FLORIDA DEPARTMENT OF EDUCATION

School Improvement Plan (SIP)
Form SIP-1

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Somerset Academy Elementary	District Name: Broward
Principal: Mr. B. Montero	Superintendent:
SAC Chair: Mrs. Y. Imperatori	Date of School Board Approval:

Student Achievement Data:

The following links will open in a separate browser window.

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

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

High School Feedback Report

K-12 Comprehensive Research Based Reading Plan

Highly Effective Administrators

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Principal	Bernardo Montero	M.S. Educational Leadership	9	12	2009-2010, 2010-2011 Middle School/High School - A School and AYP was met.
Assistant Principal	Jennifer Enriquez	M.S. Educational Leadership	3	7	2010-2011- Somerset Academy went from "B" to an "A." 2009-2010-Mater Lakes Academy MDCPS, A School and AYP was met.

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<u>Highly Effective Instructional Coaches</u>

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Maria Coto-Hernandez	M.S. Elementary Education	4	3	2010-2011- A School, not met AYP, of lowest 25%, 75% of students made gains in Reading

<u>Highly Effective Teachers</u>

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

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Somerset Academy Job Fair	Dr. Ruth Jacoby	May 30, 2012	
2. University Partnerships	Administration	Ongoing	
3.			
4.			

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Non-Highly Effective Instructors

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

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Effective
Gina Bossola	Elementary Education	4th Grade	ESOL Professional Development

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
42	4.7%	24%	52%	24%	24%	97%	5%	0%	97 %

Teacher Mentoring Program

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Yadira Campi	Kelly Rozell	Same grade level	Observation, collaborate on lesson plans, monthly NESS meetings and biweekly meetings
Maria Acosta	Arlyn Pino	Same grade level	Observation, collaborate on lesson plans, monthly NESS meetings and biweekly meetings
Maribel Marin	Yamile Hernandez	Same instructional area	Observation, collaborate on lesson plans, monthly NESS meetings and biweekly meetings

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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. Jennifer Enriquez, Karina Iber, Lisa Bienvenu, Maria Coto-Hernandez, Valentina Vetencourt, school psychologist, Lory Sakay, general education teacher
Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts? The RTI Leadership Team will inform grade level teams of RTI procedures at pre-planning week workshops and grade level meetings. The RTI team will provide support by meeting with grade level teams and assisting teachers in the student monitoring process. Mrs. Lisa Bienvenu will be the Primary Leadership coach for grade K-2, and Mrs. Hernandez for grades 3-5. The ESE team will work with individual teachers and grade level teams in providing various intervention programs and ideas that the classroom teacher can use as "Tier III Interventions." The special area teachers will provide information for important anecdotal documentation. RTI Leadership team will meet on a monthly or as needed basis to monitor the progress of all referred students, monitor the implementation of the school reading plan, and assess and reassess the needs of our ELL, ESE and at risk students. The RTI leadership team will also develop in-service and workshops for instructors in areas where they see weaknesses.
Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP? The RTI Leadership team will be vital in the implementation of the school improvement plan. They will monitor the objectives that have been set to make sure our school is meeting our goals. The RTI Leadership team and SAC will work together to identify problems, analyze data to develop and implement data-based goals and intervention plans, and evaluate the effectiveness of the interventions.
MTSS Implementation
Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior. Tier 1and 2 data sources for academics includes BAT testing, informal assessments, formative assessments, textbook assessments, FCAT, pre/post testing, STAR, FAIR, Accelerated Reader, FCAT Explorer and FCAT Focus. Tier 3 data sources for academics include interventions assessments, textbook assessments, informal screening assessments, progress monitoring assessments, PMP's, DAR, running records, IRI, etc. Tier 1-3 data management systems include virtual counselor, Pinnacle, graphical documentation of the above assessments, PMRN Tier 1-3 behavior data sources include graphical documentations of individual behavior plan charts and checklists, discipline referrals, parent/teacher communication and conferences.
Describe the plan to train staff on MTSS. RTI Leadership team will provide school wide workshops during preplanning week and beginning of second quarter as a refresher (October) and at grade level meetings.
Describe plan to support MTSS. RTI Leadership team will continue to monitor program and students throughout the year. School wide workshops and follow-up meetings.

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Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). Administration- Mrs. Jennifer Enriquez Teachers- Yadira Campi, Tracy Mahoney ESE Specialist – Maribel Marin Reading Specialist- Maria Coto-Hernandez
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). The school-based LLT will meet monthly as a committee and will monitor the implementation of the school reading plan. The team will develop strategies and interventions for the teachers.
What will be the major initiatives of the LLT this year? The LLT will assist teachers with the school wide implementation of Reading Programs. In addition, word of the day will be introduced and used by all students. A Parent Academy Night and other Informational Parent Nights throughout the year. .

