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: FLAGAMI ELEMENTARY SCHOOL	District Name: MIAMI-DADE COUNTY PUBLIC SCHOOLS
Principal: DR. KATHLEEN P. CABALLERO	Superintendent: ALBERTO M. CARVALHO
SAC Chair: AWILDA OYOLA LAM	Date of School Board Approval: PENDING

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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						'12	'11	'10	'09	'08
Principal	Dr. Kathleen P. Caballero	Bachelors and Masters degrees in Special Education from Florida International University. Completed coursework for Educational Leadership at Nova Southeastern University. Doctorate degree from Nova Southeastern University. Certification in School Principal, Educational Leadership, Emotional and ESOL	4	21	School Grade	B	A	A	A	District Position
					High Standards Rdg.	86	79	86	84	
					High Standards Math	80	80	80	78	
					Lrng Gains-Rdg.	78	70	78	84	
					Lrng Gains-Math	57	57	60		
					Gains-Rdg-25%	79	79	64		
					Gains-Math-25%	62	62	63		
Assistant Principal	Gladys Elizabeth Trujillo	Elementary Education (BS) Primary Education (BS) Educational Leadership (MS) National Board Certified ESOL Endorsement	2	9	`	'12	'11	'10	'09	'08
					School Grade	B	A	A	A	A
					High Standards Rdg.	86	81	83	76	74
					High Standards Math	80	76	73	83	72
					Lrng Gains-Rdg.	78	74	68	73	78
					Lrng Gains-Math	57	75	58	76	65
					Gains-Rdg-25%	79	67	66	64	74
					Gains-Math-25%	62	71	51	68	67

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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	Awilda Oyola Lam	Ms. Lam received her Bachelor's of Science Degree in School Social Work in 1996. Certification in Elementary Education K-6 & School Social Worker Pre-K to 12th Grade. She is currently working on her Master's in reading.	8	4	'12 '11 '10 '09 '08 School Grade B A A A A High Standards Rdg. 86 79 86 84 74 High Standards Math 80 80 80 78 76 Lrng Gains-Rdg. 78 70 78 84 74 Lrng Gains-Math 57 60 57 60 59 Gains-Rdg-25% 79 63 79 64 71 Gains-Math-25% 62 63 62 63 59

Effective and Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date
1. A high number of interns are accepted at this school site. These, along with substitute teachers, serve as the potential pool for hiring high quality teachers.	Gladys E. Trujillo, Assistant Principal	August 2012 – January 2013
2. The SPOT Success program, whereby teachers recognize teachers, is implemented to foster collegial recognition.	Dr. Kathleen P. Caballero, Principal	On-going
3. Teacher Appreciation activities are implemented throughout the year	Dr. Kathleen P. Caballero, Principal Marta Gonzalez, PTA President	On-going

4. Professional Learning Communities are embedded and professional development is infused throughout the school year.	**Department Chairpersons** ● Marlene Lopez ● Vanessa Perez ● Mabel Ochoa ● Marta Varela ● Leslie Ponce ● Patricia Faget ● Margarita DuBreuil ● Carmen Reyes	On-going

Non-Highly Effective Instructors

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

Number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).	Provide the strategies that are being implemented to support the staff in becoming highly effective
1 (out-of-field) **0 (less than effective)**	Recommendations were made for staff member to add Elementary Education K-6 to their teacher's certification.

Staff Demographics

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

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

Total number of Instructional Staff	% of first-year teachers	% of teachers with 1-5 years of experience	% of teachers with 6-14 years of experience	% of teachers with 15+ years of experience	% of teachers with Advanced Degrees	% of teachers with an Effective rating or higher	% of Reading Endorsed Teachers	% of National Board Certified Teachers	% of ESOL Endorsed Teachers
37	0% (0)	8.11% (3)	62.16% (23)	29.73% (11)	29.73% (11)	100% (37)	5.41% (2)	0.00% (0)	89.19% (33)

Teacher Mentoring Program/Plan

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

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 Flagami Elementary School will provide resources to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, or summer school). The district coordinates with Title II and Title III in ensuring that staff development needs are provided. Support services are provided to students. Curriculum Coaches develop, lead, and evaluate school core content standards/programs; identify and analyze existing literature on scientifically based curriculum/ behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school-wide program include an extensive Parental Program; and special support services to special needs populations such as students with Emotional/Behavior Disorders.
Title I, Part C- Migrant NOT APPLICABLE
Title I, Part D NOT APPLICABLE
Title II The District uses supplemental funds for improving basic education for the students at Flagami Elementary School as follows: • training to certify qualified mentors for the New Teacher (MINT) Program • training for add-on endorsement programs, such as Reading, Gifted, ELL • training and substitute release time for Professional Development Liaisons (PDL) at Flagami Elementary School focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Student Group implementation and protocols.

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Title III
Flagami Elementary will utilize Title III funding to provide tutorial services for English Language Learners students levels one through four.
Title X- Homeless
Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, **Homeless Students**. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to. Flagami Elementary School seeks to ensure a successful educational experience for homeless children by collaborating with the Homeless Assistance Program and with parents and the community. Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. The Homeless Liaison works closely with our school registrar on the procedures for enrolling homeless students and with our school counselor on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements. Flagami Elementary provides a homeless sensitivity, awareness campaign to all the staff members.
Supplemental Academic Instruction (SAI)
Flagami will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.
Violence Prevention Programs
Red Ribbon Week and the D.A.R.E. program support the prevention of violence in and around Flagami Elementary School. These programs prevent the use of alcohol, tobacco, drugs and foster a safe, drug free learning environment supporting student achievement. In addition, we have implemented a bullying prevention curriculum. This curriculum provides students with an understanding and awareness of the severity and consequences of bullying.
Nutrition Programs
1) Flagami Elementary School adheres to and implements the nutrition requirements stated in the District Wellness Policy.
2) Nutrition education, as per state statute, is taught through physical education.
3) Flagami Elementary School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy
Housing Programs
NOT APPLICABLE
Head Start
NOT APPLICABLE
Adult Education
NOT APPLICABLE
Career and Technical Education
NOT APPLICABLE
Job Training
NOT APPLICABLE

Other
Parental Involvement
Flagami Elementary involve parents in the planning and implementation of the Title I Program and extends an open invitation to our school's parent resource area in order to inform parents about available programs and their rights under the No Child Left Behind and other referral services. We aim to increase parent engagement/involvement through developing (with on-going parent input) Flagami Elementary Title I compact: Flagami Elementary Title I Parent Involvement Plan; scheduling the Title I Annual Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements. Informal parent surveys are conducted to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc. with flexible times to accommodate our parents. This impacts our goal to empower parents and build their capacity for involvement. Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare to the students at Flagami Elementary School which integrates education, medical and/or social and human services on school grounds. HCiOS services reduce barriers to care, connect eligible students with health insurance and a medical home, and provide care for students who are not eligible for other services.

