FLORIDA DEPARTMENT OF EDUCATION

Rodgers Middle School
School Improvement Plan (SIP)

2012-2013

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

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: Rodgers Middle School	District Name: Hillsborough
Principal: Sharon Tumicki	Superintendent: MaryEllen Elia
SAC Chair: Donna Sabatino	Date of School Board Approval:

Student Achievement Data and Reference Materials:

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

Administrators

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)
Principal	Sharon Tumicki	BS EH K-12, M. Ed. Leadership/ Certificate in Ed. Leadership and EH K-12	13	13	09-10 A at Rodgers MS, 72% AYP 08-09: A at Rodgers MS, 77% AYP 07-08: B at Rodgers MS, 95% AYP 06-07: A at Rodgers MS, 74% AYP
Assistant Principal	Shannon Butler	BA Business admin M.ED. Leadership ED D Educational Leadership Certification in Ed Leadership (all levels) and Elementary Ed.	6	3	09-10 A at Rodgers MS, 72% AYP 08-09: A at Rodgers MS, 77% AYP 07-08: B at Rodgers MS, 95% AYP 06-07: A at Rodgers MS, 74% AYP

Assistant Principal	Shawn Livingston	Ed leadership Elem ED Middle Grades English Ex Student Ed ESOL Endorsed Reading Endorsed	1	1	Information pending

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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	Cheryl Jones	Varying Exceptionalities K-12 Elem Ed K -6 Middle School Integrated 5-9 ESOL endorsement Reading Endorsement	1	1	Information Pending

Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date
1. Teacher Interview Day	Principal	June 2013
2.Recruitment Fairs	Supervisor of Teacher Recruitment	On-going
3.Performance Pay	General Director of Federal Programs	July 2013
4.Regular meetings of new teachers with Principal	Principal	On-going
5.Partnering new teachers with veteran staff	Assistant Principal	On-going
6.PNE/ACP	Principal	April 2013

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Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who are NOT highly effective.
*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
(3) 5%	Dates of test provided

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
63	2	14	25	22	25	60	8	2	23
	3%	22%	40%	35%	40%	95%	13%	3%	37%

Teacher Mentoring Program/Plan

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Tami O'Grady	Jaan Erik Ruud	County Program – EET	County Program - EET

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<u>**Additional Requirements**</u>

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

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RODGERS MIDDLE SCHOOL Title I, Part A Parental Involvement Plan

I, Sharon Tumicki , do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of assurances for these waivers. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

Assurances

- The school will be governed by the statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with the definition outlined in Section 9101(32), ESEA;
- Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parental involvement are spent [Section 1118(b)(1) and (c)(3)];
- Jointly develop/revise with parents the school parental involvement policy and distribute it to parents of participating children and make available the parental involvement plan to the local community [Section 1118 (b)(1)];
- Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parental involvement policy and the joint development of the schoolwide program plan under section 1114(b)(2) [Section 1118(c)(3)];
- Use the findings of the parental involvement policy review to design strategies for more effective parental involvement, and to revise, if necessary, the school's parental involvement policy [Section 1118(a)(E)];
- Inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Centers (PIRC) in Florida, i.e., PIRC of Family Network on Disabilities in Florida (FND) and PIRC at University of South Florida (USF) [Section 1118(g)];
- If the plan for Title I, Part A, developed under Section 1112, is not satisfactory to the parents of participating children, the school will submit parent comments with the plan when the school submits the plan to the local educational agency [Section 1118(b)(4)];
- Provide to each parent an individual student report about the performance of their child on the state assessment in at least mathematics, language arts, and reading [Section 1111(h)(6)(B)(i)];
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in 34 CFR Section 200.56 [Section 1111(h)(6)(B)(ii)]; and
- Provide each parent timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals [Section (h)(6)(A)].

Signature of Principal or Designee   Date Signed

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Mission Statement

Parental Involvement Mission Statement (Optional)
Response: Rodgers Middle School parental involvement plan seeks to empower students to become a community of problem solvers and lifelong learners by establishing partnerships with parents. We will increase opportunities for parents to become involved in their children's academic lives by improving communication between home and school;providing training opportunities targeting how they can help increase student learning; and by organizing extracurricular activities for families. The trainings, and activities will be based on components of successul family engagement programs contained in the National PTA Standards for Parent/Family Involvement Programs.

Involvement of Parents

Describe how the school will involve parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of Title I programs including involvement in the decisions regarding how funds for parental involvement will be used [Sections1118(c)(3), 1114(b)(2), and 1118(a)(2)(B)].
Response: Our School Advisory Council (SAC)is the group responsible for the development, implementation and evaluation of the School Improvement Plan (SIP). School programs and expenditures including the Parental Involvement Plan are impacted by their decissions. Rodgers Middle School SAC is composed of the Principal, Assistant Principal,Title one liaison, SAC Chair, AVID coordinator, CTA rep, Media Specialist, Business partner,Community leader five parents and three students. In order to encourage parents to attend and become an integral part of our decision making process, several teachers divided a list of student names and called each household during the month of August. The members were elected as follows: two thirds of the members returned from the previous year, including business partners, and community members; parents and teachers selected their representatives from individuals who have indicated their interest in serving as part of the council; and students volunteered to serve as part of the council. Information collected during the Septemeber Title I Annual meeting was used to make activity recommendations and usage of Title I funds. All meeting agendas,minutes, sign- in sheets, handouts- presentation materials are stored in the TASK box located in room 245.

Coordination and Integration

Describe how the school will coordinate and integrate parental involvement programs and activities that teach parents how to help their children at home, to the extent feasible and appropriate, including but not limited to, other federal programs such as: Head Start, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, Title I, Part C, Title II, Title III, Title IV, and Title VI [Section 1118(e)(4)].

count	Program	Coordination
1	ELL- English Language Learners	Two annual meetings are coordinated in which parents are informed about district programs, and community events. Guidance regarding procedures on how to contact teachers, school, and bilingual personnel will be discussed. Additionally, information regarding community services, activities and programs will be provided. The Ell staff will serve on the school's parental involvement committee.
2	SES meeting	Parents are provided with information about free tutoring and other programs available to them. The SES coordinator will serve on the school's parental involvement committee.
3	ELP team	At the beginning of the ELP program, the team will hold an informational meeting on learning activities for parents to help their children at home. Included are literacy activities to promote academic achievement and activities to help students become independent learners.
4	FCAT Parent Workshops	The 8th grade guidance counselor will provide parents with user friendly materials related to reading, math, science,and writing in order to assist them in preparing their children for FCAT.

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Annual Parent Meeting

Describe the specific steps the school will take to conduct an annual meeting designed to inform parents of participating children about the school's Title I program, the nature of the Title I program (schoolwide or targeted assistance), Adequately Yearly Progress, school choice, supplemental educational services, and the rights of parents. Include timeline, persons responsible, and evidence the school will use to demonstrate the effectiveness of the activity [Section 1118(c)(1)].

count	Activity/Tasks	Person Responsible	Timeline	Evidence of Effectiveness
1	Develop powerpoint, agenda, handouts, sign in sheets.	Principal	August/September 2012	Copies of agenda, handouts, sign in sheets
2	Develop and distribute invitations, parent link	Principal/Teachers	September 2012	Copy of parent link, flyer with date, posted on school marquee
3	Annual Title I Meeting	Administration	September 2012	Copy of agenda and sign in sheets.
4	Parent Surveys	Parent Involvement Liaison	September 2012 - January 2013	Results of surveys received.
5	Distribute Title I brochure and District Parent Involvement Policy brochure to all families in atten	Title I Liaison, Teachers	September 2012	Copies of comment portion of District PIP that are returned to school and to District PI office
6	Maintenance of documentation	Principal/ Title I liaison	September 2012 - June 2012	Title I documentation (TASK Box) housed in room 245.

Flexible Parent Meetings

Describe how the school will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds, transportation, child care, or home visits, as such services related to parental involvement [Section 1118(c)(2)].

Response: Rodgers Middle School will offer a flexible number of meetings such as meetings in the morning or evening,and Saturdays upon request. Transportation, childcare and home visits will also be offered upon request and financed through Title I funds.

Examples:

August Open House - 4:30 until 8:00 pm.

Conference Nights (one per nine weeks) - beginning at 4:45pm until 8:00pm

SAC meetings - once every month, starting at 4:45 until 5:45pm.

SES meeting - September 4, starting at 5:30 until 6:30 pm.

AVID Parent Night - September 4th, starting at 6:00 until 7:00pm.

Title I Annual Meeting - September 6th, starting at 6:00 until 7:00pm.

FCAT Night - November 15th, starting at 5:00 until 6:00pm.

