FLORIDA DEPARTMENT OF EDUCATION

School Improvement Plan (SIP)
Form SIP-1

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: Callahan Middle School	District Name: Nassau County
Principal: Ellen Ryan	Superintendent: John Ruis
SAC Chair: Pamela Smith	Date of School Board Approval: Pending - October 25, 2012

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.
School Grades Trend Data (Use this data to complete Sections 1-4 of the reading and mathematics goals and Sections 1 and 2 of the writing and science goals.)
Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data (Use this data to inform the problem-solving process when writing goals.)
High and Middle 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	Ellen Ryan	BA, MA, Med Certifications: Elementary Ed, Early Childhood, ESOL, Gifted Endorsement, Principal All Levels	16	16	"A" Rated School for last 10 consecutive years. *2011-2012* School Grade: A. FCAT Proficiency: 61% Reading/ 60% Math. FCAT Learning Gains 69% Reading /64% Math. FCAT Lowest 25% Learning Gains: 74% Reading/57% Math. *2010-2011* School Grade: A. FCAT Proficiency: 75% Reading/ 73% Math. FCAT Learning Gains 63% Reading /68% Math. FCAT Lowest 25% Learning Gains: 64% Reading/64% Math. *2009-2010* School Grade: A. FCAT Proficiency: 76% Reading/ 73% Math. FCAT Learning Gains 65% Reading /72% Math. FCAT Lowest 25% Learning Gains: 66% Reading/66% Math. *2008-2009* School Grade: A. FCAT Proficiency: 76% Reading/ 71% Math. FCAT Learning Gains 68% Reading 66/% Math. FCAT Lowest 25% Learning Gains: 73% Reading/62% Math. *2007-2008* School Grade: A. FCAT Proficiency: 72% Reading/ 75% Math. FCAT Learning Gains 63% Reading /76% Math. FCAT Lowest 25% Learning Gains: 62% Reading/70% Math.
Assistant Principal	Brad Underhill	BS, Med, Biology Certifications: Biology 6-12	12	6	"A" Rated School for last 10 consecutive years. See above documentation.

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	Paula Thompson	Masters Elementary Ed, MGIC, Reading Endorsement	7	4	"A" Rated School for last 10 consecutive years. *2011-2012* School Grade: A. FCAT Proficiency: 61% Reading/ 60% Math. FCAT Learning Gains 69% Reading /64% Math. FCAT Lowest 25% Learning Gains: 74% Reading/57% Math. *2010-2011* School Grade: A. FCAT Proficiency: 75% Reading/ 73% Math. FCAT Learning Gains 63% Reading /68% Math. FCAT Lowest 25% Learning Gains: 64% Reading/64% Math. *2009-2010* School Grade: A. FCAT Proficiency: 76% Reading/ 73% Math. FCAT Learning Gains 65% Reading /72% Math. FCAT Lowest 25% Learning Gains: 66% Reading/66% Math. *2008-2009* School Grade: A. FCAT Proficiency: 76% Reading/ 71% Math. FCAT Learning Gains 68% Reading 66/% Math. FCAT Lowest 25% Learning Gains: 73% Reading/62% Math. *2007-2008* School Grade: A. FCAT Proficiency: 72% Reading/ 75% Math. FCAT Learning Gains 63% Reading /76% Math. FCAT Lowest 25% Learning Gains: 62% Reading/70% Math.

Effective and Highly Effective Teachers

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

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Description of Strategy	Person Responsible	Projected Completion Date
1. Recruitment and hiring of highly qualified teachers with multiple endorsements and certifications	Principal, PLC Leaders	Prior to the first day of planning
2. Provide support for new teachers through peer mentoring, professional learning communities, Book studies, Marzano's Principles	Principal, PLC Leaders	On-going
3. Provide staff development opportunities to become Reading Endorsed, ESOL Endorsed, etc.	Principal, Staff Development, PLC Leaders	On-going
4. Provide training in the Common Core Standards	PLC Leaders	On-going

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Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and who received less than an effective rating (instructional staff only).
*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of instructional staff and paraprofessionals that are teaching out-of-field and who received less than an effective rating (instructional staff only).	Provide the strategies that are being implemented to support the staff in becoming highly effective
0	Highly qualified requirements are posted on Nassau County School Board Website. Staff is included in on-going staff training.

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	% of teachers with an Effective rating or higher	% of Reading Endorsed Teachers	% of National Board Certified Teachers	% of ESOL Endorsed Teachers
48	6.25% (3)	39.58% (19)	33.33% (16)	20.83% (10)	29.16% (14)	100% (48)	31.25% (15)	0	9.6% (5)

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
Kelly Brunette and Monica Wright	Kimberly Huber	New teacher	Behavioral management training, Observation opportunities and feedback
Kelly Brunette and Monica Wright	Laura Landerville	New teacher	Behavioral management training, Observation opportunities and feedback

Kelly Brunette and Monica Wright	Jana Lee	New teacher	Behavioral management training, Observation opportunities and feedback

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Additional Requirements

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

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

Title I, Part A
Title I, Part C- Migrant
Title I, Part D
Title II
Title III
Title X- Homeless
Supplemental Academic Instruction (SAI)
Violence Prevention Programs
Nutrition Programs
Housing Programs
Head Start
Adult Education
Career and Technical Education
Job Training
Other

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

School-Based MTSS/RtI Team
Identify the school-based MTSS leadership team. The MTSS core team consists of: Administrator, school counselor, reading coach, department heads, and teachers.
Describe how the school-based MTSS leadership team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts? The MTSS leadership team is responsible for ensuring that the school has in place a system that provides increasingly intense and individualized interventions, resources and supports needed to meet the unique needs of its students. In order to identify those needs, the team must analyze data to determine deficits and other areas in need of improvement. The team looks at academic, attendance and behavior related data. As the team disaggregates the data, it is identifying which students are meeting grade level expectations and which are not. It is looking for patterns and trends in the data. Leading questions: Are certain groups of students failing to meet expectations in certain subjects? Or, are there certain groups who have other non-academic barriers to achievement that must be addressed before they will be able to meet academic success? Are there trends in achievement within specific subgroups that need to be addressed? Once those areas of need have been identified, the leadership team disseminates this information to the departments, literacy teams and other school based teams. They will assist in determining appropriate research based interventions to remediate specific deficits and identify other available resources to meet individual student needs. The departments/teams oversee the implementation of the interventions and monitor student progress through regularly scheduled meetings. The progress monitoring information will be shared with the departments/teams, who will together examine the effectiveness of interventions through student progress monitoring data and fidelity checks.
Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the RtI problem-solving process is used in developing and implementing the SIP? The RtI problem solving process provides the framework for developing the SIP. This framework requires schools to identify problems within the general population of students and within subgroups of students, analyze why the problems are occurring and formulate an intervention plan and then measure the effectiveness of the interventions through regular progress monitoring. The RtI teams plan to address and remediate areas of deficit becomes the basis for the school improvement plan.

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MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.
      Tier I-Data sources: FCAT 2.0, FAA, EOCs in Algebra I. Data programs: FOCUS, PMRN, FCAT Data Star
      Tier II-Program specific data for Tier II instruction- READ 180 Next Generation, Achieve 3000
      Tier III- PMP student individualized progress monitoring plans

Describe the plan to train staff on MTSS. The District RtI Specialist, district support personnel, and Florida Department of Education online RtI introductory course are available
Describe the plan to support MTSS. District Problem Solving/Response to Intervention Process Implementation Guide

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT).Administration, Reading Coach, Media Specialist, Department heads and teachers.
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).   The purpose of the Literacy Leadership Team is to create capacity of reading knowledge within the school building, to identify literacy goals and to develop an action plan to achieve those goals. The principal, reading coach, mentor reading teachers, content area teachers, and other principal appointees will serve in this role. Literary Leadership teams meet regularly to address professional development in literacy, content area literacy initiatives, and reading intervention programs. The principal and reading/literacy coach at the school chair or co-chair these meetings.
What will be the major initiatives of the LLT this year? The LLT will support instructional strategies to improve reading comprehension and the Common Core State Standards for College and Career Readiness in reading, writing, speaking, listening, and language. The LLT team will provide professional development throughout the year to ensure that text complexity, along with close reading and rereading of texts, is central to lessons, to provide scaffolding that does not preempt or replace text reading by students, to develop and ask text dependent questions from a range of question types, to emphasize that students support their answers based upon evidence from the text, and to provide extensive research and writing opportunities.

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

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

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

The Reading Coach, along with the principal and Literacy Leadership Team employ research-based strategies to support reading/writing instruction across the curriculum. The Reading Coach provides professional development activities to engage all teachers through Professional Learning Communities. Students' mastery of the Common Core State

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Standards and FCAT 2.0 requires a unified approach by all teachers to meet the particular challenges of reading and writing in each subject area. Teachers' use of high quality complex text will provide a context for building language and vocabulary. By extracting information from more complex informational text, using text evidence to explain and justify an argument in discussion and writing, analyzing and critiquing the effectiveness and quality of an author's writing style, presentation, or argument, students reading skills will become more highly developed. Monitoring the effectiveness of this goal will include: classroom walkthrough data, program data, progress monitoring data, lesson plans, and student artifacts.

*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.

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. Students may fail to see the connection between classroom activities and learning goals.	1A.1. Teachers will develop clearly stated learning goals accompanied by a scale or rubric that describes levels of performance to help students see the connections between classroom activities and learning goals. (Marzano's Art and Science of Teaching Framework) Teach Common Core Reading Standards: Evidence, Main Idea, Interaction, Interpretation, Structure, Multimedia, Argument, Multi-text, Complexity	1A.1.Student, Teacher, and Administrator	1A.1. Assessment data, student interviews, administrative walk-throughs	1A.1. Assessment data, student interviews, administrative walk-throughs
Reading Goal #1A: The goal for the 2012-2013 testing year is to increase the percent of Callahan Middle School students scoring Level 3 or higher on the FCAT 2.0 NGSSS Reading Component by 2%.	2012 Current Level of Performance:* 61% (474) of students scored at Achievement Level 3 in reading.	2013 Expected Level of Performance:* 63% (490) of students will score at Achievement Level 3 in reading.					
			1A.2 Students may not relate what is addressed in class to their personal interests.	1A.2 Teacher will make connections between students' interests and class content to engage students in the learning process. (Marzano's Art and Science of Teaching Framework)	1A.2. Student, Teacher, and Administrator	1A.2. Assessment data, student interviews, administrative walk - throughs	1A.2. Assessment data, student interviews, administrative walk-throughs

		1A.3 Data analysis is necessary to support targeted instruction to improve student achievement.	1A.3.. Teachers will utilize FAIR , Achieve 3000, and FCAT explorer data to target instruction to improve student achievement	1A.3. Student, Teacher and Administrator	1A.3. Assessment data, student interviews, administrative walk-throughs	1A.3. Assessment data, student interviews, administrative walk-throughs
		1A4 Assessments from instructional software programs and data analysis require the availability and dependability of computer access and technological support. Teachers may need technology support.	1A4 Request district assistance for technology support.	1A4 Student, Teacher, and Administrative feedback	1A4 Request district assistance	1A4 Request district assistance

