Florida Department of Education

DRAFT School Improvement Plan (SIP)
Form SIP-1

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: Discovery Intermediate School	District Name: Osceola
Principal: Maritza Luciano	Superintendent: Melba Luciano
SAC Chair: Maria Velez	Date of School Board Approval:

Student Achievement Data and Reference Materials:

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

Administrators

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/ statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)

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Principal	Maritza Luciano	M.A. in Educational Leadership	7	11	2005 School Grade C, AYP not met, 61% criteria met,Groups needing improvement in 1)Reading are H,B,ED,ELL,andSWD,and in 2) Math are H,B,ED,ELL,and SWD; 2006 School Grade B, AYP not met, 77% criteria met,Groups needing improvement in 1)Reading are H,B,ED,ELL,andSWD,and in 2) Math are H,B,ED,ELL,and SWD ;2007 School Grade C,AYP not met, 69% criteria met,Groups needing improvement in 1)Reading are H,B,ED,ELL,andSWD,and in 2) Math are H,B,ED,ELL,and SWD ; 2008 School Grade C,AYP not met, 69% criteria met,Groups needing improvement in 1)Reading are H,B,ED,ELL,andSWD,and in 2) Math are H,B,ED,ELL,and SWD ;2009 School Grade C,AYP not met, 69% criteria met,Groups needing improvement in 1)Reading are H,B,ED,ELL,andSWD,and in 2) Math are H,B,ED,ELL,and SWD ;2010 School Grade C,AYP not met, 69% criteria met,Groups needing improvement in 1)Reading are H,B,ED,ELL,andSWD,and in 2) Math are H,B,ED,ELL,and SWD; 2011 School Grade C, AYP not met; 2012 School Grade D
Assistant Principal	Shakelia Henderson	MA			

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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 anInstructional 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	Michael Melvin	BA in English Literature; English 5-9; ESOL; Reading Endorsement; Middle Grades Integreated	6	1	2005 School Grade C, AYP not met, 61% criteria met,Groups needing improvement in 1)Reading are H,B,ED,ELL,andSWD,and in 2) Math are H,B,ED,ELL,and SWD; 2006 School Grade B, AYP not met, 77% criteria met,Groups needing improvement in 1)Reading are H,B,ED,ELL,andSWD,and in 2) Math are H,B,ED,ELL,and SWD ;2007 School Grade C,AYP not met, 69% criteria met,Groups needing improvement in 1)Reading are H,B,ED,ELL,andSWD,and in 2) Math are H,B,ED,ELL,and SWD ; 2008 School Grade C,AYP not met, 69% criteria met,Groups needing improvement in 1)Reading are H,B,ED,ELL,andSWD,and in 2) Math are H,B,ED,ELL,and SWD ;2009 School Grade C,AYP not met, 69% criteria met,Groups needing improvement in 1)Reading are H,B,ED,ELL,andSWD,and in 2) Math are H,B,ED,ELL,and SWD ;2010 School Grade C,AYP not met, 69% criteria met,Groups needing improvement in 1)Reading are H,B,ED,ELL,andSWD,and in 2) Math are H,B,ED,ELL,and SWD; 2011 School Grade C, AYP not met; 2012 School Grade D

Math and Science	Dania Perlaza	MS/Middle Grades Math 5-9	6	1	2005 School Grade C, AYP not met, 61% criteria met,Groups needing improvement in 1)Reading are H,B,ED,ELL,andSWD,and in 2) Math are H,B,ED,ELL,and SWD; 2006 School Grade B, AYP not met, 77% criteria met,Groups needing improvement in 1)Reading are H,B,ED,ELL,andSWD,and in 2) Math are H,B,ED,ELL,and SWD ;2007 School Grade C,AYP not met, 69% criteria met,Groups needing improvement in 1)Reading are H,B,ED,ELL,andSWD,and in 2) Math are H,B,ED,ELL,and SWD ; 2008 School Grade C,AYP not met, 69% criteria met,Groups needing improvement in 1)Reading are H,B,ED,ELL,andSWD,and in 2) Math are H,B,ED,ELL,andSWD ;2009 School Grade C,AYP not met, 69% criteria met,Groups needing improvement in 1)Reading are H,B,ED,ELL,andSWD,and in 2) Math are H,B,ED,ELL,and SWD ;2010 School Grade C,AYP not met, 69% criteria met,Groups needing improvement in 1)Reading are H,B,ED,ELL,andSWD,and in 2) Math are H,B,ED,ELL,and SWD; 2011 School Grade C, AYP not met; 2012 School Grade D
Learning Resource Specialist	Jill McCormack	BS Seconday Math and Science Teaching/Math 6-12; Middle Grades Math 5-9; Middle Grades Science 5-9	7	4	2005 School Grade C, AYP not met, 61% criteria met,Groups needing improvement in 1)Reading are H,B,ED,ELL,andSWD,and in 2) Math are H,B,ED,ELL,and SWD; 2006 School Grade B, AYP not met, 77% criteria met,Groups needing improvement in 1)Reading are H,B,ED,ELL,andSWD,and in 2) Math are H,B,ED,ELL,and SWD ;2007 School Grade C,AYP not met, 69% criteria met,Groups needing improvement in 1)Reading are H,B,ED,ELL,andSWD,and in 2) Math are H,B,ED,ELL,and SWD ; 2008 School Grade C,AYP not met, 69% criteria met,Groups needing improvement in 1)Reading are H,B,ED,ELL,andSWD,and in 2) Math are H,B,ED,ELL,and SWD ;2009 School Grade C,AYP not met, 69% criteria met,Groups needing improvement in 1)Reading are H,B,ED,ELL,andSWD,and in 2) Math are H,B,ED,ELL,and SWD ;2010 School Grade C,AYP not met, 69% criteria met,Groups needing improvement in 1)Reading are H,B,ED,ELL,andSWD,and in 2) Math are H,B,ED,ELL,and SWD; 2011 School Grade C, AYP not met; 2012 School Grade D

Effective and Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date
1. On Site Professional Development	Leadership Team	ongoing

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2.	New Teacher Mentor Program (BLAST-Becoming Leaders and Successful Teachers)	Jill McCormack	ongoing
3.			
4.			

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Non-Highly Effective Instructors

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

Number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).	Provide the strategies that are being implemented to support the staff in becoming highly effective
None who are both out-of-field AND less than an effective rating	

Staff Demographics

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

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

Total number of Instructional Staff	% of first-year teachers	% of teachers with 1-5 years of experience	% of teachers with 6-14 years of experience	% of teachers with 15+ years of experience	% of teachers with Advanced Degrees	% of teachers with an Effective rating or higher	% of Reading Endorsed Teachers	% of National Board Certified Teachers	%of ESOL Endorsed Teachers
90	1% [2]	38% [34]	42% [38]	20% [18]	39% [35]	93% [84]	24% [22]	1% [1]	27% [24]

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
Jill McCormack	Stephanie Pinamonti Karina Jabiel	Learning Resource Specialist; former National Board Certified Teacher; availability during school day for meetings	BLAST (Building Leaders and Successful Teachers) Cohort meetings scheduled at least twice a month; observations; Professional Development

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Additional Requirements

*Coordination and Integration-*Title I Schools Only

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

Title I, Part A
Afterschool remediation services are provided on Mondays, Tuesdays and Thursdays from 4:00 - 5:00pm (SPACE Program).
Tutorial services will also be provided in the Tutoring Center (Room 5-103) . Students will meet in the Tutoring Center during electives and lunches.
Subjects covered through these tutorial services include all core content areas.
We are a STEM school, through which we promote education in Science, Technology, Engineering and Math. We will be partnering with Chestnut Elementary (one of our feeder schools), as well as Poinciana High School (which we feed into), which are both STEM schools.