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.			1.1. Teachers have the challenge of many leveled students within one classroom setting.	1.1. Differentiated Instruction, Pull-Out, Push In, RTI Tier 1, 2, & 3, implementing literacy groups.	1.1. Assistant Principal, Reading Coach	1.1. Frequent small assessment, disaggregation of data.	1.1 FCAT scores, end of year unit book tests, as well as mini benchmark assessments, BAT,AR quizzes, STAR assessment, and 3rd grade portfolios, classroom walkthroughs will be used to measure the progress of students.
Reading Goal #1a: The following strategies will be implemented to increase achievement to above proficiency: The use of Promethean Boards, Accelerated Reader, Study Island, FCAT Explorer, Blended Learning, COACH, Novels, the use of differentiated instruction such as	2012 Current Level of Performance:* *76%*	2013 Expected Level of Performance:* *80%*					
			1a.2.	1a.2.	1a.2.	1a.2.	1a.2.

			1a.3.	1a.3.	1a.3.	1a.3.	1a.3.
learning centers, one on one, small cooperative groups.							

1b. Florida Alternate Assessment: **Students scoring at Levels 4, 5, and 6 in reading.**			1b.1.	1b.1.	1b.1.	1b.1.	1b.1.
Reading Goal #1b: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			1b.2.	1b.2.	1b.2.	1b.2.	1b.2.
			1b.3.	1b.3.	1b.3.	1b.3.	1b.3.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in reading.			2.1 Students might plateau in their performance	2.1. Teachers will use enrichment and gifted learning strategies such as high level thinking (Bloom's Taxonomy) to engage student and increase gains.	2.1 Classroom teacher, Reading Coach, Team Leaders and Administration.	2.1. Graphical documentation of weekly grade level and data analysis	2.1. FCAT scores, classroom walkthroughs end of year unit book tests, as well as mini benchmark assessments, BAT, AR quizzes, STAR assessment, and 3rd grade portfolios will be used to measure the progress of students
Reading Goal #2a: High achieving students will be exposed to higher leveled readers and novels.	2012 Current Level of Performance:* *47%*	2013 Expected Level of Performance:* *50%*					
			2a.2.	2a.2.	2a.2.	2a.2.	2a.2.
			2a.3	2a.3	2a.3	2a.3	2a.3

			2b.1.	2b.1.	2b.1.	2b.1.	2b.1.
2b. Florida Alternate Assessment: **Students scoring at or above Level 7 in reading.**							
Reading Goal #2b: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			2b.2.	2b2.	2b.2.	2b.2.	2b.2.
			2b.3	2b.3	2b.3	2b.3	2b.3
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.**			3.1. It is limited to how often teachers and the leadership team (principal, assistant principal, instructional coaches) can meet to analyze data, problem solve, and redirect the instructional focus based on the academic needs of students.	3.1. Monthly meeting involving all stakeholders.	3.1. Reading Coach	3.1. Graphical documentation of quarterly grade level and data analysis.	3.1. Reading coach created graph worksheet.
Reading Goal #3a: The following strategies will be implemented to increase achievement to above proficiency: The use of Promethean Boards, Accelerated Reader, FCAT Explorer, Reading for Meaning (5th Grade), the use of differentiated instruction such as learning centers, one on one, and small groups.	2012 Current Level of Performance:* *75%*	2013 Expected Level of Performance:* *78%*					
			3a.2.	3a.2.	3a.2.	3a.2.	3a.2.
			3a.3.	3a.3.	3a.3.	3a..3.	3a.3.

			3b.1.	3b.1.	3b.1.	3b.1.	3b.1.
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.							
Reading Goal #3b: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			3b.2.	3b.2.	3b.2.	3b.2.	3b.2.
			3b.3.	3b.3.	3b.3.	3b.3.	3b.3.
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.			4.1. Time is limited in order to meet the needs of all students in Grades K-5.	4.1. A Primary Learning Specialist has been assigned to meet the needs of students in grades K-2.	4.1. Reading Coach, Primary Learning Specialist	4.1. Monthly mini-fluency and comprehension assessments.	4.1. Easy CBM and ORF (oral reading fluency)
Reading Goal #4a: Teachers will provide support and maintain interventions that are currently in place such as monitoring progress through RTI, reading pullout (REWARDS, Blended Learning, Wilson Fundations), individualized instruction through supplemental material, the use of Promethean Boards, Accelerated Reader, FCAT Explorer, the use of differentiated instruction such as	2012 Current Level of Performance:* *57%*	2013 Expected Level of Performance:* *60%*					
			4a.2.	4a.2.	4a.2.	4a.2.	4a.2.

learning centers, one on one, and small groups.								
		4a.3	4a.3.	4a.3.	4a.3.		4a.3.	