1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.		1B1. Students may struggle with having a clear understanding of what is expected of them and to set goals for their learning.	1B.1. Teachers will provide clear learning goals and scales (PAES Labs and Unique Learning System, Marzano's Art and Science of Teacher Framework), and will utilize district purchased programs and software to track student progress.	1. B1. School administration and classroom teacher	1. B1. In class progress monitoring by teacher, classroom walkthroughs by school administration	1. B1. Florida Alternate Assessment

Reading Goal #1B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*
All students scored **above** a level 4, 5, or 6 and will continue to do so.	*0% of students scored at level 4, 5, 6 as 100% scored higher*	*0% of students will score at level 4, 5, and 6 as 100% will score higher.*

		1B2. Students may struggle to comprehend new content as it is introduced	1B.2. Teachers will help students identify critical information, organize new knowledge, preview new content, chunk content into digestible bites, and process new information(PAES Labs and Unique Learning System, Marzano's Art and Science of Teacher	1B.2. School administration and classroom teacher	1B.2. In class progress monitoring by teacher, classroom walkthroughs by school administration.	1. B2. Florida Alternate Assessment

			Framework)			
		1B3. Students may struggle to retain content that they have already learned.	1B.3. Teachers will help students review content, practice and deepen knowledge, practice skills, strategies, and processes. (Marzano's Art and Science of Teacher Framework)	1B3. School administration and classroom teacher	1B.3. In class progress monitoring by teacher, classroom walkthroughs by school administration	1B.3. Florida Alternate Assessment

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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 in reading.			2A.1. Students may not be engaged in cognitively complex tasks.	2A.1. Teachers will incorporate common core state standards for literacy to challenge students to higher levels of achievement.	2A.1. Student, Teacher and Administrator	2A.1. Assessment data, student interviews, administrative walk-throughs	2A.1. Assessment data, student interviews, administrative walk-throughs
Reading Goal #2A: The goal for the 2012-2013 testing year is to see a 2% increase in the number of students scoring above proficiency (Levels 4 and 5) on the FCAT 2.0 NGSSS Reading Component.	2012 Current Level of Performance:* 11% (89) of students scored above proficiency	2013 Expected Level of Performance:* 13% (99) of students will score above proficiency					
			2A.2. Students may need assistance to interact with new knowledge.	2A.2. Teachers will implement Marzano's Art and Science of Teaching Framework and the associated research-based instructional strategies in every classroom.	2A.2.Student, Teacher and Administrator	2A.2. Assessment data, student interviews, administrative walk-throughs	2A.2.Assessment data, student interviews, administrative walkthroughs
			2A.3. Assessments from instructional software programs and data analysis require the availability and dependability of computer access and technological support. Teachers may need technology support.	2A.3. Request district assistance for technology support.	2A.3. Student, Teacher and Administrator, District Technology Department	2A.3. Request district assistance	2A.3.Request district assistance
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.			2B1. Students may struggle with having a clear understanding of what is expected of them and to set goals for their learning.	2B1. Teachers will utilize district purchased programs and software to provide clear learning goals and scales, and to track student progress (PAES Labs and Unique Learning System, Marzano's Art and Science of Teacher Framework)	2B1. School administration and classroom teacher	2B1. In class progress monitoring by teacher, classroom walkthroughs by school administration	2B1. Florida Alternate Assessment
Reading Goal #2B: The percentage of students scoring at levels 7, 8, or 9 on the FAA will remain at 100% (8).	2012 Current Level of Performance:* 100% (8)	2013 Expected Level of Performance:* 100% (8)					

				Teach Common Core Reading Standards: Evidence, Main Idea, Interaction, Interpretation, Structure, Multimedia, Argument, Multi-text, Complexity			
			2B.2. Students may struggle to comprehend new content as it is introduced.	2B.2. Teachers will utilize district purchased programs and software to help students identify critical information, organize students to interact with new knowledge, preview new content, chunk content into digestible bites, and process new information (PAES Labs and Unique Learning System, Marzano's Art and Science of Teacher Framework,)	2B.2. School administration and classroom teacher	2. B2. In class progress monitoring by teacher, classroom walkthroughs by school administration.	2. B2. Florida Alternate Assessment
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in reading.			3A.1. Students may require intensive and differentiated instruction in reading.	3A.1. Teachers will use research based instructional strategies and utilize programs that provide differentiated instruction for all students, including Read 180, Achieve 3000.	3A.1. Student, Teacher, Reading Coach, Media Specialist and Administrator	3A.1. Program reports, assessment data, student interviews, administrative walk- throughs	3A.1. Program reports, assessment data, student interview, administrative walk-throughs
Reading Goal #3A: Goal: For the 2012-2013 testing year, the percent of Callahan Middle School students making Learning Gains on the FCAT 2.0 NGSSS Reading Component will increase by 2%.	2012 Current Level of Performance:* *69% (509) of students made learning gains in FCAT 2.0 Reading*	2013 Expected Level of Performance:* *72% (532) of students will make learning gains in FCAT 2.0 Reading*					
			3A.2. Assessments from instructional software programs and data analysis require the availability and	3A.2. Request district assistance for technology support.	3A.2. Request district assistance	3A.2 Student, Teacher and Administrator feedback	3A.2.Requrest district assistance

		dependability of computer access and technological support. Teachers may require additional support.				
		3A 3 Students may not be organized to practice and deepen knowledge	3A.3. Teachers will implement strategies from Marzano's Art and Science of Teaching Framework and utilize READ 180, Achieve 3000, and to increase student achievement.	3A.3. Student, Teacher, Reading Coach, Media Specialist and Administrator	3A.3. Program reports, assessment data, student interview, administrative walk-throughs	3A.3. Program reports, assessment data, student interviews, administrative walk-throughs.
3B. Florida Alternate Assessment: Percentage of students making learning gains in reading. The percentage of student making learning gains will increase 12%.	2012 Current Level of Performance:* _88% (7)_	2013 Expected Level of Performance:* _100% (1)_	3B1. Students may struggle with having a clear understanding of what is expected of them and to set goals for their learning.	3B1. Teachers will utilize district purchased programs and software to provide clear learning goals and scales, and to track student progress (PAES Labs and Unique Learning System, Marzano's Art and Science of Teacher Framework). Teach Common Core Reading Standards: Evidence, Main Idea, Interaction, Interpretation, Structure, Multimedia, Argument, Multi-text, Complexity	3B1. School administration and classroom teacher	3B1. In class progress monitoring by teacher, classroom walkthroughs by school administration	3B1. Florida Alternate Assessment
			3B.2. Students may struggle to comprehend new content as it is introduced	3B.2. Teachers will utilize district purchased programs and software to help students identify critical information, organize students to interact with new knowledge, preview new content, chunk content into digestible bites, and process new information (PAES Labs and Unique Learning System, Marzano's Art and	3B.2. School administration and classroom teacher	3B2. In class progress monitoring by teacher, classroom walkthroughs by school administration.	3B2. Florida Alternate Assessment

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			Science of Teacher Framework)			

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. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading. Reading Goal #4: For the 2012-2013 testing year, the percent of Callahan Middle School students in the Lowest 25% on the FCAT 2.0 NGSSS Reading Component will increase in making Learning Gains by 2%.	2012 Current Level of Performance:* *39% (71)*	2013 Expected Level of Performance:* *41% (75)*	4A.1. Lower quartile students may not be fully engaged in the learning process.	4A.1. Teachers will communicate high expectations for all students, will assist students to interact with new knowledge, and will provide practice of skills, strategies and processes to improve the performance of lower quartile students. (Marzano's Art and Science of Teaching Framework) Nassau County's District Reading Plan will be implemented for students who score at Level 1 or Level 2 on FCAT Reading and who have intervention needs in the areas of decoding and/or text reading.	4A.1. Student, Teacher and Administrator Reading Coach, Counselor, Administrator	4A.1. Assessment data, student interviews, administrative walk-through Data Analysis: FCAT 2.0, Read 180, Achieve 3000	4A.1. Assessment data, student interviews, administrative walk-through Data Analysis: FCAT 2.0, Read 180, Achieve 3000
			4A.2 Assessment data from instructional software programs and data analysis require the availability and dependability	4A 2. Request district assistance for technology support.	4A.2. Request district assistance	4A.2. Student, Teacher and administrative feedback	4A.2. Request district assistance

		of computer access and technological support. Teachers may need additional technology support.			
		4A.3 Lower quartile students may require additional support to process new information.	4A 3. Teachers will employ strategies to chunk content into digestible bites, elaborate on new information and record and represent new knowledge. (Marzano's Art and Science of Teaching Framework) Teach Common Core Reading Standards: Evidence, Main Idea, Interaction, Interpretation, Structure, Multimedia, Argument, Multi-text, Complexity	4A.3. Student, Teacher, Reading Coach, Administrator	4A.3.Assessment data, student interviews, administrative walk-throughs	4A.3.Assessment data, student interviews, administrative walk-throughs

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**	All Groups: 61% Black: 59% Hispanic: 68% White: 61% SWD: 26% Econ. Dis: 52%	All Groups: 68% Black: 67% Hispanic: 83% White: 68% SWD: 45% Econ. Dis.: 59%	All Groups: 72% Black: 70% Hispanic: 85% White: 72% SWD: 51% Econ. Dis.: 63%	All Groups: 75% Black: 73% Hispanic: 87% White: 75% SWD: 56% Econ. Dis.: 67%	All Groups: 78% Black: 77% Hispanic: 88% White: 78% SWD: 62% Econ. Dis.: 71%	All Groups: 81% Black: 80% Hispanic: 90% White: 81% SWD: 67% Econ. Dis.: 76%
Reading Goal #5A: AMO targets in reading will be met. The following represents the percent of students making satisfactory scores in Reading for the 2010-2011 school year. All Groups: 62%							

Black: 60% Hispanic: 80% White: 62% SWD: 34% Econ. Dis: 51%						
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.** Reading Goal #5B: The goal for the 2012-2013 testing year is to see an increase by 2% in the white and black subgroups making satisfactory progress in reading.	2012 Current Level of Performance:* White: 61% (422) Black: 57% (17) Hispanic: 60% (3) Multi 50% (5) Asian: 75% (6) Indian: 100% (1) Students made satisfactory progress in reading.	2013 Expected Level of Performance:* White: 63% (432) Black: 59% (10) Students will make satisfactory progress in reading.	5B.1. Student Motivation	5B.1. Data analysis to target instruction. Utilize instructional software (READ 180 Next Generation, Achieve 3000) to meet individual needs.	5B.1. Principal, assistant principal, counselors, & reading coach.	5B.1. Data Analysis	5B.1. Ongoing progressing monitoring data
			5B.2 Parental Involvement	5B.2. Increase parental awareness of school programs through FOCUS, School Reach, the Rambler Parent Press Newsletter and local newspaper articles submitted by Callahan Middle School.	5B.2. Principal, Communities in Schools Site Director	5B.2. Success of this objective will be determined by increased parent volunteers and parent attendance at school activities including CMAC membership.	5B.2. Volunteer log Visitor log CMAC Sign in Sheet

