Florida Department of Education

DRAFT School Improvement Plan (SIP)
Form SIP-1

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: Sheridan Hills Elementary	District Name: Broward
Principal: Josetta Cambell	Superintendent: Robert Runcie
SAC Chair: Gina Vasile	Date of School Board Approval:

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.
School Grades Trend Data (Use this data to complete Sections 1-4 of the reading and mathematics goals and Sections 1 and 2 of the writing and science goals.)
Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data (Use this data to inform the problem-solving process when writing goals.)
High School Feedback Report
K-12 Comprehensive Research Based Reading Plan

Administrators

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

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)

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Principal	Josetta Cambell	B.S. Early ChildhoodM.S. Educational Leadership	1	8	Fairway Elementary School2010-2011- School Grade CAYP: not met
					% Meeting High Standards in Reading: 61%
					% Meeting High Standards in Math: 59%
					% Meeting High Standards in Writing: 76%
					% Meeting High Standards in Science: 31%
					% Making Learning Gains in Reading: 64%
					% Making Learning Gains in Math: 58%
					% of Lowest 25% Making Learning Gains in Reading: 61%
					% of Lowest 25% Making Learning Gains in Math: 64%
					Fairway Elementary School2009-2010- School Grade CAYP:% Meeting High Standards in Reading: 64%
					% Meeting High Standards in Math: 63%
					% Meeting High Standards in Writing: 83%
					% Meeting High Standards in Science: 30%
					% Making Learning Gains in Reading: 59%
					% Making Learning Gains in Math: 57%
					% of Lowest 25% Making Learning Gains in Reading: 58%
					% of Lowest 25% Making Learning Gains in Math: 49%
					Fairway Elementary School 2008-2009- School Grade B AYP:
					% Meeting High Standards in Reading: 67%
					% Meeting High Standards in Math: 66%
					% Meeting High Standards in Writing: 90%
					% Meeting High Standards in Science: 28%
					% Making Learning Gains in Reading: 69%

					% Making Learning Gains in Math: 66%
					% of Lowest 25% Making Learning Gains in Reading: 58%
					% of Lowest 25% Making Learning Gains in Math: 73%
Assistant Principal	Tara Zdanowicz	BS Elementary Education M. ED Leadership K-12 ESOL Endorsed	7	7	Sheridan Hills has maintained an "A" from 2006-2011 under Miss Zdanowicz's collaborative leadership. In 2005-2009, AYP was met in all subgroups except ESE. The percentage of high standards in Math 2010- 2011, and 2011-2012, was 87%. In 2009-2010, the percentage of students meeting high standards in Reading was 78%. In 2010-2011, and 2011-2012, the percentage in Reading was 83%.

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Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as 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	Lisa Gomez	BS Elementary (1-6) M.ED Primary Education (K-3) National Board Certified Reading / Lang. Arts ESOL Endorsed Reading Endorsed	18	6	Under Mrs. Gomez's curriculum leadership From 2006-2012 Sheridan Hills has maintained "A" In 2009-2010, the percentage of high standards in Math, was 83%. In 2010-2011 and 2011-2012, the percentage of meeting high standards in Math was 87%. In 2009-2010, the percentage of meeting high standards in Reading was 78%. In 2010-2011 and 2011-2012, the percentage in Reading was 83%.

Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date
1. Survey Faculty using letter of intent.	Administration	August 2012
2. Certified, infield & highly qualified is a pre-requisite prior to the interview process	Administration	August 2012

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3.	Mentoring, coaching, professional development opportunities are provided	Leadership Team National Board Teachers	On-going
4.	Strong New Educator Support System	Ness Liaison	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/or who are NOT highly effective.
*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective

Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15 + Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers

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35	0.03% (2)	0.08% (3)	55.2% (21)	36.8% (14)	52.6% (20)	100.0% (35)	7.8% (3)	21.0% (8)	97.3%(34)

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

Ms. Vasile	Ms. Sejour	Ms. Vasile is the 4th grade team leader and a veteran on the team, Ms. Sejour is Still new to grade level.	Professional Development in 4th grade reading

			small group, learning centers is ongoing. Prof

			essional development in whole group writing wil

			l be incorporated through partner/team teaching

			. Both mentor and mentee have been informed.

Ms. Buono	Mr. Brightman	Ms. Buono is a full time ESE teacher and a New Educator Coach (District NESS). Mr. Brightman is new to the	Professional Development in ESE standards for

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		county.	Florida and Broward county. Both mentor and m

			entee have been informed.

Ms. Buono	Ms. Millheiser	Ms. Buono is a full time ESE teacher and a New Educator Coach (District NESS). Ms. Millheiser is new to teachi	Professional Development in Common Core, smal

		ng.	l g r o u p l e a r n i n g c e n t e r s , h e a d s t a r t i n s t r u c t i o

			n and standards for Broward County and the Stat

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			th mentor and mentee have been informed

Mrs. Heberling	Ms. Weisselberger	Mrs. Heberling is a full time ESE specialist and a New Educator Coach (District NESS). Ms. Weisselberger is full	Professional Development in ESE based on Brow

		time Speech pathologist and new to Sheridan Hills.	ard county and state of Florida standards. Both mentor and mentee have been

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			informed.

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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
The Title I liaison and Administration will see that Sheridan Hills is in compliance with all District and State Policies and Procedures. Two additional instructional positions have been created and maintained through Title 1 funding: Science teacher, Reading special teacher and fifty percent of a 4th grade teacher. Funds are also used to support monthly parent and staff trainings throughout the year. Our teachers also participate in district training activities during the year. Our school also receives support/materials from Multicultural resources.

Title I, Part C- Migrant
N/A

Title I, Part D
N/A

Title II
N/A

Title III
N/A

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Title X- Homeless N/A	
Supplemental Academic Instruction (SAI) SAI Funds are used to support a teacher working with Level 1& 2 Third Grade students.	
Violence Prevention Programs Broward County Anti-Bullying Program and Silence Hurts.	
Nutrition Programs N/A	
Housing Programs N/A	
Head Start Our Head Start teacher and administration will oversee the program to assure we are in compliance with all District and State Policies and Procedures.	
Adult Education N/A	
Career and Technical Education N/A	

Job Training
N/A
Other
N/A

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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 RTI Leadership Team includes the principal, assistant principal, ESE specialist, guidance counselor, reading and curriculum specialist, school psychologist, social worker, general education teacher, ESE teacher(s) & speech/language pathologist. The team will meet bi-monthly to monitor all cases and collaborate with teachers. For each student at Tier 2 and Tier 3, a Nationally Board Certified Teacher, Grade Level Chair, or CPS/RtI team member will be assigned as case manager. Each teacher along with the case manager will track and store all data collected during the intervention period.
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? All personnel share the responsibility and accountability for positive outcomes for all students. Roles and responsibilities of team members vary based on the needs of the students and the knowledge and skills of team members. RTI Team Meetings are held throughout the year utilizing the Problem Solving Process (Defining the Problem, Problem Analysis, Plan Implementation and Evaluation) & Progress Monitoring. This process includes: • Identifying desired behaviors or outcomes • Setting expectation levels • Analyzing why behavior is not occurring • Data collection to support reason • Developing/implementing evidence-based interventions • Evaluating effectiveness of interventions The team will meet bi-monthly to monitor all cases and collaborate with teachers. For each student at Tier 2 and Tier 3, a Nationally Board Certified Teacher, Grade Level Chair, or CPS/RtI team member will be assigned as case manager. Each teacher along with the case manager will track and store all data collected during the intervention period.

