An increase of 7% of students achieving proficiency (FCAT Level 3) in reading.	2012 Current Level of Performance:* *30% (90)*	2013 Expected Level of Performance:* *37% (111)*					
			1A.2. Implementation, Learning Styles, Materials	1A.2. Everyday students will be provided reading enrichment time. The educational materials will focus on the individual student's educational needs and learning styles.	1A.2. Classroom Teacher, Administration	1A.2. Weekly Classroom Grades, Mini-Assessments, Classroom Visits	1A.2.Classroom Assessments
			1A.3.Implementation, All teachers trained in Kagan strategies, Student comfort level	1A.3. Teachers will infuse Kagan strategies within lessons to ready students for college and careers.	1A.3. Classroom Teacher, Literacy Coach, Administration	1A.3.Classroom Walkthroughs, Professional Learning Communities, Success or Difficulty of the strategy	1A.3.Outcome of strategy used
			1A.4.Understanding of Task Cards, Use of common assessments, Time	1A.4. Teachers will have common planning time, use common assessments and task cards, and focus on text complexity.	1A.4.Classroom Teacher, Administration	1A.4. Weekly Classroom Grades, Mini-Assessments, Classroom Visits, Teacher Lesson Plans	1A.4. Classroom Assessments and Teacher Lesson Plans
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Reading Goal #1B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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Enter narrative for the goal in this box.	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.				
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading. Reading Goal #2A: An increase of 7% of students achieving proficiency (FCAT Level 4 and 5) in reading.	2012 Current Level of Performance:* *26% (78)*	2013 Expected Level of Performance:* *33% (99)*	2A.1. Books of interest	2A.1. Students will participate in the Tavares Reading Incentive Program (T.R.I.P.) and the Superintendent Reading Award. Individual students can earn points towards the Principal and Honor Circle Awards, classes can accumulate points for class recognition and awards, and the school can meet the Superintendent Reading Award goal.	2A.1. Classroom Teacher, Curriculum Resource Teacher, Reading Coach and Remedial Incentive Teacher Assistant (R.I.T. A.)	2A.1. Individual and Classroom Reading logs, Accelerated Reading points	2A.1. Reading logs and Accelerated Reading
			2A.2. Implementation, Learning Styles, Materials	2A.2. Everyday students will be provided reading enrichment time. The educational materials will focus on the individual student's educational needs and learning styles.	2A.2. Classroom Teacher, Administration	2A.2. Weekly Classroom Grades, Mini-Assessments, Classroom Visits	2A.2. Classroom Assessments
			2A.3. Implementation, All teachers trained in Kagan strategies, Student comfort level	2A.3. Teachers will infuse Kagan strategies within lessons to ready students for college and careers.	2A.3. Classroom Teacher, Literacy Coach, Administration	2A.3. Weekly Classroom Grades, Mini-Assessments, Classroom Visits	2A.3. Outcome of strategy used
			2A.4. Understanding of Task Cards, Use of common assessments, Time	2A.4. Teachers will have common planning time, use common assessments and task cards, and focus on text complexity.	2A.4. Classroom Teacher, Administration	2A.4. Weekly Classroom Grades, Mini-Assessments, Classroom Visits, Teacher Lesson Plans	2A.4. Classroom Assessments and Teacher Lesson Plans
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading. Reading Goal #2B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.

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Revised April 29, 2011

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Enter narrative for the goal in this box.	*Enter numerical data for current level of performance in this box.*	*Enter numerical data for expected level of performance in this box.*				
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3A: An increase of 4% of students making learning gains in reading.	2012 Current Level of Performance:* *59% (176)*	2013 Expected Level of Performance:* *63% (188)*	3A.1. Books of interest	3A.1. Students will participate in the Tavares Reading Incentive Program (T.R.I.P.) and the Superintendent Reading Award. Individual students can earn points towards the Principal and Honor Circle Awards, classes can accumulate points for class recognition and awards, and the school can meet the Superintendent Reading Award goal.	3A.1. Classroom Teacher, Curriculum Resource Teacher, Reading Coach and Remedial Incentive Teacher Assistant (R.I.T. A.)	3A.1. Individual and Classroom Reading logs, Accelerated Reading points	3A.1. Reading logs and Accelerated Reading
			3A.2. Implementation, Learning Styles, Materials	3A.2. Teachers will implement Differentiated Reading Instruction on each student's individual learning needs based on mini-assessments, and guide instruction on Florida's Continuous Improvement Model (FCIM).	3A.2. Classroom Teacher, Administration	3A.2. Weekly Classroom Grades, Mini-Assessments, Classroom Visits	3A.2. Classroom Assessments
			3A.3. Implementation, All teachers trained in Kagan strategies, Student comfort level	3A.3. Teachers will infuse Kagan strategies within lessons to ready students for college and careers.	3A.3. Classroom Teacher, Literacy Coach, Administration	3A.3. Weekly Classroom Grades, Mini-Assessments, Classroom Visits	3A.3. Outcome of strategy used
			3A.4. Understanding of Task Cards, Use of common assessments, Time	3A.4. Teachers will have common planning time, use common assessments and task cards, and focus on text complexity.	3A.4 Classroom Teacher, Administration	3A.4 Weekly Classroom Grades, Mini-Assessments, Classroom Visits, Teacher Lesson Plans	3A.4. Classroom Assessments and Teacher Lesson Plans
3B. Florida Alternate Assessment: Percentage of students making learning gains in reading. Reading Goal #3B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.

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Enter narrative for the goal in this box.	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.				
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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: An increase of 4% of students in the Lowest 25% making learning gains in reading.	2012 Current Level of Performance:* *61% (197)*	2013 Expected Level of Performance:* *70% (209)*	4A.1. Books of interest	4A.1. Students will participate in the Tavares Reading Incentive Program (T.R.I.P.) and the Superintendent Reading Award. Individual students can earn points towards the Principal and Honor Circle Awards, classes can accumulate points for class recognition and awards, and the school can meet the Superintendent Reading Award goal.	4A.1. Classroom Teacher, Curriculum Resource Teacher, Reading Coach and Remedial Incentive Teacher Assistant (R.I.T. A.)	4A.1.Individual and Classroom Reading logs, Accelerated Reading points	4A.1. Reading logs and Accelerated Reading
			4A.2. Implementation, Learning Styles	4A.2. Teachers will implement Differentiated Reading Instruction based on each student's individual learning needs based on mini-assessments, and guide instruction using Florida's Continuous Improvement Model (FCIM).	4A.2. Classroom Teacher, Administration	4A.2. Weekly Classroom Grades, Mini-Assessments, Classroom Visits	4A.2. Classroom Assessments
			4A.3. Staff	4A.3.Student will receive reading resource through a pull-out and Push-in program.	4A.3. Assigned staff, Administration, Teachers	4A.3.Benchmark Assessments	4A.3.Benchmark Assessments
			4A.4. Transportation, Consistency of Attending, Parental support	4A.4. Ninety minute tutoring will be offered after school two days a week for reading and one day a week for math for forty days.	4A.4. Classroom teacher and the Tutor Teacher	4A.4. Review scores on FCAT, Daily Assignments, FAIR, STAR, Benchmarks	4A.4. FCAT, Daily Assignments, FAIR, STAR, Benchmarks
			4A.5. Implementation, All teachers trained in Kagan strategies, Student comfort level	4A.5. Teachers will infuse Kagan strategies within lessons to ready students for college and careers.	4A.5. Classroom Teacher, Literacy Coach, Administration	4A.5. Weekly Classroom Grades, Mini-Assessments, Classroom Visits	4A.5. Outcome of strategy used
			4A.6. Understanding of Task Cards, Use of common assessments, Time	4A.6.Teachers will have common planning time, use common assessments and task cards, and focus on text complexity.	4A.6. Classroom Teacher, Administration	4A.6. Weekly Classroom Grades, Mini-Assessments, Classroom Visits, Teacher Lesson Plans	4A.6. Classroom Assessments and Teacher Lesson Plans

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		4A.7.Volunteer coordination, Parent motivation , Transportation and Finances	4A.7.Family Reading and FCAT Night will be scheduled to model and provide guidance on how to improve reading achievement	4A.7. Literacy Coach, Literacy Committee, Administration, Family School Liaison	4A.7.Review test scores	4A.7.Classroom assignments, FAIR, FCAT
		4A.8. Parent follow-through	4A.8. Teachers identify reading deficiencies, and provide a prescription card to the Family School Liaison, and she will provide appropriate materials to be used at home with parents.	4A.8. Teacher and Family School Liaison	4A.8. Completed assignment	4A.8. Assignment sent home
		4A.9.Transportation, Parent acceptance	4A.9. Forty-five minute before school tutoring for students who scored a Level 1or 2	4A.9.Classroom Teacher, Tutoring Teacher	4A.9.Benchmark Assessments	4A.9.Benchmark Assessments

4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in reading.