		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 reading.			5C.1. ELLs have not had enough time in the ESOL program to become proficient with English to pass the test. Average time for ELLs to be proficient is 3-5 years. However, each ELL is different based on support from home and literacy levels of parents.	5C.1.Teachers and ELL paraprofessional will continue to work with ELLs at their level, making the needed accommodations with the content area material. Involve ELLs in Community in Schools for reinforcement and assistance with assignments and homework.	5C.1.Principal, assistant principal, counselors, & reading coach.	5C. 1. Data analysis	5C.1.Ongoing progress monitoring data
Reading Goal #5C: ELL students will increase their FCAT reading level of performance in grades 6-8 for the 2012-2013 school year.	2012 Current Level of Performance :* 1 Ell Student enrolled – 0% (0 out of 1) proficient in FCAT reading	2013 Expected Level of Performance :* 100% (1 out of 1) student will make satisfactory progress in reading					
			5C.2. Not enough ESOL endorsed teachers who know strategies when working with ELLs at the different English levels.	5C.2. Provide more ESOL endorsed teachers for ELLs at schools with a large ELL population.	5C.2. Principal, assistant principal, counselors, & reading coach.	5C.2. Staff certifications	5C.2. Staff certifications
			5C.3. Lesson plans will be modified for the English level of each ELL, especially beginning and low intermediate ELLs.	5C.3. Check to make sure teachers are using the ELLs LEP Plan when making lesson plans.	5C.3. Principal, assistant principal, counselors, & reading coach.	5C.3. Review of lesson plans	5C.3. Ongoing progressing monitoring data

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		5C.4 For ELLs who have been in the program five years or longer, the gap between their grade level and performance is not closing. This is indicative of an ongoing need for increased intervention with MTSS.	5C: 4 MTSS team to address concerns	5C:4 MTSS personnel	5C:4 Review individual progress monitoring plans.	5C:4 Ongoing progressing monitoring data
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.		5D.1. The SWD population may have a broad range of needs and accommodations.	5D.1.Teachers will identify needs of SWD and provide accommodations and modifications specific to each student.	5D.1. Classroom teachers and school administration	5D.1. In class assessments and progress monitoring	5D.1. In class assessments and FCAT
Reading Goal #5D: Students with disabilities scoring 3 and above on FCAT reading will increase by 2%.	2012 Current Level of Performance:* *59% (51) students made satisfactory progress.* / 2013 Expected Level of Performance:* *61% (53) students will make satisfactory progress.*					
		5D.2. SWD may learn at a slower rate.	5D.2. Teachers will provide SWD with repetition and reinforcement for skill development.	5D.2. Classroom teachers	5D.2. In class assessments and progress monitoring.	5D.2. In class assessments and FCAT
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students <u>not</u> making satisfactory progress in reading.			5E.1. Teachers may be unaware of the situations faced by ED students.	5E.1. Teachers will identify and consider needs of ED students and provide interventions as needed.	5E.1. Classroom teachers	5E.1. In class assessments and progress monitoring	5E.1. FCAT
Reading Goal #5E: Economically Disadvantaged students will increase the percentage scoring 3 and above on FCAT 2.0 reading by 2%.	2012 Current Level of Performance:* 52% (176) of economically disadvantaged students made satisfactory progress.	2013 Expected Level of Performance:* 54% (183) economically disadvantaged students will make satisfactory progress.					
			5E.2. Limited Parental Involvement due to economy, high unemployment, and transportation to school (gas prices)	5E.2. Enroll targeted students in Communities in Schools Tutoring Program Use School Reach, Back to School Fair, Open House, Rambler Parent Press, FOCUS and community newspapers to inform parents of school participation opportunities. Provide FCAT Explorer Login information to students and parents and continue to press for 100% activation. Invite to attend Parent Literacy Night with their child	5E.2. Principal, Teachers, Guidance Department, All Staff	5E.2. Effectiveness of this strategy will be determined by an increase in parent/teacher conferences, increase in volunteerism and membership in CMAC as well as improved test scores.	5E.2. Communities in Schools attendance roster FOCUS Activation Records Parent participation in school activities Parent participation in school surveys Volunteer Logs Visitor log CMAC Sign in Sheet

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

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities						
Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Read 180	6-12	Scholastic Consultant	English/Reading Block Teachers	Summer, 2012 Winter, 2012	Leadership Dashboard	CRT, Building Administrator, Reading Coach, Teacher
Achieve 3000	6-12	Achieve 3000 Consultant	Grade 9, 10, English Teachers	Summer, 2012 Winter, 2012	System Data Analysis	CRT, Building Administrator, Reading Coach, Teacher
FAIR Training & PMRN Information Sessions	6-8 Language Arts	Reading Coach	Language Arts	September, 2012	FAIR Reports	Reading Coach
Marzano's High Yield Instructional Strategies	6-8 All Subject Areas	Principal	All Subjects	On-going	Classroom walk-through observations using iObservation Documentation in lesson plans When available, lesson plans and assignments posted on FOCUS	Principal, Reading Coach, Team Leaders
Common Core Standards: An Overview	6-12	Beacon Educator	Secondary Teachers	Fall/Winter 2012	Review of Professional Activity Implementation report.	Staff Development Administration

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FCAT Explorer	6-8 Language Arts	Reading Coach	All Subjects	September, 2012	FCAT Explorer class reports When available, lesson plans and assignments posted on FOCUS	Principal
Data Star	6-8 Language Arts	Principal	All Subjects	On-going	Continual Monitoring	Principal
Vocabulary Strategies/Word Walls	6-8 All Subject Areas	Reading Coach	All Subjects	On-going	Classroom walk-through observations using iObservation	Reading Coach, Principal, Assistant Principal
Accelerated Reader Training	6-8 Language Arts	Media Specialist	Language Arts	September, 2012	Accelerated Reader class reports When available, lesson plans and assignments posted on FOCUS	Media Specialist
Discovery Education	6-8 All Subject Areas	Reading Coach	All Subjects	September, 2012	When available, lesson plans and assignments posted on FOCUS	Principal, Reading Coach, Subject Area Leaders, Super Users
Cross-Curriculum Reading Instruction and Comprehension	6-8 All Subject Areas	Reading Coach	All Subjects	On-going	Classroom walk-through observations using iObservation Documentation in lesson plans	Principal, Reading Coach, Subject Area Leaders

					When available, lesson plans and assignments posted on FOCUS	
Differentiated Instruction	6-8 All Subject Areas	Reading Coach	All Subjects	On-going	Classroom walk-through observations using iObservation Documentation in lesson plans When available, lesson plans and assignments posted on FOCUS	Principal, Reading Coach, Subject Area Leaders, Super Users
Common Core Literacy Standards	6-8 All Subject Areas	Reading Coach	All Subjects	On-going	Classroom walk-through observations using iObservation Documentation in lesson plans When available, lesson plans and assignments posted on FOCUS	Principal, Reading Coach, Subject Area Leaders, Super Users
Bloom's Taxonomy	6-8 Language Arts	Reading Coach	All Subjects	On-going	Walk-through observations using iObservation	Principal, Assistant Principal

					Documentation in Lesson Plans When available, lesson plans and assignments posted on FOCUS	
iObservation	6-8 All Subject Areas	Principal	All Subjects	On-going	Walk-through observations Using iObservation	Principal, Assistant Principal

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Reading Budget (Insert rows as needed)

Include only school funded activities/materials and exclude district funded activities/materials. ***All resources funded by District			
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 Reading Goals

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Comprehensive English Language Learning Assessment (CELLA) Goals

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

CELLA Goals		Problem-Solving Process to Increase Language Acquisition				
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring proficient in listening/speaking. CELLA Goal #1: The percentage of students proficient in CELLA listening/speaking will remain at 100%.	2012 Current Percent of Students Proficient in Listening/Speaking: *100% (1)*	1.1. ELLs have not had enough time in the ESOL program to become proficient with English to pass the test. Average time for ELLs to be proficient is 3-5 years. However, each ELL is different based on support from home and literacy levels of parents.	1.1. Teachers and ELL paraprofessional will continue to work with ELLs at their level, making the needed accommodations with the content area material. Involve ELLs in Community in Schools for reinforcement and assistance with assignments and homework.	1.1. Principal, assistant principal, counselors, & reading coach.	1.1.Data analysis	1.1.CELLA
		1.2. Not enough ESOL endorsed teachers who know strategies when working with ELLs at the different English levels.	1.2. Provide more ESOL endorsed teachers for ELLs at schools with a large ELL population.	1.2. Principal, assistant principal, counselors, & reading coach.	1.2. Review teacher certifications, ESOL certifications, and teachers working towards endorsement.	1.2.Teacher Certification
		1.3. Lesson plans modified for the English level of each ELL, especially beginning and low intermediate ELLs.	1.3. Check to make sure teachers are using the ELLs LEP Plan when making lesson plans.	1.3. Principal, assistant principal, counselors, & reading coach.	1.3.Administrative walk throughs, teacher assessments	1.3. IObservation.
		1.4 ELLs who have been in the program five years or	1.4 MTSS team to address	1.4 MTSS personnel	1.4 Data Analysis	1.4 CELLA

		longer. The gap between their grade level and performance is not closing is indicative of an ongoing need for increased intervention with MTSS.	concerns.			
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.		2.1. ELLs have not had enough time in the ESOL program to become proficient with English to pass the test. Average time for ELLs to be proficient is 3-5 years. However, each ELL is different based on support from home and literacy levels of parents.	2.1. Teachers and ELL paraprofessional will continue to work with ELLs at their level, making the needed accommodations with the content area material. Involve ELLs in Community in Schools for reinforcement and assistance with assignments and homework.	2.1. Principal, assistant principal, counselors, & reading coach.	2.1. Data analysis	2.1.CELLA
CELLA Goal #2: The percentage of students proficient in CELLA reading will remain at 100%	2012 Current Percent of Students Proficient in Reading: *100% (1)*					
		2.2. Not enough ESOL endorsed teachers who know strategies when working with ELLs at the different English levels.	2.2. Provide more ESOL endorsed teachers for ELLs at schools with a large ELL population	2.2. Principal, assistant principal, counselors, & reading coach.	2.2. Review teacher certifications, ESOL certifications, and teachers working towards endorsement.	2.2. Teacher Certification
		2.3. Lesson plans modified for the English level of each ELL, especially beginning and low intermediate ELLs.	2.3. Check to make sure teachers are using the ELLs LEP Plan when making lesson plans.	2.3. Principal, assistant principal, counselors & reading coach.	2.3. Administrative walk throughs, teacher assessments	2.3. IObservation

		2.4 ELLs who have been in the program five years or longer. The gap between their grade level and performance is not closing is indicative of an ongoing need for increased intervention with MTSS.	2.4 MTSS team to address concerns	2.4 MTSS personnel	2.4 Data analysis	2.4 CELLA
Students write in English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Students scoring proficient in writing. CELLA Goal #3: The percentage of students proficient in CELLA writing will increase by 100% (1) student.	2012 Current Percent of Students Proficient in Writing : *0% (1)*	3.1. ELLs have not had enough time in the ESOL program to become proficient with English to pass the test. Average time for ELLs to be proficient is 3-5 years. However, each ELL is different based on support from home and literacy levels of parents.	3.1. Teachers and ELL paraprofessionals will continue to work with ELLs at their level, making the needed accommodations with the content area material. Involve ELLs in Community in Schools for reinforcement and assistance with assignments and homework.	3.1. Administration, counselors & reading coach.	**3.1 Data analysis**	3.1 CELLA
		3.2. Not enough ESOL endorsed teachers who know strategies when working with ELLs at the different English levels.	3.2. Provide more ESOL endorsed teachers for ELLs at schools with a large ELL population.	3.2. Administration	3.2. Review teacher certifications, ESOL certifications, and teachers working towards endorsement.	3.2. Teacher certifications
		3.3. Lesson plans modified for the English level of each ELL, especially beginning and low intermediate ELLs.	3.3. Check to make sure teachers are using the ELLs LEP Plan when making lesson plans.	3.3. Principal, assistant principal, counselors, & reading coach.	3.3. Administrative walk throughs, teacher assessments	3..3. IObervation