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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 Leadership Team will provide an overview of the Response to Intervention Process, Problem-Solving Process, and Progress Monitoring. All Instructional Staff are then expected to complete the Florida RTI Introductory Training Online Course. Each quarter the Tier 1 data (e.g., weekly behavior progress chart/parent communication sheet, benchmark scores, running records, grades), will be inspected in the areas of reading, math, writing, science, and behavior. This data is used to improve core curriculum and school-wide behavior (e.g., CHAMPS) and to identify students with either academics or behavioral concerns that may require more intensive Tier 2 and/or Tier 3 interventions. For Tier 1 success and a need to provide Tier 2 or

3 interventions we will be disaggregating data that will determine grade level expectations and growth. We will be tracking and recording data through weekly progress monitoring and analyzing graphs through excel. The evidence-based interventions we are using through our struggling reading chart include: Triumphs, Recipe for Reading, QAR, Rewards, and Phonics for Reading. For the struggling math chart we will use hands-on interventions through our Go Math series.

MTSS Implementation

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Describe the plan to train staff on MTSS.   During the first week of pre-planning prior to the start of school the Leadership team will conduct an in-service training on RTI for all instructional personnel. Throughout the school year, teachers will be guided through the process of RTI during Collaborative Problem Solving meetings and Data Analysis meetings. Also, all staff will be trained in the online RTI Intervention course.
Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT).   The school-based Literacy Leadership Team consists of the team leaders, Reading Resource Specialist, Guidance Counselor, School Psychologist, ESE Specialist, Assistant Principal, and the Principal.

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Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).
The Literacy Leadership Team meets monthly to discuss school wide initiatives, school data and individual class needs. The team then meets with teachers for data chats to identify struggling students and begin the RTI process. In addition, the team plans professional development and various parent and student activities throughout the year.
What will be the major initiatives of the LLT this year?
The major initiatives of the Literacy Leadership Team are to build capacity of all teachers to teach the many different strategies and skills our students need to be effective readers and writers. The reading coach and administration provide many opportunities for teachers to attend in-service trainings and observe mentor teachers. The reading coach models and co-teaches with teachers to support their instruction. We are committed to having our students develop a love of reading   and writing . The goal is supported by many of the motivational programs we have developed. Our students are encouraged to read daily, take AR tests, and read the Sunshine State Readers. They are rewarded for individual and class progress. Our AR store is a huge success and third through fifth grade students are invited to attend a Sheridan Hills sleepover. Our LLT strives to motivate not only students but teachers to achieve the highest level of success.

Public School Choice

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

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Elementary Title I Schools Only: Pre-School Transition

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

During the 2012-2013 school year our school will house 2 Preschool Exceptional Education Specialized Classes and 1 Headstart program. Preschool teachers conduct ongoing assessments using data collection techniques according to the program requirements. Preschool teachers meet with the kindergarten teachers to share assessment data and assist in the transition process for the students who remain at the school. Both Preschool Programs meet with the receiving school to transition the students into the new school smoothly. Assessment data is passed to the incoming school through the ESE Specialist or the Cumulative folder. In May, all preschool and incoming kindergarten students and parents are invited to a "Kindergarten Roundup" to meet the teachers, tour the school, and receive information about registration and school policies. Prior to school starting in August 2012 parents and students attend a kindergarten screening where students are given readiness assessments to help with the transition into kindergarten. To ensure school readiness, the HeadStart program has implemented a new literacy, math, and science curricula in the 119 Headstart Classrooms. The program has aligned the literacy and math standards to improve educational outcomes. The transparent connection between curricula and child expectations has contributed to better prepare students to succeed in kindergarten. An end of the year Assessment Report (including Battelle, Teaching Strategies Gold, Concepts of Print) detailing students' levels, strengths and concerns, is placed in the students' cumulative folder to familiarize kindergarten teachers with the students' progress in our preschool program. Regarding the logistics of registering students at the elementary schools, our Preschool Program Teachers meet during a Home Visit and clearly specify the necessary enrollment process and timelines to all families. The Sheridan Hills Family Support Team and Teachers provide ongoing guidance to our families by indicating the students corresponding home school, immunization requirements, and dates scheduled for Kindergarten Registrations at those schools.

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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?

| N/A |

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?

| N/A |

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?

| N/A |

Postsecondary Transition

Note: Required for High School- Sec. 1008.37(4), F.S.

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Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report.

N/A

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PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Reading Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.	1A.1. Students often have difficulty transferring skills from one subject to the other.	Reading skills and strategies will be taught across the content areas with 50% being informational text.	Administration; Reading Coach	Weekly monitoring	Evaluating collected data from Classroom Walkthroughs		

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Reading Goal #1A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	24%; 56 out of 236 students	By June 2013, 30% of students in grades 3-5 will achieve proficiency in reading.				
		1A.2. Not all students are fluent readers.	Students identified with phonics and fluency deficits receive additional instruction using phonics for reading foundations and/or rewards.	Reading Coach and Classroom Teacher	Elements of Vocabulary Student folder and graphs Treasures Oral Reading Fluency	Mini-Bats FCAT Reading BATS Treasures Unit Tests
		1A.3.				