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

Identify the school-based MTSS/RtI leadership team.
Flagami Elementary School MTSS/RtI Leadership Team will consist of the Principal, Assistant Principal, Reading Coach, General Education Teacher, School Psychologist, Student Services Personnel (Guidance Counselor/School Social Worker)

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Describe how the school-based MTSS/RtI leadership team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS/RtI efforts?

The MTSS/RtI team will meet on a weekly basis to discuss student needs as identified by classroom teachers. The MTSS/RtI team will review progress monitoring data at a grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will collaborate regularly, problem solve, share effective best practices, evaluate implementation, make decisions, and practice new processes and skills.

MTSS/RtI is an extension of Flagami Elementary School's Leadership Team, strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well being, and prevention of student failure through early intervention. Specifically, the MTSS/RtI team includes the School Psychologist, School Social Worker, Reading Coach, School Counselor, Assistant Principal, ESOL Department Chairperson, SPED representative (as appropriate) and teacher.

Principal/Assistant Principal: Provides a common vision for the use of data-based decision making, ensures that the Flagami Elementary school MTSS/RtI based team is implementing the RTI process efficiently and correctly, conducts assessment of MTSS/RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS/RtI implementation, and communicates with parents regarding school-based MTSS/RtI plans and activities.

General Education Teacher: Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities. Exceptional Student Education (ESE) /English Language Learners (ELL) Teachers: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.

Instructional Coach: Develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/ behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk"; assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development and provides support for assessment and implementation monitoring.

School Psychologist: Participates in the collection, interpretation, analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

Student Services Personnel (Guidance Counselor/School Social Worker): Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to Flagami Elementary Schools and families to support the child's academic, emotional, behavioral, and social success.

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Describe the role of the school-based MTSS/RtI 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 MTSS/RtI Leadership Team has met with the Educational Excellence School Advisory Council (ESSAC) and principal to help develop the SIP. The team provided data on all Tier targets: academic and social/emotional areas that needed to be addressed; helped set clear expectations for instruction. The team facilitated the development of a systematic approach to teaching and aligned processes and procedures.

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.

Data sources will consist of formative and summative data such as FAIR, Reading Plus, Interim Assessments, Lexia Learning, Theme-Skills Test, CELLA, FCAT, BIP (Behavior Intervention Plan) and FAB (Functional Assessment of Behavior). This data will be utilized to establish both individual student as well as school-wide needs. The data will be used to escalate services as needed.

Describe the plan to train staff on MTSS/RtI.

Targeted member of the MTSS/RtI team participated in various professional development workshops to refine their skills and build capacity for implementation. They will share their new knowledge at the opening of schools meeting which will include an update of the RTI model. Additional professional development will be provided to teachers on a grade-level basis during grade level meetings.

Describe the plan to support MTSS/RtI.
Effective, actively involved, and resolute leadership that frequently provides visible connections, between a MTSS/RtI framework with district & school mission statements and organizational improvement efforts.

Training for all staff members in the MTSS/RtI problem solving at Tiers 1, 2, and 3, using the Tier 1 Problem Solving Worksheet, Tier 2 Problem Solving Worksheet, and Tier 3 Problem Solving Worksheet and Intervention Plan. Providing support for Flagami Elementary School staff to understand the basic MTSS/RtI principles and procedures; and providing a network of ongoing support through the MTSS/RtI team.

Strong, positive, and ongoing collaborative partnerships with all stakeholders who provide education services or who otherwise would benefit from increases in student outcomes.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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Identify the school-based Literacy Leadership Team (LLT). The Flagami Elementary School-based Literacy Leadership Team is comprised of the Principal, Dr. Kathleen Caballero; Assistant Principal, Ms. Gladys E. Trujillo; Reading Coach, Ms. Awilda Lam; Department/Grade Level Chairs, Marlene Lopez, Vanessa Perez, Leslie Ponce, Mabel Ochoa, Marta Varela, Patricia Faget, Margarita Dubreuil, Carmen Reyes and the School Guidance Counselor, Paula Swope.
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). **The school-based leadership team has a variety of responsibilities including:** (A) Planning for effective implementation of the continuous improvement model and maintaining the quality and integrity of the School Improvement Plan. **(B)** Making decisions about the best practices for literacy instruction in their school based on a common understanding of literacy theory and current research. **(C)** Developing efficient schedules for collecting, submitting and analyzing assessment data. **(D)** Coordinating the initial training and continued professional development for classroom teachers
What will be the major initiatives of the LLT this year? The purpose of the Literacy Leadership Team is to create a capacity of reading knowledge within the school building and focus on areas of literacy concern school wide. The major initiatives for the LLT this year will be to ensure that the curriculum and instructional strategies are put in place to support school wide student achievement.

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.