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Building Capacity

Describe how the school will implement activities that will build the capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement [Section 1118(e)]. Describe the actions the school will take to provide materials and training to help parents work with their child to improve their child's academic achievement [Section 1118(e)(2)].Include information on how the school will provide other reasonable support for parental involvement activities under Section 1118 as parents may request [Section 1118(e)(14)].

count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Title I Annual Meeting	8th grade Guidance counselor	Provide parents with user friendly strategies to help their children prepare for the FCAT and achieve higher scores.	September 2012	Sign In sheet, survey
2	Duke Talent Identification Program provides services and programs beyond what is offered in the classroom to meet the individual needs of gifted children.	7th grade Guidance Counselor	It works with students, their families, and educators to identify, recognize, challenge, engage, and help students reach their highest potential.	September 2012	Higher academic achievement.
3	AVID Night	AVID Coordinator	Support AVID students' success and increase their academic achievement	October 2012	Higher academic achievement
4	SES Informational night	SES Coordinator	FCAT remediation/ Support student academic success/ parent involvement	October 2012	Sign In sheets, surveys and gains in student learning
5	AVID/ Guidance College night	AVID Coordinator/ Guidance	Provide parents with information regarding college resources available to parents and students	December 2012	Survey
6	How to Help Your Child Achieve training	Parental Involvement Coordinator	Provide information to parents on how they can help their children in support of student learning.	December 2012	Survey, Sign In sheets,
7	Bullying presentation	Principal	Parents will acquire strategies on how to deal with bullying situations, decrease student stress and increase student achievement	November/ December 2012	Sign In sheets, survey
8	FCAT Parent Workshop will be conducted. Parents will receive tips, hints and strategies to assist their child in preparation for the FCAT to make gains in academic achievement	Principal/ 8th grade Guidance Conselor	Offer FCAT strategies to parents so that they can provide support at home	February 2013	Survey, and students FCAt scores

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Staff Training

Describe the professional development activities the school will provide to educate the teachers, pupil services personnel, principals, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs, and build ties between parents and schools [Section 1118(e)(3)].

count	Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	Beyond the bake sale book study. The purpose is to help teachers understand how the school environment is being perceived by visitors including parents and provide strategies that will honor and help them connect with parents in ways which support student achievement.	TIF 2 Coordinator	High parental involvement should result in higher student achievement	November 2012	Survey and higher student scores
2	Creating Family Friendly Schools	Parental Involvement Team	High parental involvement should result in higher student achievement	December 2012	Survey and higher student scores
3	InSync training is an attempt to join parents and teachers in a collaboration to support the academic success of our children.	Media Center Specialist	Increase teacher, student and parental awareness of available resources at the district level that can help them increase student achievement	November 2012	Sign In sheet, survey

Other Activities

Describe the other activities, such as parent resource centers, the school will conduct to encourage and support parents in more fully participating in the education of their children [Section 1118 (e)(4)].
Response: Rodgers Middle School(2012-2013) Parent Resource Center will be mantained with current information held in the Parent Information Notebook and Technical Assistance Binder. Guidance office will provide handbooks and information about the school and community. Parent Resource Notebook and Handbooks will be located in the Main Office on the back bookcase. Parents can access this information and surveys throughout the year. Guidance department, Principal, Title I liaison, School psychologist and School Social Worker will be responsible for updating the information. The evaluation of its success will be done through sign in sheets and parent surveys.

Communication

Describe how the school will provide parents of participating children the following [Section 1118(c)(4)]:

- Timely information about the Title I programs [Section 1118(c)(4)(A)];
- Description and explanation of the curriculum at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet [Section 1118(c)(4)(B)];

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- If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children[Section 1118(c)(4)(C)]; and
- If the schoolwide program plan under Section 1114 (b)(2) is not satisfactory to the parents of participating children, the school will include submit the parents' comments with the plan that will be made available to the local education agency [Section 1118(c)(5)].

Response: An informational booklet and a Parent Link message was sent to parents two weeks prior to the 2012-2013 school year providing general information to start the school year along with a general invitation to Open House Night. During Open House, parents visited classrooms where the teacher gave parents information regarding the school wide program, curriculum (Next Generation Sunshine State Standards), classroom procedures, assessments being utilized, and how to support their child at home. Parents also participated in a Title I Annual Meeting hosted in the cafeteria by our principal and Title I liaison. Each child also received A Parent's Guide to Hillsborough County Public Schools 2012-2013 edition, to take home and share with their families. All Title I pamphlets and print publications were also sent out in Spanish, the native language of our secondary minority. We will continue to provide additional information throughout the school year. Curriculum (Next Generation Sunshine State Standards) is explained to parents during quarterly conference nights and FCAT 2.0 informational night. Personal invitations are sent to parents through phone calls, flyers, and newsletters to invite them to participate in decision making committees such as SAC. All parents are offered the opportunity to participate in committees.

The process of disseminating information to parents will include but not limited to:

Calendars and School newsletters - sent on a monthly basis.

Flyers - sent one week prior to an event and a reminder flyer is sent the day of the event.

Marquee - changed monthly to reflect current events.

Web calendar - completed a month prior to next month's events.

Parent Involvement, SAC, P.T.A & Student Services Newsletter - specific information sent quarterly and on an as needed basis.

Parent Link (automated telephone messaging system) - sent out the evening before an event in the form(s) of communication as stated by the parent. i.e. primary phone, secondary phone, cell phone and/or email.

Newsletters - different types sent on a monthly, quarterly and as needed basis.

The school will monitor the information that was provided to parents through surveys, attendance records and documentation of parent notification included in the Title I T.A.S.K. box.

Accessibility

Describe how the school will provide full opportunities for participation in parental involvement activities for all parents (including parents with limited English proficiency, disabilities, and migratory children). Include how the school plans to share information related to school and parent programs, meetings, school reports, and other activities in an understandable and uniform format and to the extent practical, in a language parents can understand [Section 1118(e)(5) and 1118(f)].
Response: Rodgers will send out newsletters, parent links and flyers regarding meetings, parent workshops, and activities to parents in English but can be translated if requested by the family. District forms and publications are available in English and Spanish to parents as needed.The parent involvement team will partner with the ELL team to ensure the accuracy of the translations and will have the ELL team assist in translating phone calls. InSync online resource is available in English, Spanish, and Haitian-Creole.

Individual meetings are scheduled for students with disabilities to address student needs through their I.E.P. In addition, if a parent needs assistance, the school will provide it upon request.

Discretionary Activities

Discretionary School Level Parental Involvement Policy Components Check if the school does not plan to implement discretionary parental involvement activities. Check all activities the school plans to implement:

count	Activity	Description of Implementation Strategy	Person Responsible	Anticipated Impact on Student Achievement	Timeline
1	Maximizing parental involvement and participation in their children's education by arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school [Section 1118(e)(10)];	Providing Bus Transportation and Child Care with Title I Funds to procure bus transportation for family events. Child care will be provided by teachers and students needing community volunteering hours. Title I Liaison Training and Workshops: Parent activities will be offered at a variety of times and days.	Title 1 Liaison, Teachers, Resource Teachers, Parent Involvement Committee	Improvement of student achievement through increased parent participation. More parents will be able to participate in activities and student achievement will increase.	On going
2	Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities [Section 1118(e)(13)].	SAC Meetings: Relationships were established with community, business, and faith based organizations to support school and parent involvement activities at Rodgers.	SAC Chair, Title I Liaison	Increase of resource, donations, and volunteer hours all leading to improvement of student achievement.	On going

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

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School-Based MTSS/RtI Team
Identify the school-based MTSS leadership team. Team comprised of Admin, SSW, Psych, Guidance, CTLs, SALs, SRO
Describe how the school-based MTSS leadership team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts? Bi-monthly meetings – to discuss info provided weekly by PLC and departments,
Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the RtI problem-solving process is used in developing and implementing the SIP? PBIS and CHAMPS and Intervention program, Mentoring support program.
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. FAIR test results, baseline assessment for subjects, Achievement series, common grade/subject assessments – gathered at PLCs brought back to PSLT
Describe the plan to train staff on RtI. Preplanning training occurred, reviewed monthly at Faculty meetings
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. FAIR test results, baseline assessment for subjects, Achievement series, common grade/subject assessments – gathered at PLCs brought back to PSLT

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). Principal, APs, Reading Coach, PLC facilitators, and LLT, Media Specialist, Reading teachers
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). The LLT is a subset of the Lead Team. The team provides leadership for the implementation of the reading goals and strategies identified on SIP. The principal is the LLT chairperson. The reading coach is a member of the team and provides extensive expertise in data analysis and reading interventions. The reading coach and principal collaborate with the team to ensure that data driven instructional support is provided to all teachers. The principal also ensures that the LLT monitors reading data, identifies school-wide and individual teachers' reading –focused instructional strengths and weaknesses, and creates a professional development plan to support instructional needs in conjunction with the Problem Solving Leadership Team's support plan. Time is provided for the LLT to collaborate and share information with all site stakeholders including other administrators, teachers, staff members, parents and students.