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1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.	1B.1. Students are not consistently utilizing technology.	1B.1. All students grades 3-5 will spend a minimum of 60 min. during school per week using FCAT Explorer and I-station for primary. In addition, our media center is open every Tuesday night from 5-7 for families to use technology. Furthermore a computer lab and lap top carts have been set up and classes are scheduled once a week. Identified students will participate in an extended day Technology Lab.	1B.1. Reading Coach and Assistant Principal	1B.1. Weekly monitoring of student reports.	1B.1. FCAT Explorer, Success Maker, Accelerated Reader reports		

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Reading Goal #1B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	34%; 81 out of 236 students	By June 2013, 38% of students in grades 3-5 will achieve above proficiency in reading.					
		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 in reading.	2A.1. Students need to develop higher-level critical thinking skills.	All teachers will read aloud with students daily using novel sets and "Think Aloud" techniques.	Reading Coach	Monitoring classroom teachers	Formal Assessments FCAT Reading		
Reading Goal #2A: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

	34%; 81 out of 236 students	By June 2013, 38% of students in grades 3-5 will achieve above proficiency in reading.					
		2A.2. Students are not familiar with a wide array of genres.	Teachers will utilize a variety of cross-curricular texts.	Reading Coach	Monitoring classroom teachers	Formal Assessments FCAT Reading	
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	
2B. Florida Alternate Assessment: **Students scoring at or above Level 7 in reading.**	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		
Reading Goal #2B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3A. FCAT 2.0: Percentage of students making learning gains in reading.	3A.1. Building relationships with teachers to make them more comfortable with co-teaching and modeling process.	During the school day will push in and co-teach with teachers utilizing interventions and strategies from the Struggling Readers Chart.	Reading Coach	Classroom assessments Mini-Bat assessments DAR Data Chats- grade level team	Classroom assessments Mini-Bat assessments DAR		
Reading Goal #3A: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

	77%; 28 out of 36 students	By June 2013, 80% of students in lowest 25% in grades 4-5 will achieve learning gains in reading.					
		3A.2. Time to differentiate instruction to meet individual needs in their small group learning centers.	All teachers will utilize a variety of strategies in small groups to increase individual reading comprehension.	Classroom Teacher Reading Coach	Treasures Weekly Assessment Data Chats-teacher/ students	Treasures Weekly Assessment	
		3A.3.	3A.3.	3A.3.	3A.3.	3A.3.	
3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.		

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

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.	4A.1. More time is needed to meet student's individual needs.	Students will be eligible to participate in Dolphin Training Camp where strategic interventions will be used to focus on a particular skill. Double-dosing will be used daily with small group learning center activities for assessment.	Administration and Classroom Teacher	Bi-weekly monitoring of student assessments and walk-throughs by administration. Also, data chats on weekly basis.	BAT 1 & 2 FCAT Reading		
Reading Goal #4A: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

	77%; 28 out of 36 students	By June 2013, 80% of students in lowest 25% in grades 4-5 will achieve learning gains in reading.					
		4A.2.	4A.2.	4A.2.	4A.2.	4A.2.	
		4A.3.	4A.3.	4A.3.	4A.3.	4A.3.	
4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in reading.	4B.1.	4B.1.	4B.1.	4B.1.	4B.1.		
Reading Goal #4B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		4B.2.	4B.2.	4B.2.	4B.2.	4B.2.	
		4B.3.	4B.3.	4B.3.	4B.3.	4B.3.	

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	

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| 5A. In six years school will reduce their achievement gap by 50%. | Baseline data

2010-2011 | In 2011 overall 63% of students scored satisfactory in Reading, and overall 58% scored satisfactory in Reading for 2012.

African American Subgroup in 2011 scored 60% in reading

Hispanic Subgroup in 2011 scored 59% in Reading

White Subgroup in 2011 scored 67% in Reading

ELL subgroup in 2011 scored 39% in Reading

SWD subgroup in 2011 scored 29% in Reading

Economically Disadvantaged in 2011 scored 56% in Reading

African American Subgroup in 2012 scored 58% in reading

Hispanic Subgroup in 2012 scored 49% in Reading

White Subgroup in 2012 scored 65% in Reading

ELL subgroup in 2012 scored 38% in Reading

SWD subgroup in 2012 scored 30% in Reading

Economically Disadvantaged in 2012 scored 51% in Reading | Target AMO for Reading in the year ending 2013 is 69%.

Target AMO for Math in the year ending 2013 is 73%.

AMO Reading Subgroup Goals Year Ending 2013:

African American Subgroup in 2013 67%

Hispanic Subgroup in 2013 66%

White Subgroup in 2013 73%

ELL subgroup in 2013 49%

SWD subgroup in 2013 41%

Economically Disadvantaged in 2013 63%

AMO Math Subgroup Goals Year Ending 2013:

African American Subgroup in 2013 72%

African American Subgroup in | Target AMO for Reading in the year ending 2014 is 72%.

Target AMO for Math in the year ending 2014 is 75%.

AMO Reading Subgroup Goals Year Ending 2014:

African American Subgroup in 2014 70%

Hispanic Subgroup in 2014 69%

White Subgroup in 2014 75%

ELL subgroup in 2014 54%

SWD subgroup in 2014 47%

Economically Disadvantaged in 2014 67%

AMO Math Subgroup Goals Year Ending 2014:

African American Subgroup in | Target AMO for Reading in the year ending 2015 is 75%.

Target AMO for Math in the year ending 2015 is 78%.

AMO Reading Subgroup Goals Year Ending 2015:

African American Subgroup in 2015 73%

Hispanic Subgroup in 2015 73%

White Subgroup in 2015 78%

ELL subgroup in 2015 59%

SWD subgroup in 2015 53%

Economically Disadvantaged in 2015 71%

AMO Math Subgroup Goals Year Ending 2015:

African American Subgroup in | Target AMO for Reading in the year ending 2016 is 78%.

Target AMO for Math in the year ending 2016 is 81%.

AMO Reading Subgroup Goals Year Ending 2016:

African American Subgroup in 2016 77%

Hispanic Subgroup in 2016 76%

White Subgroup in 2016 81%

ELL subgroup in 2016 64%

SWD subgroup in 2016 59% | Target AMO for Reading in the year ending 2017 is 82%.

Target AMO for Math in the year ending 2017 is 84%.

AMO Reading Subgroup Goals Year Ending 2017:

African American Subgroup in 2017 80%

Hispanic Subgroup in 2017 80%

White Subgroup in 2017 84%

ELL subgroup in 2017 70%

SWD subgroup in 2017 65% |

		In 2011 overall 67% of students scored satisfactory in Math, and overall 65% scored satisfactory in Math for 2012.	Hispanic Subgroup in 2013 68%	2014 75%	2015 77%	Economically Disadvantaged in 2016 74%	Economically Disadvantaged in 2017 78%
			White Subgroup in 2013 75%	Hispanic Subgroup in 2014 72%	Hispanic Subgroup in 2015 75%	AMO Math Subgroup Goals Year Ending 2016:	AMO Math Subgroup Goals Year Ending 2017:
		African American Subgroup in 2011 scored 66% in Math.	ELL subgroup in 2013 61%	White Subgroup in 2014 78%	White Subgroup in 2015 80%		
		Hispanic Subgroup in 2011 scored 62% in Math	SWD subgroup in 2013 48%	ELL subgroup in 2014 65%	ELL subgroup in 2015 69%	African American Subgroup in 2016 80%	African American Subgroup in 2017 83%
		White Subgroup in 2011 scored 70% in Math	Economically Disadvantaged in 2013 67%	SWD subgroup in 2014 53%	SWD subgroup in 2015 58%		
		ELL subgroup in 2011 scored 53% in Math				Hispanic Subgroup in 2016 78%	Hispanic Subgroup in 2017 81%
		SWD subgroup in 2011 scored 37% in Math		Economically Disadvantaged in 2014 70%	Economically Disadvantaged in 2015 73%		
		Economically Disadvantaged in 2011 scored 60% in Math				White Subgroup in 2016 83%	White Subgroup in 2017 85%
		African American Subgroup in 2012 scored 60% in Math				ELL subgroup in 2016 73%	ELL subgroup in 2017 77%
		Hispanic Subgroup in 2012 scored 61% in Math				SWD subgroup in 2016 63%	SWD subgroup in 2017 69%
		White Subgroup in 2012 scored 71% in Math					
		ELL subgroup in 2012 scored 58% in Math				Economically Disadvantaged in 2016 77%	Economically Disadvantaged in 2017 80%
		SWD subgroup in 2012 scored 43% in Math					
		Economically Disadvantaged in 2012 scored 59% in Math					

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Reading Goal #5A:							
Target AMO in Reading is 66%.							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in reading.**	5B.1. Across all subgroups, Identifying Individual Needs.	5B.1. Analysis of student data to align Small-group differentiated instruction to the needs of the student.	5B.1. Reading Coach and Classroom Teacher	5B.1. Mini-Bats Weekly Assessments	5B.1. FCAT Results		
Reading Goal #5B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	42%; 18 out of 43 students	By June 2013, 45% of Black students will meet AMO's.					

		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 reading.	5C.1. Limited vocabulary knowledge	Students will receive differentiated instruction aligned to the ESOL matrix to build vocabulary.	Teacher/ Guidance Counselor	Classroom Walk-Throughs	IPT CELLA FCAT Reading		
Reading Goal #5C: _Enter narrative for the goal in this box._	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	73%; 11 out of 15 students	By June 2013, 75% of ELL students will meet AMO's.					
		5C.2.					

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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.3.					
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.	5D.1. Limited independent application to strategy	Students will receive differentiated instruction for comprehension strategies	Classroom teacher and ESE teacher	Weekly progress monitoring using reading series	FCAT BAT 1&2 Mini-Bats		
Reading Goal #5D: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	70%; 21 out of 30 students	By June 2013, 72% of students with disabilities in grades 3-5 will meet AMO's.					

	–	5D.2. Students struggle with numerous phonics rules.	Targeted ESE students will receive intervention strategies using the Wilson program. In addition ESE Teacher will provide training to classroom teachers on modifying and adjusting classwork to meet student needs.	ESE Specialist, and ESE teacher	Weekly progress monitoring using Wilson assessments Classroom Walk-Throughs Data Chats- grade level team	Wade BATs Mini-Bats FCAT Reading	
		5D..3. Open communication between classroom and ESE teachers so that strategies stay aligned.	Teachers will collaborate with ESE teacher and RTI team monthly to identify and implement effective strategies to meet individual needs. Teachers will be provided by a Observational Checklist by the ESE Teacher which they will use on each student in their classroom.	ESE Specialist, and ESE teacher	Monthly progress monitoring Classroom Walk-Throughs Data Chat- grade level team	DAR, WADE, Treasures fluency probes BATs Mini-Bats FCAT Reading	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5E. Economically Disadvantaged students not making satisfactory progress in reading.	SE.1. Students not having computers at home or internet use for FCAT Explorer.	School will provide computer use by opening up Media Center every Tuesday from 5 to 7pm.	Teacher; Reading Coach	Assessments	FCAT Assessments		
Reading Goal #5E: _Enter narrative for the goal in this box._	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	49%; 81 out of 167 students	BY June 2013, 51% of Economically Disadvantaged will meet AMO's.					
		5E.2.	5E.2.	5E.2.	5E.2.	5E.2.	
		5E.3.	5E.3.	5E.3.	5E.3.	5E.3.	

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<u>**Reading Professional Development**</u>

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities

Please note that each strategy does not require a professional development or PLC activity.

PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core Standards	Pre-K to 5	Reading Resource Coach	Whole faculty	Pre-planning week	Lesson Plans and Classroom Walkthroughs	Administration
Rewards	4th	Rhonda Lane/ Melissa McAbee	Grade Level PLCs	September	Student data	Reading Coach
Common Core Institute	1st and 2nd	District	1st and 2nd teachers	September -October	Grade level discussions and planning. Observation of differentiated instruction within the classrooms.	Reading Coach
			K-5 teachers, leadership team and Reading Coach			
Data Chats Phonics for Reading	K-5	Administration		Quarterly Pre-planning week	RTI data collection	Administration
		District	1st-3rd grade teachers		Grade level discussions and planning	
	1st-3rd					Reading Coach

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Grade level District
Reading Trainings

			September to	Grade level PLC	
K-5	District	k-5 teachers	May as signed up	and CWT	Reading Coach

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Reading Budget (Insert rows as needed)

Include only school funded activities/ materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Dolphin Training Camp	Extended Day Learning	PTO/Title 1	5,000
Rewards	Substitutes	Title 1/School	415
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Teach Town	Computer Program	Title 1	0
FCAT Explorer	Computer Program	District	0
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Common Core K-2	Substitutes	Title 1	420
Data Chats	Substitutes	Title 1	415
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Common Core	Appendices	Title 1	300
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.	1.1. Students do not have adequate time to speak or practice listening skills.	1.1.Teachers will use one-on-one instruction when appropriate Teacher will provide meaningfull language practice	1.1.Teacher/ grade Chairs	1.1 and IPT-1,.Lesson plans Walk throughs	1.1.CELLA	
CELLA Goal #1: *Enter narrative for the goal in this box.*	2012 Current Percent of Students Proficient in Listening/Speaking: *Enter numerical data for current level of performance in this box.*					
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.