Title I, Part C- Migrant
District migrant liason provides support to migrant families and students to see that needs are addressed

Title I, Part D
District funds support Educational Alternative Outreach services. These services coordinate with District Drop-Out Prevention Program.

Title II
District professional development opportunities are provided to teachers to pursue and maintain Highly Qualified status.

Title III
Support and services provided by District ELL program services to improve educational opportunities for ELL students. District ELL department (Multicultural Education Department) provides extra resources for the English language development like Rosetta Stone.

Title X- Homeless
District provided social worker coordinates with needy families to assist with home and school services such as food, housing, transportation and supplies.

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Supplemental Academic Instruction (SAI) SAI dollars provide afterschool tutoring and grade recovery programming throughout each nine week marking period. Afterschool remediation services are provided on Mondays, Tuesdays and Thursdays from 4:00 - 5:00pm.(SPACE Program) Subjects covered through these tutorial services all core content areas.
Violence Prevention Programs School maintains anti-bullying, positive behavior programming and Character Education to all students via lectures and seminars.
Nutrition Programs The school's wellness coordinator acts as liason to District nutritional and healthy habit initiatives.
Housing Programs N/A
Head Start N/A
Adult Education The District's adult education programs use the school's facilities twice a week for ESOL adult classes.
Career and Technical Education Discovery offers a Culinary Careers course and a Career Exploration course. Additionally 4 STEM semester enrichment classes that provide career information are offered.
Job Training N/A

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Rule 6A-1.099811
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Other

The AVID elective class provides the AVID students with academic survival skills – organization, critical thinking, and time management skills- to facilitate academic success and bridge the achievement gap. Furthermore, the content specific writing, inquiry, collaboration, and reading strategies implemented in all classrooms serve as a catalyst for an increase in student achievement school wide; therefore, the strategies the AVID program advocates can be used to reach all students not just students who chose to participate in the AVID program.

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

School-Based MTSS/RtI Team
Identify the school-based MTSS leadership team. Every student is covered by RtI services through Tier 1. General education teachers serving a particular student are responsible for implementation of basic interventions for that student. ARtI leadership team consisting of the Assistant Principal, Counselors, Deans, School Psychologist, Speech and Language Therapist, Reading Coach, Math/Science Coach, and RtI Coordinator meet weekly. Support to the General education teachers is provided from the RtI leadership team as needed.
Describe how the school-based MTSS leadership team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts? The RtI leadership team, led by the RtI Coordinator, meet weekly to discuss specific student and school-wide performance effectiveness. These student-centered meetings utilize academic and behavioral data to determine both area's levels of success and need.
Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the RtIproblem-solving process is used in developing and implementing the SIP? The school's RtI leadership team and instructional staff all have RtI responsibilities. The RtI leadership team is responsible for developing and maintaining strategies and interventions for the school. Both groups provide input to the development of goals and strategies through the school's SAC.
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. Collection and analysis of student RtI data is an ongoing process. Summarized end of year data leads strategies for the next year. Student performance data is gathered throughout the year to evaluate timely student instructional needs. Once needs are identified then strategies are developed for RtI implementation for academic and behavioral issues.
Describe the plan to train staff on MTSS. RtI overview is provided by the principal to RtI leadership team at the start of the school year. 1. The RtI leadership team will take an inventory of the full range of opportunities available to communicate with teachers about RtI. For example, faculty meetings, grade level meetings, instructional team meetings, department meetings, PLCs, and Staff Development days. 2. Defining the body of information that teachers should learn about RtI. Honing the RtI content to be shared with teachers to include only essential information that will answer their most pressing questions and make clear how they can feasibly integrate RtI into their daily classroom practices. 3. At the start of the school year, creating an RtI professional development plan for the full year. First, dividing the RtI information to be presented into smaller presentations that listeners can easily assimilate. Then, distributing those presentations across the range of available opportunities for teacher contact.
Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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Identify the school-based Literacy Leadership Team (LLT).   The Literacy Leadership Team at Discovery Intermediate is comprised of the principal, assistant principal for instruction, literacy coach, media specialist, a dean of students, content area chair persons, as well as other interested teachers.
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).   The LLT team works closely with the administrative team to monitor student academic progress. In addition to developing professional development trainings for the faculty and staff. We meet twice a month to revisit data and to talk about student academic progress.
What will be the major initiatives of the LLT this year?   Monitoring student achievement data and working with teachers to improve academic instruction. The LLT will also work to develop school-wide reading initiatives that promote disciplinary literacy and a school culture of student readers as leaders. Included but not limited to School-wide Battle of the Books, Family Literacy Night, Book Clubs, Participation in Read Across America Day, Reading Ambassadors who visit local feeder elementary school to read to kindergarten students.

Public School Choice
- **Supplemental Educational Services (SES) Notification**
  Upload a copy of the SES Notification to Parentsin 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?

At Discovery Intermediate every teacher is responsible for teaching reading skills through effective researched based strategies. Through our disciplinary literacy initiative, we have implemented 7 student-owned literacy strategies to include: predicting, summarizing, visualizing, connecting, questioning, clarifying, and evaluating. Each month there is a school-wide focus on a literacy strategy. Teachers are involved in professional development and provided support in the use of the different strategies in the different content and elective areas.

High Schools Only

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

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

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

Postsecondary Transition

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

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PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Reading Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions,"identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1A.FCAT 2.0: Students scoring at Achievement Level 3 in reading.	1A.1. Lack of consistent progress monitoring throughout the school year	1A.1. Teachers will implement the FCIM model in all reading classrooms. Students will self monitor their progress using individual data charts as well as classroom data wallsTeen Biz and FCAT Explorer will be used to progress monitor, as well.	1A.1. Language Arts/Reading teachers; Reading Coach	1A.1. Consistent analysis of student progress showing student growth and teachers using this data to adjust lesson plans	1A.1. FCIM Progress Monitoring Assessments, FCAT Explorer reports, Teen Biz reports		

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Reading Goal #1A: *Discovery Intermediate School's percentage of students scoring at FCAT Level 3 or above will increase from 42% to 52%.*	2012 Current Level of Performance:*	2013Expected Level of Performance:*				
	42%	52%				
		1A.2. Ineffective instructional strategies	1A.2. Classroom teachers will work to implement GRIM, CIS, LFS, PDA, Marzano, SIM-R, AVID instructional models Implement the use of complex articles/DBQ's to analyze information. Implement reading of book related to social studies.	1A.2. Language Arts/Reading teachers; Reading Coach; Administration/ Leadership Team	1A.2. Continued implementation of effective teaching strategies with consistent analysis of student progress based on benchmark assessments	1A.2. Regular classroom walkthroughs by leadership team with feedback based on the Marzano Improvement Plan	
		1A.3. Ineffective Planning	1A.3. Teachers will meet with academic coaches twice a week to unwrap benchmarks, collaboratively plan GRIM lessons, use FCIM data to plan for DI. Coaches and Administration will review as consult with teachers based on their lesson plans	1A.3. Classroom Language Arts/Reading Teachers Reading Coach Administration/Leadership Team	1A.3. Classroom walkthroughs Collaborative planning sessions will coincide with FCIM progress monitoring.	1A.3. FCIM Progress Monitoring Regular classroom walkthroughs by leadership team with feedback based on the Marzano Improvement Plan	