**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.

Title I Administration assists Flagami Elementary School by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adults. A Prekindergarten SPED mainstream program is also on-site at Flagami Elementary and provides opportunity for meaningful transition to kindergarten for SWD and role model students. A kindergarten Open House was held in the Spring in conjunction with early registration. Parents and future students were provided with an overview of expectations, information on how to enhance preparation for kindergarten. They were also given a tour of Flagami Elementary School. All incoming Kindergarten students are assessed prior to or upon entering Kindergarten in order to ascertain individual and group needs and to assist in the development of robust instructional/intervention programs. All students are assessed with the Florida Kindergarten Readiness Screener (FLKRS) which will be used to assess basic academic skill development and academic school readiness of incoming students. FLKRS is administered to assess the readiness of each child for kindergarten. The FLKRS includes a subset of the Early Childhood Observation System™ (ECHOS™) and the first two measures of the Florida Assessment for Instruction in Reading (FAIR) for kindergarten (Letter Naming Fluency and Initial Sound Fluency) to gather information on a child's development in emergent literacy. The on-line CELLA will be used to ascertain English language skills of incoming students. Flagami Elementary will expand the "Welcome to Kindergarten" program to build partnerships with local early education programs, including the in-school prekindergarten program. Through this joint venture, parents and children will gain familiarity with kindergarten as well as receive information relative to the matriculation of students at Flagami Elementary School. We will also utilize the services of the Family Learning Advocates to develop a school-based Ready Children, Ready School Partnership. The partnership will identify school-specific strategies from the "Transition Toolkit" (developed by PK/Elementary and community partners) to meet the needs of the local community. The office staff will also be directed to distribute "Smooth Sailing" kindergarten preparation brochures and other documents to interested parents throughout the year.

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

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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?

NOT APPLICABLE

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?

NOT APPLICABLE

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?

NOT APPLICABLE

Postsecondary Transition

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

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

NOT APPLICABLE

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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. The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Category 2: Reading Application.	1A.1. Teachers will utilize the higher order thinking as defined by Webb's Depth of Knowledge. Grade-level appropriate complex texts will be used to foster increased reading comprehension.	1A.1. MTSS/RtI Leadership Team	1A.1. Ongoing classroom assessments focusing on students' ability to demonstrate reading comprehension. Following the FCIM model, the reading coach and teachers will review assessment data weekly and adjust instruction as needed. The MTSS/RtI team will review data bi-weekly and make recommendations based on needs assessment.	1A.1. Formative: Baseline Assessment and Interim Assessments. FAIR, weekly teacher generated assessments, and assessments, and computer assisted reports from Reading Plus, Riverdeep, Imagine Learning and Successmaker. Summative: 2013 FCAT 2.0 Reading Assessment		

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Reading Goal #1A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
The results of the 2012 FCAT Reading Test indicate that 24% of students achieved Level 3 proficiency. Our goal for the 2012-2013 school year is to increase Level 3 student proficiency by 6 percentage point to 30 %.						
	24% (54)	30% (68)				
		1A.2. The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Literary Analysis. .	1A.2. Students will identify context cues, clarify thinking and define ideas. Students will use real-world documents such as, how-to articles, brochures, fliers, and websites and use text features to locate, interpret, and organize information. Essential questions and HOT questioning techniques will be planned for and emphasized throughout lessons.	1A.2. MTSS/RtI Leadership Team	1A.2. Ongoing classroom assessments focusing on student's ability to use text features and research.	1A.2. Formative: Baseline Assessment and Interim Assessments Summative: 2013 FCAT 2.0 Reading Assessment	
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
1B. Florida Alternate Assessment: **Students scoring at Levels 4, 5, and 6 in reading.**	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.	

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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:*					
	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 in reading.	2A.1. Students lack the ability to think creatively. Participation in the Art and Drama Enrichment program will **promote** interest, knowledge and participation while embedding a literacy thread throughout the Arts.	2A.1. An enrichment program in Art and Music will be implemented which connects literacy across the arts.	2A.1. MTSS/RtI Leadership Team	2A.1. Ongoing classroom assessments/ observations. Presentations by students. Following the FCIM model, the reading coach and teachers will review and assess weekly and adjust instruction as needed. Fidelity to the integration of literacy will need to be demonstrated. The MTSS/RtI team will review data bi-weekly and make recommendations based on needs assessment.	2A.1. Formative: Student work samples, performances and school-wide projects. Summative: 2013 FCAT 2.0 Reading Assessment		
Reading Goal #2A: The results of the 2012 FCAT Reading Test indicate that 28% of students achieved Levels 4 and 5 proficiency. Our goal for the 2012-2013 is to increase Levels 4 and 5 student proficiency by 3 percentage point to 31%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

	28% (64)	31% (71)					
		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 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:*					
	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. The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Literary Analysis.	3A.1. Provide increased modeling and support in the use of data and in how to manage the classroom. Students will be given the opportunity to sign up for SES tutorials. Students will participate in school-wide literacy contest using earned points from the on-line version of Accelerated Reader.	3A.1. MTSS/RtI Leadership Team	3A.1. Conduct classroom walk-throughs and monitoring of DI Lesson Plans Following the FCIM model, the reading coach and teachers will review assessment data weekly and adjust differentiated instruction as needed. Accrued points will be reviewed on a weekly basis. The LLT will receive data bi-weekly and make recommendations for school-wide literacy goals.	3A.1. Formative: Data from small group instruction Summative: 2013 FCAT 2.0 Reading Assessment Administration of Pre and Post Reading Assessment. The Pre will be administered in September and the Post in April Accelerated Reader reports will give grand total of points earned at end of the year. Total points will exceed expected goal of 15,000 points.		

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Reading Goal #3A: The results of the 2012 FCAT Reading Test indicate that 71% of students made learning gains. Our goal for the 2012-2013 school year is to increase the percentage of students making learning gains by 5 percentage points to 76%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	71% (101)	76% (108)				
		3A.2.	3A.2.	3A.2.	3A.2.	3A.2. .
		3A.3.	3A.3.	3A.4	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.	
Reading Goal #3B: *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.*				
		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		
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.	4A.1. The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Literary Analysis.	4A.1. Implement a school-wide intervention in each classroom 5 times a week, for 30 minutes for targeted student using Voyager supplemental materials.	4A.1. MTSS/RtI Leadership Team	4A.1. Review bi-weekly Voyager data reports to ensure progress is being made and adjust intervention as needed. Following the FCIM model, the reading coach and teachers will review assessment data weekly and adjust differentiated instruction as needed. The MTSS/RtI team will review data bi-weekly and make recommendations based on needs assessment.	4A.1. Formative: Bi-weekly assessment data reports Voyager Checkpoint Assessments and Weekly Oral Reading Fluency Probes Summative: 2013 FCAT 2.0 Reading Assessment		
Reading Goal #4: The results of the 2012 FCAT Reading Test indicate that 66% in the Lowest 25% subgroup made learning gains. Our goal for the 2012-2013 school year is to increase the percentage of students in the lowest 25% making learning gains by 5 percentage points to 71%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	66% (24)	71% (26)					