Reading Goal #4B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*	4B.1.	4B.1.	4B.1.	4B.1.	4B.1.
			4B.2.	4B.2.	4B.2.	4B.2.	4B.2.
			4B.3.	4B.3.	4B.3.	4B.3.	4B.3.

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years school will reduce their achievement gap by 50%. Reading Goal #5A: *An increase of 3% Annual Measurable Objectives.*	**Baseline data 2010-2011** 66	66	69	72	75	78	82
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.			5B.1. White: Books of interest Black: Books of interest Hispanic: Books of interest Asian: American Indian:	5B.1. Students will participate in the Tavares Reading Incentive Program (T.R.I.P.) and the Superintendent Reading Award. Individual students can earn points towards the Principal and Honor Circle Awards, classes can accumulate points for class recognition and awards, and the school can meet the Superintendent Reading Award goal.	5B.1. Classroom Teacher, Curriculum Resource Teacher, Reading Coach and Remedial Incentive Teacher Assistant (R.I.T. A.)	5B.1. Individual and Classroom Reading logs, Accelerated Reading points	5B.1. Reading logs and Accelerated Reading
Reading Goal #5B: A decrease in Reading of 8% of students in the White subgroup, 13% in the Black subgroup, and 2% in the Hispanic subgroup.	2012 Current Level of Performance:* White:37% Black:62% Hispanic: 40% Asian: American Indian:	2013 Expected Level of Performance:* White:29% Black:49% Hispanic: 38% Asian: American Indian:					
			5B.2. Implementation, Learning Styles	5B.2. Teachers will implement Differentiated Reading Instruction based on each student's individual learning needs based on mini-assessments, and guide instruction using Florida's Continuous Improvement Model (FCIM).	5B.2. Classroom Teacher, Administration	5B.2. Weekly Classroom Grades, Mini-Assessments, Classroom Visits	5B.2. Classroom Assessments
			5B.3. Implementation, All teachers trained in Kagan strategies, Student comfort level	5B.3. Teachers will infuse Kagan strategies within lessons to ready students for college and careers.	5B.3. Classroom Teacher, Literacy Coach, Administration	5B.3. Weekly Classroom Grades, Mini-Assessments, Classroom Visits	5B.3. Outcome of strategy used
			5B.4. Understanding of Task Cards, Use of common assessments, Time	5B.4. Teachers will have common planning time, use common assessments and task cards, and focus on text complexity.	5B.4. Classroom Teacher, Administration	5B.4. Weekly Classroom Grades, Mini-Assessments, Classroom Visits, Teacher Lesson Plans	5B.4. Classroom Assessments and Teacher Lesson Plans
			5B.5. Transportation, Consistency of Attending, Parental support	5B.5. Ninety minute tutoring will be offered after school two days a week for reading and one day a week for math for forty days.	5B.5. Classroom teacher and the Tutor Teacher	5B.5. Review scores on FCAT, Daily Assignments, FAIR, STAR, Benchmarks	5B.5. FCAT, Daily Assignments, FAIR, STAR, Benchmarks
			5B.6. Volunteer coordination, Parent motivation , Transportation and Finances	5B.6. Family Reading and FCAT Night will be scheduled to model and provide guidance on how to improve reading achievement	5B.6. Literacy Coach, Literacy Committee, Administration, Family School Liaison	5B.6. Review test scores	5B.6. Classroom assignments, FAIR, FCAT
			5B.7. Parent follow-through	5B.7. Teachers identify reading deficiencies, and provide a prescription card to the Family School Liaison, and she will provide appropriate materials to be used at home with parents.	5B.7. Teacher and Family School Liaison	5B.7. Completed assignment	5B.7. Assignment sent home

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. Books of interest	5C.1. Students will participate in the Tavares Reading Incentive Program (T.R.I.P.) and the	5C.1. Classroom Teacher, Curriculum Resource Teacher, Reading Coach and Remedial	5C.1. Individual and Classroom Reading logs, Accelerated Reading points	5C.1. Reading logs and Accelerated Reading

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Reading Goal #5C / Subgroup	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Reading Goal #5C: A decrease in Reading of 12% in the English Language Learners subgroup.	*69%*	*57%*		Superintendent Reading Award. Individual students can earn points towards the Principal and Honor Circle Awards, classes can accumulate points for class recognition and awards, and the school can meet the Superintendent Reading Award goal.	Incentive Teacher Assistant (R.I.T. A.)		
			5C.2. Implementation, Learning Styles	5C.2. Teachers will implement Differentiated Reading Instruction based on each student's individual learning needs based on mini-assessments, and guide instruction using Florida's Continuous Improvement Model (FCIM).	5C.2. Classroom Teacher, Administration	5C.2. Weekly Classroom Grades, Mini-Assessments, Classroom Visits	5C.2. Classroom Assessments
			5C.3. Implementation, All teachers trained in Kagan strategies, Student comfort level	5C.3. Teachers will infuse Kagan strategies within lessons to ready students for college and careers.	5C.3. Classroom Teacher, Literacy Coach, Administration	5C.3. Weekly Classroom Grades, Mini-Assessments, Classroom Visits	5C.3. Outcome of strategy used
			5C.4. Understanding of Task Cards, Use of common assessments, Time	5C.4. Teachers will have common planning time, use common assessments and task cards, and focus on text complexity.	5C.4. Classroom Teacher, Administration	5C.4. Weekly Classroom Grades, Mini-Assessments, Classroom Visits, Teacher Lesson Plans	5C.4. Classroom Assessments and Teacher Lesson Plans
			5C.5. Transportation, Consistency of Attending, Parental support	5C.5. Ninety minute tutoring will be offered after school two days a week for reading and one day a week for math for forty days.	5C.5. Classroom teacher and the Tutor Teacher	5C.5. Review scores on FCAT, Daily Assignments, FAIR, STAR, Benchmarks	5C.5. FCAT, Daily Assignments, FAIR, STAR, Benchmarks
			5C.6. Volunteer coordination, Parent motivation , Transportation and Finances	5C.6. Family Reading and FCAT Night will be scheduled to model and provide guidance on how to improve reading achievement Family Reading and FCAT Night will be scheduled to model and provide guidance on how to improve reading achievement	5C.6. Literacy Coach, Literacy Committee, Administration, Family School Liaison	5C.6. Review test scores	5C.6. Classroom assignments, FAIR, FCAT
			5C.7. Parent follow-through	5C.7. Teachers identify reading deficiencies, and provide a prescription card to the Family School Liaison, and she will provide appropriate materials to be used at home with parents.	5C.7. Teacher and Family School Liaison	5C.7. Completed assignment	5C.7. Assignment sent home
			SC.8. Time Available, Number of assigned students to 1 ELL Assistant	SC.8. Teachers identify ELL students that need additional support from the ELL Assistant and provides assignment and materials that will support the learning issues	SC.8. Teacher, ELL Assistant, Guidance	SC.8. Completed assignment	SC.8. Classroom assignments, FAIR, FCAT, CELLA
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