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1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.	1B.1. Lack of consistent progress monitoring throughout the school year	1B.1. Teachers will implement the FCIM model in all reading classrooms. Students will self monitor their progress using individual data charts as well as classroom data walls.	1B.1. Classroom Language Arts/Reading Teachers Reading Coach	1B.1. Consistent analysis of student progress showing student growth and teachers using this data to adjust lesson plans.	1B.1. FCIM Progress Monitoring Assessments		
Reading Goal #1B: *The number of students scoring at Levels 4, 5, and 6 in reading will increase by 10%*	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	16% [6]	*26%*					
		1B.2. Ineffective instructional strategies	1B.2. Classroom teachers will work to implement LFS, PDA, Marzano, SIM-R, and AVID instructional models.	1B.2. Classroom Language Arts/Reading Teachers Reading Coach Administration/Leadership Team	1B.2. Continued implementation of effective teaching strategies with consistent analysis of student progress based on benchmark assessments.	1B.2. Regular classroom walkthroughs by leadership team with feedback based on the Marzano Improvement Plan	

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		1B.3. Ineffective Planning	1B.3. Teachers will meet with academic coaches on a regular basis to unwrap benchmarks and collaboratively plan all lessons. Coaches and Administration will review as consult with teachers based on their lesson plans	1B.3. Classroom Language Arts/Reading Teachers Reading Coach Administration/Leadership Team	1B.3. Classroom walkthroughs Collaborative planning sessions will coincide with FCIM progress monitoring.	1B.3. FCIM Progress Monitoring Regular classroom walkthroughs by leadership team with feedback based on the Marzano Improvement Plan

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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 AchievementLevels 4 in reading.	2A.1. Lack of high level reading material/ textbooks	2A.1. The school leadership team will work with teachers and media specialist to locate and distribute advanced reading material/ textbooks. Great Books training for Advanced reading teachers and purchase of class sets.	2A.1. Leadership team Media Specialist Classroom LA/Reading Teachers	2A.1. Classroom teachers will monitor student response to classroom reading material	2A.1. Administrative walkthroughs Media Specialist Inventories		
Reading Goal #2A: Discovery Intermediate School's percentage of students scoring at FCAT Level 4 or above will increase from 15% to 25%.	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	15%	25%					

		2A.2. Ineffective high level planning	2A.2. LA/Reading teachers will plan collaboratively with an emphasis on strategies introduced by those with gifted endorsement training and those most familiar with Common Core Standards; students to be given text with a higher lexile; plan for weekly DI based upon FCIM data	2A.2. Classroom Language Arts/Reading Teachers Reading Coach Administration/Leadership Team	2A.2. Collaborative planning sessions will coincide with FCIM progress monitoring.	2A.2. FCIM Progress Monitoring Administrative input on teacher lesson plans	
		2A.3. Lack of motivation	2A.3. LA/Reading teachers will introduce a variety of methods of differentiated instruction designed to increase student achievement and interest levels. Materials will include technology, independent reading projects, and novel studies	2A.3. Classroom Language Arts/Reading Teachers Reading Coach	2A.3. Collaborative planning sessions combined with students interviews	2A.3. Student Exit Surveys/Interviews	
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.	2B.1. Lack of high level reading material/ textbooks	2B.1. The school leadership team will work with teachers and media specialist to locate and distribute advanced reading material/ textbooks	2B.1. Leadership team Media Specialist Classroom LA/Reading Teachers	2B.1. Classroom teachers will monitor student response to classroom reading material	2B.1. Administrative walkthroughs Media Specialist Inventories		
Reading Goal #2B: The number of students scoring at or above Level 7 in reading will increase by 10%.	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	27% [10]	37%					

		2B.2. Ineffective high level planning	2B.2. LA/Reading teachers will plan collaboratively with an emphasis on strategies introduced by those with gifted endorsement training and those most familiar with Common Core Standards	2B.2. Classroom Language Arts/Reading Teachers Reading Coach Administration/Leadership Team	2B.2. Collaborative planning sessions will coincide with FCIM progress monitoring.	2B.2. FCIM Progress Monitoring Administrative input on teacher lesson plans
		2B.3. Lack of motivation	2B.3. LA/Reading teachers will introduce a variety of methods of differentiated instruction designed to increase student achievement and interest levels. Materials will include technology, independent reading projects, and novel studies	2B.3. Classroom Language Arts/Reading Teachers Reading Coach	2B.3. Collaborative planning sessions combined with students interviews	2B.3. Student Exit Surveys/Interviews

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Based on the analysis of student achievement data and reference to "Guiding Questions,"identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3A. FCAT 2.0: Percentage of students making learning gains in reading.	3A.1. Lack of sufficient reading skill	3A.1. All students will be placed in a reading class in addition to their language arts class.	3A.1. Classroom Teachers Reading Coaches Guidance Department School Administration	3A.1. Progress Monitoring Data Chats Collaborative planning	3A.1. FAIR FCIM Pre/Post tests		
Reading Goal #3A: *Discovery Intermediate School's percentage of students making learning gains on the 2013 Reading FCAT with increase from 58% to 68%.*	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	58%	68%					
		3A.2. Lack of sufficient amount of non-fiction literature	3A.2. Implementation of more rigorous non-fiction reading by utilizing multiple sources	3A.2. Classroom teachers Reading Coach Media Specialist	3A.2. Create and implement more nonfiction literature and monitor students progress through regular progress monitoring	3A.2 TeenBiz Classroom Computer Formative Assessments.	

		3A.3. Lack of high level material for advanced students	3A.3. Continue implanting AVID strategies, including the AVID binder, in all classrooms; purchase Great Books for advanced reading classes and train teachers on use of Great Books materials	3A.3. AVID Coordinator Classroom teachers	3A.3. All students will be given access to high level material and use AVID strategies in all classrooms	3A.3. AVID binder	
3B. Florida Alternate Assessment:Percentage of students making learning gains in reading.	3B.1. Lack of sufficient reading skill	3B.1. All students will be placed in a reading class in addition to their language arts class	3B.1. Classroom Teachers Reading Coaches Guidance Department School Administration	3B.1. Progress Monitoring Data Chats Collaborative planning	3B.1. FAIR FCIM Pre/Post tests		
Reading Goal #3B: *The percentage of students making learning gains in reading will increase by 10%*	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
		3B.2. Implementation of more rigorous non-fiction reading by utilizing multiple sources	3B.2. Classroom teachers Reading Coach Media Specialist	3B.2. Create and implement more nonfiction literature and monitor students progress through regular progress monitoring	3B.2 TeenBiz Classroom Computer Formative Assessments.	3B.3 FAIR FCIM Progress Monitoring	
		3B.3. Continue implanting AVID strategies, including the AVID binder, in all classrooms	3B.3. AVID Coordinator Classroom teachers	3B.3. All students will be given access to high level material and use AVID strategies in all classrooms	3B.3. AVID binder	3B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions,"identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
4.FCAT 2.0:Percentage of students in lowest 25% making learning gains in reading.	4A.1. Lack of sufficient reading skill	4A.1. All students scoring a 1.0 on the 2012 Reading FCAT will be placed in a 90 intensive reading class. During the five weeks prior to FCAT 2.0, students will receive additional instructional support in reading during their elective.	4A.1. Classroom Teachers Reading Coaches Guidance Department School Administration	4A.1. Progress Monitoring Data Chats Collaborative planning	4A.1 FAIR FCIM Pre/Post tests		
Reading Goal #4: *Discovery Intermediate School's students in the lowest 25% on the 2013 Reading FCAT will increase from 55% to 65%.*	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	55%	65%					