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

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

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target		**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%. Reading Goal #5A: *Enter narrative for the goal in this box.*	Baseline data 2010-2011	**Reading: 83% Math: 86%**	**Reading: 76% Math: 69%**	**Reading: Math:**	**Reading: Math:**	**Reading: Math:**	**Reading: Math:**

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in reading.**			5B.1. Parents are unable to support students due to language barriers.	5B.1. Teachers will meet with parents in native language to discuss intervention strategies for improvement.	5B.1. Classroom Teachers, ESOL Coordinator	5B.1. Documentation, monitoring ELL strategies.	5B.1. CELLA and other assessments.
Reading Goal #5B: Teachers and coaches will provide support and maintain interventions that are currently in place such as reading pullout (REWARDS, Wilson Fundations), Blended Learning, individualized instruction through supplemental material, the use of Promethean Boards, Accelerated Reader, FCAT Explorer, Study Island, the use of differentiated instruction such as learning centers, one on one, and small groups.	2012 Current Level of Performance:* White:31% Black: 31% Hispanic:25% Asian: 13% American Indian: 0%	2013 Expected Level of Performance:* White:30% Black: 30% Hispanic:24% Asian: 12% American Indian: 0%					
			5B.2.	5B.2.	5B.2.	5B.2.	5B.2.
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in reading.			5C.1. Parents are unable to support students due to language barriers.	5C.1. Teachers will meet with parents in native language to discuss intervention strategies for improvement.	5C.1. Classroom Teachers, ESOL Coordinator	5C.1. Documentation, monitoring ELL strategies.	5C.1. CELLA and other assessments.
Reading Goal #5C: Teachers and coaches will provide support and maintain interventions that are currently in place such as reading pullout (REWARDS, Wilson Fundations), Blended Learning, individualized instruction through supplemental material,	2012 Current Level of Performance:* *18%*	2013 Expected Level of Performance:* *16%.*					
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.

		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
the use of Promethean Boards, Accelerated Reader, FCAT Explorer Study Island,, the use of differentiated instruction such as learning centers, one on one, and small groups.						
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

5D. Students with Disabilities (SWD) not making satisfactory progress in reading.		5D.1. Parents are unable to support students due to lack of resources.	5D.1. Teachers and ESE staff will meet with parents native to discuss intervention strategies for improvement.	5D.1. Classroom Teachers, ESE Coordinator	5D.1. Documentation, monitoring ESE strategies.	5D.1. assessments.
Reading Goal #5D: Teachers and coaches will provide support and maintain interventions that are currently in place such as reading pullout (REWARDS, Wilson Fundations), Blended Learning, individualized instruction through supplemental material, the use of Promethean Boards, Accelerated Reader, FCAT Explorer Study Island,, the use of differentiated instruction such as learning centers, one on one, and small groups.	2012 Current Level of Performance:* / *18%* — 2013 Expected Level of Performance:* / *15%*					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in reading.		5E.1. Circumstances outside of the school may	5E.1. . Teacher will provide "community" supplies in the	5E.1. Classroom Teacher	5E.1. Interventions created by School Support Specialist.	5E.1. n/a

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Reading Goal #5E: The school will provide free tutoring for economically disadvantaged students. Teachers will provide support and maintain interventions that are currently in place such as monitoring progress through RTI, reading pullout (REWARDS, Wilson Fundations), individualized instruction through supplemental material, the use of Promethean Boards, Accelerated Reader, FCAT Explorer, Reading for Meaning (5th Grade), the use of differentiated instruction such as learning centers, one on one, and small groups.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	affect the learning environment.	classroom and will make accommodations when assigning at home projects. After school assistance will be provided when needed.			
	18%	*15%*					
			5E.2.	5E.2	5E.2.	5E.2.	5E.2.
			5E.3	5E.3	5E.3	5E.3	5E.3

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core	ALL	M. Hernandez	ALL	Ongoing	Classroom, walkthroughs, and less plan checks	Administration
RTI Strategies	ALL	ESE	ALL	Pre-planning, Ongoing	Classroom walkthroughs	Administration, ESE Team
AR /Star	ALL	K. Iber	ALL	Ongoing	Classroom walkthroughs, monthly AR participation reports	Administration, K. Iber