		3.4 ELLs who have been in the program five years or longer. The gap between their grade level and performance is not closing is indicative of an ongoing need for increased intervention with MTSS.	3.4 MTSS team to address concerns.	3.4 MTSS personnel	3.4 Data analysis	3.4 CELLA Writing

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			
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:

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. Mathematics Goal #1A: The percent of students scoring Level 3 on the FCAT 2.0 NGSSS Math component will increase by 2%.	2012 Current Level of Performance:* 60% (466) students scored at a Level 3.	2013 Expected Level of Performance:* 62% (481) will score at a level 3.	1A.1. Students may fail to see the connection between classroom activities and learning goals.	1A.1. Teachers will clearly state learning goals accompanied by a scale or rubric that describes levels of performance and help students see the connections between classroom activities and learning goals. (Marzano's Art and Science of Teaching Framework)	1A.1. School Administration and classroom teacher	1A.1. Assessment data, student interviews, administrative walk-throughs	1A.1. Assessment data, student interviews, administrative walk-throughs
			1A.2 Students may not relate what is being addressed in class to their personal interests.	1A2. Teacher will make connections between students' interests and class content to engage students	1A 2. School Administration and classroom teacher	1A2. In class progress monitoring by teacher, classroom walkthroughs by school administration.	1A.2. Assessment data, student interviews, administrative walk-throughs

			in the learning process. (Marzano's Art and Science of Teaching Framework)		
		1A3. Effective use of instructional software programs and data analysis required the availability and dependability of computer access and technological support. Teachers may need support provided by the Technology Department.	1A3Teachers will utilize district purchased programs and software to provide clear learning goals and scales, (IXL)	1A3. School Administration and classroom teacher	1A.3. In class progress monitoring by teacher, classroom walkthroughs by school administration	1.A.3 Assessment data, student interviews, administrative walk-throughs
		1A.4. Student may lack motivation	1A.4. Address students' attitudes and beliefs regarding learning and help each student make the connection between effort and achievement. Awards, Ceremonies, Contests, Competitions, Rambler 600 Achievement Celebration, Stars, Stories & Science Night, Book Fair, Parent Literacy Night, County Fair participation projects and Motivational Assemblies. Incorporate Grading for Learning Strategies Engage Students in field trips. Use on-line materials and textbooks such as pearsonsuccessnet.com	1A.4. Principal, Classroom Teachers, Team Leaders, Guidance Counselors, Subject Area Leaders, Technology Superusers	1A.4. Effectiveness of this strategy will be determined by an increase in test scores, an increase in homework and projects completed by students, improved grades, improved attendance, and increased participation in school activities and events. There will be an increase in parental volunteerism and parents will activate their Focus accounts. There will be a review of teacher phone-logs, and parent-teacher conference logs.	1A.4. Teacher Assessments Students Progress Reports and Report Cards DA Baseline/Midyear Testing FCAT Field Trip Surveys Focus Activation Records Phone Logs Conference Logs Volunteer Logs Parent Survey Attendance Records

			Battle of the Books Improve parental involvement via improved communication through parent/teacher conferences, phone conversations, parental Focus activation, Community News Reports, School Reach, and the Rambler Parent Press Newsletter. Decrease excessive absences by instilling the connection between attending school and success in school			
		1A.5. Students may lack knowledge of basic math skills	1A.5. Differentiated math instruction and assessment to address the needs of individual Students Extend learning opportunities, such as teacher and peer tutoring to practice, review and apply basic math skills. Make FCAT Explorer part of the curriculum and require student Participation	1A.5. Teachers Principal	1A.5. Reviewing teacher lesson plans and student participation in teacher and peer tutoring.	1A.5. Teacher Assessments DA Testing FCAT Testing

			Require IXL in remedial math classes FCAT 2.0 Prep Workbook: Florida		
		1A.6. Below Grade Level Reading Scores	1A.6. Collaborate with the Reading Coach on effective ways to incorporate proven reading strategies across the curriculum. Encourage active reading in and outside of school by providing access to a print-rich environment. Focus on Next Generation Sunshine State Standards benchmarks. Utilize consumable workbooks for note taking to enhance synthesizing process. Utilize Graphic Organizers to improve study skills. Form cooperative learning groups to provide students the opportunity to interact with each other in an effort to enhance comprehension. Require FCAT Explorer	1A.6. Reading Coach, Teachers, Subject Area Teachers, Principal, Assistant Principal	1A.6. Monitoring progress via testing and reviewing lesson plans. These lessons plans should show reading strategies are being used in math and science classes. Improved reading, math and science scores and an overall increase in student achievement levels.	1A.6. Teacher Assessments DA Testing FCAT Explorer Reports Classroom walkthroughs by Reading Coach and Principal Lesson plan Submissions FAIR

			across the curriculum.			
			Battle of the Books			
			Parent Literacy Night			
			Focus on vocabulary acquisition across subject areas			
			Word Walls			
			Connect meanings of words to every day usage			
			Teachers will incorporate the Common Core standards to help students make sense of problems and persevere in solving them, reason abstractly and quantitatively, construct viable arguments and critique e the reasoning of others, model mathematics, use appropriate tools strategically, attend to precision, look for and make use of structure, look for and express regularity in repeated reasoning.			
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			1B1. Students may struggle with having a clear under-standing of what is expected of them and to set goals for their learning.	1B1. Teachers will utilize district purchased programs and software to provide clear learning goals and scales, and to track student	1B1. School Administration and classroom teacher	1B1. In class progress monitoring by teacher, classroom walkthroughs by school administration	1. B1. Florida Alternate Assessment
Mathematics Goal #1B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				

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	12.5% (1)	12.5% (1)		progress (Unique Learning System, IXL, and/or Accelerated Mathematics)			
The percentage of students scoring at Levels 4, 5, and 6 on the FAA will remain at 12.5%.			1B2 Effective use of instructional software programs and data analysis required the availability and dependability of computer access and technological support. Teachers may need support provided by the Technology Department.	1B2. Teachers will utilize district purchased programs and software to help students identify critical information, organize students to interact with new knowledge, preview new content, chunk content into digestible bites, and process new information (Unique Learning System, IXL, and/or Accelerated Mathematic, Marzano's Art and Science of Teaching Framework s)	1B2. School Administration and classroom teacher	1B2. In class progress monitoring by teacher, classroom walkthroughs by school administration	1B.2 Florida Alternate Assessment.
			1B.3. Student Motivation	1B.3. Address student's goal to what they want to achieve and lead to make the connection Peer Tutoring Community based field trips Awards & Ceremonies	1B.3 Principal. Teachers, ESE Department Head, Speech Pathologist, Occupational Therapist	1B.3. Effectiveness of this strategy will be determined by increased test scores, improved grades, and increased participation in school events.	1B.3. Alternate Assessment practice tests Teacher Assessments Progress Report and Report Cards
			1B.4. Parent Involvement	1B.4. Improved communication with parents	1B.4. Principal, Assistant Principal, Peer Tutors, Guidance, Parents	1B.4. Attendance rate	1B.4. Phone logs
			1B.5. Medical Issues	1B.5. Improved and consistent communication with school nurse.	1B.5. Principal, Teacher, Guidance, School Nurse	1B.5. Attendance rate	1B.5. Participation in school activities

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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. Students may not be engaged in cognitively complex tasks.	2A.1. Teachers will identify, teach and assess common terminology / vocabulary used in mathematics (CCSS) and word problems to challenge students to higher levels of achievement.	2A.1. School Administration and classroom teacher	2A.1. Assessment data, student interviews, administrative walk-throughs	2A.1. Assessment data, student interviews, administrative walk-through
Mathematics Goal #2A: The percent of Callahan Middle School students scoring Level 4 and above will increase by 2%.	2012 Current Level of Performance:* *26% (200) students scored a Level 4 or higher*	2013 Expected Level of Performance:* *28% (218) students will score at a Level 4 or higher*					
			2A.2. Students may need assistance to interact with new knowledge.	2A.2. Teachers will implement Marzano's Art and Science of Teaching Framework and the associated research-based instructional strategies in every classroom. Teachers will incorporate the Common Core standards to help students make sense of problems and persevere in solving them, reason abstractly and quantitatively, construct viable arguments and critique e the reasoning of others, model mathematics, use appropriate tools strategically, attend to precision, look for and make use of structure, look for and express regularity in repeated reasoning.	2A.2. School Administration and classroom teacher	2A.2. Assessment data, student interviews, administrative walk-throughs	2A.2.Assessment data, student interviews, administrative walkthroughs.

		2A.3. Effective uses of instructional software programs and data analysis require the availability and dependability of computer access and technological support. Teachers may need support provided by the Technology Department.	2A.3. Teachers will utilize district purchased programs and software to help students review content, organize students to practice and deepen knowledge, and practice skills, strategies, and processes. (Marzano's Art and Science of Teaching Framework)	2A.3. School Administration, classroom teacher, and District Technology Department	2A.3. Assessment data, student interviews, administrative walk-throughs	2A.3. Assessment data, student interviews, administrative walk-throughs
		2A.4. Student motivation to achieve above level performance	2A.4. Setting student goals and objectives Hands-on and Interactive Activities Awards, Ceremonies, Praise and Recognition for High Achievement Competitions, Contests, Clubs Online Textbook Self-esteem and motivation training: Join UNF Annual Water Tower	2A.4. Principal, Teachers, Subject Area Leaders, Team Leaders	2A.4. Student achievement scores, observation of enhanced interest and increased student participation in contests and activities	2A.4. Teacher Assessments DA Testing FCAT
		2A.5. Incongruent with Algebra 1 Honors Curriculum	2A.5. Place all level 5 students and some level 4 students together in Algebra 1 Honors Place the majority of level 4 students in an	2A.5. Guidance, Principal, Math Teachers	2A.5. Progress monitoring via skills assessments, review of teacher lesson plans, and classroom walkthroughs	2A.5. On-going Teacher Assessment DA Testing Lesson Plan Submissions

			Algebra 1A Math Class Review basic math Skills Use higher order questioning strategies Incorporate FCAT style questions in daily Lessons FCAT 2.0 Prep Workbook				Class Walkthrough Logs FCAT Testing
		2A.6. Higher level students negative attitudes regarding basic math concepts.	2A.6. Reiterate the importance of mastering math concepts Assign as peer tutors to lower level students Assign FCAT Explorer Provide Award Ceremonies and Recognition Activities for Excellence in Math	2A.6. Math Teachers	2A.6. Success of this objective will be determined by progress monitoring via skills assessments, review of teacher lesson plans, and classroom walkthroughs.	2A.6. On-going Teacher Assessment DA Testing Lesson Plan Submissions Classroom Walkthrough Logs FCAT Explorer grades FCAT Testing