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5D. Students with Disabilities (SWD) not making satisfactory progress in reading.			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Reading Goal #5D: A decrease in Reading of 10% in the Students with Disabilities subgroup.	2012 Current Level of Performance:* *78%*	2013 Expected Level of Performance:* *68%*	5D.1. Books of interest	5D.1. Students will participate in the Tavares Reading Incentive Program (T.R.I.P.) and the Superintendent Reading Award. Individual students can earn points towards the Principal and Honor Circle Awards, classes can accumulate points for class recognition and awards, and the school can meet the Superintendent Reading Award goal.	5D.1. Classroom Teacher, Curriculum Resource Teacher, Reading Coach and Remedial Incentive Teacher Assistant (R.I.T. A.)	5D.1. Individual and Classroom Reading logs, Accelerated Reading points	5D.1. Reading logs and Accelerated Reading
			5D.2. Implementation, Learning Styles	5D.2. Teachers will implement Differentiated Reading Instruction based on each student's individual learning needs based on mini-assessments, and guide instruction using Florida's Continuous Improvement Model (FCIM).	5D.2. Classroom Teacher, Administration	5D.2. Weekly Classroom Grades, Mini-Assessments, Classroom Visits	5D.2. Classroom Assessments
			5D.3. Implementation, All teachers trained in Kagan strategies, Student comfort level	5D.3. Teachers will infuse Kagan strategies within lessons to ready students for college and careers.	5D.3. Classroom Teacher, Literacy Coach, Administration	5D.3. Weekly Classroom Grades, Mini-Assessments, Classroom Visits	5D.3. Outcome of strategy used
			5D.4.Understanding of Task Cards, Use of common assessments, Time	5D.4. Teachers will have common planning time, use common assessments and task cards, and focus on text complexity.	5D.4. Classroom Teacher, Administration	5D.4. Weekly Classroom Grades, Mini-Assessments, Classroom Visits, Teacher Lesson Plans	5D.4. Classroom Assessments and Teacher Lesson Plans
			5D.5. Transportation, Consistency of Attending, Parental support	5D.5. Ninety minute tutoring will be offered after school two days a week for reading and one day a week for math for forty days.	5D.5. Classroom teacher and the Tutor Teacher	5D.5. Review scores on FCAT, Daily Assignments, FAIR, STAR, Benchmarks	5D.5. FCAT, Daily Assignments, FAIR, STAR, Benchmarks
			5D.6. Volunteer coordination, Parent motivation , Transportation and Finances	5D.6. Family Reading and FCAT Night will be scheduled to model and provide guidance on how to improve reading achievement	5D.6. Literacy Coach, Literacy Committee, Administration, Family School Liaison	5D.6. Review test scores	5D.6. Classroom assignments, FAIR, FCAT
			5D.7. Parent follow-through	5D.7. Teachers identify reading deficiencies, and provide a prescription card to the Family School Liaison, and she will provide appropriate materials to be used at home with parents.	5D.7. Teacher and Family School Liaison	5D.7. Completed assignment	5D.7. Assignment sent home
			5D.8.Time, Training of the Inclusion Teachers, Special Education Teachers and Classroom Teacher	5D.8. Teachers will meet to discussion learning issues and the best approach in helping the student this will take place in an Inclusion Classroom	5D.8.Classroom, Special Education and Inclusion Teacher, ESE Specialist	5D.8. Completed assignment	5D.8. FCAT, Daily Assignments, FAIR, STAR, Benchmarks
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. Books of interest	5E.1. Students will participate in the Tavares Reading Incentive Program (T.R.I.P.) and the Superintendent Reading Award. Individual students can earn points towards the Principal and Honor Circle Awards, classes can accumulate points for class recognition and awards, and the school can meet the Superintendent Reading Award goal.	5E.1. Classroom Teacher, Curriculum Resource Teacher, Reading Coach and Remedial Incentive Teacher Assistant (R.I.T. A.)	5E.1. Individual and Classroom Reading logs, Accelerated Reading points	5E.1. Reading logs and Accelerated Reading
Reading Goal #5E: A decrease in Reading of 7% for students in the Economically Disadvantaged subgroup.	2012 Current Level of Performance:* *48% (144)*	2013 Expected Level of Performance:* *57% (123)*					
			5E.2. Implementation, Learning Styles	5E.2. Teachers will implement Differentiated Reading Instruction based on each student's individual learning needs based on mini-assessments, and guide instruction using Florida's Continuous Improvement Model (FCIM).	5E.2. Classroom Teacher, Administration	5E.2. Weekly Classroom Grades, Mini-Assessments, Classroom Visits	5E.2. Classroom Assessments
			5E.3. Implementation, All teachers trained in Kagan strategies, Student comfort level	5E.3. Teachers will infuse Kagan strategies within lessons to ready students for college and careers.	5E.3. Classroom Teacher, Literacy Coach, Administration	5E.3. Weekly Classroom Grades, Mini-Assessments, Classroom Visits	5E.3. Outcome of strategy used
			5E.4.Understanding of Task Cards, Use of common assessments, Time	5E.4Teachers will have common planning time, use common assessments and task cards, and focus on text complexity.	5E.4Classroom Teacher, Administration	5E.4Weekly Classroom Grades, Mini-Assessments, Classroom Visits, Teacher Lesson Plans	5E.4.Classroom Assessments and Teacher Lesson Plans
			5E.5. Parent follow-through	5E.5. Teachers identify reading deficiencies, and provide a prescription card to the Family School Liaison, and she will provide appropriate materials to be used at home with parents.	5E.5. Teacher and Family School Liaison	5E.5.Completed assignment	5E.5.Assignment sent home
			5E.6. Transportation, Consistency of Attending, Parental support	5E.6. Ninety minute tutoring will be offered after school two days a week for reading and one day a week for math for forty days.	5E.6. Classroom teacher and the Tutor Teacher	5E.6. Review scores on FCAT, Daily Assignments, FAIR, STAR, Benchmarks	5E.6. FCAT, Daily Assignments, FAIR, STAR, Benchmarks
			5E.7. Test scores	5E.7. Family Reading and FCAT Night will be scheduled to model and provide guidance on how to improve reading achievement	5E.7.Literacy Coach, Literacy Committee, Administration, Family School Liaison	5E.7.Review test scores	5E.7.Classroom assignments, FAIR, FCAT
			5E.8. Vocabulary	5E.8.Teachers will use appropriate grade level reading vocabulary	5E.8.Classroom Teacher, Administration, Staff	5E.8. Review scores on FCAT, Daily Assignments, FAIR, STAR, Benchmarks	5E.8. FCAT, Daily Assignments, FAIR, STAR, Benchmarks

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities						
Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic	Grade Level/	PD Facilitator	PD Participants	Target Dates (e.g., early release)	Strategy for Follow-up/Monitoring	Person or Position Responsible

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and/or PLC Focus	Subject	and/or PLC Leader	(e.g., PLC, subject, grade level, or school-wide)	and Schedules (e.g., frequency of meetings)		for Monitoring
Professional Learning Community – Lowest 25% - Text Complexity, Common Core, RU C2 Ready?	K-5	Grade Chair and Administration	PLC – Grade Level	2nd and 4th Wednesday	Agenda and Meeting Notes	Administration
Kagan Strategies	Pre-K - 5	Tina Higgs	School Wide	Monthly	Mentor, Modeling, Observation	Administration, Literacy Coach
Working with Low SES Students and the Demands of the Common Core Standards	Pre-K-5	Paula Harris and Kelly Hertz	School Wide	TBA	Mentor, Modeling, Observation	Administration
Cooperative Structures – Student Engaged "Accountable" Talk	PreK-5	Tavares Faculty	School Wide	1st and 3rd Wednesday	Mentor, Modeling, Observation	Administration, Literacy Coach
Edusoft – Designing Questions and Collecting Data	2nd-5th	Becky Hudson and County ILS	Grade Level	October 10, 2012 and TBA	Mentor, Modeling, Observation	Administration
Complex Text	PreK-5	Just Read Florida	School Wide	TBA	Mentor, Modeling, Observation	Administration, Literacy Coach
Cognitively Complex Text	PreK-5	District Support	School Wide	TBA	Mentor, Modeling, Observation	Administration, District

Reading Budget (Insert rows as needed)

Include only school funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Kagan	Training and materials	SIGA Grant	12,579.00

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Florida Diagnostic & Learning Resources System - FDLRS	Training (Substitute coverage for 2 teachers)	Title I	180.00
			Subtotal:12,759.00
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:12,759.00