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		4A.2. Students are in need of remediation and intervention. Tutoring options were limited, therefore, students require a structured tutoring tool implemented with fidelity.	4A.2. Provide students with the opportunity to participate in bi-weekly afterschool tutorial sessions through SES.	4A.2. MTSS/RtI Leadership Team	4A.2. Monitor attendance for fidelity. Provide students with recognition and incentives for weekly attendance.	4A .2 Formative: Comparison of baseline and spring interim assessments Summative: 2013 FCAT 2.0 Reading Assessment	
		4A.3.	4A.3.	4A.3.	4A.3.	4A.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**	58	62	66	69	73	77
Reading Goal #5A: *Our goal is to decrease by 50% the non-proficient students from the baseline of 2011 to the administration of the 2017 administration of the FCAT 2.0 Reading Assessment.*							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in reading.**	5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.		

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Reading Goal #5B: 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. White: Black: Hispanic: Asian: American Indian:	*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 reading.	5C.1. In order to successfully assist ELL students in overcoming the language barrier through the affective filter, teachers must implement a variety of teaching strategies. Classrooms need to gear more toward a student-centered approach.	5C.1. Teachers will incorporate and provide more opportunities for student-centered learning by incorporating CRISS learning strategies. This approach will help ELL students become more involved learners, and will promote active engagement in problem solving..	5C.1. MTSS/RtI Leadership Team	5C.1. Ongoing classroom assessments/ observations focusing on students' independent reading ability and progress monitoring of skills not mastered. Make necessary adjustments as needed	5C.1. Formative: Theme Skills Assessments at the end of every theme

Summative: 2013 FCAT 2.0 Reading Assessment | | |

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Reading Goal #5C: The results of the 2012 FCAT Reading Test indicate that ___% of ELL students are making learning gains. Our goal for the 2012-2013 school year is to increase the percentage points for our ELL students by 3 percentage points to ___%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
		5C.2.	5C.2. Differentiated instruction using flexible small groups will provide students the opportunity to learn various reading strategies with guidance from their teacher. The students will possess the skills and knowledge required to read increasingly more difficult texts on their own. Independent reading is the goal. Guided reading provides the framework to ensure that students are able to apply strategies to make meaning from print.	5C.2. MTSS/RtI Leadership Team	5C.2. Ongoing classroom assessments/ observations focusing on students' independent reading ability and progress monitoring of skills not mastered. Make necessary adjustments as needed.	5C.2. Formative: RTI teacher logs Summative: 2013 FCAT 2.0 Reading Assessment
		5C.3.	5C.3. Students will be assigned the Imagine Learning Program. This program builds skills and accelerates academic growth in phonics, phonemic awareness, oral language, and vocabulary.	5C.3. MTSS/RtI Leadership Team	5C.3. Monitoring of computer based program will target student's specific academic needs and independent learning level.	5C.3. Formative Bi-weekly Imagine Learning Student Individual Usage and Progress Reports. Summative: 2013 FCAT 2.0 Reading Assessment

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following 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. Students lack the opportunity to engage in recreational reading outside of the school.	5D.1. A Library Card Drive will be held to encourage visits to Public Libraries.	5D.1. Reading Coach MTSS/RtI Leadership Team	5D.1. Provide points towards school-wide celebration for bringing in Public Library Card. Points accrued on Accelerated Reader.	5D.1. Formative: AR Point Tallies Report Summative: 2013 FCAT 2.0 Reading Assessment		
Reading Goal #5D: The results of the 2012 FCAT Reading Test indicate that 27% of Economically Disadvantaged students are making learning gains. Our goal for the 2012-2013 school year is to increase the percentage points for our Economically Disadvantaged students by 10 percentage points to 37%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	27%(8)	37%(11)					

		5D.2.	5D.2. The School-wide Literacy Celebration will include book give-a-way.	5D.2. Reading Coach MTSS/RtI Leadership Team	5D.2. Invoice for Book purchase	5D.2. Formative: AR Point Tallies Summative: 2013 FCAT 2.0 Reading Assessments	
		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 reading.	5E.1.	5E.1.	5E.1.	5E.1.	5E.1.		
Reading Goal #5E: The results of the 2012 FCAT Reading Test indicate that __% of Economically Disadvantaged students are making learning gains. Our goal for the 2012-2013 school year is to increase the percentage points for our Economically Disadvantaged students by 3 percentage points to __%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
		5E.2.	5E.2.	5E.2.	5E.2.	5E.2.	
		5E.3.	5E.3.	5E.3.	5E.3.	5E.3.	

Reading Professional Development

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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Differentiated Instruction using Guided Reading Groups	PreK-5	Reading Coach	School-wide	September 2012 PLC's will be monthly	Lesson Plans Teacher RTI /DI Guided Group Logs	Principal Assistant Principal
Common Core/ Reciprocal Teaching	K-3	Reading Coach	Kindergarten – 3rd Grade Teachers	September 2012 PLC's during weekly grade level meetings	Lesson Plans	Principal Assistant Principal
Using the Promethean Boards to Enhance Literacy through Active Learning.	K-5	Reading Coach	School-wide	September 2012 PLC's will be monthly	Classroom Walk-Throughs and P-Drive Activities	Principal Assistant Principal

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Reading Budget (Insert rows as needed)

Include only school funded activities/ materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Literacy Celebration	Books for Give-A-Way During AR Literacy Celebration	EESAC	600.00
Subtotal: $600.00			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Promote independent reading	Accelerated Reader On-line Subscription	Discretionary Dollars	$2000.00
Enhancement of Reading Application	Ed Helper (for differentiation of instruction)	Discretionary Dollars	$ 540.00
Subtotal: $2,540.00			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total: $ 3,140.00			