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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. Students with another language in the home may not have the vocabulary devopment or the prior knowledge to understand all texts	2.1.Teachers will activate and/ or build on prior knowledge. Teachers will also explain key concepts during reading instruction.	2.1.Teachers	2.1. Lesson Plan and Walk Throughs BAT tests for grades 3-5	2.1. CELLA FCAT Reading	
<u>CELLA Goal #2:</u> *Enter narrative for the goal in this box.*	<u>2012 Current Percent of Students Proficient in Reading:</u> *Enter numerical data for current level of performance in this box.*					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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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.	3.1. Students may not have the language skills in their home language to write in English	3.1. Students may not have the language skills in their home language to write in English	3.1.Teachers	31.Lesson Plans	3.1. CELLA FCAT Writing	
CELLA Goal #3: *Enter narrative for the goal in this box.*	2012 Current Percent of Students Proficient in Writing : *Enter numerical data for current level of performance in this box.*					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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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
CCC Amazing English	Computer Program	District	0
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Data Chats	Substitutes	Title 1	625
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of CELLA Goals

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Elementary School Mathematics Goals

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

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

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1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.	1A.1 All students are not meeting mastery in grade level skills	All teachers will use concrete skill building drills for foundation and number sense, including Math Blitz. Students will be given additional forms for skills assessment (MINI BATS/ Go Math Assessments)	Team Leader	Team Leaders will assist teachers in locating materials and implementation. Progress will be discussed during Team Leader Day.	Results of Math Blitz and Drill Practice Assessments.		
Mathematics Goal #1A: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	32%; 75 out of 236 students	By June 2013, 35% of students will achieve proficiency in mathematics					

		1A.2 Not all students are able to think abstractly and need to build concrete level skills.	Reinforcement of abstract skills through the utilization of manipulatives in a whole and small group setting	Team Leader	Lesson Plans, Classroom Walkthroughs	Go Math Assessment Tools	
		1A.3 Time to meet with students who would benefit from enrichment activities.	Small group and center activities will be provided to the students weekly	Team Leader, Classroom Teacher	Classroom Walkthroughs to monitor student engagement and higher ordering questioning. Lesson Plans, Data Chats focusing on Level 4 and 5 Students.	Go Math Assessments	
1B. Florida Alternate Assessment: **Students scoring at Levels 4, 5, and 6 in mathematics.**	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		

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

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Elementary School Mathematics Goals

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

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

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

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.	2A.1 Time to meet with students who would benefit from enrichment activities.	Small group and center activities will be provided to the students weekly	Team Leader, Classroom Teacher	Classroom Walkthroughs to monitor student engagement and higher ordering questioning. Lesson Plans, Data Chats focusing on Level 4 and 5 Students.	Go Math Assessments		
Mathematics Goal #2A: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	33%; 78 out of 236 students	By June 2013, 40% of students will achieve above proficiency in mathematics.					
		2A.2.	2A.2.	2A.2.	2A.2.	2A.2.	
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	

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2B. **Florida Alternate Assessment:** **Students scoring at or above Level 7 in mathematics.**	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		
Mathematics Goal #2B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

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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. Not all students have mastered multiplication facts	Students will participate in a Mad Minute Math Activity daily until all facts are mastered	Classroom Teacher	Student Progress Chart.	Keys to Math, Student Progress Chart		
Mathematics Goal #3A: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

	78%; 114 out of 146 students.	By June 2013, 80% of students in grades 4-5 will achieve learning gains in mathematics.					
		3A.2. Time to Conduct Spiral Review Lessons	Utilize Questions from beginning of each Go Math Lesson (Show What you know) and discuss the vocabulary. Use Math Blitz and Skills practice (Drills).	Classroom Teacher	Student Data	Go Math Assessments, Skills Practice Data,	
		3A.3.	3A.3.	3A.3.	3A.3.	3A.3.	
3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.		

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

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.	4A.1. Low Reading Levels will impact student ability to complete higher-level mathematical problem solving questions.	Utilization of Destination Success for math vocabulary concept building problem solving. Incorporate the use of the adopted series glossary with pictures for visual representation (manipulatives), and teacher student communication and dialogue.	Classroom Teacher	Weekly and Bi-Weekly Reports and Assessments	Results of Math Blitz and Drill Practice Assessments.		
Mathematics Goal #4A: _Enter narrative for the goal in this box._	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

	67%; 24 out of 37 students	By June 2013, 75% of students in grades 3-5 will show learning gains in mathematics.				
		4A.2. Students Missing Foundational Mathematical Skills.	Students will use CCC success maker (primary level), and Florida achieves a minimum of three times a week for fifteen minutes.	Classroom Teacher	CCC, Florida Achieves reports	CCC, Florida Achieves reports	
		4A.3.	4A.3.	4A.3.	4A.3.	4A.3.	
4B. Florida Alternate Assessment: **Percentage of students in lowest 25% making learning gains in mathematics.**	4B.1.	4B.1.	4B.1.	4B.1.	4B.1.	
Mathematics Goal #4B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				

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	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		4B.2.	4B.2.	4B.2.	4B.2.	4B.2.	
		4B.3.	4B.3.	4B.3.	4B.3.	4B.3.	

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	

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5A. In six years school will reduce their achievement gap by 50%.	Baseline data 2010-2011	In 2011 overall 63% of students scored satisfactory in Reading, and overall 58% scored satisfactory in Reading for 2012.	Target AMO for Reading in the year ending 2013 is 69%.	Target AMO for Reading in the year ending 2014 is 72%.	Target AMO for Reading in the year ending 2015 is 75%.	Target AMO for Reading in the year ending 2016 is 78%.	Target AMO for Reading in the year ending 2017 is 82%.
			Target AMO for Math in the year ending 2013 is 73%.	Target AMO for Math in the year ending 2014 is 75%.	Target AMO for Math in the year ending 2015 is 78%.	Target AMO for Math in the year ending 2016 is 81%.	Target AMO for Math in the year ending 2017 is 84%.
		African American Subgroup in 2011 scored 60% in reading					
		Hispanic Subgroup in 2011 scored 59% in Reading	AMO Reading Subgroup Goals Year Ending 2013:	AMO Reading Subgroup Goals Year Ending 2014:	AMO Reading Subgroup Goals Year Ending 2015:		
		White Subgroup in 2011 scored 67% in Reading				AMO Reading Subgroup Goals Year Ending 2016:	AMO Reading Subgroup Goals Year Ending 2017:
		ELL subgroup in 2011 scored 39% in Reading	African American Subgroup in 2013 67%	African American Subgroup in 2014 70%	African American Subgroup in 2015 73%		
		SWD subgroup in 2011 scored 29% in Reading	Hispanic Subgroup in 2013 66%			African American Subgroup in 2016 77%	African American Subgroup in 2017 80%
		Economically Disadvantaged in 2011 scored 56% in Reading		Hispanic Subgroup in 2014 69%	Hispanic Subgroup in 2015 73%		
			White Subgroup in 2013 73%				
				White Subgroup in 2014 75%	White Subgroup in 2015 78%		
		African American Subgroup in 2012 scored 58% in reading	ELL subgroup in 2013 49%			Hispanic Subgroup in 2016 76%	Hispanic Subgroup in 2017 80%
		Hispanic Subgroup in 2012 scored 49% in Reading		ELL subgroup in 2014 54%	ELL subgroup in 2015 59%		
		White Subgroup in 2012 scored 65% in Reading	SWD subgroup in 2013 41%				
				SWD subgroup in 2014 47%	SWD subgroup in 2015 53%	White Subgroup in 2016 81%	White Subgroup in 2017 84%
		ELL subgroup in 2012 scored 38% in Reading	Economically Disadvantaged in 2013 63%				
		SWD subgroup in 2012 scored 30% in Reading		Economically Disadvantaged in 2014 67%	Economically Disadvantaged in 2015 71%	ELL subgroup in 2016 64%	ELL subgroup in 2017 70%
		Economically Disadvantaged in 2012 scored 51% in Reading	AMO Math Subgroup Goals Year Ending 2013:	AMO Math Subgroup Goals Year Ending 2014:	AMO Math Subgroup Goals Year Ending 2015:		
			African American Subgroup in 2013 72%			SWD subgroup in 2016 59%	SWD subgroup in 2017 65%
				African American Subgroup in	African American Subgroup in		