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Data Disaggregation	ALL	M. Hernandez	ALL	Ongoing	Classroom room walkthroughs and lesson plan checks	Administration and Coaches
Literacy Centers	ALL	LL Team	ALL	Ongoing	Classroom room walkthroughs and lesson plan checks	Administration and Coaches

Reading Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Scholastic News	Magazines	Annual Budget	$3,000.00
Coach Consumable Workbooks	Consumable Workbooks	Annual Budget	$8,000.00
Accelerated Reading	Web Based Reading Program	Annual Budget	$4,000.00
		Subtotal:	
Technology			$15,000.00
Strategy	Description of Resources	Funding Source	Amount
Study Island	Web Based Reading Program	Annual Budget	$4,000.00
Lap Top Computers	Computers	Annual Budget	$5,000.00
		Subtotal:	
Professional Development			$9,000.00
Strategy	Description of Resources	Funding Source	Amount
		Subtotal:	
Other			
Strategy	Description of Resources	Funding Source	Amount

	Subtotal:
	Total:

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

CELLA Goals		Problem-Solving Process to Increase Language Acquisition				
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring proficient in Listening/Speaking.		1.1	1.1	1.1	1.1	1.1
CELLA Goal #1: **Teachers and coaches will provide support and maintain interventions that are currently in place such as differentiated classroom instruction such as learning centers, one on one, small group, visuals and native language resources.**	2012 Current Percent of Students Proficient in Listening/Speaking: **65%**	Parents are unable to support students due to language barriers.	Teachers will meet with parents in native language to discuss intervention strategies for improvement.	Classroom Teachers, ESOL Coordinator	Documentation, monitoring ELL strategies.	CELLA and other assessments.
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read in English at grade level text in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring proficient in Reading.		2.1	2.1	2.1	2.1	2.1
CELLA Goal #2: Teachers and coaches will provide support and maintain interventions that are currently in place such as differentiated classroom instruction such as learning centers, one on one, small group, visuals and native language resources.	2012 Current Percent of Students Proficient in Reading : **0%**	Parents are unable to support students due to language barriers.	Teachers will meet with parents in native language to discuss intervention strategies for improvement.	Classroom Teachers, ESOL Coordinator	Documentation, monitoring ELL strategies.	CELLA and other assessments.

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		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3
Students write in English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Students scoring proficient in Writing.		1.1	1.1	1.1	1.1	1.1
CELLA Goal #3: Teachers and coaches will provide support and maintain interventions that are currently in place such as differentiated classroom instruction such as learning centers, one on one, small group, visuals and native language resources.	2012 Current Percent of Students Proficient in Writing : **6%**	Parents are unable to support students due to language barriers.	Teachers will meet with parents in native language to discuss intervention strategies for improvement.	Classroom Teachers, ESOL Coordinator	Documentation, monitoring ELL strategies.	CELLA and other assessments.
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3

CELLA Budget (Insert rows as needed)

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

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			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Cella Training	Training Sessions	Annual Budget	Free
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of CELLA Goals

Elementary School Mathematics Goals

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

Elementary Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1a. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	1.1. Florida developed new Sunshine State Standards for Math. New Teachers are	1.1. New Teachers will be trained by their peers and will attend workshops with the county.	1.1 Classroom teachers, team leaders and Administration.	1.1. Quarterly graphical documentation of grade level and data analysis.	1.1. Classroom walkthroughs FCAT 2.0 scores, end of year unit book tests, as well as mini benchmark assessments and BAT will be

	69%	75%	unfamiliar with Go Math Series.				used to measure the progress of students.
The following strategies will be implemented to increase achievement to above proficiency: The use of Promethean Boards, thinkcentral.com, FCAT Explorer, Sunshine Math, manipulative, the use of differentiated instruction such as learning centers, one on one, and small groups.							
			1.2. Florida developed new FCAT 2.0 and teachers are unfamiliar with the new State Standards.	1.2. Teachers will use necessary online resources to revamp their lessons.	1.2. Classroom teachers, team leaders and Administration	1.2 Classroom teachers, team leaders and Administration.	1.2. Classroom walkthroughs FCAT 2.0 scores, end of year unit book tests, as well as mini benchmark assessments and BAT will be used to measure the progress of students.
			1a.3.	1a.3.	1a.3.	1a.3.	1a.3.
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			1b.1.	1b.1.	1b.1.	1b.1.	1b.1.
Mathematics Goal #1b: _Enter narrative for the goal in this box._	2012 Current Level of Performance:* _Enter numerical data for current level of performance in this box._	2013 Expected Level of Performance:* _Enter numerical data for expected level of performance in this box._					
			1b.2.	1b.2.	1b.2.	1b.2.	1b.2.
			1b.3.	1b.3.	1b.3.	1b.3.	1b.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.			2.1. Students might plateau in their performance.	2.1. Teachers will attend workshops with the county and use necessary online	2.1. Classroom teacher, Team Leaders and Administration	2.1. Quarterly graphical documentation of grade level and data analysis.	2.1. Classroom walkthroughs FCAT 2.0 scores, end of year unit book