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. There is wide variability in terms of oral language skills within classrooms.	1.1. A pull-out program for newly arrived students will be used in grades 3-5 to increase focus upon the acquisition of oral language skills.	1.1. Principal Assistant Principal ELL Chairperson	1.1. Classroom Walk-throughs	1.1 Formative: Interim Testing Summative: 2013 administration of CELLA.	
CELLA Goal #1: Based on the 2012 CELLA Administration, 39% of students were proficient in Oral Skills (Listening and Speaking). Our goal for the 2012-2013 school year is to increase the percentage of students proficient in Oral Skills (Listening and Speaking) by 3 percentage points to 42%.	2012 Current Percent of Students Proficient in Listening/ Speaking:					
	39% (96)					

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		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
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 lack vocabulary and background knowledge in the English language.	2.1. Brainstorming will be used as a way to acquire prior knowledge and prior experience by inviting students to associate concepts with selected topic. All contributions are accepted and recorded. Group members review and discuss the related ideas and determine how to organize and use the information.	2.1 Principal Assistant Principal ELL Chairperson.	2.1. Following the FCIM model, the reading coach and teachers will review assessment data quarterly and adjust instruction as needed Classroom Walk-throughs	2.1. Formative: Interim Testing Summative: 2013 administration of CELLA.	
CELLA Goal #2: Based on the 2012 CELLA Administration, 25% of students were proficient in Reading. Our goal for the 2012-2013 school year is to increase the percentage of students proficient in Reading by 3 percentage points to 28%.	2012 Current Percent of Students Proficient in Reading:					
	25% (62)					
		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.	2.1. Code-switching from one language to another makes it difficult for students to think in one language and write in the new language.	2.1. Students will use dialogue journals, graphic organizers and illustrating and labeling as supports for the writing process.	2.1. Principal Assistant Principal ELL Chairperson.	2.1. Classroom Walk-throughs	2.1. Formative: Interim Testing Summative: 2013 administration of CELLA.	
CELLA Goal #3: Based on the 2012 CELLA Administration, 33% of students were proficient in Writing. Our goal for the 2012-2013 school year is to increase the percentage of students proficient in Writing by 3f percentage points to 36%.	2012 Current Percent of Students Proficient in Writing :					
	33% (80)					
		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
	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	

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1A. FCAT 2.0: **Students scoring at Achievement Level 3 in mathematics.**	1A.1. The area of deficiency as noted on the 2012 administration of the FCAT Mathematics Test was in Reporting Category 2: Fractions.	1A.1. Utilize hot links and interactive activities on the Promethean in River deep and Go Math series. Increase opportunities for students to model equivalent representations of given numbers using manipulates. Students will engage in Reflex Math on a daily basis to increase mathematical fact fluency.	1A.1. MTSS/RtI Leadership Team	1A.1. Following the FCIM model, the math coach and teachers will review assessment data weekly and adjust instruction as needed Review planning for small group instruction. Conduct grade level meetings to obtain teacher feedback on effectiveness of manipulative usage with students.	1A.1. Ongoing formative: Teacher assessments District Fall & Winter interim assessments Summative: 2013 FCAT 2.0 Mathematics Assessment		
Mathematics Goal #1A: The results of the 2012 FCAT Mathematics Test indicate that 33% of students achieved Level 3 proficiency. Our goal for the 2012-2013 school years is to increase Level 3 student proficiency by 6 percentage point to 39%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	33% (75)	*39% (89)*					

		1A.2. Teachers need training and support to develop the skills necessary to emphasize interactive activities using the Promethean Boards and CPS units.	1A.2. Ensure the usage of Computer Based Learning Programs, including FCAT Explorer, River deep, Imagine Learning and Gizmos with the Interactive White Boards during small group and independent practice.	1A.2. MTSS/RtI Leadership Team	1A.2 Classroom Walk-throughs Lesson Plans PLC sign-in Sheets	1A.2. Formative: Teacher assessments District Fall & Winter interim assessments Summative: Results from 2013 FCAT 2.0 Mathematics Assessment	
		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.	
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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| 2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics. | 2A.1. The Level 4 and 5 students in grade 3 showed an area of deficiency in Fractions as noted on the 2012 administration of the FCAT Mathematics Test. | 2A.1. Students will be given opportunities for enrichment to increase deeper understanding of skills through hands-on experiences with grade-level appropriate number concepts and apply learning to solve real-life problems.

Provide opportunities for students to engage in Gizmos activities emphasizing fractions.

Students will generate word problems to apply higher-order thinking to abstract mathematical constructs. | 2A.1.

MTSS/RtI Leadership Team | 2A.1.

Review ongoing classroom assignments and assessments that target fractions. | 2A.1.

Ongoing formative: Student work. Benchmark monthly assessments

Summative: 2013 FCAT 2.0 Mathematics Assessment | | |

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Mathematics Goal #2A: The results of the 2012 FCAT Mathematics Test indicate that 23% of students achieved Levels 4 and 5 proficiency. Our goal for the 2012-2013 is to increase Levels 4 and 5 student proficiency by 3 percentage point to 26%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	23%(52)	26% (59)					
		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:*	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. The area of deficiency as noted on the 2012 administration of the FCAT Mathematics Test was in Reporting Category 2: Fractions	3A.1. Provide students with multiple opportunities for hands on activities using manipulatives and interactive boards to develop a deeper understanding of number sense. Children learn to understand math concepts best with the use of manipulatives. Students will complete prescribed activities in Riverdeep targeted to their individualized deficiencies.	3A.1. MTSS/RtI Leadership Team	3A.1. Review formative bi-weekly assessment data reports to adjust instruction as needed to ensure progress is being made and students are making learning gains. Conduct grade level discussions during grade level meetings to attain teacher feedback on effectiveness of strategy.	3A.1. Formative: Teacher assessments, student generated work in math journals Summative: 2013 FCAT 2.0 Mathematics Assessment		

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Mathematics Goal #3A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
On the 2012 FCAT Mathematics Test 61% of students made learning gains. Our goal for the 2012-2013 school year is to increase the percentage of students making learning gains by 5 percentage point to 66%.						
	61% (87)	66% (94)				
		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:*	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.*				
		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		
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.	4A.1. The area of deficiency as noted on the 2012 administration of the FCAT Mathematics Test was in Reporting Category 2: Fractions Lack of funds for tutorials.	4A.1. Identify lowest performing students in grades 3-5. Provide differentiated instruction utilizing technology-based on instructional needs.	4A.1. MTSS/RtI Leadership Team	4A.1. Review formative classroom assessments ensure progress is being made and adjust intervention as needed.	4A.1. Formative: Teacher assessments Summative: 2013 FCAT 2.0 Mathematics Assessment		
Mathematics Goal #4: The results of the 2012 FCAT Mathematics Test indicate that 69% of students made learning gains. Our goal for the 2012-2013 school year is to increase the percentage of in the lowest 25% making learning by 5 percentage points to 74%	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	69% (25)	74% (27)					
		4A.2.	4A.2.	4A.2.	4A.2.	4A.2.	
		4A.3.	4A.3.	4A.3.	4A.3.	4A.3.	