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				Hispanic Subgroup in 2013 68%	2014 75%	2015 77%	Economically Disadvantaged in 2016 74%	Economically Disadvantaged in 2017 78%
			In 2011 overall 67% of students scored satisfactory in Math, and overall 65% scored satisfactory in Math for 2012.	White Subgroup in 2013 75%	Hispanic Subgroup in 2014 72%	Hispanic Subgroup in 2015 75%	AMO Math Subgroup Goals Year Ending 2016:	AMO Math Subgroup Goals Year Ending 2017:
				ELL subgroup in 2013 61%	White Subgroup in 2014 78%	White Subgroup in 2015 80%		
			African American Subgroup in 2011 scored 66% in Math.				African American Subgroup in 2016 80%	African American Subgroup in 2017 83%
			Hispanic Subgroup in 2011 scored 62% in Math	SWD subgroup in 2013 48%	ELL subgroup in 2014 65%	ELL subgroup in 2015 69%		
			White Subgroup in 2011 scored 70% in Math	Economically Disadvantaged in 2013 67%	SWD subgroup in 2014 53%	SWD subgroup in 2015 58%	Hispanic Subgroup in 2016 78%	Hispanic Subgroup in 2017 81%
			ELL subgroup in 2011 scored 53% in Math					
			SWD subgroup in 2011 scored 37% in Math		Economically Disadvantaged in 2014 70%	Economically Disadvantaged in 2015 73%		
			Economically Disadvantaged in 2011 scored 60% in Math				White Subgroup in 2016 83%	White Subgroup in 2017 85%
			African American Subgroup in 2012 scored 60% in Math				ELL subgroup in 2016 73%	ELL subgroup in 2017 77%
			Hispanic Subgroup in 2012 scored 61% in Math					
			White Subgroup in 2012 scored 71% in Math				SWD subgroup in 2016 63%	SWD subgroup in 2017 69%
			ELL subgroup in 2012 scored 58% in Math					
			SWD subgroup in 2012 scored 43% in Math				Economically Disadvantaged in 2016 77%	Economically Disadvantaged in 2017 80%
			Economically Disadvantaged in 2012 scored 59% in Math					

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Mathematics Goal #5A:							
Overall Target AMO in Math is 70%.							
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. Identifying Individual Needs of all subgroups.	Assessments and data analysis will be used differentiate small group instruction	Classroom Teacher/ Leadership Team	Mini BATS, Weekly Assessments	FCAT Results		

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Mathematics Goal #5B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
Enter narrative for the goal in this box.						
	39%; 37 out of 96 students	By June of 2013 45% of students will make progress in mathematics.				
		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. Students have limited academic vocabulary	Teach content specific math vocabulary, word walls, manipulatives, and utilization of imagine learning.	Classroom Teacher/ ESOL Coordinator/ Guidance Counselor	Observation and Weekly Assessments	Chapter assessments, Mini BATS, BAT 1 and 2, FCAT Math Results		
Mathematics Goal #5C: _Enter narrative for the goal in this box._	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	53%; 8 out of 15 students	By June 2013, 60% of ELL students will meet AMO's.					

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		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.	5D.1. Meeting the individual needs of students with disabilities.	Teachers will confer with the ESE specialist and ESE teacher to align classroom instruction with ESE strategies. Implementation of Go Math Series Reteach/ Interventions activities.	ESE Specialist	Conference with ESE team, to include teacher observations, administration, and parent feedback and input.	Classroom Assessments, TEMA-3, Key Math 3		
Mathematics Goal #5D: _Enter narrative for the goal in this box._	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	57%; 17 out of 30 students	BY June of 2013 60% of students with SWD					

	_	5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.	5E.1. Access to computers, books, and resources,	Access to Title 1 resources through Tuesday Night Live and Dolphin Training Camp, Morning Computer Lab Access, scheduled computer lab time(s)	Reading Coach, Title 1 Liaison	Teacher Observation and Feedback	FCAT Achievement Test, BAT Assessment		
Mathematics Goal #5E: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	41%; 68 out of 167 students	BY June 2013, 50% of the Economically Disadvantaged will meet AMO's.					

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

End of Elementary School Mathematics Goals

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Middle School Mathematics Goals

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

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

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

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

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

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

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3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.		
Mathematics Goal #3B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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

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4B. **Florida Alternate Assessment:** **Percentage of students in lowest 25% making learning gains in mathematics.**	4B.1.	4B.1.	4B.1.	4B.1.	4B.1.		
Mathematics Goal #4B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		4B.2.	4B.2.	4B.2.	4B.2.	4B.2.	
		4B.3.	4B.3.	4B.3.	4B.3.	4B.3.	