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Mathematics Goal #2a: The following strategies will be implemented to increase achievement to above proficiency: The use of Promethean Boards, thinkcentral.com, FCAT Explorer, Sunshine Math, manipulative, the use of differentiated instruction such as learning centers, one on one, and small groups.	2012 Current Level of Performance:* **40%**	2013 Expected Level of Performance:* **45%**		resources to revamp their lessons.			tests, as well as mini benchmark assessments and BAT will be used to measure the progress of students.
			2a.2.	2a.2.	2a.2.	2a.2.	2a.2.
			2a.3	2a.3	2a.3	2a.3	2a.3
2b. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			2b.1.	2b.1.	2b.1.	2b.1.	2b.1.
Mathematics Goal #2b: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			2b.2.	2b2.	2b.2.	2b.2.	2b.2.
			2b.3	2b.3	2b.3	2b.3	2b.3
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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3a. FCAT 2.0: Percentage of students making Learning Gains in mathematics.			3.1. Florida developed new Sunshine State Standards for Math. New Teachers are unfamiliar with Go Math Series.	3.1. New Teachers will be trained by their peers and will attend workshops with the county.	3.1 Classroom teachers, team leaders and Administration.	3.1 Quarterly graphical documentation of grade level and data analysis.	3.1 Classroom walkthroughs FCAT 2.0 scores, end of year unit book tests, as well as mini benchmark assessments and BAT will be used to measure the progress of students.
Mathematics Goal #3a: The following strategies will be implemented to increase achievement to above proficiency: The use of Promethean Boards, Mountain Math, thinkcentral.com,FCAT Explorer, Sunshine Math, manipulative, the use of differentiated instruction such as learning centers, one on one, and small groups.	2012 Current Level of Performance:* **66%**	2013 Expected Level of Performance:* **70%**					
			3a.2.	3a.2.	3a.2.	3a.2.	3a.2.
			3a.3.	3a.3.	3a.3.	3a..3.	3a.3.
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.			3b.1.	3b.1.	3b.1.	3b.1.	3b.1.
Mathematics Goal #3b: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			3b.2.	3b.2.	3b.2.	3b.2.	3b.2.
			3b.3.	3b.3.	3b.3.	3b.3.	3b.3.

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4a. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.			4.1. Florida developed new Sunshine State Standards for Math. New Teachers are unfamiliar with Go Math Series.	4.1. Teachers will attend workshops with the county and use necessary online resources to revamp their lessons.	4.1. Classroom teachers, team leaders and Administration.	4.1. Quarterly graphical documentation of grade level and data analysis.	4.1. Classroom walkthroughs, FCAT scores, end of year unit book tests, as well as mini benchmark assessments and BAT will be used to measure the progress of students.
Mathematics Goal #4a: Teachers will provide support and maintain interventions that are currently in place such as monitoring progress through RTI, individualized instruction through supplemental material, the use of Promethean Boards, thinkcentral.com, FCAT Explorer, Sunshine Math, manipulative, the use of differentiated instruction such as learning centers, one on one, and small groups.	2012 Current Level of Performance:* **56%**	2013 Expected Level of Performance:* **59%**					
			4.2. Although these students are making gains, they may still have deficiencies due to lack of confidence in the subject area.	4.2. Intensive small group and/or one on one push in and pull out remediation.	4.2. Classroom teacher, team leaders and Administration.	4.2. Quarterly graphical documentation of grade level and data analysis.	4.2. Classroom walkthroughs, FCAT scores, end of year unit book tests, as well as mini benchmark assessments and BAT will be used to measure the progress of students.
			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.							
Mathematics Goal #4b: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			4b.2.	4b.2.	4b.2.	4b.2.	4b.2.
			4b.3	4b.3.	4b.3.	4b.3.	4b.3.

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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Baseline data 2010-2011	Reading: 83% Math: 86%	Reading: 76% Math: 69%	Reading: Math:	Reading: Math:	Reading: Math:	Reading: Math:
Mathematics Goal #5A: Teachers will provide support and maintain interventions that are currently in place such as monitoring progress through RTI, individualized instruction through supplemental material, the use of Promethean Boards, mountain Math, thinkcentral.com, FCAT Explorer, Sunshine Math, manipulative , the use of differentiated instruction such as learning centers, one on one, and small groups. Teachers will monitor student progress through the RTI process.							