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		4 A.2. Lack of motivation	4A.2 LA/Reading teachers will introduce a variety of methods of differentiated instruction designed to increase student achievement and interest levels. Materials will include technology, independent reading projects, and novel studies	4A.2 Classroom Language Arts/Reading Teachers Reading Coach	4A.2. Collaborative planning sessions combined with students interviews	4A.2. Student Exit Surveys/Interviews
		4A.3 Lack of sufficient amount of non-fiction literature	4A.3 Implementation of more rigorous non-fiction reading by utilizing multiple sources	4A.3 Classroom teachers Reading Coach Media Specialist	4A.3 Create and implement more nonfiction literature and monitor students progress through regular progress monitoring	4A.3 TeenBiz Classroom Computer Formative Assessments.

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematicsperformance 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: *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 reading.**	5 B.1. Lack of sufficient reading skill	5 B.1. All students scoring a 1.0 on the 2012 Reading FCAT will be placed in a 90 intensive reading class. During the five weeks prior to FCAT 2.0, students will receive additional instructional support in reading during their elective.	5 B1. Classroom Teachers Reading Coaches Guidance Department School Administration	5 B.1. Progress Monitoring Data Chats Collaborative planning	5B.1 FAIR FCIM Pre/Post tests		

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Reading Goal #5B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
We wish to see a 10% decrease in all subgroups not making satisfactory progress in reading.							
	Enter numerical data for current level of performance in this box. White:28% Black:43% Hispanic:53% Asian: 48% American Indian: 29% [percentages for unsatisfactory progress]	*Enter numerical data for expected level of performance in this box.* White: 18% Black: 33% Hispanic: 43% Asian: 38% Level 1 or 2 American Indian: 19%					
		5B.2. Students may have issues with motivation due to cultural biases in the reading classroom.	5B.2. Teachers will work with students to select multicultural writing strategies, prompts, and assignments designed to provide students of all ethnicities of a sense of ownership in their education and the motivation to succeed.	5B.2. Classroom Language Arts/ Reading Teachers	5B.2. Students will be consulted on selection of reading passages/ novels. They will be given ownership of projects and other school related activities.	5B.2. Student Interview Student Input in Selection of Materials Projects with an emphasis on multicultural issues.	
		5B.3. Various cultural backgrounds	5B.3. More cultural readings in text; reading group circles; cultural assemblies	5B.3. Classroom Teachers	5B.3. Student performance on informal/formal assessments; teacher observation	5B.3. Formative Assessments	

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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. Ineffective Lesson Planning	5C.1. Teachers will use small group rotations in classrooms to enable ELL students to get more individualized feedback and assistance. Use of Voyagers Reading Curriculum in a DE LA ESOL Reading	5C.1. Classroom Teachers Reading Coaches ESOL Department	5C.1. Small group writing assignments with immediate feedback combined with consistent analysis of student progress showing student growth and teachers using this data to adjust lesson plans.	5C.1. FCIM Pre/Post Tests Small Group Instruction/ Rotations		
Reading Goal #5C: *We wish for the number of ELL students not making satisfactory progress in reading to decrease by 10%.*	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	56% not making satisfactory progress	*46% not making satisfactory progress*					

		5C.2.	5C.2.	5C.2.	5C.2	5C.2.	
		Frustration due to low scores and/or language barrier	Students take part in progress monitoring/data chats with an emphasis on gains	Classroom Language Arts/Reading Teachers	FCIM Progress monitoring program Data Chats.	FCIM Pre/Post tests	
		5C.3. Lack of Vocabulary	5C.3. Students will use interactive words walls, Frayer diagrams, and differentiated rotations to expand their vocabulary Use of the Rosetta Stone Software to improve English language proficiency and expand vocabulary.	5C.3. Classroom Language Arts/Reading Teachers ESOL Department	5C.3. Collaborative planning will result in a variety of vocabulary assessments	5C.3. FAIR FCIM Pre/Post Tests	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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5D. Students with Disabilities (SWD)not making satisfactory progress in reading.	5D.1. Students with disabilities have unique challenges and teachers may not identify the appropriate strategies to facilitate their learning	5D.1. Classroom teachers will work the ESE department to identify individual student needs and make the appropriate classroom modifications. ESE teachers will be a presence in language arts classrooms. During the five weeks prior to FCAT 2.0, students will receive additional instructional support in reading during their elective.	5D.1. Classroom Language Arts/Reading Teachers ESE Department	5D.1. FCIM Progress monitoring program	5D.1. School wide progress monitoring RTI		
Reading Goal #5D: *We wish for the number of SWD not making satisfactory progress in reading to decrease by 10%.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	59% not making satisfactory progress	*49% not making satisfactory progress*					

		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		Students with disabilities may have issues with motivation due to their specific disabilities	Consistent analysis of student progress showing student growth and teachers using this data to adjust lesson plans.	Classroom Language Arts/Reading Teachers ESE Department	FCIM Progress monitoring program	School wide progress monitoring Classroom feedback/student consultations RTI	
		5D.3. Lack of Motivation	5D.3. More student involved reading activities; literature circles; professional development for teachers	5D.3. -Reading coach -Administration -Reading/ELA teachers	5D.3. Interactive learning activities within literature circles; continuous implementation of LFS strategies and Marzano practices	5D.3 Formative Assessment.	

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Based on the analysis of student achievement data and reference to "Guiding Questions,"identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5E. Economically Disadvantaged students not making satisfactory progress in reading.	5E.1. Lack of technology/ reading material at home may limit economically disadvantages students ability to have opportunities to progress at home.	5E.1. Teachers will introduce the use of available classroom technology (ELMO Document Camera, SmartBoard, classroom computers, TeenBiz etc.) to the students with the goal of enhancing students' development of reading benchmarks Students will be given afterschool educational opportunities	5E.1. Classroom Teachers Reading Coach Administrators Technology Specialist Afterschool Coordinators	5E.1. Students will use available classroom technology to display an understanding of the writing process.	5E.1. Students will be assessed on their ability to critique, amend, and adapt their own writing samples using available classroom technology.		