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. In six years school will reduce their achievement gap by 50%.	**Baseline data 2010-2011**						
Mathematics Goal #5A: *Our goal is to decrease by 50% the non-proficient students from the baseline of 2011 to the administration of the 2017 administration of the FCAT 2.0 Mathematics Assessment.*							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following 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. The area of deficiency as noted on the 2012 administration of the FCAT Mathematics Test was in Reporting Category 2: Fractions Hispanic students are in need of learning strategies and accommodations that support their acculturation.	5B.1. Teachers will infuse ELL strategies throughout the math block. A pull-in of support will be used in grades 4 and 5 for the neediest students.	5B.1. MTSS/RtI Leadership Team	5B.1. Classroom Walk-Throughs Master Schedule	5B.1 Formative: Teacher assessments Summative: 2013 FCAT 2.0 Mathematics Assessment.		

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Mathematics Goal #5B: The results of the 2012 FCAT Mathematics Test indicate that 58% of students met AMO. Our goal for the 2012-2013 school year is to increase the percentage of Hispanic students by 6 percentage points to 64%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	58% White: Black: Hispanic: 126 Asian: American Indian:	64% White: Black: Hispanic:140 Asian: American Indian:					
		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		

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5C. English Language Learners (ELL) not making satisfactory progress in mathematics.	5C.1. The area of deficiency as noted on the 2012 administration of the FCAT Mathematics Test was in Reporting Category 2: Fractions Students lack fluency in mathematical vocabulary.	5C.1. Ensure that each teacher uses literature and word walls to support the acquisition of math vocabulary.	5C.1. MTSS/RtI Leadership Team	5C.1. Classroom Walk-Throughs and lesson plans.	5C.1. Formative: Teacher assessments Summative: 2013 FCAT Mathematics Assessment.		
Mathematics Goal #5C: The results of the 2012 FCAT Mathematics Test indicate that 59% of students met AMO. Our goal for the 2012-2013 school year is to increase the percentage of ELL students by 5 percentage points to 64%.	2012 Current Level of Performance:*￼	2013 Expected Level of Performance:*					
	59%(53)	64%(58)					
		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	
		5C.3.	5C.3.	5C.3.	5C.3.	5C.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		
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.	5D.1. The area of deficiency as noted on the 2012 administration of the FCAT Mathematics Test was in Reporting Category 2: Fractions Teachers need training and support to develop the skills necessary to emphasize interactive activities using the Promethean Boards and computer based mathematical programs.	5D.1. Ensure professional development for teachers in computer based programs such as: Riverdeep, Imagine Learning, Reflex and Successmaker. Ensure student access to these programs by providing information to both students and parents.	5D.1. MTSS/RtI Leadership Team	5D.1. Weekly progress monitoring for each of the computer based programs. To ensure fidelity and continuity.	5D.1. Formative: Student Completion Certificates Summative: 2013 FCAT Mathematics Assessment.		

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Mathematics Goal #5D: The results of the 2012 FCAT Mathematics Test indicate that 27% of students met AMO. Our goal for the 2012-2013 school year is to increase the percentage of Students with Disabilities students by 7 percentage points to 34%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	27%(8)	34%(10)					
		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		

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5E. Economically Disadvantaged students not making satisfactory progress in mathematics.	5E.1. All students do not have access to technology at home to extend learning.	5E.1. Market the Internet Essentials Program through Comcast which provides low-cost internet service and computers to students who qualify for free lunch. Provide parent workshops to help them" Bridge the Gap". Volunteer Teachers will provide early morning passes for students in need to access classroom computers prior to the start of the school day.	5E.1. Community Involvement Specialist MTSS/RtI Leadership Team Teachers	5E.1. Sign-in Sheets	5E.1. Formative Evaluation: Attendance Sheets Summative: 2012 FCAT Mathematics Assessment		

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Mathematics Goal #5E: The results of the 2012 FCAT Mathematics Test indicate that 58% of students met AMO. Our goal for the 2012-2013 school year is to increase the percentage of Economically Disadvantaged students by 5 percentage points to 63%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	58%(118)	63%(129)					
		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]).

ddle School Mathema	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.	

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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:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
		2A.2.	2A.2.	2A.2.	2A.2.	2A.2.	
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		

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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.	3A.1.	3A.1.	3A.1.	3A.1.		
Mathematics Goal #3A: *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.*					
		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.		

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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		
4. 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 #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.*					
		4A.2.	4A.2.	4A.2.	4A.2.	4A.2.	
		4A.3.	4A.3.	4A.3.	4A.3.	4A.3.	

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

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

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]).

gh School Mathematics	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:*				
	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.

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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		
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.	

End of Florida Alternate Assessment High School Mathematics Goals

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

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

Algebra 1 EOC Goals	Problem-Solving Process to Increase Student Achievement					
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1. Students scoring at Achievement Level 3 in Algebra 1.	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.*				
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.

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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		
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: *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. 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.	

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

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

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

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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		
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		
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.		

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Geometry 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. 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		

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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.	