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in mathematics.** Mathematics Goal #5B: Teachers will provide support and maintain interventions that are currently in place such as monitoring progress through RTI, individualized instruction	5A.1. Parents are unable to support students due to language barriers.	5A.1. Teachers will meet with parents in native language to discuss intervention strategies for improvement.	5A.1. Classroom Teachers, Team Leaders, and Administration	5A.1. Documentation, monitoring and using ELL strategies.	5A.1. Weekly, quarterly assessments, classroom walkthroughs, FCAT scores, end of year unit book tests, as well as mini benchmark assessments and BAT will be used to measure the progress of students.

2012 Current Level of Performance:*

White: 4%
Black: 15%
Hispanic: 4%
Asian: 3%
American Indian: 0%

2013 Expected Level of Performance:*

White 3%:
Black: 14%
Hispanic: 3%
Asian: 2%
American Indian: 0%

			5A.2. Lack of student motivation could cause a decrease in progress.	5A.2. Positive reinforcement and incentive programs	5A.2. Classroom teachers, team leaders and Administration.	5A.2. Quarterly graphical documentation of grade level and data analysis.	5A.2. Classroom walkthroughs , weekly assessments based on specific intervention in place, FCAT scores, end of year unit book tests, as well as mini benchmark assessments, BAT will be used to measure the progress of students.
through supplemental material, the use of Promethean Boards, mountain Math, thinkcentral.com, FCAT Explorer, Sunshine Math, manipulative , the use of differentiated instruction such as learning centers, one on one, and small groups. Teachers will monitor student progress through the RTI process.							
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: Teachers and coaches will provide support and maintain interventions that are currently in place such as: Math pullout/push in, Blended Learning, individualized instruction through supplemental material, the use of Promethean Boards and use Go Math Interventions.	2012 Current Level of Performance:* *26%*	2013 Expected Level of Performance:* *24%*					
			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. Circumstances outside of	5D.1. Teacher will provide	5D.1. Classroom teachers, team	5D.1.	5D.1. Classroom walkthroughs , weekly

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Mathematics Goal #5D:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	the school and lack of resources may affect the learning environment.	"community" supplies in the classroom and will make accommodations to meet the need of students.	leaders and Administration		assessments based on specific intervention in place, FCAT scores, end of year unit book tests, as well as mini benchmark assessments, BAT will be used to measure the progress of students.
Teachers will provide support and maintain interventions that are currently in place such as monitoring progress through RTI, individualized instruction through supplemental material, the use of Promethean Boards, Mountain Math, thinkcentral.com, FCAT Explorer, Sunshine Math, manipulative , the use of differentiated instruction such as learning centers, one on one, and small groups.	*26%*	*24%*	5D.2. Decrease in self-esteem	5D.2. School will continue to provide uniforms and hygienic needs as well as support to families in need through various outreaches projects.	5D.2. ,Classroom Teacher, Administration	5D.2.	5D.2. Classroom walkthroughs , weekly assessments based on specific intervention in place, FCAT scores, end of year unit book tests, as well as mini benchmark assessments, BAT will be used to measure the progress of students.
			5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.		5E.1. Circumstances outside of the school and lack of resources may affect the learning environment.	5E.1. Teacher will provide "community" supplies in the classroom and will make accommodations to meet the need of students.	5E.1. Classroom teachers, team leaders and Administration	5E.1.	5E.1. Classroom walkthroughs , weekly assessments based on specific intervention in place, FCAT scores, end of year unit book tests, as well as mini benchmark assessments, BAT will be used to measure the progress of students.
Mathematics Goal #5E:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Teachers will provide support and maintain interventions that are currently in place such as monitoring progress through RTI, individualized instruction through supplemental material, the use of Promethean Boards, Mountain Math, thinkcentral.com, FCAT Explorer, Sunshine Math, manipulative , the use of differentiated instruction such as learning centers, one	*33%*	*30%*	5E.2.	5E.2	5E.2.	5E.2.	5E.2.
			5E.3	5E.3	5E.3	5E.3	5E.3

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on one, and small groups. The school will provide free FCAT tutoring for economically disadvantaged students.						