End of Reading Goals

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<u>Comprehensive English Language Learning Assessment (CELLA) Goals</u>

* 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. <u>CELLA Goal #1:</u> An increase in students proficient in Listening and Speaking of 7% on CELLA for 3rd – 5th, and 6% for K-2nd.	2012 Current Percent of Students Proficient in Listening/Speaking: *31%(4) 3rd – 5th* *44%(12)K-2nd*	1.1. Time, Number of students compared to Teacher Assistant	1.1. The classroom teacher will determine the educational needs of each ELL student and have the ELL Teacher Assistant work with the student(s) individually or in small groups to support what the teacher has taught.	1.1. Teacher, Guidance Counselor. ELL Teacher Assistant	1.1. Class grades	1.1.CELLA
		1.2. Time, Number of License	1.2. Students will be assigned to a computer program called Rosetta Stone to work on vocabulary.	1.2. Teacher, Guidance Counselor. ELL Teacher Assistant	1.2. Class grades	1.2. CELLA
		1.3. Time, ESOL classes being offered	1.3. Teachers are or will be working on being ESOL certified and implement ELL strategies within lessons.	1.3. Teacher, Administration	1.3. Class grades	1.3. CELLA
Students read grade-level text in English in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring proficient in reading. <u>CELLA Goal #2:</u> An increase in students proficient in Reading of 9% in grades 3rd – 5th and 8% in grades k-2nd on CELLA.	2012 Current Percent of Students Proficient in Reading: *8%(1)3rd – 5th* *26%(7) K-2nd*	2.1. Time, Number of students compared to Teacher Assistant	2.1. The classroom teacher will determine the educational needs of each ELL student and have the ELL Teacher Assistant work with the student(s) individually or in small groups to support what the teacher has taught.	2.1. Teacher, Guidance Counselor. ELL Teacher Assistant	2.1. Class grades	2.1. CELLA
		2.2. Time, Number of License	2.2.Students will be assigned to a computer program called Rosetta Stone to work on vocabulary	2.2. Teacher, Guidance Counselor. ELL Teacher Assistant	2.2. Class grades	2.2. CELLA
		2.3. Time, ESOL classes being offered	2.3. Teachers are or will be working on being ESOL certified and implement ELL strategies within lessons.	2.3. Teacher, Administration	2.3. Class grades	2.3. CELLA
		2.4. Students understanding the importance of the Heritage Language Dictionary	2.4. Students will be taught how to use the Heritage Language Dictionary.	2.4.Teacher, ELL Teacher Assistant	2.4. Class grades	2.4. CELLA

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Students write in English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Students scoring proficient in writing.		2.1. Time, Number of students compared to Teacher Assistant	2.1. The classroom teacher will determine the educational needs of each ELL student and have the ELL Teacher Assistant work with the student(s) individually or in small groups to support what the teacher has taught.	2.1. Teacher, Guidance Counselor. ELL Teacher Assistant	2.1. Class grades	2.1. CELLA
CELLA Goal #3: An increase in students proficient in Writing of 9% in 3rd – 5th grades and 8% for K-2nd grades on CELLA.	2012 Current Percent of Students Proficient in Writing : *8%(1)3rd – 5th* *22% (6) K-2nd*					
		2.2. Time, Number of License	2.2. Teachers are or will be working on being ESOL certified and implement ELL strategies within lessons.	2.2. Teacher, Administration	2.2. Class grades	2.2. CELLA
		2.3.Time, Funding for Writing Coach	2.3. Classroom teachers writing lessons will be enhanced by the Writing Coach based on writing needs of students.	2.3. Teacher, Administration, Writing Coach	2.3. Class grades	2.3. CELLA
		2.4. Students understanding the importance of the Heritage Language Dictionary	2.4. Students will be taught how to use the Heritage Language Dictionary.	2.4.Teacher, ELL Teacher Assistant	2.4. Class grades	2.4. CELLA
		2.5. Scheduling	2.5. Students will have writing samples scored and analyzed by "Write Score" and teachers will receive diagnostic data along with targeted lesson plans and professional development.	2.5. Teachers, Literacy Coach, Curriculum Resource Teacher, Administration	2.5. Student work samples	2.5. Final writing scores
		2.6. Funding	2.6. A Writing Consultant will work with students to improve their writing skills.	2.6. Teachers, Writing Consultant, Administration	2.6. Student work samples	2.6. .Final writing piece

CELLA Budget (Insert rows as needed)

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

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Strategy	Description of Resources	Funding Source	Amount
Rosetta Stone	Technology to help build vocabulary	County	County
Write Score	Testing Data Base	Title I	$3,915.20
			Subtotal:$3,915.20
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Kagan	Training and materials	SIGA Grant	12,579.00
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:3,915.20

End of CELLA Goals

Elementary School Mathematics Goals

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

Elementary Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.			1A.1. Time	1A.1. Students will participate in an enrichment program called "Smiley Face Math".	1A.1. Teachers, Administration	1A.1. Review test scores, CWT	1A.1. Test scores
Mathematics Goal #1A: An increase of 7% of students achieving proficiency (FCAT Level 3) in mathematics.	2012 Current Level of Performance:* *33% (99)*	2013 Expected Level of Performance:* *40% (120)*					

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			1A.2. Time, Training	1A.2. Students will participate in Kagan activities and enrichment lessons that will prepare them for the STEM Bowl.	1A.2. Teachers, Administration	1A.2. Review test scores, CWT	1A.2. Test scores
			1A.3. Volunteer coordination, Parent motivation , Transportation and Finances	1A.3. Family Math/Science Night – Involve students, parents, and community in hands-on math/science activities.	1A.3. Teachers, Administration	1A.3. Follow-up	1A.3.Parent Survey
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Mathematics Goal #1B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

Elementary School Mathematics Goals

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

Elementary Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.			1A.1	1A.1".	1A.1	1A.1	1A.1.
Mathematics Goal #1A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			1A.2.	1A.2	1A.2	1A.2	1A.2.

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			1A.3.	1A.3.	1A.3.	1A.3.	1A.3.

1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Mathematics Goal #1B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.			2A.1. Time	2A.1. Students will participate in an enrichment program called "Smiley Face Math".	2A.1. Teachers, Administration	2A.1. Review test scores, CWT	2A.1. Test scores
Mathematics Goal #2A: An increase of 8% of students achieving proficiency (FCAT Level 3 and 4) in mathematics.	2012 Current Level of Performance:* *19% (57)*	2013 Expected Level of Performance:* *27% (81)*					
			2A.2. Time, Training	2A.2. Students will participate in Kagan activities and enrichment lessons that will prepare them for the STEM Bowl.	2A.2. Teachers, Administration	2A.2. Review test scores, CWT	2A.2. Test scores
			2A.3. Volunteer coordination, Parent motivation , Transportation and Finances	2A.3. Family Math/Science Night – Involve students, parents, and community in hands-on math/science activities.	2A.3. Teachers, Administration	2A.3. Follow-up	2A.3. Parent Survey
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
Mathematics Goal #2B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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Enter narrative for the goal in this box.	*Enter numerical data for current level of performance in this box.*	*Enter numerical data for expected level of performance in this box.*				
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

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. Time	3A.1. Students will participate in an enrichment program called "Smiley Face Math".	3A.1. Teachers, Administration	3A.1. Review test scores, CWT	3A.1. Test scores
Mathematics Goal #3A: An increase of 4% of students making Learning Gains in mathematics.	2012 Current Level of Performance:* *67% (200)*	2013 Expected Level of Performance:* *71% (212)*					
			3A.2. Volunteer coordination, Parent motivation , Transportation and Finances	3A.2. Family Math/Science Night – Involve students, parents, and community in hands-on math/science activities.	3A.2. Teachers, Administration	3A.2. Follow-up	3A.2. Parent Survey
			3A.3. Parent follow-through	3A.3. Teachers identify math deficiencies, and provide a prescription card to the Family School Liaison, and she will provide appropriate materials to be used at home with parents.	3A.3. Teacher and Family School Liaison	3A.3. Completed assignment	3A.3. Assignment sent home
3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.			3B.1.	3B.1.	3B.1.	3B.1.	3B.1.
Mathematics Goal #3B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					