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What will be the major initiatives of the LLT this year?
- Implementation and evaluation of the SIP reading strategies across the content areas
- Professional Development Plan for the school
- Co-planning, modeling and observation of research-based reading strategies within lessons across the content areas
- Data Analysis (on-going)
- Text Features across the content areas
- Text Marking across the content areas
- Data Chats

Implementation of the K-12 Reading Plan

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

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Elementary Title I Schools Only: Pre-School Transition

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

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?

Project CRISS, Level 1 training, which is a 12 hour initial training, is offered annually through district-provided training. Mandatory follow-up is provided at the school site by the reading coach. Complementing the Project CRISS initiative is the inclusion of close reading lessons in the ELA, reading, and content area classrooms.

The reading coach is required as a part of his/her job description to provide on-site support of the implementation of the Project CRISS Strategic Lesson Plan model and the design and delivery of close reading lessons through professional development opportunities, as well as, coaching opportunities. A yearly action plan is created by the reading coach that outlines what Project CRISS and close reading model lesson professional development will be offered. A monthly written update allows the reading supervisor to monitor the progress of each coach's action plan.

Content-specific (mathematics, social studies, science and language arts) Project CRISS close reading model lesson follow-up trainings are offered on request at school sites and as district-offered trainings throughout the school year.

Demonstration classroom opportunities focusing on the implementation of content-based literacy strategies are mandated by the K-12 Comprehensive Reading Plan at each site. The reading coach is responsible for scheduling and facilitating pre-observation, during observation, and post-observation activities and discussion.

A Literacy Leadership Team is mandated by the K-12 Comprehensive Reading Plan at each site. The principal is the chairperson of the committee and the reading coach is an integral member, guiding the data review, creation of an action plan, progress monitoring of the plan and evaluation of the plan each school year. The LLT should have representation from each content area and is responsible for reporting back to the school their findings and instructional decisions.

Each PLC is responsible for reviewing their students' literacy data and creating lessons that are responsive to identified student needs. PLCs are responsible for the implementation of the Continuous Improvement Model (Plan-Do-Check-Act) with their core curriculum and acting on the data by providing additional instruction where needed. Common assessments on chapter tests are used to identify effective reading strategies and guide instruction for re-teach or enrichment.

Reading coaches are responsible for assisting content teachers with the integration of differentiated instruction strategies into their content area classrooms.

All costs incurred for reading professional development at the school sites (stipends, consultant contracts, substitutes, materials) are paid for by the K-12 Comprehensive Reading Plan funds.

High Schools Only

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

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

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

Postsecondary Transition

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

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PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Reading Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3-5 in reading.			1A.1. Teacher comfort level with expression of learning objectives	1A.1. Student reading comprehension will improve through teacher communication of objectives (Domains 1c & 3a)	1A.1. Administration and PLC facilitators Classroom Teachers	1A.1. Teacher Level --Teacher will analyze their students' data to determine overall learning growth over time.	1A.1. 2-3x Per Year
Reading Goal #1A: In grades 6-8, the percentage of Standard Curriculum students scoring a Level 3-5 or higher on the 2012 FCAT Reading will increase from 45% to 47%.	2012 Current Level of Performance:* *45%*	2013 Expected Level of Performance:* *47%*	Teachers at varying levels of how to write objectives Moving the mindset from "activities" to "learning objectives"	Action Steps --Teachers in grade level/subject area PLC will create/develop learning objectives that are clearly written, student understandable and measurable --Within the PLC meetings teachers will identify a common assessment to be used to determine objective mastery. --Teachers will effectively develop students' understanding of the learning objective: 1) Communicating what students will know or be able to do by the end of the lesson; 2) Connecting the objective to prior knowledge; 3) Explaining the importance of the objective; and 4) Referring to the objective at key points during the lesson. Refer to "Teach Like A Champion", chapter 2). --Teachers will bring in assessment results to the PLC meeting to analyze and discuss	AVID Site Team Members Teachers on the Site Team will analyze FAIR data to determine growth and remediation methods or enrichment will occur (WICOR strategies, etc.)	PLC/Department Level --Teachers with their PLC groups will analyze FAIR data to determine overall learning growth over time. --Teachers with their PLC groups will then determine what remediation methods or enrichment will occur AVID Site Team Members Teachers on the Site Team will analyze FAIR data to determine growth and remediation methods or enrichment will occur (WICOR strategies, etc.)	--FAIR --Unit assessments as determined by PLC -- Embedded assessments --Classroom walk-throughs --Florida Ready

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				student data. --Teachers will then determine what remediation methods or enrichment will occur. --All PLC will submit a PLC log reflecting discussion/data. --**This cycle will be repeated throughout the school year.**			
			1A.2. Teachers lack understanding of the data collected. Teachers lack experience with having data chats with students. Teachers are challenged with incorporating time during class to have data chats with students.	1A.2. Strategy: Data Chats Students' comprehension will improve through teachers' data chats. <u>Action Steps</u> 1. After each FAIR testing, classroom teachers will conduct student-teacher data chats. 2. Teacher-students will establish goals for reading improvements. 3. PLC's establish best practices to conduct data chats and provide feedback to Reading Coach. 4. All teachers conduct FCAT data chats in January with students.	1A.2. <u>Who:</u> Reading Coach LLT <u>How:</u> Reading Coach provides student data sheets to teachers with instructions for interpreting the data. Oversees the teacher data chat process.	1A.2. Teachers will analyze FAIR data to identify students in the moderate and high-risk areas of comprehension and base IPDP goals on reading comprehension percentile levels. Teachers will identify students who need remediation and the types of remediation needed based on the FAIR Decision Tree for Reading Improvement and remediate students in the areas suggested.	1A.2. <u>FAIR data</u> 3 times per year <u>FCAT 2.0 data</u> 1 time per year
			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. See Reading Goal #1.A.	1B.1. See Reading Goal #1.A.	1B.1. See Reading Goal #1.A.	1B.1. See Reading Goal #1.A.	1B.1. See Reading Goal #1.A.
<u>Reading Goal #1B:</u> In grades 6-8, the percentage of Standard Curriculum students scoring a Level 4, 5, 6 Reading on the 2012 Florida Alternate Assessment will increase from 39% to 42%.	2012 Current Level of Performance:* *39%*	2013 Expected Level of Performance:* *42%*					
			1B.2. SEE Reading Goal #1A2	1B.2. SEE Reading Goal #1A2	1B.2. SEE Reading Goal #1A2	1B.2. SEE Reading Goal #1A2	1B.2. SEE Reading Goal #1A2

		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.
			
			--Teachers not fully aware of higher order questioning strategies.
			--Teachers traditional method of teaching has been teacher centered instruction versus student centered questioning.
				2A.1.
				Strategy:
				Student reading comprehension will improve through teacher's use of **higher order questioning and discussion techniques.** (Domains 3b & 3e)
				Action Steps.
				--Teachers in grade level/subject area PLC will create/develop higher order questions that will determine acquisition of learning.
				--Within the PLC meetings teachers will identify a common assessment to facilitate higher order discussions and questions.
				--Teachers' questions reflect higher expectations are culturally developmentally appropriate.
				--Teachers will frequently respond to student's correct answers by probing for higher-level understanding in an effective manner.
				--Teachers stepping aside to allow students to participate in discussion; refer to "Teach Like A Champion", chapter 9.
				--Teachers will bring back to the PLC success and challenges of implementation of higher-order strategies.
				--Teachers will then determine what remediation methods or enrichment will occur.
				--All PLC will submit a PLC log reflecting discussion/data.
				--**This cycle will be repeated**
					2A.1.
					Administration and PLC facilitators
						2A.1.
						<u>Teacher Level</u>
						--Teacher will analyze FAIR data to determine overall learning growth over time.
						
						--Teacher will then determine what remediation methods or enrichment will occur.
						
						<u>PLC/Department Level</u>
						--Teachers with their PLC groups will analyze FAIR data to determine overall learning growth over time.
						
						--Teachers with their PLC groups will then determine what remediation methods or enrichment will occur.
						