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Reading Goal #5E: *We wish for the number of students who are economically disadvantaged not making satisfactory progress in reading to decrease by 10%.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	45% not making satisfactory progress	*35% not making satisfactory progress*				
	5E.2. Lack of reading material at home may lower motivation in the classroom .	5E.2. Students will be encouraged to use classroom technology through contests and promotions Students will be given afterschool educational opportunities	5E.2. Classroom Teachers Reading Coach Administrators Technology Specialist	5E.2. Students will be offered high interest material as well as performance motivators throughout the school year.	5E.2. TeenBiz level set exams School wide promotions (ex. 40/75/1 Club)	
	5E.3. Lack of Motivation	5E.3. More student involved reading activities; literature circles; professional development for teachers	5E.3. -Reading coach -Administration -Reading/ELA teachers	5E.3. Interactive learning activities within literature circles; continuous implementation of LFS strategies and Marzano practices	5E.3. Formative Assessment	

Reading Professional Development

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

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Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Read 180	6,7,8	District	Intensive Reading Teachers	Tuesday/Thursday Meetings	Classroom Walkthroughs/Collaborative Planning	Administration/Academic Coaches
SIM-R	6,7,8	Content Teachers	Reading/Language Arts Teachers	Tuesday/Thursday Meetings	Classroom Walkthroughs/Collaborative Planning	Administration/Academic Coaches
Common Core	6,7,8	Coach/Dept. Head	Reading / Language Arts Teachers	Tuesday/Thursday Meetings	Classroom Walkthroughs/Collaborative Planning	Administration/Academic Coaches
Great Books Training	6,7,8	Great Books Representative	Advanced Reading Teachers	9/27/12 and 9/28/12	Classroom Walkthroughs/Collaborative Planning	Administration/Academic Coaches
Unwrapping the Benchmarks	6,7,8	DA Team	Reading/Language Arts Teachers	8/13/12	Classroom Walkthroughs/Collaborative Planning	Administration/Academic Coaches
Aligning Resources to Benchmarks	6,7,8	District	Reading/Language Arts, Math, Science Teachers	10/16/12	Classroom Walkthroughs/Collaborative Planning	Administration/Academic Coaches
Gradual Release Model	6,7,8	District	Reading/Language Arts Teachers	10/31/12	Classroom Walkthroughs/Collaborative Planning	Administration/Academic Coaches
Lesson Planning Deliverables	6,7,8	District, Reading Coach	Reading/Language Arts Teachers	1/29/13	Classroom Walkthroughs/Collaborative Planning	Administration/Academic Coaches
PLC Focus-data analysis, groupings for DI, plan DI activities	6,7,8	Reading Coach	Reading/Language Arts Teachers	Wednesdays	Classroom Walkthroughs/Collaborative Planning	Administration/Academic Coaches

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

End of Reading Goals

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Comprehensive English Language Learning Assessment (CELLA) Goals

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

CELLA Goals	Problem-Solving Process to Increase Language Acquisition					
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1. Students scoring proficient in listening/speaking.	1.1. Lack of motivation	1.1. Use and implementation of ESOL Strategies Promote the use of the Language Heritage Dictionary	1.1. Classroom Teacher ESOL Department	1.1. Student progress through grade reports.	1.1. CELLA Results	
CELLA Goal #1: *Enter narrative for the goal in this box.*	2012 Current Percent of Students Proficient in Listening/Speaking:					
	Enter numerical data for current level of performance in this box.					
		1.2. Lack of opportunities to practice English	1.2. Use & implementation of Rosetta Stone	1.2. ESOL Department	1.2. Software report	1.2. CELLA Results
		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	

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2. Students scoring proficient in reading.	2.1. Language barrier	2.1. Intensive Reading Class or DE LA Reading ESOL Assistance by ESOL	2.1. Classroom teacher ESOL Department	2.1. Student progress through grade reports	2.1. CELLA Results	
CELLA Goal #2: *Enter narrative for the goal in this box.*	2012 Current Percent of Students Proficient in Reading:					
	Enter numerical data for current level of performance in this box.					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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Students write in English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
3. Students scoring proficient in writing.	2.1. Language barrier	2.1. Language Arts through ESOL and implementation of ESOL Strategies Promote the use to Heritage Language Dictionary during class and when writing	2.1. Classroom teacher ESOL Department	2.1. Student progress through report cards & progress reports	2.1. CELLA Writing	
CELLA Goal #3: *Enter narrative for the goal in this box.*	2012 Current Percent of Students Proficient in Writing :					
	Enter numerical data for current level of performance in this box.					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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CELLA Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
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 AchievementLevel 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:*	2013Expected Level of Performance:*				
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*				
		1A.2.	1A.2.	1A.2.	1A.2.	1A.2.
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.

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1B. **Florida Alternate Assessment:** Students scoring at Levels 4, 5, and 6 in mathematics.	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
Mathematics Goal #1B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		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 AchievementLevels 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:*	2013Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	_Enter numerical data for expected level of performance in this box._					
		2A.2.	2A.2.	2A.2.	2A.2.	2A.2.	
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		

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

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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:*	2013Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		3A.2.	3A.2.	3A.2.	3A.2.	3A.2.	
		3A.3.	3A.3.	3A.3.	3A.3.	3A.3.	
3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.		

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

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

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematicsperformance 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**						
<u>Mathematics Goal #5A:</u> *Enter narrative for the goal in this box.*							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
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.		

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Mathematics Goal #5B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box. White: Black: Hispanic: Asian: American Indian:	*Enter numerical data for expected level of performance in this box.* White: Black: Hispanic: Asian: American Indian:					
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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

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

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.	5E.1.	5E.1.	5E.1.	5E.1.	5E.1.		
Mathematics Goal #5E: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		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 Mathema	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1A.FCAT 2.0: Students scoring at AchievementLevel 3 in mathematics.	1A.1. Completion of daily math bellworkand Mini Lessons when a substitute is present	1A.1. Paper copy of daily math bellworkpo werpoint and Mini Lessons to be included in emergency lesson plans/sub plans	1A.1. Math teachers; Math/Science Coach	1A.1. Mini assessments administered every two weeks	1A.1. Mini assessment data		
Mathematics Goal #1A: *Students achieving proficiency in mathematics will increase 10% over 2012 results.*	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	21% [220]	*31%*					

		1A.2. ELL and ESE student support	1A.2. Increase student exposure to word problems/higher order questions; scheduling support of ELL paraprofessionals and ESE Support Facilitators	1A.2. Math teachers; RCS; ECS	1A.2. Chapter quizzes and tests; Mini assessments; District assessments	1A.2. Individual teacher data; Mini assessment data; District assessment data	
		1A.3. Teacher participation/ buy-in to increased use of math manipulatives, rotations, and technology while differentiating instruction	1A.3. Provide Professional Development on use of math manipulatives, rotational model, technolpgy, differentiated instruction, research based instructional strategies such as GRIM, Marzano and LFS	1A.3. Math/Science Coach; LRS	1A.3. Professional Development attendance, CWT, log of math manipulatives checked out	1A.3. Mini assessment data; District assessment data	
1B. Florida Alternate Assessment: **Students scoring at Levels 4, 5, and 6 in mathematics.**	1B.1. Lack of consistent progress monitoring throughout the school year	1B.1. Implementation of FCIM model. Students will self-monitor their progress using individual data charts and data walls. Use of differentiated instruction	1B.1. Classroom Language Math/Science Coach	1B.1. Consistent analysis of student progress showing student growth and teacher using this data to adjust their lesson plans	1B.1. Mini assessments every two weeks		
Mathematics Goal #1B: The number of students scoring at Levels 4, 5, 6 in mathematics will increase by 10%.	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	16% [6]	*26%*					