2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			2B.1. Students may struggle with having a clear under-standing of what is expected of them and to set goals for their learning.	2B.1. Teachers will utilize district purchased programs and software to provide clear learning goals and scales, and to track student progress (Unique Learning System, IXL, and/or Accelerated Mathematics, Marzano's Art and Science of Teaching Framework)	2B.1. School Administration and classroom teacher	2B.1. In class progress monitoring by teacher, classroom walkthroughs by school administration	2B.1. Florida Alternate Assessment
Mathematics Goal #2B: The percent of students at or above Level 7 will remain at 87.5%.	2012 Current Level of Performance:* 87.5% (7)	2013 Expected Level of Performance:* 87.5% (7)					
			2B.2. Effective use of instructional software	2B.2. Teachers will utilize district purchased programs	2B.1. School Administration and	2B.1. In class progress monitoring by teacher,	2B.1. Florida Alternate Assessment

		programs and data analysis required the available and dependability of computer access and technological support. Teachers may need support provided by the Technology Department.	and software to help students identify critical information, organize students to interact with new knowledge, preview new content, chunk content into digestible bites, and process new information (Unique Learning System, IXL, and/or Accelerated Mathematics)	classroom teacher	classroom walkthroughs by school administration	
		2B.3. Finding appropriate math computations for math skills	2B.3. Provide enrichment (manipulatives) that would allow for extra math practice	2B.3. Principal, Teacher, Para	2B.3. Effectiveness of this strategy will be determined by student performance on teacher created assessments and math manipulatives.	2B.3. Report cards/progress reports Teacher Assessments Student participation
				2B.4.	2B.4.	2B.4.

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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. Students may fail to see the connection between classroom activities and learning goals.	3A.1. Teachers will clearly state learning goals accompanied by a scale or rubric that describes levels of performance to help students see the connections between classroom activities and learning goals. (Marzano's Art and Science of Teaching Framework)	3A.1. School Administration and classroom teacher	3A.1. Assessment data, student interviews, administrative walk-throughs	3A.1. Assessment data, student interviews, administrative walk-throughs
Mathematics Goal #3A: The goal for the 2012-2013 testing year is to increase the percent of Callahan Middle School students making learning gains on the FCAT 2.0 NGSSS Math component by 2%.	2012 Current Level of Performance:* **67% (497) students made learning gains**	2013 Expected Level of Performance:* **69% (511) students will make learning gains**					
			3A.2 Students may not relate what is being addressed in class to their personal interests.	3A.2Teacher will make connections between students' interests and class content to engage students in the learning process. (Marzano's Art and Science of Teaching Framework) Teachers will incorporate the Common Core standards to help students make sense of problems and persevere in solving them, reason abstractly and quantitatively, construct viable arguments and critique e the reasoning of others, model mathematics, use appropriate tools strategically, attend to precision, look for and make	3A.2. School Administration and classroom teacher	3A.2. In class progress monitoring by teacher, classroom walkthroughs by school administration.	3A.2. Assessment data, student interviews, administrative walk-throughs

			use of structure, look for and express regularity in repeated reasoning.			
		3A.3. Effective use of instructional software programs and data analysis required the availability and dependability of computer access and technological support. Teachers may need support provided by the Technology Department.	3A.3 Teachers will utilize district purchased programs and software to provide clear learning goals and scales, (Accelerated Math, Discovery Ed, etc.)	3A.3. School Administration and classroom teacher	3A.3. In class progress monitoring by teacher, classroom walkthroughs by school administration	3A.3. Assessment data, student interviews, administrative walk-throughs
		3A.4. Student Motivation	3A.4. Awards Ceremonies for increasing achievement Levels Incorporate grading for Learning Strategies In-class opportunities to work on FCAT Explorer and provide opportunity to review FCAT Explorer questions and answers Peer Tutoring Subject Area Clubs Online Textbook Battle of the Books Increase parental involvement via improved communication through	3A.4. Principal, Teachers, Administration, Reading Coach, Guidance Counselors, Assistant Principal, Team Leaders and Technology Superusers	3A.4. Increase in learning gains/achievement scores as well as attendance, student involvement in activities and events and parent volunteerism.	3A.4. Teacher Assessments Report Cards FCAT 2.0 DA Testing Statistical increase in Activities/Clubs participation rates. Phone Logs Conference Logs Volunteer Logs Attendance Records Focus Activation Reports DA Testing

			parent/teacher conferences, phone conferences, School Reach, Focus Access and Activation, Press Releases, and the Rambler Parent Press School Newsletter Back to School Fair and Open House Increase student attendance by instilling the connection between attending school and success in school			
		3A.5. Poor Basic Math Knowledge	3A.5. Explicit math instruction Differentiated instruction Practicing skills, strategies, and processes Chunk content into "digestible bites" Student/Teacher conferences to review math scores and motivate to excel Enhance student understanding of relationship between effort and achievement by addressing attitudes and beliefs about learning	3A.5 Math Teachers, Principal	3A.5. Continual upward improvement on basic math assessments, knowledge of vocabulary, classroom walk-throughs and review of lesson plans	3A.5 Teacher Assessments Classroom walkthrough Logs FCAT Testing

			Make FCAT Explorer part of the curriculum and require student Participation Teachers will incorporate the Common Core standards to help students make sense of problems and persevere in solving them, reason abstractly and quantitatively, construct viable arguments and critique e the reasoning of others, model mathematics, use appropriate tools strategically, attend to precision, look for and make use of structure, look for and express regularity in repeated reasoning.			
		3A.6. Low Reading Skills	3A.6. Provide print-rich Environment Create word walls Reading assignments, including Accelerated Reader FCAT Explorer Practice Focus on vocabulary acquisition across subject areas Connect meaning to everyday usage	3A.6. Principal, Reading Coach, Assistant Principal, Teachers	3A.6. Continual upward improvement on basic math assessments, knowledge of vocabulary, classroom walk-through and review of lesson plans	3A.6. Teacher Assessments Classroom walk-through logs FAIR FCAT 2.0

			Teach Common Core Reading Standards: Evidence, Main Idea, Interaction, Interpretation, Structure, Multimedia, Argument, Multi-text, Complexity			
3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.			3B.1. Students may struggle with having a clear under-standing of what is expected of them and to set goals for their learning.	3B.1. Teachers will utilize district purchased programs and software to provide clear learning goals and scales, and to track student progress (Unique Learning System, IXL, and/or Accelerated Mathematics)	3B.1. School administration and classroom teacher	3B.1. In class progress monitoring by teacher, classroom walkthroughs by school administration	3B.1. Florida Alternate Assessment
Mathematics Goal #3B: **The percentage of student making learning gains will increase 25%.**	2012 Current Level of Performance:* 33% (1)	2013 Expected Level of Performance:* 58% (2)					
			3B.2. Effective use of instructional software programs and data analysis required the availability and dependability of computer access and technological support. Teachers may need support provided by the Technology Department.	3B.2. Teachers will utilize district purchased programs and software to help students identify critical information, organize students to interact with new knowledge, preview new content, chunk content into digestible bites, and process new information (Unique Learning System, IXL, and/or Accelerated Mathematics)	3B.2. School administration and classroom teacher	3B.2. In class progress monitoring by teacher, classroom walkthroughs by school administration	3B.2. Florida Alternate Assessment
			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
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics. Mathematics Goal #4: For the 2012-2013 testing year, the percent of Callahan Middle School students in the Lowest 25% on the FCAT 2.0 NGSSS math component will increase in making Learning Gains by 2%.	2012 Current Level of Performance:* *42% (77)*	2013 Expected Level of Performance:* *44% (81)*	4A.1. Lower quartile students may not be fully engaged in the learning process.	4A.1. Teachers will communicate high expectations for all students, will assist students to interact with new knowledge, and will provide practice of skills, strategies and processes to improve the performance of lower quartile students. (Marzano's Art and Science of Teaching Framework)	4A.1. School Administration and classroom teacher	4A.1. Assessment data, student interviews, administrative walk-through	4A.1. Assessment data, student interviews, administrative walk-through
			4A.2 Effective use of instructional software programs and data analysis required the availability and dependability of computer access and technological support. Teachers may need support provided by the Technology Department.	4.2.4 Request district assistance when needed	4A.2. School Administration and classroom teachers and other school staff.	4A.2. Assessment data, student interviews, administrative walk-through, teacher and administrative feedback	4A.2. Assessment data, student interviews, administrative walk-through
			4A.3 Lower quartile students may require additional support to process new information.	4A.3 Teachers will employ strategies to chunk content into digestible bites, elaborate on new information and record and represent new knowledge. (Marzano's Art and Science of Teaching Framework)	4A.3. School Administration and classroom teachers and other school staff.	4A.3.Assessment data, student interviews, administrative walk-throughs	4A.3.Assessment data, student interviews, administrative walk-throughs

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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: AMO targets in math will be met. The following represents the percent of students making satisfactory scores in math for the 2010-2011 school year. All Groups: 60% Black: 68% Hispanic: 64% White: 60% SWD: 26% Econ. Dis.: 53%	All Groups: 60% Black: 35% Hispanic: 74% White: 62% SWD: 26% Econ. Dis.: 50%	All Groups: 67% Black: 73% Hispanic: 70% White: 67% SWD: 38% Econ. Dis.: 61%	All Groups: 70% Black: 76% Hispanic: 73% White: 70% SWD: 45% Econ. Dis.: 65%	All Groups: 73% Black: 79% Hispanic: 76% White: 73% SWD: 51% Econ. Dis.: 69%	All Groups: 77% Black: 81% Hispanic: 79% White: 77% SWD: 57% Econ. Dis.: 73%	All Groups: 80% Black: 84% Hispanic: 82% White: 80% SWD: 63% Econ. Dis.: 77%

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 Students may not relate to what is being addressed in class to their personal interests.	5B.1. Teacher will make connections between students' interests and class content to engage students in the learning process. (Marzano's Art and Science of Teaching Framework)	5B.1. School Administration and classroom teacher	5B.1. In class progress monitoring by teacher, classroom walkthroughs by school administration.	5B.1. Assessment data, student interviews, administrative walk-throughs	

Mathematics Goal #5B:

The percentage of "subgroup" students making satisfactory

	2012 Current Level of Performance:*	2013 Expected Level of Performance:*
	White: 71% (435)	White: 72% (448) students
	Black: 35% (9)	Black: 36% (9)
	Hispanic: N/A	Hispanic: N/A
	Asian: 100% (2)	Asian: 100%

progress in Math will increase by 1%.	American Indian: 100% (3) Multi: 66% (29) students made satisfactory progress.	American Indian: 100% Multi: 67% (30)				
			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. ELLs have not had enough time in the ESOL program to become proficient with English/Math to pass the test. Average time for ELLs to be proficient is 3-5 years. However, each ELL is different based on support from home and literacy levels of parents.	5C.1. Teachers and ELL paraprofessional will continue to work with ELLs at their level, making the needed accommodations with the content area material. Involve ELLs in Community in Schools for reinforcement and assistance with assignments and homework. .	5C.1. Principal, assistant principal, counselors, & reading coach.	5C. 1. Data analysis	5C.1. Ongoing progressing monitoring data
Mathematics Goal #5C: The percentage of ELL students making satisfactory progress in Math will increase 100%	2012 Current Level of Performance:* *1 Ell Student 0% (0) proficient in FCAT reading*	2013 Expected Level of Performance:* *100% (1)*					
			5C.2. Not enough ESOL endorsed teachers who know strategies when working with ELLs at the different English levels.	5C.2. Provide more ESOL endorsed teachers for ELLs at schools with a large ELL population.	5C.2. Principal, assistant principal, counselors, & reading coach.	5C.2. Staff certifications	5C.2. Staff certifications
			5C.3. Lesson plans will be modified for the English level of each ELL, especially beginning and low intermediate ELLs.	5C.3. Check to make sure teachers are using the ELLs LEP Plan when making lesson plans.	5C.3. Principal, assistant principal, counselors, & reading coach.	5C.3. Review of lesson plans	5C.3. Ongoing progressing monitoring data
			5C.4 ELLs who have been in the program five years or longer. The gap between their grade level and performance is not closing is indicative of an ongoing need for increased intervention with MTSS.	5C: 4 MTSS team to address concerns	5C:4 MTSS personnel	5C:4 Review individual progress monitoring plans.	5C:4 Ongoing progressing monitoring data

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.			5D.1. The SWD population may have a broad range of needs and accommodations.	5D.1.Teachers will identify needs of SWD and provide accommodations and modifications specific to each student.	5D.1. Classroom teachers and school administration	5D.1. In class assessments and progress monitoring	5D.1. In class assessments and FCAT
Mathematics Goal #5D: The percentage of SWD students making satisfactory progress in Math will increase by 2%.	2012 Current Level of Performance:* *31% (213) students made satisfactory progress*	2013 Expected Level of Performance:* *33% (228) students will make satisfactory progress*					
			5D.2. SWD may learn at a slower rate.	5D.2. Teachers will provide SWD with repetition and reinforcement for skill development.	5D.2. Classroom teachers	5D.2. In class assessments and progress monitoring.	5D.2. In class assessments and FCAT
			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. Teachers may be unaware of the situations faced by ED students.	5E.1. Teachers will identify and consider needs of ED students and provide interventions as needed.	5E.1. Classroom teachers	5E.1. In class assessments and progress monitoring	5E.1. FCAT
Mathematics Goal #5E: The percentage of Economically Disadvantaged (ED) students making satisfactory progress in Math will increase by 2%	2012 Current Level of Performance:* *55% (48)students made satisfactory progress*	2013 Expected Level of Performance:* *57% (50)students will make satisfactory progress*					
			5E.2.	5E.2.	5E.2.	5E.2.	5E.2.
			5E.3.	5E.3.	5E.3.	5E.3.	5E.3.

End of Middle School Mathematics Goals

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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.			*N/A*	*N/A*	*N/A*	*N/A*	*N/A*
Mathematics Goal #1: *N/A*	2012 Current Level of Performance:* *N/A*	2013 Expected Level of Performance:* *N/A*					
			N/A	*N/A*	*N/A*	*N/A*	*N/A*
			N/A	*N/A*	*N/A*	*N/A*	*N/A*
			N/A	*N/A*	*N/A*	*N/A*	*N/A*
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.			*N/A*	*N/A*	*N/A*	*N/A*	*N/A*
Mathematics Goal #2: *N/A*	2012 Current Level of Performance:* *N/A*	2013 Expected Level of Performance:* *N/A*					
			N/A	*N/A*	*N/A*	*N/A*	*N/A*

		N/A	N/A	N/A	N/A	N/A

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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.			*N/A*	*N/A*	*N/A*	*N/A*	*N/A*
Mathematics Goal #3: *N/A*	2012 Current Level of Performance:* *N/A*	2013 Expected Level of Performance:* *N/A*					
			N/A	*N/A*	*N/A*	*N/A*	*N/A*
			N/A	*N/A*	*N/A*	*N/A*	*N/A*

End of Florida Alternate Assessment High School Mathematics Goals

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

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

Algebra 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. Algebra 1 Goal #1: *The percentage of students scoring a Level 3 on the Algebra 1 EOC will decrease by 6% as the goal is to increase the number of students scoring higher than a Level.*	2012 Current Level of Performance :* *24% (4) scored at a Level 3*	2013 Expected Level of Performance :* *18% (3) will score at a Level 3*	1.1. Students may fail to see the connection between classroom activities and learning goals.	1.1. Teachers will develop clearly stated learning goals accompanied by a scale or rubric that describes levels of performance to help students see the connections between classroom activities and learning goals. (Marzano's Art and Science of Teaching Framework)	1.1.Student, Teacher, and Administrator	1.1. Assessment data, student interviews, administrative walk-throughs	1.1. Assessment data, student interviews, administrative walk-throughs, Algebra 1 EOC
			1.2 Students may not relate what is being addressed in class to their personal interests.	1.2 Teacher will make connections between students' interests and class content to engage students in the learning process. (Marzano's Art and Science of Teaching Framework) Teachers will incorporate the Common Core standards to help students make sense of problems and persevere in solving them, reason abstractly and quantitatively, construct viable arguments and critique e the reasoning of others, model mathematics,	1.2. Student, Teacher, and Administrator	1.2. Assessment data, student interviews, administrative walk - throughs	1.2. Assessment data, student interviews, administrative walk-throughs

			use appropriate tools strategically, attend to precision, look for and make use of structure, look for and express regularity in repeated reasoning.			
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

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. Students may not be engaged in cognitively complex tasks.	2.1. Teachers will incorporate common core state standards for literacy and math to challenge students to higher levels of achievement. Teachers will incorporate the Common Core standards to help students make sense of problems and persevere in solving them, reason abstractly and quantitatively, construct viable arguments and critique e the reasoning of others, model mathematics, use appropriate tools strategically, attend to precision, look for and make use of structure, look for and express regularity in repeated reasoning. Teachers will incorporate the Common Core standards to help students make sense of problems and persevere in solving them, reason	2.1. Student, Teacher and Administrator	2.1. Assessment data, student interviews, administrative walk-throughs	2.1. Assessment data, student interviews, administrative walk-throughs. Algebra 1 EOC
Algebra Goal #2: *The percentage of students scoring 4 or above on the Algebra 1 EOC will increase by 6%.*	2012 Current Level of Performance:* *76% (13) students scored 4 or higher*	2013 Expected Level of Performance:* *82% (14) students will score 4 or higher*					

			abstractly and quantitatively, construct viable arguments and critique e the reasoning of others, model mathematics, use appropriate tools strategically, attend to precision, look for and make use of structure, look for and express regularity in repeated reasoning.			
		2.2. Students may need assistance to interact with new knowledge.	2.2. Teachers will implement Marzano's Art and Science of Teaching Framework and the associated research-based instructional strategies in every classroom.	2.2.Student, Teacher and Administrator	2.2. Assessment data, student interviews, administrative walk-throughs	2.2.Assessment data, student interviews, administrative walkthroughs
		2.3. Assessments from instructional software programs and data analysis require the availability and dependability of computer access and technological support. Teachers may need technology support.	2.3. Request district assistance for technology support.	2.3. Student, Teacher and Administrator, District Technology Department	2.3. Request district assistance	2.3.Request district assistance

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**	**White: 100% (16) Other: 100% (1)**	**White: 100% (21) Other: 100% (1)**	**White: 100% Other: 100%**	**White: 100% Other: 100%**	**White: 100% Other: 100%**	**White: 100% Other: 100%**

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Algebra 1 Goal #3A: *All ethnic groups made satisfactory progress on Algebra 1 EOC.* White: 100% (18) Other: N/A					
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.** Algebra 1 Goal #3B: All students made satisfactory progress and will continue to make satisfactory progress in Algebra 1. **2012 Current Level of Performance:*** White: 100% (16) Black: 100% (1) **2013 Expected Level of Performance:*** White: 100% Black: 100%	3B.1. All sub groups struggle due to inadequate progress monitoring and remediation of deficient skills.	3B.1. Teacher will utilize district purchased software programs to provide baseline and midyear assessment, to monitor student progress, to remediate skills, and to provide test preparation.	3B.1. Classroom teacher and school administration	3B.1. Evaluation of in class assessment data and classroom walkthroughs	3B.1. Algebra EOC Exam
	3B.2. Sub groups struggle to set learning goals and to comprehend new content.	3B.2. Teachers communicate learning goals and scales and track student progress. Work with students to interact with new knowledge by identifying critical information, organizing students to interact with new knowledge, previewing new content, chunking content into digestible bites, and processing new information.	3B.2. Classroom teacher and school administration	3B.2. Evaluation of in class assessment data and classroom walkthroughs	3B.2. Algebra EOC Exam
	3B.3. Sub groups struggle to retain content that they have previously learned.	3B.3. Help students practice and deepen knowledge by reviewing content, organizing	3B.3. Classroom teacher and school administration	3B.3. Evaluation of in class assessment data and classroom walkthroughs	3B.3. Algebra EOC Exam

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			students to practice and deepen knowledge, and practicing skills, strategies, and processes.			
		3B.4. Teachers need greater number of teaching tools and strategies to address deficiencies in subgroups.	3B.4 Teachers will continue training in Marzano strategies for increased student achievement.	3B.4 Classroom teacher and school administration	3B.4 Evaluation of in class assessment data and classroom walkthroughs	3B.4 Algebra EOC Exam

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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.							
Algebra 1 Goal #3C: No ELL students participated in the Algebra 1 EOC.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	N/A	N/A					

			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:							
3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra 1.							
Algebra 1 Goal #3D: No Students with Disabilities participated in the Algebra 1 EOC	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	N/A	*N/A*					

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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 <u>not</u> making satisfactory progress in Algebra 1.			3E.1. Teachers may be unaware of the situations faced by ED students.	3E.1. Identify and consider needs of ED students and provide accommodations as needed.	3E.1. Classroom teachers	3E.1. In class assessments and progress monitoring	3E.1. Algebra EOC
Algebra 1 Goal #3E: All students made satisfactory progress and will continue to do so.	2012 Current Level of Performance:* *100%*	2013 Expected Level of Performance:* *100%*					
			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

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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.							
Geometry Goal #1: *N/A*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	N/A	*N/A*					
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.							
Geometry Goal #2: *N/A*	2012 Current Level of Performance	2013 Expected Level of Performance					

	.*	.*				

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: *N/A*						
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.**						

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Geometry Goal #3B: *N/A*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	N/A	*N/A*				

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: *N/A* .	2012 Current Level of Performance:* *N/A*	2013 Expected Level of Performance:* *N/A*	. . .	.	