						<u>AVID Site Team Members</u>
						Teachers on the Site Team will analyze FAIR data to determine growth and remediation methods or enrichment will occur (WICOR strategies, etc.)
							2A.1.
							---FAIR
							--Unit assessments as determined by PLC
							-- Embedded assessments
							---Classroom Walk-throughs
							--Reading Curriculum Assessments
							    Voyager Plugged-In LDC
							    Read for Real
							    Read XL

<u>Reading Goal #2A:</u> In grades 6-8, the percentage of Standard Curriculum students scoring a Level 4 on the 2012-2013 FCAT Reading will increase from 20% to 23%.	<u>2012 Current Level of Performance:*</u> *20%*	<u>2013 Expected Level of Performance:*</u> *23%*					

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			throughout the school year.			
		2A.2. Teachers lack understanding of the data collected. Teachers lack experience with having data chats with students. Teachers are challenged with incorporating time during class to have data chats with students.	2A.2. Strategy: Data Chats Students' performance on reading comprehension tests will improve through teachers' data chats. Action Steps 1. After each FAIR testing, classroom teachers will conduct student-teacher data chats. 2. Teacher-students will establish goals for reading improvements. 3. PLC's establish best practices to conduct data chats and provide feedback to Reading Coach. 4. All teachers conduct FCAT data chats in January with students.	2A.2. Who: Reading Coach Reading Teachers LA Teachers LLT How: Reading Coach provides student data sheets to teachers with instructions for interpreting the data. Oversees the teacher data chat process.	2A.2. Teachers will analyze FAIR data to identify students in the moderate and high-risk areas of comprehension and base IPDP goals on reading comprehension percentile levels. Teachers will identify students who need remediation and the types of remediation needed based on the FAIR Decision Tree for Reading Improvement and remediate students in the areas suggested.	2A.2. FAIR data 3 times per year FCAT 2.0 data 1 time per year
		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: Not available data shows scores from 4-9 only.	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: : Points for students making Learning Gains in reading.			3A.1. --Teachers not fully aware of higher order questioning strategies. --Teachers traditional method of teaching has been teacher centered instruction versus student centered questioning.	3A.1. Strategy: Student reading comprehension will improve through teacher's use of **higher order questioning and discussion techniques.** (Domains 3b & 3e) Action Steps. --Teachers in grade level/subject area PLC will create/develop higher order questions that will determine acquisition of learning. --Within the PLC meetings teachers will identify a common assessment to facilitate higher order discussions and questions. --Teachers' questions reflect higher expectations are culturally developmentally appropriate. --Teachers will frequently respond to student's correct answers by probing for higher-level understanding in an effective manner. --Teachers stepping aside to allow students to participate in discussion; refer to "Teach Like A Champion", chapter 9. --Teachers will bring back to the PLC success and challenges of implementation of higher-order strategies. --Teachers will then determine what remediation methods or enrichment will occur. --All PLC will submit a PLC log reflecting discussion/data. --**This cycle will be repeated**	3A.1. Administration and PLC facilitators	3A.1. Teacher Level --Teacher will analyze FAIR data to determine overall learning growth over time. --Teacher will then determine what remediation methods or enrichment will occur. PLC/Department Level --Teachers with their PLC groups will analyze FAIR data to determine overall learning growth over time. --Teachers with their PLC groups will then determine what remediation methods or enrichment will occur. AVID Site Team Members Teachers on the Site Team will analyze FAIR data to determine growth and remediation methods or enrichment will occur (WICOR strategies, etc.)	3A.1. ---FAIR --Unit assessments as determined by PLC -- Embedded assessments
Reading Goal #3A: Points earned from students making learning gains on the 2013 FCAT Reading will increase from 55 points to 58 points.	2012 Current Level of Performance:* **55**	2013 Expected Level of Performance:* **58**					

					throughout the school year.			
				3A.2. Teachers lack understanding of the data collected. Teachers lack experience with having data chats with students. Teachers are challenged with incorporating time during class to have data chats with students.	3A.2. Strategy: Data Chats Students' comprehension will improve through teachers' data chats. <u>Action Steps</u> 1. After each FAIR testing, classroom teachers will conduct student-teacher data chats. 2. Teacher-students will establish goals for reading improvements. 3. PLC's establish best practices to conduct data chats and provide feedback to Reading Coach. 4. All teachers conduct FCAT data chats in January with students.	3A.2. <u>Who:</u> Reading Coach LLT <u>How:</u> Reading Coach provides student data sheets to teachers with instructions for interpreting the data. Oversees the teacher data chat process.	3A.2. Teachers will analyze FAIR data to identify students in the moderate and high-risk areas of comprehension and base IPDP goals on reading comprehension percentile levels. Teachers will identify students who need remediation and the types of remediation needed based on the FAIR Decision Tree for Reading Improvement and remediate students in the areas suggested.	3A.2. <u>FAIR data</u> 3 times per year <u>FCAT 2.0 data</u> 1 time per year
				3A.3. Teachers lack understanding/ varying skill levels about how to implement reading strategies in content areas PLC meetings do not consistently include discussions of reading strategies necessary to meet the needs of our students. Lack of time to train teachers on how to properly execute each strategy. Lack of teacher buy-in.	3A.3. <u>Strategy</u> <u>Action Steps:</u> 1.Reading Coach and the Reading Department will work together to provide trainings on text previewing and text marking, demonstrating how these reading strategies can be used across content areas to improve comprehension of content area materials. 2. ILT will support teachers through PLC's about how the text previewing and text marking is being used within each content area and discuss data on the use of these reading strategies. 3. Teachers will work in their PLCs to decide how the strategy fits into their content area with textbooks and other	3A.3. <u>Who</u> Administrative Team Reading coach ILT Content Area Teachers <u>How</u> - Evidence provided at PLCs and recorded in PLC logs -Classroom walk-throughs observing the designated strategy. -EET	3A.3. <u>Teacher Level</u> -Teachers will provide samples and/or data in PLCs and discuss how the designated reading strategies are being used in their classrooms. -Teachers will review the performance data about their students using the strategy in PLCs to determine future lesson development and differentiated instruction needed.	3A.3. <u>Monthly</u> Ongoing progress monitoring through PLCs <u>FAIR data</u> 3 times per year <u>During grading period</u> Content generated assessments

			readings used. 4. SALs will work with the Reading Coach to provide coaching models and demonstration classrooms to ensure that each teacher is using the reading strategies effectively as determined within content area PLCs. 5. This cycle will continue with each reading strategy until all designated reading strategy has been introduced and is consistently used in each content area classroom.			
3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.			3B.1. See Reading Goal #3.A.1	3B.1. See Reading Goal #3.A.1	3B.1. See Reading Goal #3.A.1	3B.1. See Reading Goal #3.A.1
Reading Goal #3B: In grades 6-8, the percentage of Standard Curriculum students making gains in Reading on the 2012 Florida Alternate Assessment will increase from 6% to 9%.	2012 Current Level of Performance:* *6%*	2013 Expected Level of Performance:* *9%*				3B.1. See Reading Goal #3.A.1
			3B.2. See Reading Goal # 3A2	3B.2. See Reading Goal # 3A2	3B.2. See Reading Goal # 3A2	3B.2. See Reading Goal # 3A2
			3B.3.	3B.3.	3B.3.	3B.3.

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4A. FCAT 2.0: Points for students in Lowest 25% making learning gains in reading.. Reading Goal #4A: Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Reading will increase from 53 points to 56 points. 2012 Current Level of Performance:* **53** 2013 Expected Level of Performance:* **56**	4A.1. See Reading Goal #3.A.1	4A.1. See Reading Goal #3.A.1	4A.1. See Reading Goal #3.A.1	4A.1. See Reading Goal #3.A.1	4A.1. See Reading Goal #3.A.1
	4A.2. See Reading Goal # 3A2	4A.2. See Reading Goal # 3A2	4A.2. See Reading Goal # 3A2	4A.2. See Reading Goal # 3A2	4A.2. See Reading Goal # 3A2
	4A.3.	4A.3.	4A.3.	4A.3.	4A.3.
4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in reading. Reading Goal #4B: *Not available no data given* 2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.* 2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*	4B.1.	4B.1.	4B.1.	4B.1.	4B.1.
	4B.2.	4B.2.	4B.2.	4B.2.	4B.2.
	4B.3.	4B.3.	4B.3.	4B.3.	4B.3.