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		1B.2. Teachers will work to implement LFS, Marzano, and AVID instructional model	1B.2. Math Teachers; Math/Sciecnce Coach; Administration/Leadership Team	1B.2. Consistent implementation of effective teaching strategies	1B.2. Regular classroom walkthroughs by leadership team with feedback	1B.2.	
		1B.3. Teachers will plan collaboratively with academic coaches on a regular basis to unwrap benchmarks and work with lesson plans	1B.3. Classroom Language; Math/Science Coach; Leadership Team	1B.3. Classroom walkthroughs; Collaborative planning sessions	1B.3 FCIM Progress Monitoring; Classroom walkthroughs by leadership team with feedback based on Marzano	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 AchievementLevels 4 and 5 in mathematics.	2A.1. Scheduling	2A.1. All level 3 or above math students will be enrolled in advanced or honors math courses; All Level 3 or above students in eighth grade will be enrolled in Algebra 1 Honors	2A.1. Person assigned to schedule student; Follow up by Math/ Science Coach	2A.1. District Assessments	2A.1. District assessment data		
Mathematics Goal #2A: *Students performing at Level 4 or 5 will increase by 10%.*	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	16% [165]	*26%*					
		2A.2. Participation in District Middle School Math Competition by Level 3 or above math students	2A.2. Recruit Level 3 or above math students to participate in District Middle School Math Competition	2A.2. Middle School Math Competition Coaches	2A.2. Student involvement in Middle School Math Competition Team	2A.2. District assessment data	

		2A.3. Exposure to higher order questions	2A.3. Include at least two higher order questions per day in lesson plans; use of error analysis activities	2A.3. Math teachers	2A.3. CWT; Lesson plans	2A.3. Student progress reports/ quarterly reports; District assessement data	
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.	2B.1. Lack of high level math skills.	2B.1. Leadership Team will work with teachers and Math/ Science coach to implement advanced material.	2B.1 Leadership Team; Math/Science Coach	2B.1 Classroom teachers will monitor student response to math lessons	2B.1. CWT		
Mathematics Goal #2B: *Students scoring at or above Level 7 in mathematics will increase by 10%.*	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	24% [9]	*34%*					
		2B.2. Ineffective high level planning	2B.2. Math teachers will plan collaboratively on strategies introduced by those with gifted endorsement training and those that are familiar with Common Core Standards	2B.2. Math Teachers; Math/Science Coach; Administration/Leadership Team	2B.2. Collaborative planning sessions; FCIM progress monitoring.	2B.2. FCIM Progress Monitoring.; Administrative input on teacher lesson plans	
		2B.3. Lack of Motivation	2B.3. Introduction of Differentiated Instruction.	2B.3. Math Teachers; Math/Science Coach	2B.3. Collaborative Planning with student interviews	2B.3. Student Exit Survey/Interviews	

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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. Completion of daily math bellworkand Mini Lessons when a substitute is present	3A.1. Paper copy of daily math bellworkpo werpoint and Mini Lessons to be included in emergency lesson plans/sub plans	3A.1. Math teachers; Math/Science Coach	3A.1. Mini assessments administered every two weeks	3A.1. Mini assessment data		
Mathematics Goal #3A: *Students performing at Level 3 or above in mathematics will meet or exceed the state level of performance.*	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	58%	*68%*					
		3A.2. Tutoring opportunities for students	3A.2. SES Tutoring; SPACE Program; four Saturday tutoring sessions prior to FCAT 2.0; Peer tutoring by members of NJHS; Tutoring Center during electives and lunch; lowest quartile students to receive additional instructional support during their electives – all grade levels	3A.2. SPACE Program coordinator; NJHS Adviser; Tutoring Center Coordinator	3A.2. SPACE Program attendance logs; NJHS community service logs; Tutroing Center logs	3A.2. Student progress reports/ quarterly reports; District assessment data	

		3A.3. Teacher participation/ buy-in to increased used of rotational model	3A.3. Professional Development/support/ strategies on use of rotational model	3A.3. Math/Science Coach	3A.3. Professional Development attendance; CWT	3A.3. Mini assessment data; District assessment data	
3B. Florida Alternate Assessment: **Percentage of students making learning gains in mathematics.**	3B.1. Lack of high level math skills.	3B.1. Leadership Team will work with teachers and Math/ Science coach to implement advanced material.	3B.1 Leadership Team; Math/Science Coach	3B.1 Classroom teachers will monitor student response to math lessons	3B.1. CWT		
Mathematics Goal #3B: *The percentage of students making learning gains in mathematics will increase by 10%.*	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
		3B.2. Ineffective high level planning	3B.2. Math teachers will plan collaboratively on strategies introduced by those with gifted endorsement training and those that are familiar with Common Core Standards	3B.2. Math Teachers; Math/Science Coach; Administration/Leadership Team	3B.2. Collaborative planning sessions; FCIM progress monitoring.	3B.2. FCIM Progress Monitoring.; Administrative input on teacher lesson plans	
		3B.3. Lack of Motivation	3B.3. Introduction of Differentiated Instruction.	3B.3. Math Teachers; Math/Science Coach	3B.3. Collaborative Planning with student interviews	3B.3. Student Exit Survey/Interviews	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
4.FCAT 2.0:Percentage of students in lowest 25% making learning gains in mathematics.	4A.1. Students not understanding importance of effort	4A.1. Regularly scheduled Data chats with last year's lowest quartile in mathematics; lowest quartile students to receive additional instructional support (PLATO, FCAT Explorer, teacher station) during their electives – all grade levels	4A.1. Math/Science Coach; Math teachers	4A.1. Mini assessments; District assessments	4A.1. Mini assessment data; District assessment data; Data chat logs		
Mathematics Goal #4: *Percentage of the students in the bottom quartile making learning gains in mathematics will increase by 10%.*	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	58%	68%					

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		4A.2. Completion of daily math bellworkand Mini Lessons when a substitute is present	4A.2. Paper copy of daily math bellworkpowerpointand Mini Lessons to be included in emergency lesson plans/sub plans	4A.2. Math teachers; Math/Science Coach	4A.2. Mini assessments administered every two weeks	4A.2. Mini assessment data	
		4A.3. Inconsistency in strategies and practice provided for students in the bottom quartile	4A.3. Town Hall meetings and workshops provided to students in the lower quartile through pull-outs in order to teach and explain strategies and offer time for students to practice test-taking skills; SMART Period (intervention/enrichment period)	4A.3. Instructional Coaches; Math teachers	4A.3. Mini assessments	4A.3. Mini assessment data; SMART Period Student Accountability Form	

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematicsperformance 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: *All student subgroups will meet AMOs in mathematics in 2013.*							
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. Lack of sufficient math skill	5B.1. Students scoring in the lowest quartile will be placed in the SPACE tutoring program.; lowest quartile students to receive additional instructional support (PLATO, FCAT Explorer, teacher station) during their electives – all grade levels; four Saturday tutoring sessions prior to FCAT 2.0	5B.1. Classroom teachers; Math/ Science Coach; SPACE Program Coordinator	5B.1. Progress monitoring; Data Chats; SPACE Program attendance logs	5B.1. Mini assessments		