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. In six years, school will reduce their achievement gap by 50%.	**Baseline data 2010-2011**	In 2011 63% of students scored satisfactory in Reading, and 58% scored satisfactory in Reading for 2012. In 2011 67% of students scored satisfactory in Math, and 65% scored satisfactory in Math for 2012.	Target AMO for Reading in the year ending 2013 is 69%. Target AMO for Math in the year ending 2013 is 73%.	Target AMO for Reading in the year ending 2014 is 72%. Target AMO for Math in the year ending 2014 is 75%.	Target AMO for Reading in the year ending 2015 is 75%. Target AMO for Math in the year ending 2015 is 78%.	Target AMO for Reading in the year ending 2016 is 78%. Target AMO for Math in the year ending 2016 is 81%.	Target AMO for Reading in the year ending 2017 is 82%. Target AMO for Math in the year ending 2016 is 84%.
<u>Mathematics Goal #5A:</u> *Enter narrative for the goal in this box.*							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in mathematics.**	5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.		
Mathematics Goal #5B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.* White: Black: Hispanic: Asian: American Indian:	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.* White: Black: Hispanic: Asian: American Indian:					
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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

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5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.		
Mathematics Goal #5D: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
	___	5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	

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

End of Middle School Mathematics Goals

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Florida Alternate Assessment High School Mathematics Goals

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

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

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

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

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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. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in mathematics.	4.1.	4.1.	4.1.	4.1.	4.1.		
Mathematics Goal #4: _Enter narrative for the goal in this box._	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	_Enter numerical data for expected level of performance in this box._					
		4.2.	4.2.	4.2.	4.2.	4.2.	
		4.3.	4.3.	4.3.	4.3.	4.3.	

End of Florida Alternate Assessment High School Mathematics Goals

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

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

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

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

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
3A. In six years, school will reduce their achievement gap by 50%.	**Baseline data 2010-2011**						
Algebra 1 Goal #3A: *Enter narrative for the goal in this box.*							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in Algebra 1.**	3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.		

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Algebra 1 Goal #3B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Enter narrative for the goal in this box.							
	Enter numerical data for current level of performance in this box. White: Black: Hispanic: Asian: American Indian:	*Enter numerical data for expected level of performance in this box.* White: Black: Hispanic: Asian: American Indian:					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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

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3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra 1.	3D.1.	3D.1.	3D.1.	3D.1.	3D.1.		
Algebra 1 Goal #3D: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		3D.2.	3D.2.	3D.2.	3D.2.	3D.2.	
		3D.3.	3D.3.	3D.3.	3D.3.	3D.3.	

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

End of Algebra 1 EOC Goals

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

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

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

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

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

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3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in Geometry.**	3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.		
Geometry Goal #3B: *Enter narrative for the goal in this box.*	<ins>2012 Current Level of Performance:*</ins>	<ins>2013 Expected Level of Performance:*</ins>					
	Enter numerical data for current level of performance in this box. White: Black: Hispanic: Asian: American Indian:	*Enter numerical data for expected level of performance in this box.* White: Black: Hispanic: Asian: American Indian:					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	

		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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

3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.	3D.1.	3D.1.	3D.1.	3D.1.	3D.1.		
Geometry Goal #3D: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		3D.2.	3D.2.	3D.2.	3D.2.	3D.2.	
		3D.3.	3D.3.	3D.3.	3D.3.	3D.3.	

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

End of Geometry EOC Goals

Mathematics Professional Development

Professional Development

(PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities

Please note that each strategy does not require a professional development or PLC activity.

PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core				September-October	Grade level learning communities and monitoring and feedback of benchmark assessments	
Grade Level PLCs	K-2 K-5	District Team Leaders	K-2 teachers k-5 teaches	August -June	Lesson Plans and Walkthroughs	Administration 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
Dolphin Training Camp	Teacher Salaries	PTO/Afterschool Program	5,0000
Common Core Standards	Appendices	Title 1	300
Subtotal: 5,300			
Technology			
Strategy	Description of Resources	Funding Source	Amount
FCAT Explorer	Computer Program	District	0
Subtotal: 0			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Common Core Standards	Substitutes	Title 1	1,250
Subtotal: 1,250			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total: 6,550			

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. Students often have difficulty transferring skills from one subject to the other	Cross curricular K-5 instruction of science through level readers in Fusion and reading strategies instruction in science.	Administration; Reading Coach	Weekly monitoring	Evaluating collected data from Classroom Walkthroughs		

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Science Goal #1A: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	38%; 28 out of 74 students	By June 2013, 40% of students will achieve proficiency in science.				
		1A.2. Going from seven strands to four bodies of knowledge.	All teachers will utilize the new District Instructional Focus Calendars to match K-5 benchmarks. Also, K-2 will incorporate common-core on a weekly basis. Also, implementing the 5E model, use of Hands on Kits, and Virtual Labs.	Science Chair and Classroom Teacher	Classroom Walk Throughs Lesson Plans	Instructional Focus Calendar Performance Assessments BATS FCAT Science
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
1B. Florida Alternate Assessment: **Students scoring at Levels 4, 5, and 6 in science.**	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.	

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Science Goal #1B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
Enter narrative for the goal in this box.						
	20%; 15 out of 74 students	By June 2013, 30% of students will achieve above proficiency in science				
		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. Students are unfamiliar with science-based questions and terms relating to new benchmarks, vocabulary, and concepts.	All 5th students will utilize FCAT Explorer Science a minimum of 30 min. per week, Florida Achieves, an Interactive Word Wall, and keep a science journal to monitor progress.	Science Chair, Reading Coach, and Classroom Teacher	Classroom Walkthroughs Weekly Review Reports Lesson Plans	FCAT Explorer Reports Mini Bats BATS FCAT Science		
Science Goal #2A: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013Expected Level of Performance:*					

	20%; 15 out of 74 students	By June 2013, 30% of students will achieve above proficiency in science					
		2A.2.	2A.2.	2A.2.	2A.2.	2A.2.	
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science.	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		
Science Goal #2B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

End of Elementary and Middle School Science Goals

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Florida Alternate Assessment High School Science Goals

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

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

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

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

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

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

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

End of Biology 1 EOC Goals

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Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Science Instructional Materials Workshop	K-5	Science Teacher	School-wide	August-June	Lesson Plans and Walkthroughs	Administration
Digital Science Lab	K-5	District Trainers	Teachers K-5 and support staff	August 24, 2011	Lesson Plans	Administration

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
Fusion	Text and workbook	District	0

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Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Florida Achieves	Internet Program	District	0
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Common Core Training	Substitutes	Title 1	625.00
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Science Goals

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Writing Goals

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

Writing Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.	1A.1. Different writing skill levels in each classroom.	All students will participate in bi-weekly writing seminars through whole-group instruction and conferencing.	Classroom Teacher	Daily use of and weekly monitoring of student writing portfolios through writing prompts. Classroom Walk-Throughs will be used to identify if students understand essential question during instruction.	Daily use of and weekly monitoring of student writing portfolios Classroom Walk-Throughs Lesson Plan		

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Writing Goal #1A: Enter narrative for the goal in this box.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	88%; 66 out of 74 students	By June 2013, 90% of students will achieve proficiency in writing.				
		1A.2.	1A.2.	1A.2.	1A.2.	1A.2.
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
1B. Florida Alternate Assessment: **Students scoring at 4 or higher in writing.**	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.	
Writing Goal #1B: Enter narrative for the goal in this box.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				