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		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.			4A.1. Time	4A.1. Students will participate in an enrichment program called "Smiley Face Math".	4A.1. Teachers, Administration	4A.1. Review test scores, CWT	4A.1. Test scores
Mathematics Goal #4A: An increase of 4% of students in the Lowest 25% making Learning Gains in mathematics.	2012 Current Level of Performance:* *61% (182)*	2013 Expected Level of Performance:* *65% (194)*					
			4A.2. Volunteer coordination, Parent motivation , Transportation and Finances	4A.2. Family Math/Science Night – Involve students, parents, and community in hands-on math/science activities.	4A.2. Teachers, Administration	4A.2. Follow-up	4A.2. Parent Survey
			4A.3. Parent follow-through	4A.3. Teachers identify math deficiencies, and provide a prescription card to the Family School Liaison, and she will provide appropriate materials to be used at home with parents.	4A.3. Teacher and Family School Liaison	4A.3. Completed assignment	4A.3. Assignment sent home
			4A.4.Technology	4A.4. Students may participate in IXL, Symphony, and FASTT Math which combines adaptive technology with standards-aligned curriculum to deliver effective, targeted and engaging instruction.	4A.4. Classroom Teacher, Administration, MTSS Team	4A.4. Periodic Assessments and Data Reports	4A.4. Assessment Achievement Levels
			4A.5.Transportation, Consistency of Attending, Parental support	4A.5. Ninety minute tutoring will be offered after school two days a week for reading and one day a week for math for forty days.	4A.5. Classroom teacher and the Tutor Teacher	4A.5.Review scores on FCAT, Daily Assignments, FAIR, STAR, Benchmarks	4A.5. FCAT, Daily Assignments, FAIR, STAR, Benchmarks
			4A.6.Transportation, Parent acceptance	4A.6. Forty-five minute before school tutoring for students who scored a Level 1or 2	4A.6.Classroom Teacher, Tutoring Teacher	4A.6.Benchmark Assessments	4A.6.Benchmark Assessments
4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in mathematics.			4B.1.	4B.1.	4B.1.	4B.1.	4B.1.
Mathematics Goal #4B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					

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		4B.2.	4B.2.	4B.2.	4B.2.	4B.2.
		4B.3.	4B.3.	4B.3.	4B.3.	4B.3.

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years school will reduce their achievement gap by 50%.	Baseline data 2010-2011 57	57	61	65	69	73	77
Mathematics Goal #5A: *An increase of 4% in Annual Measurable Objectives.*							

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in mathematics.**		5B.1. White: Time Black: Hispanic: Asian: American Indian:	5B.1. Students will participate in an enrichment program called "Smiley Face Math".	5B.1. Teachers, Administration	5B.1. Review test scores, CWT	5B.1. Test scores
Mathematics Goal #5B: A decrease in mathematics of 7% of students in the White subgroup.	**2012 Current Level of Performance:*** White:40% Black: Hispanic: Asian: American Indian: / **2013 Expected Level of Performance:*** White:34% Black: Hispanic: Asian: American Indian:					
		5B.2. Volunteer coordination, Parent motivation , Transportation and Finances	5B.2. Family Math/Science Night – Involve students, parents, and community in hands-on math/science activities.	5B.2. Teachers, Administration	5B.2. Follow-up	5B.2. Parent Survey
		5B.3. Parent follow-through	5B.3. Teachers identify math deficiencies, and provide a prescription card to the Family School Liaison, and she will provide appropriate materials to be used at home with parents.	5B.3. Teacher and Family School Liaison	5B.3. Completed assignment	5B.3. Assignment sent home

		5B.4.Technology	5B.4. Students may participate in IXL, Symphony, and FASTT Math which combines adaptive technology with standards-aligned curriculum to deliver effective, targeted and engaging instruction.	5B.4. Classroom Teacher, Administration, MTSS Team	5B.4.Periodic Assessments and Data Reports	5B.4. Assessment Achievement Levels
		5B.5.Transportation, Consistency of Attending, Parental support	5B.5. Ninety minute tutoring will be offered after school two days a week for reading and one day a week for math for forty days.	5B.5. Classroom teacher and the Tutor Teacher	5B.5.Review scores on FCAT, Daily Assignments, FAIR, STAR, Benchmarks	5B.5. FCAT, Daily Assignments, FAIR, STAR, Benchmarks

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.			5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
Mathematics Goal #5C: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.			5D.1. Time	5D.1. Students will participate in an enrichment program called "Smiley Face Math".	5D.1. Teachers, Administration	5D.1. Review test scores, CWT	5D.1. Test scores
Mathematics Goal #5D: A decrease in mathematics of 1% of students in the	2012 Current Level of Performance:* *64%*	2013 Expected Level of Performance:* *63%*					

Students with Disabilities subgroup.		5D.2. Volunteer coordination, Parent motivation , Transportation and Finances	5D.2. Family Math/Science Night – Involve students, parents, and community in hands-on math/science activities.	5D.2. Teachers, Administration	5D.2. Follow-up	5D.2. Parent Survey
		5D.3. Parent follow-through	5D.3. Teachers identify math deficiencies, and provide a prescription card to the Family School Liaison, and she will provide appropriate materials to be used at home with parents.	5D.3. Teacher and Family School Liaison	5D.3. Completed assignment	5D.3. Assignment sent home
		5D.4.Technology	5D.4. Students may participate in IXL, Symphony and FASTT Math which combines adaptive technology with standards-aligned curriculum to deliver effective, targeted and engaging instruction.	5D.4. .Classroom Teacher, Administration, MTSS Team	5D.4. Periodic Assessments and Data Reports	5D.4. Assessment Achievement Levels
		5D.5. Transportation, Consistency of Attending, Parental support	5D.5. Ninety minute tutoring will be offered after school two days a week for reading and one day a week for math for forty days.	5D.5. Classroom teacher and the Tutor Teacher	5D.5. Review scores on FCAT, Daily Assignments, FAIR, STAR, Benchmarks	5D.5. FCAT, Daily Assignments, FAIR, STAR, Benchmarks
		5D.6.Time, Training of the Inclusion Teachers, Special Education Teachers and Classroom Teacher	5D.6. Teachers will meet to discussion learning issues and the best approach in helping the student this will take place in an Inclusion Classroom	5D.6.Classroom, Special Education and Inclusion Teacher, ESE Specialist	5D.6. Completed assignment	5D.6. FCAT, Daily Assignments, FAIR, STAR, Benchmarks

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

End of Elementary School Mathematics Goals

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Middle School Mathematics Goals

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

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

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

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

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

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years, school will reduce their achievement gap by 50%.	**Baseline data 2010-2011**							
Mathematics Goal #5A: *Enter narrative for the goal in this box.*								