			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			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.							
Geometry Goal #3D: *N/A*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	N/A	*N/A*					

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.							
Geometry Goal #3E: *N/A*	2012 Current	2013 Expected					

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	Level of Performance :*	Level of Performance :*					
	N/A	*N/A*					

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
Ongoing professional development utilizing iObservation resource library	All	School administration, department chairs	School wide	Monthly at staff and department meetings	Classroom walkthroughs by school administration	School administration and classroom teacher
District provided training on Marzano design questions and elements for Domain 1	All	Staff Development Office	District wide	Professional development day and summer workshops	Classroom walkthroughs by school administration	School administration and classroom teacher
Common Core Standards: An Overview	6-12	Beacon Educator	Secondary Teachers	Fall/Winter 2012	Review of Professional Activity Implementation report.	Staff Development Administration

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

End of Mathematics Goals

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Elementary and Middle School Science Goals

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

Elementary and Middle Science Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in science.			1A.1. Student Motivation	1A.1. Address students attitudes and beliefs regarding learning and help each student make the connection between effort and achievement. Awards, Ceremonies, Contests, Competitions, Rambler 600 Achievement Celebration. Incorporate Grading for Learning Strategies Engage students in field trips. Use online materials and textbooks such as pearsonsuccessnet.com Implement Investigating and Questioning Our World through Science and Technology curriculum in 7th grade.	1A.1. Principal, Classroom Teachers, Team Leaders	1A.1. Effectiveness of this strategy will be determined by increased test scores, improved grades and increased participation in school activities and events.	1A.1. Teacher Assessments Student Progress Reports and Report Cards DA Baseline/Midyear Testing FCAT
Science Goal #1A: The goal for the 2012-2013 school year is to increase the percentage of student scoring 3 and above on the FCAT NGSSS Science component by 1% (3 students). And to improve content area scores in nature of science by 1% from 55% correct to 56 % correct. And to increase recognition of the practices of science, specifically scientific inquiry.	2012 Current Level of Performance:* 44 %(112) scored 3 and above. The Earth and Space content area earned 67% (10/15) of points while the Nature of Science Content area scored 55% (6/11) points for 255 students tested.	2013 Expected Level of Performance:* 45 %(115) will score 3 and above. The Nature of Science Content area will score 64 %(7/11) points and the Physical Science area will score 67 %(10/15).					
			1A.2. Parental Involvement	1A.2. Improved communication through parent/teacher	1A.2. Principal, Teachers, Team Leaders,	1A.2. Effectiveness of this strategy will be determined by	1A.2. Edline Activation Records Phone Logs

			conferences, phone conversations, parental edline activation, Community News Reports, School Reach and the Rambler Parent Press Newsletter. Invite parents to Awards Ceremonies, Contests and Competitions Rambler 600 School/Community Celebration of Achievement. Stars, Stories & Science Night County Fair participation Projects Astrological Events Book Fair Parent Literacy Night Motivational Assemblies	Guidance Counselors, Subject Area Leaders, Technology Superusers	reviewing teachers' Edline pages, increase in homework and projects completed by students, teacher phone-logs, parent/teacher conference logs, percentage of Edline parent activation, increase in parental volunteerism and participation in school activities.	Conference Logs Volunteer Logs Parent Survey
		1A.3. Below Grade Level Reading Scores	1A.3. Collaborate with the Reading Coach on effective ways to incorporate proven reading strategies across the curriculum. Encourage active	1A.3. Reading Coach, Teachers, Subject Area Teachers, Principal.	1A.3. Effectiveness of this strategy will be determined by monitoring progress via testing and reviewing lesson plans. These lessons plans should show reading strategies	1A.3. Teacher Assessments DA Testing FCAT Explorer Reports Classroom walkthroughs by Reading Coach

			reading in and outside of school by providing access to a print-rich environment. Preview and process new content. Focus on Next Generation Sunshine State Standards Benchmarks Utilize consumable workbooks for note taking to enhance synthesizing process Utilize Graphic Organizers to improve Study skills. Form cooperative learning groups to provide students the opportunity to interact with each other in an effort to enhance comprehension. Require FCAT Explorer across the curriculum. Battle of the Books Parent Literacy Night Teach the Common Core Reading Standards: Evidence, Main Idea,		are being used in math and science classes. Additionally, success of this objective will be determined by improved reading, math and science scores and an overall increase in student achievement levels. Teacher Assessments DA Testing FCAT Explorer Reports Classroom walkthroughs by Reading Coach and Principal Lesson plan	and Principal Lesson plan submissions

			Interaction, Interpretation, Structure, Multimedia, Argument, Multi-text, Complexity			
		1A.4. Vocabulary	1A.4. Focus on vocabulary acquisition across subject areas. Word Walls Connect meaning to every day usage Monitor student progress.	1A.4. Principal, Reading Coach, AP, Teachers	1A.4. Effectiveness of this strategy will be determined by improved students scores on teacher and state assessments	1A.4. Teacher assessments, FCAT Explorer, FCAT 2.0
		1A.5. Comprehension of complex questions	1A.5. Teacher's assessments will match cognitive complexity of questions used in state testing. Chunk complex ideas into digestible bites. FCAT Explorer	1A.5. Principal, Reading Coach, AP, Teachers	1A.5. Improved test scores	1A.5.Teacher assessments, FCAT Explorer, FCAT 2.0
		1A.6. Excessive Absences	1A.6. Monitor and report attendance Instill connection between attending school and academic success	1A.6. Principal, AP, School Counselors, Teachers	1A.6. Improved attendance rate	1A.6. Attendance Records
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1B:	2012 Current Level of Performance:* 2013 Expected Level of Performance:*	1B.2. Effective use of instructional software programs and data analysis required the available and dependability of computer	1B.2. Teachers will utilize district purchased programs and software to help students identify critical information, organize	1B.1. School Administration and classroom teacher	1B.1. In class progress monitoring by teacher, classroom walkthroughs by school administration	1B.1. Florida Alternate Assessment

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All students scored above the level 4, 5, 6 and will continue to do so.	*100%*	*100%*	access and technological support. Teachers may need support provided by the Technology Department.	students to interact with new knowledge, preview new content, chunk content into digestible bites, and process new information (Unique Learning System, IXL, and/or Accelerated Mathematics)				
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.			2A.1. Student Motivation to achieve above level performance.	2A.1 Setting student goals and objectives Inquiry Orientation Hands-on and Interactive Activities Awards, Ceremonies, Praise and Recognition for High Achievement Providing feedback to encourage self-assessment Competitions, Contests, Clubs Online Textbook Self-esteem and motivation training: Join UNF Annual Water Tower Competition	2A.1. Principal, Teachers, Subject Area Leaders, Team Leaders	2A.1. Effectiveness of this strategy will be determined by student achievement scores, observation of enhanced interest and increased student participation in contests and activities	2A.1. Teacher Assessments DA Testing FCAT Explorer FCAT
Science Goal #2A: The goal for the 2012-2013 school year is to improve the percentage of students scoring 4 and above on the FCAT 2.0 NGSSS Science component by 1% (3) students. And to improve content area scores in earth and space by 1% (3 students) by increasing recognition of the vastness of the universe and how it effects the earth's cycles and systems. And to increase focus on scientific reasoning and scientific investigations in the science classrooms.	2012 Current Level of Performance:* The percentage of students scoring 4 and above on the FCAT 2.0 NGSSS Science was 13% (33).	2013Expected Level of Performance:* The percentage of students scoring 4 and above on the FCAT 2.0 NGSSS Science will be 14% (36)					
			2A.2. Time for the teachers to collaborate, develop and plan.	2A.2. Use portions of teacher planning and staff development days to collaborate, develop and implement curriculum plans, scientific investigations and procedures.	2A.2. Principal, Teachers, Team Leaders and Subject Area Leaders	2A.2. Success of this objective will be determined by consistent curriculum practices and procedures across subject areas.	2A.2. Lesson plans Edline web pages Classroom walkthroughs Skills assessments FCAT scores

		2A.3. Funds for equipment and enrichment activities such as field trips and an activity bus for before and after school programs and clubs.	2A.3. Fund raisers Grants Carpools	2A.3. Principal, Teachers, Team Leaders and Subject Area Leaders	2A.3. Success of this objective will be determined by attendance and participation logs.	2A.3. Attendance logs
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science. Science Goal #2B: *The percentage of students scoring at levels 7, 8, 9 on the FAA will remain at 100% (2).*	2012 Current Level of Performance:* *100% (2)* 2013Expected Level of Performance:* *100% (2)*	2B.1. Effective use of instructional software programs and data analysis required the available and dependability of computer access and technological support. Teachers may need support provided by the Technology Department.	2B.1. Teachers will utilize district purchased programs and software to help students identify critical information, organize students to interact with new knowledge, preview new content, chunk content into digestible bites, and process new information (Unique Learning System, IXL, and/or Accelerated Mathematics)	2B.1. School Administration and classroom teacher	2B.1. In class progress monitoring by teacher, classroom walkthroughs by school administration	2B.1. Florida Alternate Assessment
		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.			*N/A*	*N/A*	*N/A*	*N/A*	*N/A*
Science Goal #1: *N/A*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following 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.			*N/A*	*N/A*	*N/A*	*N/A*	*N/A*
Science Goal #2: *N/A*	2012 Current Level of Performance:*	2013Expected Level of Performance:*					

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.			*N/A*	*N/A*	*N/A*	*N/A*	*N/A*
Biology 1 Goal #1: *N/A*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	.						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Biology 1.			*N/A*	*N/A*	*N/A*	*N/A*	*N/A*
Biology 1 Goal #2: *N/A*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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
Marzano's High Yield Strategies	All grade levels.	Principal	All teachers.	Periodically throughout the school year during Faculty or PLC meetings.	iObservation	Principal, Assistant Principal, and Teacher.
Study Island	All grade levels.	Laura Graham	All teachers.	Pre-planning.	Data analysis	Principal, Assistant Principal, and Teacher.

Science Budget (Insert rows as needed)

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

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

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. Training needed in the new writing requirements with an emphasis on conventions, and quality of support with specific and relevant supporting details.	1A.1. Teachers will use writing across the curriculum with common writing rubrics. Implement CCSS writing standards: Text Types and Purposes, Production and Distribution of Writing, Research to build and Present Knowledge, Comprehension and Collaboration. Use 2012 FCAT Writing Anchor Sets for staff development.	1A.1. Students, Teachers, and Administrator	1A.1. Assessment data, student interviews, administrative walkthroughs	1A.1 Assessment data, student interviews, administrative walkthroughs
Writing Goal #1A: *Students scoring at Achievement Level 3.0 will increase by 2%.*	2012 Current Level of Performance:* *79% (196)*	2013 Expected Level of Performance:* *81% (204)*					
			1A.2. All teachers need instructional strategies on giving quality feedback on student writing.	1A.2. Teachers will focus on learning targets with clear and specific feedback. And use common writing rubrics.	1A.2. Students, Teachers, and Administrator	1A.2. Assessment data, student interviews, administrative walkthroughs	1A.2. Assessment data, student interviews, administrative walkthroughs
			1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.			1B.1. Training needed in the writing with an emphasis on	1B.1. Teachers will use writing across the	1B.1. Students, Teachers, and Administrator	1B.1. Assessment data, student interviews,	1B.1 Assessment data, student interviews,