End of Elementary School Mathematics Goals

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
Mountain Math	Bulletin Board Daily Lessons	Annual Budget	
Florida Coach WB	Consumable Workbooks	Annual Budget	
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
Thinkcentral.com			
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of Mathematics Goals

Elementary and Middle School Science Goals

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

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Elementary and Middle Science Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1a. FCAT 2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a: Teachers will implement school wide initiatives set forth by the Administration: • Science Lab special • Adoption of FUSION • Teach scientific method across all grades using FCAT terminology • Uniformed Science boards • When using small groups one of the centers should be based on current Science theme/concept • Inquiry based science using hands-on activities Teachers will implement the above initiatives the use of Promethean Boards, FCAT Explorer	2012 Current Level of Performance:* *41%*	2013 Expected Level of Performance:* *44%*	1.1 With the Adoption of Science Fusion, teachers are unfamiliar with the new science curriculum.	1.1. Teachers will attend Science professional development in order to infuse Science across the curriculum among all grade level using the following strategies: • Reciprocal Teaching • Ed Helper • KWL & KWHL • SQ3R-Survey, Question, Read, Recite, Review • QAR • Concept Maps • Two-column notes-Main Idea • Collaborate Strategic Reader (CSR) • Scientific Investigation	1.1. Classroom teachers, team leaders and Administration.	1.1. Quarterly graphical documentation of grade level and data analysis	1.1. Classroom walkthroughs , weekly assessments based on specific intervention in place, FCAT scores, end of year unit book tests, as well as mini benchmark assessments, BAT will be used to measure the progress of students.
			1.2. Students might plateau in their performance.	1.2. Teachers will attend workshops with the county and use necessary online resources to revamp their lessons.	1.2 Classroom teacher, Team Leaders and Administration	1.2 Graphical documentation of weekly grade level and data analysis.	1.2. Classroom walkthroughs, weekly assessments based on specific intervention in place, FCAT scores, end of year unit book tests, as well as mini benchmark assessments, BAT will be used to measure the progress of students.
			1a.3.	1a.3.	1a.3.	1a.3.	1a.3.
1b. Florida Alternate Assessment: Students scoring at Level 4, 5, and 6 in science. Science Goal #1b: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*	1b.1.	1b.1.	1b.1.	1b.1.	1b.1.
			1b.2.	1b.2.	1b.2.	1b.2.	1b.2.

			1b.3.	1b.3.	1b.3.	1b.3.	1b.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.			2.1. Students might become overly confident.	2.1.Teachers will use necessary online resources and will attend Science professional development in order to infuse Science across the curriculum among all grade level using the following strategies: • Reciprocal Teaching • Ed Helper • KWL & KWHL • SQ3R-Survey, Question, Read, Recite, Review • QAR • Concept Maps • Two-column notes-Main Idea Collaborate Strategic Reader (CSR)	2.1. Classroom teacher, Team Leaders and Administration	2.1. Quarterly graphical documentation of grade level and data analysis	2.1 .Classroom walkthroughs , weekly assessments based on specific intervention in place, FCAT scores, end of year unit book tests, as well as mini benchmark assessments, BAT will be used to measure the progress of students
Science Goal #2a: Teachers will implement school wide initiatives set forth by the Administration: • Science Lab special • Adoption of FUSION • Teach scientific method across all grades using FCAT terminology • Uniformed Science boards • When using small groups one of the centers should be based on current Science theme/concept • Inquiry based science using hands-on activities Teachers will implement the above initiatives the use of Promethean Boards, FCAT Explorer	2012 Current Level of Performance:* *17%*	2013Expected Level of Performance:* *20%*					
			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.	2.1.	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.*					

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		2b.2.	2b.2.	2b.2.	2b.2.	2b.2.
		2b.3	2b.3	2b.3	2b.3	2b.3

End of Elementary and Middle School Science Goals

Florida Alternate Assessment High School Science Goals

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

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

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	performance in this box.	*performance in this box.*					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3

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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Science Fusion	5th	Houghton Mifflin	5th Grade Math and Science Teachers	August 11, 2011	Classroom walkthroughs, lesson plan submission	Administration
Science LAB	All	Science Teachers	All Teachers	Ongoing	Lesson plan submission by LAB teacher	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
Science LAB Instructor	Traveling teacher to conduct Science Labs	Personnel Budget	$28,000
			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 Science Goals

Writing Goals

* When using percentages, include the number of students the percentage represents next to the percentage (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.			1.1. School is implementing a new Writing Curriculum, therefore program is new to everyone	1.1. Teachers will attend workshops with the county and use necessary online resources to revamp their lessons.	1.1 Classroom teachers, team leaders and Administration.	1.1 Quarterly graphical documentation of grade level and data analysis.	1.1 Classroom walkthroughs, FCAT scores and end of year tests.
Writing Goal #1a: The following strategies will be implemented to maintain proficiency achievement to above proficiency: The use of My Access, WOW Wednesdays, Writing Across the Curriculum, writing celebrations, the use of differentiated instruction such as learning centers, one on one, and small groups. Grade level expectations will be developed and implemented.	2012 Current Level of Performance:* *99%*	2013 Expected Level of Performance:* *100%*					
			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*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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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.