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

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

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

End of Middle School Mathematics Goals

Florida Alternate Assessment High School Mathematics Goals

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

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

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

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

End of Florida Alternate Assessment High School Mathematics Goals

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

Algebra 1 End-of-Course (EOC) Goals *(this section needs to be completed by all schools that have students taking the Algebra I EOC)*
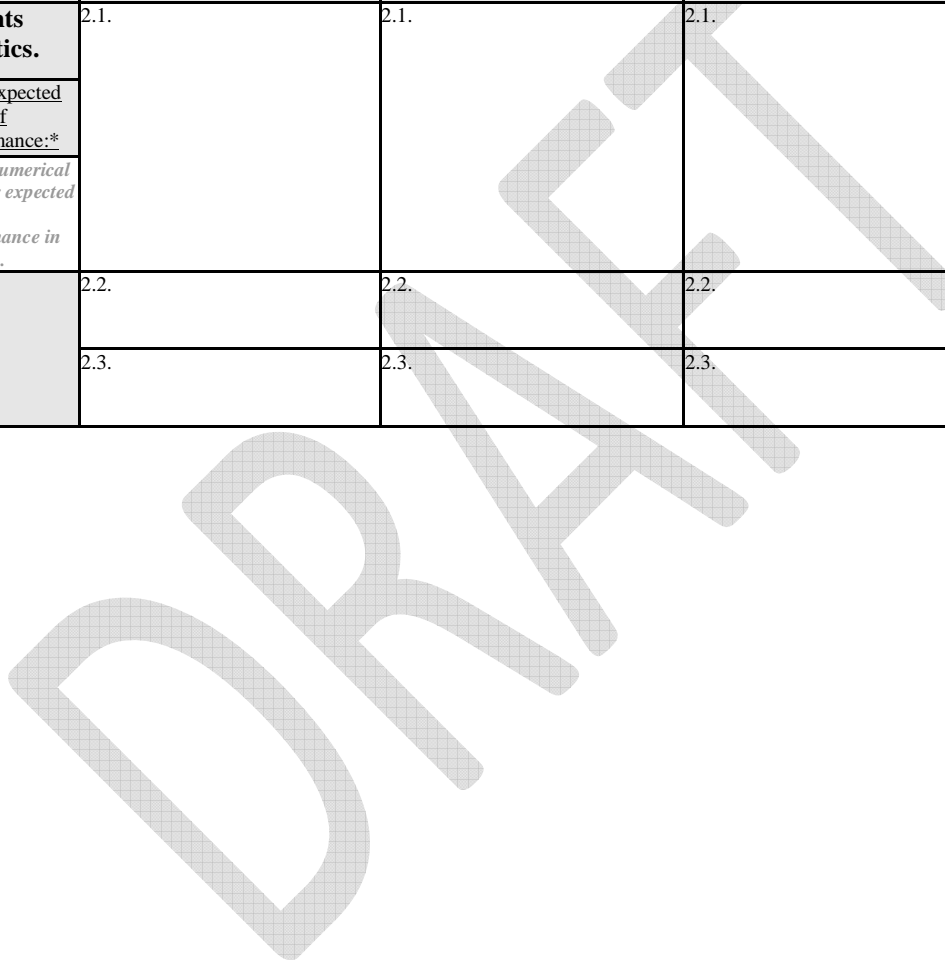
* When using percentages, include the number of students the percentage represents (e.g., 70% [35]).

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

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
3A. In six years, school will reduce their achievement gap by 50%.	**Baseline data 2010-2011**						
Algebra 1 Goal #3A: *Enter narrative for the goal in this box.*							

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

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

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

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

End of Algebra 1 EOC Goals

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

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

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

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

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

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
3A. In six years, school will reduce their achievement gap by 50%.	**Baseline data 2011-2012**					
Geometry Goal #3A: *Enter narrative for the goal in this box.*						

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

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

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

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

End of Geometry EOC Goals

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities						
Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Professional Learning Community – Lowest 25% - Text Complexity, Common Core, RU C2 Ready?	K-5	Grade Chair and Administration	PLC – Grade Level	2nd and 4th Wednesday	Agenda and Meeting Notes	Administration
Kagan Strategies	Pre-K - 5	Tina Higgs	School Wide	Monthly	Mentor, Modeling, Observation	Administration, Literacy Coach
Working with Low SES Students and the Demands of the Common Core Standards	Pre-K-5	Paula Harris and Kelly Kertz	School Wide	TBA	Mentor, Modeling, Observation	Administration
IXL	K-5		School Wide	TBA		

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Mathematics Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
IXL	Math Program		0
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Kagan	Training and materials	SIGA Grant	12,579.00
Florida Diagnostic & Learning Resources System - FDLRS	Training (Substitute coverage for 2 teachers)	Title I	180.00
			Subtotal:12,759.00
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total: 12,759.00

End of Mathematics Goals

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

Elementary and Middle School Science Goals

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

<table>
<tr><th colspan="3">Elementary and Middle Science Goals</th><th colspan="5">Problem-Solving Process to Increase Student Achievement</th></tr>
<tr><td colspan="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:</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="3">1A. FCAT 2.0: Students scoring at Achievement Level 3 in science.</td><td>1A.1. Time , Consistency in scoring, Training, Interesting topics</td><td>1A.1. Using Documented Based Questioning (DBQ) to improve writing through the science content.</td><td>1A.1. Teachers, DBQ Coordinator, Literacy Coach, Administration</td><td>1A.1. Student work samples, CWT</td><td>1A.1. Final writing piece with the calibration meeting</td></tr>
<tr><td rowspan="6">Science Goal #1A:

An increase of 9% of students achieving proficiency (FCAT Level 3) in science.</td><td colspan="2">2012 Current Level of Performance:*</td><td rowspan="2"></td><td rowspan="2"></td><td rowspan="2"></td><td rowspan="2"></td><td rowspan="2"></td></tr>
<tr><td>2013 Expected Level of Performance:*</td><td></td></tr>
<tr><td>35% (43)</td><td>42% (52)</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td colspan="2"></td><td>1A.2. Parent participation, Finances, Materials</td><td>1A.2. Students (Pre-K-5) will participate in the Science Fair.</td><td>1A.2. Teachers, Administration</td><td>1A.2. Science Project</td><td>1A.2.Final Science Project</td></tr>
<tr><td colspan="2"></td><td>1A.3. Time, Training, Resources</td><td>1A.3. Students (3-5) will participate in STEM enrichment activities to prepare for the STEM Bowl.</td><td>1A.3. Teachers, Administration</td><td>1A.3. Review progress of projects, Test Scores, CWT</td><td>1A.3.Test Scores, Final Project Pictures</td></tr>
<tr><td colspan="2"></td><td>1A.4 Time, Training, Resources</td><td>1A.4. Fourth graders will use the Powerhouse Kits and provide pictures of the final project.</td><td>1A.4. Teachers, Administration</td><td>1A.4. Review progress of projects, Test Scores, CWT</td><td>1A.4. Test Scores, Final Project Pictures</td></tr>
<tr><td colspan="3"></td><td>1A.5. Time, Training, Resources</td><td>1A.5.Third graders will complete activity 4 or 12 from the Pearson Interactive Science core material in the STEM Activity Book and provide pictures of the final project.</td><td>1A.5. Teachers, Administration</td><td>1A.5.Review progress of projects, Test Scores, CWT</td><td>1A.5. Test Scores, Final Project Pictures</td></tr>
<tr><td colspan="3"></td><td>1A.6. Volunteer coordination, Parent motivation , Transportation and Finances</td><td>1A.6. Family Math/Science Night – Involve students, parents, and community in hands-on math/science activities.</td><td>1A.6. Teachers, Administration</td><td>1A.6. Follow-up</td><td>1A.6. Parent Survey</td></tr>
<tr><td colspan="3"></td><td>1A.7.Computers, Time for administration</td><td>1A.7.Write Score – Students will answers questions from a data base that will improve their Science knowledge.</td><td>1A.7.Teachers, Administration</td><td>1A.7.Scoring</td><td>1A.7.Data received from Write Score</td></tr>
<tr><td colspan="3">1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.</td><td>1B.1</td><td>1B.1</td><td>1B.1.</td><td>1B.1.</td><td>1B.1.</td></tr>
<tr><td>Science Goal #1B:</td><td>2012 Current Level of Performance:*</td><td>2013 Expected Level of Performance:*</td><td></td><td></td><td></td><td></td><td></td></tr>
</table>

Enter narrative for the goal in this box.	*Enter numerical data for current level of performance in this box.*	*Enter numerical data for expected level of performance in this box.*				
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.			2A.1. Time , Consistency in scoring, Training, Interesting topics	2A.1. Using Documented Based Questioning (DBQ) to improve writing through the science content.	2A.1. Teachers, DBQ Coordinator, Literacy Coach, Administration	2A.1. Student work samples, CWT	2A.1. Final writing piece with the calibration meeting
Science Goal #2A: An increase of 9% of students achieving proficiency in science.	2012 Current Level of Performance:* *14% (17)*	2013Expected Level of Performance:* *23%(28)*					
			2A.2. Time, Training, Resources	2A.2. Students (Pre-K-5) will participate in the Science Fair.	2A.2. Teachers, Administration	2A.2. Review progress of projects, Test Scores, CWT	2A.2. Test Scores, Final Project Pictures
			2A.3. Time, Training, Resources	2A.3. Fourth graders will use the Powerhouse Kits and provide pictures of the final project.	2A.3. Teachers, Administration	2A.3. Review progress of projects, Test Scores, CWT	2A.3. Test Scores, Final Project Pictures
			2A.4. Time, Training, Resources	2A.4.Third graders will complete activity 4 or 12 from the Pearson Interactive Science core material in the STEM Activity Book and provide pictures of the final project.	2A.4. Teachers, Administration	2A.4. Review progress of projects, Test Scores, CWT	2A.4. Test Scores, Final Project Pictures
			2A.5. Volunteer coordination, Parent motivation , Transportation and Finances	2A.5. Family Math/Science Night – Involve students, parents, and community in hands-on math/science activities.	2A.5. Teachers, Administration	2A.5. Follow-up	2A.5. Parent Survey
			2A.6. Computers, Time for administration	2A.6.Write Score – Students will answers questions from a data base that will improve their Science knowledge.	2A.6. Teachers, Administration	2A.6. Scoring	2A.6. Data received from Write Score
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.