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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**						
Reading Goal #5A:							

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: SEE 3.A.1	5B.1. White: Black: Hispanic: Asian: American Indian: SEE 3.A.1	5B.1. White: Black: Hispanic: Asian: American Indian: SEE 3.A.1	5B.1. White: Black Hispanic: Asian: American Indian: SEE 3.A.1	5B.1. White: Black: Hispanic: Asian: American Indian: SEE 3.A.1	
Reading Goal #5B: The percentage of White students scoring proficient/satisfactory on the 2012-2013 FCAT/FAA Reading will increase from 49% to 54%. The percentage of Black students scoring proficient/satisfactory on the 2012-2013 FCAT/FAA Reading will increase from 40% to 46%. The percentage of Hispanic students scoring proficient/satisfactory on the 2012-2013 FCAT/FAA Reading will increase from 43% to 49%. The percentage of Asian students scoring proficient/satisfactory on	2012 Current Level of Performance:* White:49% Black:40% Hispanic: 43% Asian:67% American Indian:	2013 Expected Level of Performance:* White:54% Black:46% Hispanic: 49% Asian:70% American Indian:						
			5B.2. See Reading Goal # 3A2	5B.2. See Reading Goal # 3A2	5B.2. See Reading Goal # 3A2	5B.2. See Reading Goal # 3A2	5B.2. See Reading Goal # 3A2	
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

the 2012-2013 FCAT?FAA Reading will increase from 67% to 70%					

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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. SEE 3.A.1	5C.1. SEE 3.A.1	5C.1. SEE 3.A.1	5C.1. SEE 3.A.1	5C.1. SEE 3.A.1
Reading Goal #5C: The percentage of ELL students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 22% to 30%.	2012 Current Level of Performance:* *22%*	2013 Expected Level of Performance:* *30%*					
			5C.2. See Reading Goal # 3A2	5C.2. See Reading Goal # 3A2	5C.2. See Reading Goal # 3A2	5C.2. See Reading Goal # 3A2	5C.2. See Reading Goal # 3A2
			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 reading.			5D.1. SEE 3.A.1	5D.1. SEE 3.A.1	5D.1. SEE 3.A.1	5D.1. SEE 3.A.1	5D.1. SEE 3.A.1
Reading Goal #5D: The percentage of SWD students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 18% to 26%.	2012 Current Level of Performance:* *18%*	2013 Expected Level of Performance:* *26%*					
			5D.2. See Reading Goal # 3A2	5D.2. See Reading Goal # 3A2	5D.2. See Reading Goal # 3A2	5D.2. See Reading Goal # 3A2	5D.2. See Reading Goal # 3A2
			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. SEE 3.A.1	5E.1. SEE 3.A.1	5E.1. SEE 3.A.1	5E.1. SEE 3.A.1	5E.1. SEE 3.A.1
Reading Goal #5E: The percentage of Econ. Disadvantaged students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 36% to 42%.	2012 Current Level of Performance:* *36%*	2013 Expected Level of Performance:* *42%*					
			5E.2. See Reading Goal # 3A2	5E.2. See Reading Goal # 3A2	5E.2. See Reading Goal # 3A2	5E.2. See Reading Goal # 3A2	5E.2. See Reading Goal # 3A2
			5E.3.	5E.3.	5E.3.	5E.3.	5E.3.

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities						
Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Using Technology Resources for Data	Grades 6-8	Reading Coach LLT	All Teachers- PLCs	Ongoing	Lesson Plans EET	Administration Team Instructional Leadership Team
Data Chats	Grades 6-8	Reading coach SALs CTLs	All Teachers - PLCs	Weekly PLC Meetings	PLC logs	Administration Team Instructional Leadership Team

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

End of Reading Goals

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Comprehensive English Language Learning Assessment (CELLA) Goals

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

CELLA Goals		Problem-Solving Process to Increase Language Acquisition				
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring proficient in listening/speaking.		1.1. See Reading Goal #3A1	1.1. See Reading Goal #3A1	1.1. See Reading Goal #3A1	1.1. See Reading Goal #3A1	1.1. See Reading Goal #3A1
CELLA Goal #1: In grades 6-8, the percentage of students scoring proficient in listening/speaking on CELLA 2012 will increase from 70% to 73%.	2012 Current Percent of Students Proficient in Listening/Speaking: *70%* *73%*					
		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.	2.1.	2.1.	2.1.	2.1.
CELLA Goal #2: In grades 6-8, the percentage of students scoring proficient in reading CELLA 2012 will increase from 13% to 16%.	2012 Current Percent of Students Proficient in Reading: *13%* *16%*					
		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. CELLA Goal #3: In grades 6-8, the percentage of students scoring proficient in writing on CELLA 2012 will increase from 30% to 33%.	2012 Current Percent of Students Proficient in Writing : *30%* *33%*	2.1. See Reading Goal #3A1	2.1. See Reading Goal #3A1	2.1 See Reading Goal #3A1.	2.1. See Reading Goal #3A1	2.1 See Reading Goal #3A1.
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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CELLA Budget (Insert rows as needed)

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

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Elementary School Mathematics Goals

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

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

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<u>Elementary School Mathematics Goals</u>

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

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

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

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

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

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

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

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

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

End of Elementary School Mathematics Goals

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Middle School Mathematics Goals

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

Middle School Mathematics Goals			Problem-Solving Process to Increase Student Achievement			
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.			1A.1. Teacher comfort level with expression of learning objectives Teachers at varying levels of how to write objectives Moving the mindset from "activities" to "learning objectives"	1A.1. 1.1. Strategy: Student math level will improve through teacher **communication of objectives** (Domains 1c & 3a) Action Steps --Teachers in grade level/subject area PLC will create/develop learning objectives that are clearly written, student understandable and measurable --Within the PLC meetings teachers will identify a common assessment to be used to determine objective mastery. --Teachers will effectively develop students' understanding of the learning objective: 1) Communicating what students will know or be able to do by the end of the lesson; 2) Connecting the objective to prior knowledge; 3) Explaining the importance of the objective; and 4) Referring to the objective at key points during the lesson.	1A.1. Who --Pop-Ins and formal observations **Administration and PLC facilitators** **How** **--PLC logs reflecting discussion and data**	1A.1. Teacher Level --Teachers within their PLC's will write and review objectives.	1A.1. Weekly PLC Logs to review objectives During Grading Period --Unit assessments as determined by PLC -- Embedded assessments
	Mathematics Goal #1A: In grades 6-8, the percentage of Standard Curriculum students scoring a Level 3 or higher on the 2012 FCAT Math will increase from 48% to 51%.	2012 Current Level of Performance:* *48%*	2013 Expected Level of Performance:* *51%*				
			1A.2. --Lack of common assessment.	1A.2. --Teachers will bring in assessment results to the PLC meeting to analyze and discuss student data. --Teachers will then determine	1A.2. 1A.1. Who --Pop-Ins and formal observations	1A2 ---Teachers will analyze formal assessment data to determine overall learning	1A.2. Mid-Year Assessment End-Year Assessment

				growth over time. --Teachers will then determine what remediation methods or enrichment will occur.	<u>During Grading Period</u>
		what remediation methods or enrichment will occur. --All PLC will submit a PLC log reflecting discussion/data. --**This cycle will be repeated throughout the school year**.	**Administration and PLC facilitators** <u>**How**</u> **--PLC logs reflecting discussion and data**	 <u>PLC/Department Level</u> --Teachers within their PLC groups will analyze formal assessment data to determine overall learning growth over time. --Teachers within their PLC groups will then determine what remediation methods or enrichment will occur. <u>Leadership Team Level</u>	--Unit assessments as determined by PLC -- Embedded assessments
		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. SEE 1A1	1B.1. SEE 1A1	1B.1. SEE 1A1	1B.1. SEE 1A1	1B.1. SEE 1A1
<u>Mathematics Goal #1B:</u> In grades 6-8, the percentage of students scoring a Level 4-9 on the 2012 FAA Math 12 will increase from 43% to 46%.	<u>2012 Current Level of Performance:*</u> *43%* <u>2013 Expected Level of Performance:*</u> *46%*					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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

2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.			2A.1. SEE 1A1	2A.1. SEE 1A1	2A.1. SEE 1A1	2A.1. SEE 1A1	2A.1. SEE 1A1
Mathematics Goal #2A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
In grades 6-8, the percentage of Standard Curriculum students scoring a Level 4 or 5 on the 2012 FCAT Math will increase from 20% to 23%.	*20%*	*23%*					
			2A.2. SEE 1A2	2A.2. SEE 1A2	2A.2. SEE 1A2	2A.2. SEE 1A2	2A.2. SEE 1A2
			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: .	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
3. FCAT 2.0: Points for students making learning gains in mathematics			2A.1. SEE 1A1	3A.1. SEE 1A1	3A.1. SEE 1A1	3A.1. SEE 1A1	3A.1. SEE 1A1
Mathematics Goal #3A: Points earned from students making learning gains on the 2013 FCAT Math will increase from 60 points to 63 points.	2012 Current Level of Performance:* *60*	2013 Expected Level of Performance:* *63*					
			3A.2. SEE 1A2	3A.2. SEE 1A2	3A.2. SEE 1A2	3A.2. SEE 1A2	3A.2. SEE 1A2
			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: In grades 6-8, the percentage of students making learning gains on the 2012 FAA Math 1 will increase from 6% to 9%.	2012 Current Level of Performance:* *6%*	2013 Expected Level of Performance:* *9%*					
			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: Points for students in Lowest 25% making learning gains in mathematics.			4A.1. SEE 1.A.1	4A.1. SEE 1.A.1	4A.1. SEE 1.A.1	4A.1. SEE 1.A.1	4A.1 SEE 1.A.1.
Mathematics Goal #4A: Points earned from students in the bottom quartile making learning gains on the 2013 FCAT Math will increase from 59 points to 62 points.	2012 Current Level of Performance:* *59*	2013 Expected Level of Performance:* *62*					
			4A.2. See 1.A.2	4A.2. See 1.A.2	4A.2. See 1.A.2	4A.2. See 1.A.2	4A.2. See 1.A.2
			4A.3.	4A.3.	4A.3.	4A.3.	4A.3.
4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in mathematics.			4B.1.	4B.1.	4B.1.	4B.1.	4B.1.
Mathematics Goal #4B: *DATA NOT AVAILABLE*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			4B.2.	4B.2.	4B.2.	4B.2.	4B.2.
			4B.3.	4B.3.	4B.3.	4B.3.	4B.3.