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						

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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
Riverdeep/Destination Mathematics	K-5	Destination Instructional Facilitator David Perez	Kindergarten – 5th Grade Math Teachers	August 15, 2012	Lesson Plans/Use of Riverdeep/Destination Math Program	Principal Assistant Principal
Go Math	K-5	Trained Math Team	Kindergarten – 5th Grade Math Teachers	August 2012	Lesson Plans	Principal Assistant Principal
New ELL Strategies	K-5	ELL Teacher	Classroom Teachers	October 2012	Lesson Plans	Principal Assistant Principal

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Mathematics Budget (Insert rows as needed)

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

End of Mathematics Goals

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Elementary and Middle School Science Goals

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

Elementary and Middle Science Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1A. FCAT 2.0: Students scoring at Achievement Level 3 in science.	1A1. The area of deficiency according to three years of trend data has been Earth and Space. Students need to develop higher order thinking skills in order to increase levels of proficiency.	1A.1. Provide students opportunities to compare, contrast, interpret, analyze and explain science concepts during hands-on lab activities and classroom discussions to reinforce higher order thinking skills.	1A.1. MTSS/RtI Leadership Team	1A.1. Following the FCIM model, the instructional coach and teachers will review assessment data quarterly and adjust instruction as needed. Monitoring of student progress by the team will be made through the use of Science Journals, Science Logs, and Science Reports.	1A.1. Formative: School-site Interim assessments Summative: 2013 FCAT Science Assessment		

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Science Goal #1A: The results of the 2012 FCAT Science Test indicate that 32% of students achieved Level 3 proficiency. Our goal for the 2012-2013 school years is to increase Level 3 student proficiency by 3 percentage point to 36%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	32% (23)	*36% (26)*				
		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 science.**	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.	
Science 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 science.	2A.1. The area of deficiency according to three years of trend data has been Earth and Space. Students need to develop higher order thinking skills in order to increase levels of proficiency.	2a.2. A science lab will be designated and scheduled for all 3-5 classes. Schedule will be monitored for fidelity. The Science Buster's Enrichment Club will be expanded to involve additional targeted grade 5 students.	2a.2. MTSS/RtI Leadership Team	2a.2. On-going Lab walk-throughs will ensure that the lab is being used efficiently and with fidelity. Conduct grade level discussions during grade level meetings to attain teacher feedback on effectiveness of the Science Lab and any barriers.	2a.2. Formative: Classroom assessments Summative: 2013 FCAT Science Assessment		
<u>Science Goal #2A:</u> The results of the 2012 FCAT Science Test indicate that 13% of students achieved a Level 4 or 5 proficiency. Our goal for the 2012-2013 school year is to increase Level 4 or 5 student proficiency by 1 percentage point to 14%.	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>					
	13% (9)	*14% (10)*					

		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:*	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.*					
		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:*					
	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.	

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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		
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.	

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 Achievem**					

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	ent						
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:*					
	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.		

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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

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
PLC: Science Labs	3-5	Science Coach	Teachers in grades 3-5 On-going	September 2012 – May 2013	Classroom and Lab Walkthroughs Monitor PLC logs	Science Coach and 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
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 (e.g., 70% [35]).

Writing	**Problem-**					

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Goals	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. A lack of a unified writing focus throughout the grade levels.	1A.1. Increase the focus on planning specific strategies in writing using the Writer's Workshop process.	1A.1 MTSS/RtI Leadership Team	1A.1. Following the FCIM model, the reading coach and teachers will review assessment data weekly and adjust instruction as needed. Classroom Walk-Throughs Administrative presence during grade level planning. Rigorous Writing Lesson Planner	1A.1. Formative: Pre, mid and post-testing Summative: 2013 FCAT 2.0 Writing Assessment		
Writing Goal #1A: The results of the 2012 FCAT Writing Test indicate that 64% of students achieved Level 3-6 proficiency. Our goal for the 2012-2013 school years is increase the Level 3-6 student proficiency by 4 percentage points to 68%.	2012 Current Level of Performance:* 2013 Expected Level of Performance:*						

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	64% (55)	*68% (58)*					
		1A.2. The lack of dedicated time to the Writing Curriculum.	1A.2. Increase opportunities to implement and practice the writing process across the curriculum.	1A.2. MTSS/RtI Leadership Team	1A.2. Classroom Walk-Throughs Administrative collaboration during grade level planning. Lesson Plans and student generated work.	1A.2. Formative: Pre, mid and post-testing Summative: 2013 FCAT 2.0 Writing Assessment	
		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.	1B.1.	
Writing 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.	

Writing 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
Writer's Workshop	K-5	Reading Coach	Teachers in grades K-5	October 2012	Leadership Team will meet monthly to monitor student progress and the effectiveness of the writing instruction.	Reading Coach, Principal and Assistant Principal

Writing Budget (Insert rows as needed)

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

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

End of Writing Goals

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

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

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

Civics Professional Development

Professional						

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

Civics Budget (Insert rows as needed)

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

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

End of Civics Goals

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

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

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

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U.S. History 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.*					
		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.*					

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		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

U.S. History Professional Development

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

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

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

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

End of U.S. History Goals

Attendance Goal(s)

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

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

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| 1. Attendance | 1.1.
Excessive amount of students with 10 or more absences.

A number of students illness such as: colds, flu and viruses kept students from attending school on a daily basis. | 1.1.
Provide parents with information for the Florida Kid Care Program. Maintain a clean environment throughout the year.

Implement a school-wide attendance incentive program recognizing individual classes with the highest attendance in each grade level on a monthly basis.

Ensure that parents receive information regarding attendance policy at the start of the school year.

Contact parents of students with excessive absences and tardies utilizing ConnectED, letters, and Attendance Review Committees | 1.1.
Assistant Principal Guidance Counselor, Community Involvement Specialist, School Social Worker and Attendance Clerk. | 1.1.
Administrators will monitor school's environment and ascertain health education and health prevention strategies are implemented throughout the school.