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Science Goal #2B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*				
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

End of Elementary and Middle School Science Goals

Florida Alternate Assessment High School Science Goals

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

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

2. **Florida Alternate Assessment:** **Students scoring at or above Level 7 in science.**			2.1.	2.1.	2.1.	2.1.	2.1.
Science Goal #2: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

End of Florida Alternate Assessment High School Science Goals

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

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

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

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2. Students scoring at or above Achievement Levels 4 and 5 in Biology 1.			2.1.	2.1.	2.1.	2.1.	2.1.
Biology 1 Goal #2: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

End of Biology 1 EOC Goals

Science Professional Development

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

Science Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
Write Score	Testing Data Base	Title I	$3,915.20

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			Subtotal:???
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:$3,915.20

End of Science Goals

Writing Goals

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

Writing Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.			1A.1. Time , Consistency in scoring, Training, Interesting topics	1A.1. Using Documented Based Questioning (DBQ) to improve writing through the science content.	1A.1. Teachers, DBQ Coordinator, Literacy Coach, Administration	1A.1. .Student work samples	1A.1. Final writing piece with the calibration meeting
Writing Goal #1A: An increase of 2% if students achieving Adequate Yearly Progress (FCAT Level 4.0 and higher) in writing.	2012 Current Level of Performance:* *78% (93)*	2013 Expected Level of Performance:* *80% (95)*					
			1A.2. Scheduling	1A.2. Students will have writing samples scored and analyzed by "Write Score" and teachers will receive diagnostic data along with targeted lesson plans and professional development.	1A.2. Teachers, Literacy Coach, Curriculum Resource Teacher, Administration	1A.2. Student work samples	1A.2.Final writing scores
			1A.3. Funding	1A.3. A Writing Consultant will work with students to improve their writing skills.	1A.3. Teachers, Writing Consultant, Administration	1A.3. Student work samples	1A.3.Final writing piece

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		1A.4. Scoring – New standards	1A.4. Teachers will be trained by using anchor sets and the FCAT Rubric to improve their writing instruction	1A.4. Teachers, Administration	1A.4. Score work samples	1A.4. FCAT Writing Scores
1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.		1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Writing Goal #1B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.* / 2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

Writing Professional Development

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

Writing Budget (Insert rows as needed)

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

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Strategy	Description of Resources	Funding Source	Amount
Write Score	Scoring of writing	Title I	$3,915.20
			Subtotal:$3,915.20
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
Writing Consultant	Writing Coach	Title I	TBD
			Subtotal:
			Total:$3,915.20

End of Writing Goals

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

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

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

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

Civics Professional Development

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

Civics Budget (Insert rows as needed)

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

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

End of Civics Goals

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

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

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

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

U.S. History Professional Development

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

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

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

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

End of U.S. History Goals

Attendance Goal(s)

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

Attendance Goal(s)			Problem-solving Process to Increase Attendance			
Based on the analysis of attendance data and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Attendance			1.1. Parent involvement	1.1. Teachers will review the attendance policy with students and parents. A copy of the Lake County Schools Code of Student Conduct and Policy Guide will be given to students and parents. Students will sign the Student Acknowledgement form, and both student and parents	1.1. Teachers, Administration, School Social Worker, Data Clerk, Family School Liaison	1.1.Increase of student attending school – attendance and Teachers will turn in sign in sheets to Family/School Liaison, survey will be sent to parents following event	1.1. AS400 and Results from parent survey, total percentage of parents who attended,
Attendance Goal #1: An increase of 1% of students improving their	2012 Current Attendance Rate:* *94.97%(717)*	2013 Expected Attendance Rate:* *95.97(726)*					

attendance.	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)		will sign the 2012-2013 Parent and Student Notification form. Both forms will be kept on record as proof that it was received and read. Also, during the "Meet the Teacher and Curriculum Night" scheduled for each grade level during the week of August 14th -17th 2012, parents will receive information on attendance, academic and behavioral expectations.			
	26.39% (200)	*25.39%(180)*					
	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)					
	90%(73)	*89%(64)*					
			1.2. Parent Involvement	1.2. Sending letters home to parents, conference or calling stating days missed, and the impact on academic achievement. And if needed, the school's Social Worker will visit the parents. The MTSS process will be started (as stated in the Student Services folder) for those students who have a pattern of non-attendance	1.2. Administration, Social Worker, MTSS Team, Guidance Counselors	1.2. Increase of student attending school – attendance	1.2.AS400
			1.3. Funding	1.3. School incentives for good attendance – Each month students can earn Perfect Attendance Dog Tags and receive special gifts when donated	1.3. PTO, Curriculum Resource Teacher, Dianna Smith, Administration	1.3. AS400	1.3. AS400

Attendance Professional Development

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

Attendance Budget (Insert rows as needed)

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

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: *To reduce Out-of School suspensions by 10 students.*	2012 Total Number of In –School Suspensions	2013 Expected Number of In- School Suspensions	1.1.Students not clear on school and county expectations	1.1. Teacher and administrators will clearly define expectation by using the Lake County School Code of Code and Student Handbook to ensure that students understand what is expected of them. Students will sign the Student Acknowledgement form, and both student and parents will sign the 2012-2013 Parent and Student Notification form. Both forms will be kept on record as proof that it was received and read.	1.1. Teachers and Administration	1.1. Monitor discipline data	1.1.Discipline Data
	13	*3*					
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In -School					
	13	3					
	2012 Total Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions					
	54	*44*					
	2012 Total Number of Students Suspended Out- of- School	2013 Expected Number of Students Suspended Out- of-School					
	54	*44*					
			1.2.Student continues to receive referrals	1.2. Students with multiple discipline referrals will be referred to the MTSS Team. The MTSS team and classroom teacher will discuss referrals, and determine the focus behavior and steps to take to help the student (Behavior Education Program)	1.2.Teachers, Administration, MTSS Team	1.2.Monitor discipline data	1.2.Discipline data
			1.3.Time, Money, Donations	1.3. The school will reinforce behavior by using Behavior Plans, and Positive Reinforcement.	1.3.Teachers, Guidance, Administration	1.3.Classroom Observation, Referrals	1.3.Referral
			1.4. Attendance	1.4. School Plus, "Saturday School" will be available every Saturday for 3 hours, except on holiday weekends for students	1.4.School Plus Teacher, Administration	1.4.Referrals	1.4.Referrals

		with disciplinary issues. Students will complete assignments missed because of inappropriate behavior or work on behavior skills.			