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

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. SEE 1.A.1	5B.1. SEE 1.A.1	5B.1. SEE 1.A.1	5B.1. : SEE 1.A.1	5B.1. SEE 1.A.1	
Mathematics Goal #5B: The percentage of White students scoring proficient/satisfactory on the 2012-2013 FCAT/FAA Math will increase from 53% to 58%. The percentage of Black students scoring proficient/satisfactory on the 2012-2013 FCAT/FAA Math will increase from 45% to 51%. The percentage of Hispanic students scoring proficient/satisfactory on the 2012-2013 FCAT/FAA Math will increase from 43% to 49%.	2012 Current Level of Performance:* White:53% Black:45% Hispanic: 43% Asian: 67% American Indian:	2013 Expected Level of Performance:* White:58% Black:51% Hispanic: 49% Asian:70% American Indian:						
			5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

The percentage of Asian students scoring proficient/satisfactory on the 2012-2013 FCAT/FAA Math will increase from 67% to 70%.					

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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. SEE 3.A.1	5C.1. SEE 3.A.1	5C.1. SEE 3.A.1	5C.1. SEE 3.A.1	5C.1. SEE 3.A.1
Mathematics Goal #5C: The percentage of ELL students scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from 23% to 31%.	2012 Current Level of Performance:* *23%*	2013 Expected Level of Performance:* *31%*					
			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. SEE 1.A.1	5D.1. SEE 1.A.1	5D.1. SEE 1.A.1	5D.1. SEE 1.A.1	5D.1. SEE 1.A.1
Mathematics Goal #5D: The percentage of SWD students scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from 21% to 29%.	2012 Current Level of Performance:* *21%*	2013 Expected Level of Performance:* *29%*					
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.			5E.1. SEE 1.A.1	5E.1. SEE 1.A.1	5E.1. SEE 1.A.1	5E.1. SEE 1.A.1	5E.1. SEE 1.A.1
Mathematics Goal #5E: The percentage of Econ. Disadvantaged students scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from 39% to 45%.	2012 Current Level of Performance:* *39%*	2013 Expected Level of Performance:* *45%*					
			5E.2. SEE 1.A.2	5E.2. SEE 1.A.2	5E.2. SEE 1.A.2	5E.2. SEE 1.A.2	5E.2. SEE 1.A.2
			5E.3.	5E.3.	5E.3.	5E.3.	5E.3.

End of Middle School Mathematics Goals

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Florida Alternate Assessment High School Mathematics Goals

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

High School Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.							
Mathematics Goal #1: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			2.1.	2.1.	2.1.	2.1.	2.1.
Mathematics Goal #2: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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

End of Florida Alternate Assessment High School Mathematics Goals

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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. Teacher comfort level with expression of learning objectives Teachers at varying levels of how to write objectives Moving the mindset from "activities" to "learning objectives"	1.1. Strategy: Student math level will improve through teacher **communication of objectives** (Domains 1c & 3a) Action Steps --Teachers in grade level/subject area PLC will create/develop learning objectives that are clearly written, student understandable and measurable --Within the PLC meetings teachers will identify a common assessment to be used to determine objective mastery. --Teachers will effectively develop students' understanding of the learning objective: 1) Communicating what students will know or be able to do by the end of the lesson; 2) Connecting the objective to prior knowledge; 3) Explaining the importance of the objective; and 4) Referring to the objective at key points during the lesson.	11. Who --Pop-Ins and formal observations **Administration and PLC facilitators** **How** **--PLC logs reflecting discussion and data**	1..1. Teacher Level --Teachers within their PLC's will write and review objectives.	1.1. Weekly PLC Logs to review objectives During Grading Period --Unit assessments as determined by PLC -- Embedded assessments
	Algebra 1 Goal #1: In grades 8, the percentage of Algebra 1 students levels 3-5 making learning gains on the Algebra EOC will increase from 69% in 2012 to 72% in 2013.	2012 Current Level of Performance:* *69%*	2013 Expected Level of Performance:* *72%*				
			1.2. --Lack of common assessment.	1.2. --Teachers will bring in assessment results to the PLC meeting to analyze and discuss student data. --Teachers will then determine	1.2. 1A.1. Who --Pop-Ins and formal observations	12 ---Teachers will analyze formal assessment data to determine overall learning	1.2. Mid-Year Assessment End-Year Assessment

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				growth over time.	During Grading Period
		what remediation methods or enrichment will occur. --All PLC will submit a PLC log reflecting discussion/data. --**This cycle will be repeated throughout the school year**.	**Administration and PLC facilitators** **How** **--PLC logs reflecting discussion and data**	--Teachers will then determine what remediation methods or enrichment will occur. <u>PLC/Department Level</u> --Teachers within their PLC groups will analyze formal assessment data to determine overall learning growth over time. --Teachers within their PLC groups will then determine what remediation methods or enrichment will occur. <u>Leadership Team Level</u>	--Unit assessments as determined by PLC -- Embedded assessments
		1.3.	1.3.	1.3.	1.3.	1.3.

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra 2.			2.1. SEE 1.1	2.1. SEE 1.1	2.1 SEE 1.1.	2.1. SEE 1.1	2.1. SEE 1.1
<u>Algebra Goal #2:</u> In grades 8, the percentage of Algebra 1 students' level 4 or 5 making learning gains on the Algebra 2 EOC 2012 will increase from 12% to 15%.	2012 Current Level of Performance:* *12%*	2013 Expected Level of Performance:* *15%*					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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7Based 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	**31%**	**28%**	**25%**	**22%**	**19%**	**16%**
Algebra 1 Goal #3A: Based on 2012 Algebra EOC data our projected 50% reduction (10% for the next 5 years) based on 31% achievement gap.							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in Algebra 1.**		3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.	
Algebra 1 Goal #3B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.* White: Black: Hispanic: Asian: American Indian:	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.* White: Black: Hispanic: Asian: American Indian:						
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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

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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:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			3E.2.	3E.2.	3E.2.	3E.2.	3E.2.
			3E.3.	3E.3.	3E.3.	3E.3.	3E.3.

End of Algebra 1 EOC Goals

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

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

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

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

End of Geometry EOC Goals

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities						
Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Differentiated Instruction	6-8	-Math SAL/Coach	Math Departmental and course-specific PLCs	PLC Meetings every two weeks	Administrators conduct targeted classroom walk-throughs to monitor DI implementation	Administration Team
Hands-On Activities	Grades 6-8	Math DH	Math Teachers - PLCs	Course specific PLC meetings – on-going	Administrators conduct targeted walk-through to monitor Hands-On Activity implementation	Administration Team
Best Practices	Grades 6-8	Academic Teachers Math SAL	Math Teachers - PLCs	Weekly PLC Meetings	PLC Logs Sign n Sheets E mails	Administration Team
Analyzing first semester exams	Grades 6-8	Math SAL APC	Math Teachers - PLCs	After the administration of the test	PLC logs	APC