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

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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
Parent Trainings and Staff Workshops through Sheridan Hills.	K-5	Reading Coach and 4th grade team	Parents and staff	Planning week and throughout school year.	Lesson Plans and Walkthroughs	Administration
Summer Writing Institute and School wide follow-up.	K-5	Reading Coach and institute participants	K-5 Teachers	August - Sept on select Tuesdays from 2-3PM.	Writing Journals	Administration

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

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Writing Fundamentals	Writing Fundamental Kits	District	0
Mentor Texts	Books	District	0
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Common Core Training	Substitutes	Title 1	1250.00
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

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.	1.1.	1.1.	1.1.	1.1.		
Civics Goal #1: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					

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

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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
Use of Florida Studies	K-5	K-5 District trained Teachers	K-5 Teachers	Planning Days	Reflections/Walkthroughs/Teacher Evaluations	In-service Facilitator/Reading Coach/Administration

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
Florida Studies	Text and workbooks	District	0
Subtotal:			

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Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Teacher Led District Trainings	Teacher Salaries	District	0
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Civics Goals

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

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

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

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

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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. Getting parents to understand the importance of getting students to school everyday and on time.	1.1. Topic will be addressed in each classroom during open house.	1.1. Assistant Principal	1.1. Pinnacle	1.1. Attendance Data		

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Attendance Goal #1:	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*				
Enter narrative for the goal in this box.						
	95%	Sheridan Hills will reduce the number of students with excessive tardies and absences by 25%. June of 2013 attendance will improve by 97%				
	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)				

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	30 students	40 students					
	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)					
	150	113					
		1.2. Motivating Students to arrive on time.	1.2. School-wide goal setting and motivational program for students.	1.2. Assistant Principal	1.2. Pinnacle	1.2. Attendance Data	
		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
Champs Refresh	Pre K-5	In-service Facilitator	School-wide all faculty	Planning Week- August 2012	Classroom Walkthroughs	Assistant Principal

Attendance Budget (Insert rows as needed)

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

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

End of Attendance Goals

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Suspension Goal(s)

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

Suspension Goal(s)	Problem-solving Process to Decrease Suspension						
Based on the analysis of suspension data, and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Suspension	1.1. Lack of implementation of classroom management.	1.1. Small-group counseling with guidance counselor and school social work.	1.1. Assistant Principal,Guidance Counselor, and Classroom Teacher	1.1. Classroom Discipline Data	1.1. Suspension Data Records and Discipline Matrix		
Suspension Goal #1: *Enter narrative for the goal in this box.*	2012 Total Number of In School Suspensions	2013 Expected Number of In- School Suspensions					

	9	6					
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In -School					
	7	4					
	2012 Total Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions					
	6	3					
	2012 Total Number of Students Suspended Out- of- School	2013 Expected Number of Students Suspended Out- of-School					
	5	2					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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Suspension Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (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

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Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Conscious Discipline	Substitutes for Teacher Training	Title 1	0
Brain Gym	Substitutes for Teacher Training	Title 1	0
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

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	1.1.	1.1.	1.1.	1.1.	1.1.		

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	2012 Current Dropout Rate:*	2013 Expected Dropout Rate:*					
<u>Dropout Prevention Goal #1:</u> *Enter narrative for the goal in this box.* **Please refer to the percentage of students who dropped out during the 2011-2012 school year.*							
	Enter numerical data for dropout rate in this box.	*Enter numerical data for expected dropout rate in this box.*					
	2012 Current Graduation Rate:*	2013 Expected Graduation Rate:*					
	Enter numerical data for graduation rate in this box.	*Enter numerical data for expected graduation rate in this box.*					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Dropout Prevention Professional Development

Professional Development (PD) aligned with

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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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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
Conscious Discipline	Salaries for Teacher Participants	Title 1	0
Brain Gym	Salaries for Teacher Participants	Title 1	0
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Dropout Prevention Goal(s)

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

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

Parent Involvement Goal(s)	Problem-solving Process to Parent Involvement						
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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1. Parent Involvement	1.1. Parents have difficulty attending school functions during the school day due to work schedules.	1.1. Families will have the opportunity to visit the media center every Tuesday night from 5:00 to 7:00 during "Tuesday Night Live" (an extended media access program).	1.1. Administration and Leadership Team	1.1. Sign in Sheets	1.1. Teacher and parent surveys		

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Parent Involvement Goal #1:	2012 Current Level of Parent Involvement:*	2013 Expected Level of Parent Involvement:*				
Enter narrative for the goal in this box. **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*						
	85%	*During the 2012-13 school year, Sheridan will increase parent involvement by 5%.*				
		1.2. Keeping parents up to date and informed on school initiatives.	1.2. School functions will be advertised through our school's web site, marquee, and district's Parent Link call out system.	1.2. Website Coordinator	1.2. Parent Surveys	1.2. Parent Surveys and Feedback	
		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
Parent Trainings	Teacher Salaries	Title 1	679
Communication Tool	Agendas	Title 1	1800
Subtotal: 2,479			
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
Annual Parent Seminar	Registration	Title 1	80
Subtotal: 80			
Total: 2,559			

End of Parent Involvement Goal(s)

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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: *Enter narrative for the goal in this box.*	1.1.	1.1.	1.1.	1.1.	1.1.
	1.2.	1.2.	1.2.	1.2.	1.2.

	1.3.	1.3.	1.3.	1.3.	1.3.

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

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STEM Budget (Insert rows as needed)

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

End of STEM Goal(s)

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Career and Technical Education (CTE) Goal(s)

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

		1.3.	1.3.	1.3.	1.3.	1.3.

CTE Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

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CTE Budget (Insert rows as needed)

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

End of CTE Goal(s)

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Additional Goal(s)

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

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

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Additional Goal #1: *Enter narrative for the goal in this box.*	2012 Current Level :*	2013 Expected Level :*				
	Enter numerical data for current goal in this box.	*Enter numerical data for expected goal in this box.*				
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.

Additional Goals Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

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PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

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

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

End of Additional Goal(s)

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Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	
	Total: 6,550
CELLA Budget	
	Total:
Mathematics Budget	
	Total: 6,550
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: 2,559
STEM Budget	
	Total:
CTE Budget	
	Total:
Additional Goals	
	Total:
	Grand Total:

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Differentiated Accountability

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

School Differentiated Accountability Status		
☐Priority	☐Focus	☐Prevent

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

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

☐ Yes   ☐ No

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

Describe the activities of the SAC for the upcoming school year.

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SAC will focus on school-wide initiatives to ensure academic success of all students through data supported curricular interventions and programs, as well as the disbursement of appropriate funds to the school for parent and teacher involvement.

Describe the projected use of SAC funds.	Amount