Suspension Professional Development

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

Suspension Budget (Insert rows as needed)

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

School Plus/Saturday School	Instructor	Safe Schools/District	$3,198.49 funding from county
Awards for good Behavior	Bull pup Tags and Donated Items (Bikes, Stuffed animals, Books)	PTO and Community	NA
			Subtotal:
			Total:

End of Suspension Goals

Dropout Prevention Goal(s)

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

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

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

Dropout Prevention Professional Development

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

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		PLC Leader	school-wide)	frequency of meetings)		

Dropout Prevention Budget (Insert rows as needed)

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

End of Dropout Prevention Goal(s)

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Parent Involvement Goal(s)

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: To increase parental involvement at each event by 20.	2012 Current Level of Parent Involvement:* *On average, 209 adults attended 40 events.*	2013 Expected Level of Parent Involvement:* *Increase o to229 adults at each event.*	1.1.Information read, Meeting be made a priority, Time, Transportation, Work	1.1. Advertise events on website as well as via newsletter and automatic school messenger. Students will be asked to write the meeting information in their school agenda. Meeting times were changed to right after school with daycare and snack provided for students. Parents will be offered training on how to utilize the new "School Messenger".	1.1.Family School liaison, Administration, District's IT	1.1.Check website monthly to make sure events are updated, copies of newsletter	1.1.Climate survey, Sign-in Sheet
			1.2. Information read, Meeting be made a priority, Time, Transportation, Work	1.2. Hold a combination "Meet the Teacher and Curriculum Night" for each grade level during the week of August 13, 2012 so that parents will have information on academics, attendance and behavioral expectations.	1.2. Family School Liaison and Administration, Teacher	1.2. Teachers will turn in sign in sheets to Family School Liaison, survey will be sent to parents following event	1.2. Results from parent survey, total percentage of parents who attended, Sign-in sheet
			1.3. Parent Involvement, Computer access, Teachers inputting grades daily	1.3. Keep parents updated on attendance and grades via eSembler. Parents will be offered training on how to use eSembler.	1.3.Administrative team, Family School Liaison, District's IT	1.3.Check mid-year with IT to determine how many parents use eSembler and if training or additional support is needed	1.3.Data collected from IT
			1.4. Parent Involvement	1.4. Involve parents in their child's education through Lunch with Grandparents, Family Book Fair Nights, Read Across America/Dr. Seuss, Field Day, Awards Ceremony, Science Fair, Family Reading Night, Family Math Night, Report Card Night, Doughnuts with Dad, and Muffins with Mom	1.4. Family School Liaison, Teachers, Administration	1.4. Sign in sheet from these activities	1.4. Climate survey and Meeting attendance

Parent Involvement Professional Development

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

Parent Involvement Budget

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			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
Family Involvement	Family/school liaison	Title I	$6,199.00
Family Reading and FCAT Night	Funding for food and custodians	Title I	Included in above amount
Family Math and Science Night	Materials and supplies	Title I	Included in above amount

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Doughnuts with Dad	Donations, Family/school liaison	Title I	Included in above amount
Muffins with Mom	Donations, Family/school liaison	Title I	Included in above amount
Parent Institute Magazine	Information to help parents with their children learning	Title I	$188.10
Newsletter	Materials	Title I	$141.60
			Subtotal:
			Total:$6,528.70

End of Parent Involvement Goal(s)

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
STEM Goal #1: An increase of 7% of students scoring at 3 or above in reading; an increase of 7% of student scoring at 3 or above in math; and an increase of 7% of students achieving proficiency in science.	1.1. Time	1.1. Students will participate in an enrichment program called "Smiley Face Math".	1.1. Teachers, Administration	1.1. Review test scores, CWT	1.1. Test scores
	1.2. Volunteer coordination, Parent motivation , Transportation and Finances	1.2. Family Math/Science Night – Involve students, parents, and community in hands-on math/science activities.	1.2. Teachers, Administration	1.2. Follow-up	1.2. Parent Questioner
	1.3. Parent participation, Finances, Materials	1.3. Students (Pre-K-5) will participate in the Science Fair.	1.3.Teachers, Administration	1.3. Science Project	1.3.Final Science Project
	1.4. Time, Training, Resources	1.4. Students (3-5) will participate in STEM enrichment activities to prepare for the STEM Bowl.	1.4. Teachers, Administration	1.4. Review progress of projects, Test Scores, CWT	1.4. Test Scores, Final Project Pictures
	1.5.Time, Training,	1.5. Fourth graders will use the	1.5.Teachers,	1.5. Review progress of projects,	1.5.Test Scores, Final Project

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		Resources	Powerhouse Kits and provide pictures of the final project.	Administration	Test Scores, CWT	Pictures
		1.6.Time, Training, Resources	1.6. Third graders will complete activity 4 or 12 from the Pearson Interactive Science core material in the STEM Activity Book and provide pictures of the final project.	1.6. Teachers, Administration	1.6. Review progress of projects, Test Scores, CWT	1.6. Test Scores, Final Project Pictures

STEM Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Science Fair	Pre-K - 5	Rose Sedley	School Wide	1st Semester	Observations, Projects	Administration, Pattie Nielson

STEM Budget (Insert rows as needed)

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

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

End of STEM Goal(s)

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Career and Technical Education (CTE) Goal(s)

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

CTE Professional Development

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

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CTE Budget (Insert rows as needed)

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

End of CTE Goal(s)

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Additional Goal(s)

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

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Additional Goal			1.1. Time and resources	1.1. The RtI Team (Student Success Team) and classroom teacher will meet to discus the student's academic, attendance and behavioral needs.	1.1. RtI Team, Teacher	1.1. Students grades, attendance and referrals, Review of Tier I Data,	1.1. Grades , attendance and referral reports
Additional Goal #1: *Enter narrative for the goal in this box.* To decrease by 1% the number of student in the Level 2 and 3, RtI process.	2012 Current Level :* *Enter numerical data for current goal in this box.* 7%(55)	2013 Expected Level :* *Enter numerical data for expected goal in this box.* 6%(50)					
			1.2. Learning Styles Kagan Strategies, Differentiated Instruction	1.2. Students that are in Tier 2 & 3 in the RtI process will utilize available interventions according to area of concern.	1.2. RtI Team, Teacher	1.2. RtI (SST)Team meetings, Tier 2 and 3 Data	1.2. Progress Reports that are generated for progress monitoring
			1.3.	1.3.	1.3.	1.3.	1.3.
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
2. Additional Goal			1.1. Teachers recognizing bulling and staff being consistent	1.1. **Review School Board policy that addresses bullying with staff and go over Anti-bullying plan.**	1.1. Administration	1.1. Number of incidences were bullying takes place will decrease	1.1. Bully reporting forms found in guidance and referrals
Additional Goal #1: *There will be 0% reports of bullying that result in disciplinary action.*	2012 Current Level :* *Enter numerical data for current goal in this box.* 0% (0)	2013 Expected Level :* *Enter numerical data for expected goal in this box.* 0% (0)					

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		1.2. Students missing information due to attendance, not paying attention or not understanding	1.2. To reduce the number of incidences where students are bullying each other, teachers will review the Anti-bullying plan with students and the plan will be sent home to each family.	1.2. Administration, Teachers	1.2. Lesson plans, Bully reports, Discipline Referrals	1.2. Discipline Referrals that result from Bully Reports
		1.3. Student might miss information due to attendance or not paying attention	1.3. Guidance Counselors will use "Too Good for Violence" in their lessons to help students build community and stop bullying before it starts.	1.3. Guidance Counselors	1.3. Bully reports	1.3.. Discipline Referrals that result from bully reports

Additional Goals Professional Development

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

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

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

End of Additional Goal(s)

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Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	
	Total:$12,759.00
CELLA Budget	
	Total: Included in Writing
Mathematics Budget	
	Total: Included in Reading
Science Budget	
	Total: Included in Writing
Writing Budget	
	Total: $3,915.20
Civics Budget	
	Total:
U.S. History Budget	
	Total:
Attendance Budget	
	Total:
Suspension Budget	
	Total: County pays for School Plus
Dropout Prevention Budget	
	Total:
Parent Involvement Budget	
	Total:$6,528.70
STEM Budget	
	Total:
CTE Budget	
	Total:
Additional Goals	
	Total:
	Grand Total:$23,202.90

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Differentiated Accountability

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

School Differentiated Accountability Status		
☐Priority	☒Focus	☐Prevent

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

School Advisory Council (SAC)

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

☒ Yes   ☐ No

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

Describe the activities of the SAC for the upcoming school year.
The SAC will be involved in the following activities: Approving the School Improvement Plan and Parent Involvement Plan; Review student data and make academic recommendations; Work on the school's Vision and Mission Statement; Work on SAC Accreditation; and other educational issues.

Describe the projected use of SAC funds.	Amount
As of 11/8/12 the funds have not been used	$2,600.00

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