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Mathematics Goal #5B: *All student subgroups will meet AMOs in mathematics in 2013.*	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box. White: 33% Black:42% Hispanic: 46% Asian: 52% American Indian:43% [percentages not making satisfactory progress]	*Enter numerical data for expected level of performance in this box.* White: 23% Black: 32% Hispanic: 36% Asian: 42% American Indian: 33%					
		5B.2. Students may have issues with motivation due to cultural biases in the math classes	5B.2. Teachers will work with students on selecting assignments and projects to provide students of all ethnicities a sense of ownership in their education and various cultural backgrounds	5B.2. Classroom language; Math teachers	5B.2. Students will be given ownership of projects and other school related activities	5B.2. Student interviews; Projects with emphasis on multicultural issues	
		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. ELL Support/ number of paraprofessionals	5C.1. Professional development on use of ESOL strategies or programs available (A+ Rise, PLATO, Corrective Reading SRA Curriculum); lowest quartile students to receive additional instructional support(PLATO, FCAT Explorer, teacher station) during their electives – all grade levels	5C.1 ESOL Compliance Specialist	5C.1. CWT; Professional development attendance	5C.1. Mini assessment data; District assessment data		
Mathematics Goal #5C:

The number of ELL students not making satisfactory progress in mathematics will decrease by 10%. | 2012 Current Level of Performance:* | 2013Expected Level of Performance:* | | | | | |
| | *51% not making satisfactory progress* | *41% not making satisfactory progress* | | | | | |

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		5C.2. ELL support pulled to substitute	5C.2. Alternate other staff members to substitute or have teams cover for each other	5C.2. Principal's secretary or other person assigned task of determining substitute	5C.2. Mini assessments; District assessments	5C.2. Mini assessment data; District assessment data	
		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. Support facilitation schedule and opportunity to mentor students during school day	5D.1. RCS and VE support facilitation teachers to conduct periodic mentoring sessions with SWD students	5D.1. RCS and VE support facilitation teachers	5D.1. Mini assessments; District assessments	5D.1. Mini assessment data; District assessment data; mentoring logs		
Mathematics Goal #5D: *The number of SWD not making satisfactory progress in mathematics will decrease by 10%.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	61% not making satisfactory progress	*51% not making satisfactory progress*					
		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. Tutoring opportunities	5E.1. NJHS members to offer peer tutoring; Tutoring Center – tutoring available during electives and lunches; SPACE Program	5E.1. NJHS Advisor; Tutoring Center coordinator; SPACE Program coordinator	5E.1. Mini assessments; District assessments	5E.1. Mini assessment data; District assessment data; tutoring logs		
Mathematics Goal #5E: *The number of Economically Disadvantaged students not making satisfactory progress in mathematics will decrease by 10%.*	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	45% not making satisfactory progress	*35% not making satisfactory progress*					
		5E.2.	5E.2.	5E.2.	5E.2.	5E.2.	
		5E.3.	5E.3.	5E.3.	5E.3.	5E.3.	

End of Middle School Mathematics Goals

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Florida Alternate Assessment High School Mathematics Goals

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

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

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

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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:*	2013Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		3.2.	3.2.	3.2.	3.2.	3.2.	
		3.3.	3.3.	3.3.	3.3.	3.3.	

End of Florida Alternate Assessment High School Mathematics Goals

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

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

Algebra 1 EOC Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement dataand 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. Scheduling	1.1. All level 3 or above math students in grade 8 will be enrolled in Algebra 1 Honors	1.1. Person assigned to schedule student; Follow up by Math/Science Coach	1.1. District assessments	1.1. District assessment data		
<u>Algebra 1Goal #1:</u> *The percentage of students scoring at Achievement Level 3 in Algebra 1 will decrease by 2%.*	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>					
	41% [22]	*39%*					

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		1.2. Tutoring opportunities for students	1.2. Saturday tutoring opportunities for Algebra 1 Honors students	1.2. LRS; Algebra 1 Honors teachers	1.2. Chapter quizzes/tests; Mini assessments; District assessments	1.2. Individual teacher data; Mini assessment data; District assessment data	
		1.3. Exposure to higher order questions	1.3. Include at least two higher order questions per day in lesson plans	1.3. Algebra 1 Honors teachers	1.3. CWT; Lesson plans	1.3. Student progress reports/ quarterly reports; District assessment data	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra 1.	2.1. Scheduling	2.1. All level 3 or above math students in grade 8 will be enrolled in Algebra 1 Honors	2.1. Person assigned to schedule student; Follow up by Math/Science Coach	2.1. District assessments	2.1. District assessment data		
Algebra Goal #2: *The percentage of students scoring at or above Achievement Levels 4 and 5 in Algebra 1 will increase by 2%.*	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	59% [32]	*61%*					
		2.2. Tutoring opportunities for students	2.2. Saturday tutoring opportunities for Algebra 1 Honors students	2.2. LRS; Algebra 1 Honors teachers	2.2. Chapter quizzes/tests; Mini assessments; District assessments	2.2. Individual teacher data; Mini assessment data; District assessment data	

		2.3. Exposure to higher order questions	2.3. Include at least two higher order questions per day in lesson plans	2.3. Algebra 1 Honors teachers	2.3. CWT; Lesson plans	2.3. Student progress reports/ quarterly reports; District assessment data	

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematicsperformance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
3A. In six years, school will reduce their achievement gap by 50%.	**Baseline data 2010-2011**						
Algebra 1 Goal #3A: *Enter narrative for the goal in this box.*							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in Algebra 1.**	3B.1. Lack of sufficient math skill	3B.1. Students will attend SMART Period with Algebra 1 teacher (intervention/enrichment period); encourage to attend Saturday tutoring opportunities for Algebra 1 Honors students	3B.1. Algebra 1 teacher; LRS	3B.1. Progress monitoring; Data Chats; SMART Period attendance	3B.1. Mini assessment data; student progress reports/quarterly reports; District assessment data		

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Algebra 1 Goal #3B: All student subgroups will make satisfactory progress in Algebra 1.	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box. White: Black: Hispanic: Asian: American Indian:	*Enter numerical data for expected level of performance in this box.* White: Black: Hispanic: Asian: American Indian:					
		3B.2. Students may have issues with motivation due to cultural biases in the math classes	3B.2. Teachers will work with students on selecting assignments and projects to provide students of all ethnicities a sense of ownership in their education and various cultural backgrounds	3B.2. Classroom language; Math teachers	3B.2. Students will be given ownership of projects and other school related activities	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. ELL Support/ number of paraprofessionals	3C.1. Professional development on use of ESOL strategies or programs available (A+ Rise, PLATO, Corrective Reading SRA Curriculum)	3C.1 ESOL Compliance Specialist	3C.1. CWT; Professional development attendance	3C.1. Mini assessment data; District assessment data		
Algebra 1 Goal #3C: *ELL will make satisfactory progress in Algebra 1.*	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		3C.2. ELL support pulled to substitute	3C.2. Alternate other staff members to substitute or have teams cover for each other	3C.2. Principal's secretary or other person assigned task of determining substitute	3C.2. Mini assessments; District assessments	3C.2. Mini assessment data; District assessment data	
		3C.3.	3C.3.	3C.3.	3C.3.	3C.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra 1.	3D.1. Support facilitation schedule and opportunity to mentor students during school day	3D.1. RCS and VE support facilitation teachers to conduct periodic mentoring sessions with SWD students	3D.1. RCS and VE support facilitation teachers	3D.1. Mini assessments; District assessments	3D.1. Mini assessment data; District assessment data; mentoring logs		
Algebra 1 Goal #3D: *SWD will make satisfactory progress in Algebra 1.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		3D.2.	3D.2.	3D.2.	3D.2.	3D.2.	
		3D.3.	3D.3.	3D.3.	3D.3.	3D.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3E. Economically Disadvantaged students not making satisfactory progress in Algebra 1.	3E.1. Tutoring opportunities	3E.1. NJHS members to offer peer tutoring; Tutoring Center – tutoring available during electives and lunches; SPACE Program ; Saturday tutoring opportunities for Algebra 1 Honors students	3E.1. NJHS Advisor; Tutoring Center coordinator; SPACE Program coordinator	3E.1. Mini assessments; District assessments	3E.1. Mini assessment data; District assessment data; tutoring logs		
Algebra 1 Goal #3E: *Economically Disadvantaged students will make satisfactory progress in Algebra 1.*	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		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:*	2013Expected Level of Performance:*				
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*				
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.