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Writing Goal #1B: All students scored above the level 4, 5, 6 and will continue to do so.	2012 Current Level of Performance :*	2013 Expected Level of Performance :*	conventions, and quality of support with specific and relevant supporting details.	curriculum. Use common writing rubrics.		administrative walkthroughs	administrative walkthroughs
	100%	100%					
			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
FCAT 2.0 Writing	4, 8, 10	District Staff	ELA teachers	Fall 2012	Student Data	Administration
Common Core Standards: An Overview	6-12	Beacon Educator	Secondary Teachers	Fall/Winter 2012	Review of Professional Activity Implementation report.	Staff Development Administration
Writing Across the Curriculum	All grades and subjects	Reading Coach, Writing Instructors	Reading Coach, Writing Instructors	On-going	Classroom Walkthroughs using iObservation Lesson Plans	Reading Coach, Writing Teachers
Updated Standards	8th Grade Language Arts	Reading Coach,	8th Grade Language Arts	October, 2012	Classroom Walkthroughs	Reading Coach,

		Writing Instructor	and Writing Teachers		using iObservation Lesson Plans Standards posted in class and on FOCUS	Writing Teachers

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

End of Writing Goals

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

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

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. *N/A*	1.1. *N/A*	1.1. *N/A*	1.1. *N/A*	1.1. *N/A*
Civics Goal #1: *N/A*	2012 Current Level of Performance:* *N/A*	2013 Expected Level of Performance:* *N/A*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Civics.			2.1.	2.1.	2.1.	2.1.	2.1.
Civics Goal #2: *N/A*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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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
			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:

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: *N/A*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			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: *N/A*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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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
			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

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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. Parents tend to try to pick up their students early.	1.1. More than 3 unexcused absences will result in students not being able to participate in extra-curricular activities.	1.1. Teachers, guidance, assistant principal, principal	1.1. Climate Survey	1.1. FOCUS -Attendance -Referrals -Climate Survey
Attendance Goal #1: The goal for the 2012-2013 school year is to increase the attendance rate by 2%, reduce excessive absences by 2%, and maintain excessive tardiness at less than 1%.	2012 Current Attendance Rate:* *94% (789)* 2012 Current Number of Students with Excessive Absences (10 or more) *36% (287)* 2012 Current Number of Students with Excessive Tardies (10 or more) *1% (10)*	2013 Expected Attendance Rate:* *96% (787)* 2013 Expected Number of Students with Excessive Absences (10 or more) *34% (268)* 2013 Expected Number of Students with Excessive Tardies (10 or more) *1% (10)*					
			1.2. Students/parents may have a negative attitude towards school.	1.2 Increasing positive school experience through instructional variety. Incorporate character education in the curriculum. Establish a reward system	1.2. Teachers, guidance, assistant principal, principal	1.2. Track number of students with absences	1.2. FOCUS -Attendance -Referrals -Climate Survey

		for good attendance.				
		1.3.	1.3.	1.3.	1.3.	1.3.

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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)

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:

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End of Attendance Goals

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Suspension Goal(s)

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

Suspension Goal(s)			Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Suspension Suspension Goal #1: The goal for the 2012-2013 school year is to reduce the in school suspension and out of school suspension rate by 2%, and reduce the number of students assigned to in school suspension and out of school suspension by 2%.	2012 Total Number of In –School Suspensions *515* 2012 Total Number of Students Suspended In-School *199* 2012 Total Number of Out-of-School Suspensions *163* 2012 Total Number of Students Suspended Out- of- School *135*	2013 Expected Number of In- School Suspensions *505* 2013 Expected Number of Students Suspended In -School *181* 2013 Expected Number of Out-of-School Suspensions *150* 2013 Expected Number of Students Suspended Out- of-School *118*	1.1. Students do not have adequate supervision	1.1. Students report to homeroom or cafeteria prior to the first bell. Increase monitoring prior to homeroom. Increased supervision during lunch	1.1. Principal, Assistant Principal, Guidance	1.1. Reduction in referrals	1.1. Gateway/FOCUS comparison to 2011-2012 school year
			1.2. Excessive student conflicts	1.2. Bullying prevention programs Conflict Resolution Counseling Principal Council reward for good behavior	1.2. Principal, Assistant Principal, Guidance, Team Leadership Council	1.2. Reduction in referrals Reduction in conflict oriented referrals for aggression, fighting and/or battery	1.2. Gateway/FOCUS comparison to 2011-2012 school year

		1.3.	1.3.	1.3.	1.3.	1.3.

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Suspension Professional Development

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

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End of Suspension Goals

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Dropout Prevention Goal(s)

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

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

Dropout Prevention Goal(s)			Problem-solving Process to Dropout Prevention				
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Dropout Prevention							
Dropout Prevention Goal #1: **N/A**	2012 Current Dropout Rate:*	2013 Expected Dropout Rate:*					
	2012 Current Graduation Rate:*	2013 Expected Graduation Rate:*					

Dropout Prevention Professional Development

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

Dropout Prevention Budget (Insert rows as needed)

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

End of Dropout Prevention Goal(s)

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

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

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

Parent Involvement Goal(s)			Problem-solving Process to Parent Involvement				
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Parent Involvement Parent Involvement Goal #1: Increase the number of parents involved per household, and/or participating in school related activities by 5%.	2012 Current Level of Parent Involvement:* 25% (198)	2013 Expected Level of Parent Involvement:* 30% (237)	1.1. Effective communication hampered by conflicting schedules.	1. Parent Newsletters, School Reach, FOCUS, Edline , school website, , School Advisory Council, Booster Clubs, Open House, SIP meetings, new student orientation, climate surveys and volunteer training.	1.1.Administrators	1.1.Results of climate surveys, informal feedback from stakeholders, sign in sheets	1.1. Analyze data
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Parent Involvement Professional Development

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

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Parent Involvement Budget

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

End of Parent Involvement Goal(s)

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

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: Increase professional development opportunities for teachers that change instructional practice as it relates to effective integration of STEM across the curriculum.	1.1 Additional professional development opportunities are necessary for program development and implementation.	1.1. Provide professional development for interdisciplinary units with a focus on STEM.	1.1. Administration and Leadership team.	1.1. Review of professional development implementation activities completed by participants.	1.1. Professional Development Implementation Report
STEM Goal #2: Inspire students to grow the innate interest in Science, Technology, Engineering and Math.	1.2 Funds for equipment and activities	1.2. Implement and host the CMS Science & Engineering Fair Host NE Astronomy Club for Star Gazing Implement Robotics Club in conjunction Attend field trips to MOSH & Planetarium, Kennedy Space Center, UF Natural History Museum and USF Engineering Fair 2013	1.2. Principal, Teachers, Subject Area Leaders, Team Leaders	1.2. Effectiveness of strategy is decided by volunteer participation.	1.2. Increase level of student interest as measured by attendance

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

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
The Practice of Inquiry-Oriented Science	6-8	Science team leader and Science Teachers	Science Teachers	Summer 2013	Lesson plans, classroom observation, professional growth plan	Principal, Science team leaders, teachers
Robotics Training	6-8	6th Grade Science Teacher	Robotics Club	On-going	Club Robotics Competition	Club sponsor
Youth Futures Training UFUTuRES	6-8	Science team leader	Science team leader	2012-2014 on-going	NEFEC Evaluations, UF Observations, Graduate coursework and degree	Science team leader

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:

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

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

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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: **N/A**	1.1	1.1.	1.1.	1.1.	1.1
	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
N/A	N/A	N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A	N/A	N/A

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)

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

Additional Goal(s)

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

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

Additional 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

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

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

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

End of Additional Goal(s)

Final Budget (Insert rows as needed)

Please provide the total budget from each section.
Reading Budget
Total:
CELLA Budget
Total:
Mathematics Budget
Total:
Science Budget
Total:
Writing Budget
Total:
Civics Budget
Total:
U.S. History Budget
Total:
Attendance Budget
Total:
Suspension Budget
Total:
Dropout Prevention Budget
Total:
Parent Involvement Budget
Total:
STEM Budget
Total:
CTE Budget
Total:
Additional Goals
Total:

	Grand Total:

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

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

Are you reward school? ☒Yes   ☐No
(A reward school is any school that has improved their letter grade from the previous year or any A graded school.)

- 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.
Public Notice: We notify all members of the SAC any matter that is scheduled to come before the council for a vote within at least 3 business days. To promote attendance and participation, we post notices for meetings on Edline, marquee, bulletin boards, newsletter, announcements, email, School Out Reach message, phone, and local newspapers. **Meeting Times:** Meetings are generally scheduled on the first Tuesday of the month at 3:30 in the Media Center. We are required to meet at least 4 times a year; however we strive to meet at least 8. The advisory council is composed of the principal and an appropriately balanced number of teachers, education support employees, students, parents,

other business and community citizens who are representative of the ethnic, racial and economic community served by the school. At least 51% are non School Board employees.

Teachers are elected by teachers.

Education support employees are elected by educational support employees.

Students are elected by students when appropriate.

Parents are elected by parents.

Meetings are conducted as follows:

1. Meeting Call to Order/determine quorum
2. Adoption of Agenda
3. Introduction and Welcome
4. Reading/Adoption of the Minutes
5. Old Business
6. New Business
7. Reports
8. Other
9. Next meeting Confirmation/Adjournment

School Advisory Council Duties:

The SAC assists in the preparation and evaluation of the school improvement plan through review, and vote of approval.

Members assist in allocation of funds by a vote of approval. These funds are used for implementing school improvement.

School Advisory Council By-Laws

A quorum must be present to vote. A majority of the membership of the council constitutes a quorum.

Any member who has two unexcused consecutive absences from a SAC meeting is replaced.

Minutes of each meeting are recorded.

Officers consist of the chairperson, vice chairperson, and secretary.

Officers are elected annually by the membership and shall serve for one year, and until a successor has been elected.

The chairperson resides at all meetings, and signs all letters, reports and other SAC communication.

The duties of the vice-chairperson shall be to substitute for the chairperson during his/her absence.

Activities of SAC includes reporting and sharing various information with stakeholders which may include:

Guest speakers, teacher presenters, how we use technology at school, report of classroom activities, field trips, school activities, text book adoptions, report school scores, schedules for school year, important dates, security on campus, climate survey, reports from guidance, summer camps, FCAT Testing Parent letters, school safety, school newsletters, Rambler live information, calendar dates, Sports news, CMS recognitions, middle school and

high school requirements, Rambler 600 activities, Constitution Day, FL Writes, School attendance, Online Course requirements, festivals, CMS Chorus, parent letters, electronic devices, academic honesty, testing requirements, leaving campus, Focus, Teacher evaluations, Marzano's Domain 2, Student SGA plans, Red Ribbon Week, Violence survey, Annual Tornado Drill, Civics requirements, CMS Bullying Prevention, Next meeting dates, approval of previous meeting minutes, introduction of members, sign in sheet, Adopt agenda, Old business, A+ Recognition Money, elect members, RTI, Communities in School program, SAC reporting, United Way Campaign, Accelerated Reader Pizza party, elect new members, all activities, lessons used within the classroom, and any and all activities, procedures and functions at school or away are shared with stakeholders, guests and SAC members.

Describe the projected use of SAC funds.	Amount
• To replace old and worn out novels for the Teams and LA Teachers. Funds to new novels for Teams.	• $2000.00
• Social Studies Subject Area Leader Supplement	• $1000.00
• Recycling Bins	• $1000.00
• Substitutes to help write the DASIP, fifth grade orientation, Career Fair, Talent Show, Drama, 2012-2013 Planning as needed for SIP needs, additional workshops to promote student achievement.	• $1500.00