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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. Science Goal #1A: Science Goal #1A: In grades 6-8, the percentage of Standard Curriculum students scoring a Level 3 or higher on the 2012 FCAT Science will increase from 38% to 41%.	2012 Current Level of Performance:* 38%	2013 Expected Level of Performance:* 41%	1A.1. Not all teachers know how to identify misconceptions and depth of student knowledge of science concepts. -Not all teachers are able to attend available science trainings on dates available by the district. -Not all teachers are knowledgeable of the strategies of inquiry based instruction such as engaging the students, explore time, accountable talk, higher order questioning, etc. -Not all PLC meetings include regular discussion of student data and/or the implementation of the inquiry model. -Teachers are at varying skill levels with the use of achievement series to accurately analyze student data.	1A.1. Strategy: Student science level will improve through teachers' implementation of all types of assessments. (Domains 1f & 3b). Action Steps. --Teachers in grade level/subject area PLC will create/develop multiple assessments (both informal and formal). --Within the PLC meetings teachers will identify a common assessment to facilitate higher order discussions and questions. --Teachers' created assessments will be culturally and developmentally appropriate. --Teachers will adapt assessment for individuals. --Teacher will use assessment results to plan future instruction; refer to "Teach Like A Champion", chapter 3. --Teachers will bring back to the PLC assessment results to analyze and discuss. --Teachers will then determine what remediation methods or enrichment will occur. --All PLC will submit a PLC log reflecting discussion/data. --Science Students FCAT level will improve through the	1A.1. Who Administration, PLC facilitators, and PSLT How --PLC logs reflecting discussion and data --Pop –ins and formal observations and ILT walk-throughs accessing SMART objectives, HOT questioning, and teaching strategies being used.	1A.1. Teacher Level --Teachers will analyze formal assessment data to determine overall learning growth over time. --Teachers will then determine what remediation methods or enrichment will occur. PLC/Department Level --Teachers with PLC groups will analyze formal assessment data to determine overall learning growth over time. --Teachers with PLC groups will then determine what remediation methods or enrichment will occur. Leadership Team Level	1A.1. 2-3x Per Year Mid-Year Assessment End-Year Assessment During Grading Period --Unit assessments as determined by PLC --FCAT formative assessments.

				teachers' implementation of differential instruction to include use of formative, summative and performance based assessments. --**This cycle will be repeated throughout the school year**.			
			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. See 1.A.1 Science Goal	1B.1. See 1.A.1 Science Goal	1B.1. See 1.A.1 Science Goal	1B.1. See 1.A.1 Science Goal	1B1. See 1.A.1
Science Goal #1B: Science Goal #1B: In grades 6-8, the percentage of Standard Curriculum students scoring a Level 4 or higher on the 2012 FCAT Science will increase from 8% to 11%.	2012 Current Level of Performance:* 8%	2013 Expected Level of Performance:* 11%					
			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. Science Goal #2A: *Not Applicable-New Scale Scores for Science due out in December*	2A.1. See 1.A.1	2A.1. See 1.A.1	2A.1. See 1.A.1	2A.1. See 1.A.1	2A.1. See 1.A.1
	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. Science Goal #2B: *Not Applicable-New Scale Scores for Science due out in December*	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
	2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
	2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

Science Goal #2A: 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.*

Science Goal #2B: 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.*

End of Elementary and Middle School Science Goals

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<u>Florida Alternate Assessment High School Science Goals</u>

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

High School Science Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.			1.1.	1.1.	1.1.	1.1.	1.1.
Science Goal #1: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Florida Alternate Assessment: Students scoring at or above Level 7 in science.			2.1.	2.1.	2.1.	2.1.	2.1.
Science Goal #2: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

End of Florida Alternate Assessment High School Science Goals

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

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

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

End of Biology 1 EOC Goals

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Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Analyzing first semester exams	Grades 6-8	Science SAL APC	Science Teachers - PLCs	After the administration of the test	PLC logs	APC
Pre tests	Grades 6-8	Science SAL	Science Teachers - PLCs	Course specific PLC meetings – on-going	Administrators conduct targeted walk-through to monitor pre-test assessment data to create implementation	Administration Team
Best Practices	Grades 6-8	Academic Teachers Science SAL	Science Teachers – PLCs	Weekly PLC Meetings	PLC Logs Sign n Sheets E mails	Administration Team
CRISS Training	6-8	All Teachers	Science Teachers			
1st, 2nd, 3rd 4th Quarter Lab Walk-through	6-8	All Science Teachers	Science Teachers	1 each quarter (Quarterly)	OLC Common Planning Walk-Through	SAL

Science Budget (Insert rows as needed)

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

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

End of Science Goals

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Writing Goals

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

Writing Goals	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT: Students scoring at Achievement Level 4.0 and higher in writing. Writing Goal #1A: The percentage of students scoring **Level 4.0-6.0 in 2011 and 4.0-6.0** or higher in 2012 on the 2013 FCAT Writes will increase from 75% to 78%. **2012 Current Level of Performance:*** 75% **2013 Expected Level of Performance:*** 78%	1A.1. Teacher comfort level with expression of learning objectives Teachers at varying levels of how to write objectives Moving the mindset from "activities" to "learning objectives".	1A.1. Strategy: Student writing level will improve through teacher **communication of objectives** (Domains 1c & 3a) Action Steps --Teachers in grade level/subject area PLC will create/develop learning objectives that are clearly written, student understandable and measurable --Within the PLC meetings teachers will identify a common assessment to be used to determine objective mastery. --Teachers will effectively develop students' understanding of the learning objective: 1) Communicating what students will know or be able to do by the end of the lesson; 2) Connecting the objective to prior knowledge; 3) Explaining the importance of the objective; and 4) Referring to the objective at key points during the lesson. --Teachers will bring in assessment results to the PLC meeting to analyze and discuss student data. --Teachers will then determine what remediation methods or enrichment will occur. --All PLC will submit a PLC	1A.1. Who Administration and PLC facilitators How –PLC Logs reflecting discussion And data –Pop-ins and formal observations	1A.1. Teacher Level –Teachers will analyze essays to determine overall learning growth over time. –Teachers will then determine what remediation methods or enrichment will occur. PLC/Department Level Leadership Team Level	1A.1. 2-3x Per Year FCAT Writes Hillsborough Writes Rodgers Writes During Grading Period --Unit assessments as determined by PLC Unit Common Assessments

				log reflecting discussion/data. --**This cycle will be repeated throughout the school year**.			
			1A.2.	1A.2.	1A.2.	1A.2.	1A.2.
			1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.			1B.1. See 1.A.1 Writing Goal	1B.1. See 1.A.1 Writing Goal	1B.1. See 1.A.1 Writing Goal	1B.1. See 1.A.1 Writing Goal	1B.1. See 1.A.1 Writing Goal
Writing Goal #1B: The percentage of students scoring **Level 4-9** on the 2013 FAA Writing will increase from 36% to 39%.	2012 Current Level of Performance:* *36%*	2013 Expected Level of Performance:* *39%*					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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

Writing Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Writing Holistic Scoring Training	6-8	LA SAL PLC facilitators Academic Coach	Language Arts Teachers PLC-grade level and vertical teams	On-going	PLC logs turned into administration	Principal APC SAL PLC Facilitators
Mode-based Writing Training	6-8	LA SAL PLC facilitators Academic Coach	Language Arts Teachers PLC-grade level and vertical teams	On-going	-Administration or Coach walk-throughs -PLC logs turned into administration	Principal APC SAL PLC Facilitators
Springboard Pacing	6-8	LA SAL PLC facilitators Academic Coach	Language Arts Teachers PLC-grade level and vertical teams	On-going	-Administration or Coach walk-throughs -PLC logs turned into administration	Principal APC SAL PLC Facilitators

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			

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

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

End of Writing Goals

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

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

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

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

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

Civics Professional Development

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

Civics Budget (Insert rows as needed)

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

End of Civics Goals

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

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

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

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

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

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

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

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

Attendance Goal(s)

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

Attendance Goal(s)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Attendance			1.1. Some students with significant unexcused absences (21 or more) have communication problems in understanding that early release days are days of instruction.	1.1. The PSLT (Problem Solving Leadership Team) along with other appropriate staff will meet weekly to review the school's Attendance Plan to ensure that all steps are being implemented with fidelity checks.	1.1. AP will run Attendance/Tardy meetings weekly with appropriate reports AP will maintain data base along with • Social Worker • Guidance Counselors • Safety Resource Officer School Psychologist	1.1. PSLT and subset of PSLT will examine data weekly.	1.1. Attendance Report Tardy Report Attendance Plan
Attendance Goal #1: The attendance rate will increase from 93.37in 2012 to 95% in 2013. -The number of students who have 10 or more **unexcused** absences throughout the school year will decrease by 10 % from 144 in 2012 to 130 in 2013. -The number of students who have 10 or more **unexcused** tardies to school throughout the school year will decrease from 4 in 2012 to 3 in 2013.	2012 Current Attendance Rate:* *93%* 2012 Current Number of Students with Excessive Absences (10 or more) *144* 2012 Current Number of Students with Excessive Tardies (10 or more) *4*	2013 Expected Attendance Rate:* *95%* 2013 Expected Number of Students with Excessive Absences (10 or more) *130* 2013 Expected Number of Students with Excessive Tardies (10 or more) *3*					
			1.2.Some students do not have means of transportation and not using the school transportation provided.	1.2. Discuss targeted students(those having more than 5 absences). A data base will be maintained for students with excessive unexcused absences and tardies. This data base will be used to evaluate the effectiveness of attendance interventions and to identify students in need of support beyond school wide attendance	1.2. AP will run Attendance/Tardy meetings weekly with appropriate reports AP will maintain data base along with • Social Worker • Guidance Counselors • Safety Resource	1.2. PSLT and subset of PSLT will examine data weekly.	1.2. Attendance Report Tardy Report Attendance Plan

			initiatives	Officer School Psychologist		
		1.3. Teachers not always able to call students who are absent more than 3 times, due to lack of phone, time, wrong numbers listed.	1.3. Teachers will call parents of any student who has unexcused absent more than 3 times, fill out form and hand in to administration.	1.3. Teacher to fill out attendance form and submit to AP assigned AP will maintain forms and review with • Social Worker • Guidance Counselors	1.3. PSLT and administration will examine data weekly.	1.3. Attendance Report Tardy Report Attendance Plan