Writing Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
My Access	3,4,5	Middle/ High Language Arts Chair	All 3,4,and 5th grade teachers	Pre-planning and quarterly	Lesson plan submission, classroom walkthroughs, generated reporting	Assistant Principal, Reading Coach, Middle/High Language Arts Chair
Four Square Writing	K-5	A.Prieto	K-5	Teacher Planning Day and ongoing	Mini-assessments and My Access Assessments	Assistant Principal, Reading Coach, Middle/High Language Arts Chair
6+1 Writing Traits	3,4,5	G. Bossola	All 3,4,and 5th grade teachers	Teacher Planning Day and ongoing	Mini-assessments and My Access Assessments	Assistant Principal, Reading Coach, Middle/High Language Arts Chair

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
My Access	Web Based Assessments for Writing	Annual Budget	$6,175

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			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total: $6,175.00

End of Writing Goals

Attendance Goal(s)

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

Attendance Goal(s)		Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Attendance Attendance Goal #1: Teachers and Administrators will stress the idea that <u>students cannot learn if they are absent</u> to improve student attendance.	2012 Current Attendance Rate:* **95%** 2012 Current Number of Students with Excessive Absences (10 or more) **5%**	1.1. Due to being a no boundary school, a percentage of our population is transported by private busing which is difficult to monitor.	1.1. Teachers will follow the discipline matrix for excessive tardiest and absences including those privately transported. Administrators will follow up with phone calls of those excessively absent or tardy.	1.1. Classroom teacher, Administrator	1.1. Graphical documentation.	1.1. Attendance reports from the district.

Note: The table above includes "2013 Expected Attendance Rate:* **98%**" and "2013 Expected Number of Students with Excessive Absences (10 or more) **3%**" columns within the Attendance Goal(s) section.

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	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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

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
Perfect Attendance Awards	Medals, certificates	Operating Budget	$100
			Subtotal: $100
Technology			
Strategy	Description of Resources	Funding Source	Amount

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

End of Attendance Goals

Suspension Goal(s)

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

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.	1.1.	1.1.	1.1.	1.1.
Teachers will follow the discipline matrix.	2012 Total Number of In –School Suspensions	2013 Expected Number of In- School Suspensions					
	Enter numerical data for current number of in-school suspensions	*Enter numerical data for expected number of in-school suspensions*					
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In -School					
	Enter numerical data for current number of students suspended in-school	*Enter numerical data for expected number of students suspended in- school*					
	2012 Number of Out-	2013 Expected					

	of-School Suspensions	Number of Out-of-School Suspensions					
	Enter numerical data for current number of students suspended out- of- school	*Enter numerical data for expected number of students suspended out- of- school*					
	2012 Total Number of Students Suspended Out- of- School	2013 Expected Number of Students Suspended Out- of-School					
	Enter numerical data for current number of students suspended out- of- school	*Enter numerical data for expected number of students suspended out- of- school*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Suspension Professional Development

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

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

End of Suspension Goals

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

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

Parent Involvement Goal(s)			Problem-solving Process to Parent Involvement				
Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Parent Involvement Parent Involvement Goal #1: *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*			1.1.	1.1.	1.1.	1.1.	1.1.
Continue the requirement of 30 volunteer hours per year, and	2012 Current level of Parent Involvement:*	2013 Expected level of Parent Involvement:*					

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biannual teacher conferences. An active PTSO, and SAC continue to create fundraising ideas and programs for our students. Parents are invited to attend our Welcome Back Bash, Book Fair, Storybook Parade, Multicultural Festival, and FCAT pep rally, various performances and assemblies.	**100%**	**100%**					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Parent Involvement Professional Development

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

Parent Involvement Budget

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

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

End of Parent Involvement Goal(s)

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

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

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

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

STEM Budget (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)

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

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Final Budget (Insert rows as needed)

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

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)

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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.

Our SAC has been involved in the School Improvement Plan process, and has the following goals 2012-2013
    Continue to improve stakeholder involvement in school wide initiatives.
    Collaborate on improvement projects for school campus.
    Examine possible new curriculum choices.
    Pursue increased Parental Involvement.
    Approve the School Improvement Plan for 2012-2013
    Provide resources to implement the School Improvement Plan.
    Provide guidance and feedback for the School Improvement Plan utilizing the Continuous Improvement Model to assure that the goals are met.

Describe the projected use of SAC funds.	Amount
SAC funds will be used to purchase curriculum (consumable, text, and web based) as well as Professional Developments to strengthen our weakest goal areas and maintain student excellence across the core content areas.	