Administrators will monitor attendance and tardy reports. | 1.1.
Attendance Rosters

Quarterly Attendance Reports | | |

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Attendance Goal #1: Our goal for the 2012-2013 school year is to increase attendance to 97.19% by minimizing absences due to illness and truancy, and to create a climate in our school where parents, students and faculty feel welcomed and appreciated. In addition, our goal for the 2012-2013 school year is also to decrease the number of students with excessive absences (10 or more), and excessive tardiness (10 or more) by 5% from 102 to 97.	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*				
	96.69% (480)	97.19%(482)				
	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)				
	102	97				
	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)				
	87	83				

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		1.2. Extensive numbers of students are habitually tardy.	1.2. Provide parents with notification of excessive tardies, Utilize the CIS and Social Worker for follow-up and monitoring.	1.2. Principal Assistant Principal	1.2. Administrators will monitor attendance and tardy reports.	1.2. Attendance Rosters	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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
Best Practices: Keeping a Healthy and Clean School Environment	Pre-K-5	Health Connect ARNP and School Nurse	All teachers, counselor and attendance clerk	Faculty Meeting: October, 2012	A Truancy Intervention Program will be developed during the PD. The Assistant Principal will monitor the implementation of this program by teachers and staff.	Assistant Principal Guidance Counselor

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
Reward students for perfect attendance.	Student Incentives and ribbons	Discretionary	800.00
Subtotal:			
Total: $ 800.00			

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. Limited opportunities to recognize students for positive behavior.	1.1. Utilize the Student Code of Conduct by providing positive reinforcement and recognition through the use of the Elementary Spot Success Recognition Program.	1.1. Principal Assistant Principal	1.1. Monitor SPOT Success report by grade level and monitor COGNOS report on student outdoor suspension rate.	1.1. Participant's Log for students who are recognized for complying with the Student Code of Conduct Monthly COGNOS suspension report.	

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Suspension Goal #1: Our goal for the 2012-2013 school year is to decrease suspension by minimizing absences due to illness and truancy, and to create a climate in our school where parents, students and faculty feel supported. In addition, our goal for the 2012-2013 school year is also to decrease the number of students with outdoor suspensions by 1 from 13 to 12.	2012 Total Number of In –School Suspensions	2013 Expected Number of In- School Suspensions				
	3	*3*				
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In -School				
	2	*2*				
	2012 Total Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions				
	18	*16*				
	2012 Total Number of Students Suspended Out- of- School	2013 Expected Number of Students Suspended Out- of-School				
	13	*12*				

		1.2. Parents and students unfamiliar with the Student Code of Conduct.	1.2. Distribution of the Student Code of Conduct to Parents at the start of the school year. Provide support and information to parents on a case by case basis.	1.2. Guidance Counselor Community Involvement Specialist School Social Worker Administration	1.2. Monitor Parents Contact Log for evidence of communication with parents of students who have been placed on indoor suspensions. Maintain on record signed parent receipt of Student Code of Conduct.	1.2. Parent Communication Log Parent Sign In Log Parent Involvement Monthly School Report	
		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 (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
The Student Code of Conduct	K-5	Reading Coach	School wide	Faculty Meeting: November 2012	Utilize classroom walk-through to monitor teachers' enforcement of the Student Code of Conduct. Monitor SPOT Success monthly report.	Leadership Team Administration

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Suspension Budget (Insert rows as needed)

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

End of Suspension Goals

Dropout Prevention Goal(s)

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

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

Dropout Prevention Goal(s)	Problem-solving Process to					

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

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

Dropout Prevention Budget (Insert rows as needed)

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

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

End of Dropout Prevention Goal(s)

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Parent Involvement Goal(s)

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

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

Parent Involvement Goal(s)	Problem-solving Process to Parent Involvement					
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1. **Parent Involvement**	1.1.	1.1.	1.1.	1.1.	1.1.	
Parent Involvement Goal #1: PLEASE SEE ONLINE PARENT INVOLVEMENT POLICY/PLAN (PIP)	2012 Current Level of Parent Involvement:*	2013 Expected Level of Parent Involvement:*				
		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					

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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
Promoting Home School Relationships Parent Portal	K-5	Reading Coach Community Involvement Specialist	Teachers	August 2012 – June 2013	Review sign in sheets/logs to determine the number of parent attendance.	School Administration, Reading Coach and Community Involvement Specialist
Sharing DATA with Parents	3-5	Reading Coach Community Involvement Specialist	Teachers	August 2012 – June 2013	Review sign in sheets/logs to determine the number of parent attendance.	School Administration, Reading Coach and Community Involvement Specialist

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

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Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Hourly Community Involvement Specialist	Serve as liaison to parents and provide parents with resources and training.	Title I Budget	$8000.00
Subtotal:			
$ 8000.00Total:			

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: The results of the 2012 FCAT Science Test indicate that 32% of students achieved Level 3 proficiency. Our goal for the 2012-2013 school years is to increase Level 3 student proficiency by 3 percentage point to 36%.	1.1 The trend data for the past three years indicates a consistent decrease in student proficiency in Science. Students lack higher order thinking skills in this content area.	1.1 A science lab will be designated and scheduled for all 3-5 grade classes. The Science Buster's Enrichment Club will be expanded to involve additional targeted grade 5 students. Conduct a School-wide Science Fair.	1.1 Leadership Team Science Committee Science Liaison	1.1 On-going Lab walk-throughs will ensure that the lab is being used efficiently and with fidelity. Conduct grade level discussions to attain teacher feedback on effectiveness of the Science Lab and any barriers.	1.1 Formative: Classroom assessments Summative: 2013 FCAT Science Assessment

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					

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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 Science Fair Workshop	2-5 Grades	Science Liaison Science Committee	Parents and students in grades 2-5.	October 11, 2012	Parent Attendance Sheet	Science Committee, Administration and Science Liaison

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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					

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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.		
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.	

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Additional Goals Professional Development

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

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

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

End of Additional Goal(s)

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Final Budget (Insert rows as needed)

Please provide the total budget from each section.
Reading Budget
Total: $3,140.00
CELLA Budget
Total:
Mathematics Budget
Total:
Science Budget
Total:
Writing Budget
Total:
Civics Budget
Total:
U.S. History Budget
Total:
Attendance Budget
Total: $ 800.00
Suspension Budget
Total:
Dropout Prevention Budget
Total:
Parent Involvement Budget
Total:
STEM Budget
Total:
CTE Budget
Total:
Additional Goals
Total:

	Grand Total: $3,940.00

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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

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

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

School Advisory Council (SAC)

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

X 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.
To monitor and ensure the fidelity and implementation of the School Improvement Plan. As well as to allocate funds through various activities (e.g. Literacy Celebration and Technology) to support the SIP.

Describe the projected use of SAC funds.	Amount

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End of the year Literacy Celebration Book Give-A-Way.	$ 600.00
Promethean Retrofitting Program	$ 1600.00
Total	**$2200.00**