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

Attendance Professional Development

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

Attendance Budget (Insert rows as needed)

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

End of Attendance Goals

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

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. Ensure that **school-wide** expectations and rules for appropriate classroom behavior are being adhered to. 1.2. There is limited time for staff development for teachers who need additional classroom management. 1.3 Initiate a reward system that rewards good behavior.	1.1. Weekly PSLT meetings to discuss data and other issues regarding students with high incidences will be monitored 1.2. Administrators to schedule monitored classroom visits 1.3 Quarterly reward store to reward students with good behavior.	1.1. PSLT 1.2. Guidance Social Worker School Psychologist SRO (School Resource Officer) 1.3 Point system established by discipline committee for purchases at school store. SAC Chair and discipline to purchase inventory for store. SAC Chair and discipline committee volunteer to help monitor store.	1.1. PSLT will review data on Office Discipline Referrals ODRs and out of school suspensions monthly 1.2.Administrator walk-through in targeted classrooms where discipline referrals are high. 1.3 Points system used to reward students.	1.1. Crystal Report ODR and suspension data cross-referenced with mainframe discipline data 1.2."UNITE" ODR and suspension data cross-referenced with mainframe discipline data 1.3 Point system used to reward students.
Suspension Goal #1: The total number of In-School Suspensions will decrease 10% from 474 in 2012 to 427 in 2013. -The total number of students receiving In-School Suspension will decrease 10% from 224 in 2012 to 202 in 2013 -The total number of Out-of-Suspensions (including ATOSS) will decrease 10% from 325 in 2012 to 292 in 2013 -The total number of students receiving Out-of-School Suspension will decrease 10% from 197 in 1012 to 177 in 2013	2012 Total Number of In –School Suspensions *474* 2012 Total Number of Students Suspended In-School *224* 2012 Total Number of Out-of-School Suspensions *325* 2012 Total Number of Students Suspended Out- of- School *197*	2013 Expected Number of In- School Suspensions *427* 2013 Expected Number of Students Suspended In -School *202* 2013 Expected Number of Out-of-School Suspensions *292* 2013 Expected Number of Students Suspended Out- of-School *177*					

							1
			1.3.	1.3.	1.3.	1.3.	1.3.

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

Suspension Professional Development

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

Suspension Budget (Insert rows as needed)

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

End of Suspension Goals

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

Dropout Prevention Goal(s)

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

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

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

Dropout Prevention Professional Development

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

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

Dropout Prevention Budget (Insert rows as needed)

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

End of Dropout Prevention Goal(s)

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

Parent Involvement Goal(s)

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

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

Parent Involvement Goal(s)			Problem-solving Process to Parent Involvement				
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Parent Involvement Parent Involvement Goal #1: Based on the School Climate and Perception Survey for parents, the percentage of parents who strongly agree with indicators under communication will increase from 30% in 2012 to 40% in 2013.	2012 Current Level of Parent Involvement:* *30%*	2013 Expected Level of Parent Involvement:* *40%*	1.1. Meeting times not conducive to parents' availability.	1.1. Increase the opportunities of test results being shared with parents.	1.1. IT Administrators	1.1. Progress Monitoring Forms Parent Link Communication Logs	1.1. Progress Monitoring Forms Parent Link Communication Logs
			1.2. Not all students take home or bring back reports, information, communication, etc.	1.2. Teachers will send home computer-generated progress report every three week. The Parent Link system will notify parents that progress reports are coming home	1.2. Teachers Team Leaders	1.2. Administration reviews progress monitoring forms- including parent signature or documentation of parent contact. Subject Area Leaders meet with teachers to discuss student achievement.	1.2. Progress Monitoring Forms Parent Link Communication Logs
			1.3. .Not all parents have phone numbers or e mail addresses to contact them.	1.3. During the course of the nine weeks, whenever, a student has a two letter grade drop in academics or conduct, the teacher will conduct the parent and document when contacted.	1.3. Teacher Team Leaders	1.3. Administration reviews progress monitoring forms- including parent signature or documentation of parent contact. Subject Area Leaders meet with teachers to discuss student achievement.	1.3. Parent Link Communication Logs

Parent Involvement Professional Development

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

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

Parent Involvement Budget

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

End of Parent Involvement Goal(s)

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

Health and Fitness Goal(s)

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	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Additional Goal Additional Goal #1:		1.1. Large class size Inability to enforce proper nutrition at home	1.1. Middle School students will engage in the equivalent of one class period per day of physical education for one semester of each year in grades 6 through 8.	1.APC Guidance	1.1. Checking of student schedules	1.1. Student schedules Master schedule
During the 2012-2013 school year, the number of students scoring in the "Healthy Fitness Zone" (HFZ) on the Pacer for assessing aerobic capacity and cardiovascular health will increase from 62% on the Pretest to 65% on the Posttest. *Schools will enter the data after the Pretest and Posttest. Make sure there is at least a 10% between the Pretest and Posttest.*	2012 Current Level : 	1.2. Health and physical activity initiatives developed and implemented by the school's H.E.A.R.T. team.	2. Health and physical activity initiatives developed and implemented by the Principal's designee.	1.2. H.E.A.R.T. team notes/agendas	1.2. PACER test component of the FITNESSGRAM PACER for assessing cardiovascular health	2. PACER test component of the FITNESSGRAM PACER for assessing cardiovascular health.
		1.3. Five physical education classes per week for a minimum of one semester per year with a certified physical education teacher.	3. Five physical education classes per week for a minimum of one semester per year with a certified physical education teacher.	1.3. Classroom walk-through Class schedules	1.3.. PACER test component of the FITNESSGRAM PACER for assessing cardiovascular health	3. PACER test component of the FITNESSGRAM PACER for assessing cardiovascular health.

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

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

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

STEM Professional Development

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

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STEM Budget (Insert rows as needed)

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

End of STEM Goal(s)

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

Career and Technical Education (CTE) Goal(s)

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

CTE Professional Development

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

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

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)

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 :* *Enter numerical data for current goal in this box.*	2013 Expected Level :* *Enter numerical data for expected goal in this box.*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Additional Goals Professional Development

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

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

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

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

End of Additional Goal(s)

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Final Budget (Insert rows as needed)

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

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Differentiated Accountability

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

School Differentiated Accountability Status		
☐Priority	☐Focus	☐Prevent

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

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

X☐ Yes   ☐ No

If No, describe the measures being taken to comply with SAC requirements.
Title one coordinator, SAC Chair, AVID coordinator and CTA rep are making phone calls to all parents trying to recruit members for SAC. We have also invited three Students to be members of SAC to be in compliance.

Describe the activities of the SAC for the upcoming school year.
Sept. Assist in SIP Development and Completion of Title One Parent Improvement Plan Complete Parent Compact Approve Title One Budget Distribution for Parent Involvement Oct./Nov Complete Attendance Section of SIP Review School Data Review School Wide Incentive Program/School Store Vote/Approval of SIP

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SAC Budget/School Store
Nov.
Begin Planning for SAC Sponsored Family Night in December-Bullying
Review SAC Budget/School Store
Review Math Goals
Dec.
Review Writing Objectives
Carry out SAC Sponsored Family Night-Bullying
Jan.
Review Reading Strategies
Review School Store Incentive…Are they working
Feb.
Review Mid Year Data
Review Math/Reading data and strategies fidelity check information
March
Review Science Objectives
Begin planning for SAC Sponsored Book Drive
April
Review Health and Fitness and Continuous Improvement Goals
Carry out SAC Sponsored Book Drive
May
Elections/Returning Members
Discuss how to recruit new members

Describe the projected use of SAC funds.	Amount
Student Incentive – To improve students' behavior and build on their social interpersonal skills we have created a school store where student can obtain prizes for reward points. Partial 1,000.00 will come out of SAC..	1,000.00
School Coordinator Position	1,000.00
School Calculators with negative/positive symbols for Math Class	413.80
	2413.80