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

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

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

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

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

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

End of Geometry EOC Goals

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional						

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Learning Community (PLC) or PD Activities Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Weekly Planning Period PD (trends noticed during CWT)	Grades 6,7,8	Instructional Coaches	School –wide	Weekly	CWT	API
Disciplinary Literacy	Grades 6,7,8	Instructional Coaches; consultant	School-wide	PLC Meetings; small groups on planning times	CWT; Lesson Plans	API
Unwrapping the Benchmarks	6,7,8	DA Team	Math Teachers	8/13/12	Classroom Walkthroughs/Collaborative Planning	Administration/Academic Coaches
Aligning Resources to Benchmarks	6,7,8	District	Math Teachers	10/16/12	Classroom Walkthroughs/Collaborative Planning	Administration/Academic Coaches
Gradual Release Model	6,7,8	District	Math Teahers	10/31/12	Classroom Walkthroughs/Collaborative Planning	Administration/Academic Coaches
Lesson Planning Deliverables	6,7,8	District, Reading Coach	Math Teachers	1/28/13	Classroom Walkthroughs/Collaborative Planning	Administration/Academic Coaches
PLC Focus-data analysis, groupings for DI, plan DI activities	6,7,8	Math Coach	Math Teachers	Wednesdays	Classroom Walkthroughs/Collaborative Planning	Administration/Academic Coaches

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<u>Mathematics Budget</u>(Insert rows as needed)

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

End of Mathematics Goals

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Elementary and Middle School Science Goals

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

Elementary and Middle Science Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1A.FCAT 2.0:Students scoring at Achievement Level 3 in science.	1A.1. Ineffective instructional strategies	1A.1. Add bellwork to daily instruction (includes the reteaching of all benchmarks); weekly collaborative planning sessions incorporating GRIM lessons, CIS	1A.1. Science teachers	1A.1. Data chats; CWT	1A.1. Mini assessments (2 per quarter); CWT		
Science Goal #1A: *Students scoring at Achievement Level 3 in science will increase 4% in 2013.*	2012 Current Level of Performance:*	2013Expected Level of Performance:*					

	24% [107]	28%					
		1A.2. Lack of materials and teacher buy-in for Science labs	1A.2. Labs and mini labs added to daily lesson plans; Professional Development; fundraisers to obtain materials for labs	1A.2. Science teachers; Math/Science Coach	1A.2. CWT; Lesson plans	1A.2. CWT data	
		1A.3. Lack of consistent progress monitoring throughout the school year	1A.3. Implementation of FCIM model. Students will self-monitor their progress using individual data charts and data walls. Use of differentiated instruction	1A.3. Classroom Language Math/Science Coach	1A.3. Consistent analysis of student progress showing student growth and teacher using this data to adjust their lesson plans	1A.3. Mini assessments every two weeks	
1B.Florida Alternate Assessment:Students scoring at Levels 4, 5, and 6 in science.	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
Science Goal #1B: *The percentage of students scoring at Levels 4, 5, and 6 in science will increase by 10%.*	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	15% [2]	25%					
		1B.2. Teachers will work to implement LFS, Marzano, and AVID instructional model	1B.2. Math Teachers; Math/Sciecnce Coach; Administration/Leadership Team	1B.2. Consistent implementation of effective teaching strategies	1B.2. Regular classroom walkthroughs by leadership team with feedback	1B.2.	

| | | 1B.3.
Teachers will plan collaboratively with academic coaches on a regular basis to unwrap benchmarks and work with lesson plans | 1B.3.
Classroom Language; Math/Science Coach; Leadership Team | 1B.3.
Classroom walkthroughs; Collaborative planning sessions | 1B.3
FCIM Progress Monitoring; Classroom walkthroughs by leadership team with feedback based on Marzano | 1B.3. | |

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2A. FCAT 2.0:Students scoring at or above Achievement Levels 4 and 5 in science.	2A.1. Lack of interest by students in higher order thinking activities	2A.1. Incorporate engaging higher order thinking activities; Professional Development; AVID strategies	2A.1. Science teachers; Math/Science Coach	2A.1. CWT; formative assessments aligned with higher order FCAT	2A.1. CWT data		
Science Goal #2A: *Students scoring at or above Achievement Levels 4 and 5 in science will increase by 2% in 2013.*	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	4% [18}	*6%*					
		2A.2. Tutoring opportunities	2A.2. Science Saturdays –tutoring opportunity four Saturdays prior to FCAT 2.0; SPACE Program – PLATO, FCAT Explorer	2A.2. Math/Science Coach; LRS	2A.2. FCIM assessments	2A.2. FCIM assessment data
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
2B. Florida Alternate Assessment:Students scoring at or above Level 7 in science.	2B.1. Lack of high level math skills.	2B.1. Leadership Team will work with teachers and Math/ Science coach to implement advanced material.	2B.1 Leadership Team; Math/Science Coach	2B.1 Classroom teachers will monitor student response to math lessons	2B.1. CWT		

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Science Goal #2B: *The percentage of students scoring at or above Level 7 science will increase by 10%*	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	54% [7]	64%					
		2B.2. Ineffective high level planning	2B.2. Math teachers will plan collaboratively on strategies introduced by those with gifted endorsement training and those that are familiar with Common Core Standards	2B.2. Math Teachers; Math/Science Coach; Administration/Leadership Team	2B.2. Collaborative planning sessions; FCIM progress monitoring.	2B.2. FCIM Progress Monitoring.; Administrative input on teacher lesson plans	
		2B.3. Lack of Motivation	2B.3. Introduction of Differentiated Instruction.	2B.3. Math Teachers; Math/Science Coach	2B.3. Collaborative Planning with student interviews	2B.3. Student Exit Survey/Interviews	

End of Elementary and Middle School Science Goals

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Florida Alternate Assessment High School Science Goals

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

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

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

End of Florida Alternate Assessment High School Science Goals

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

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

Biology 1 EOCGoals	**Problem-Solving Process to Increase Student Achievement**					

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

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Biology 1Goal #2: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

End of Biology 1 EOC Goals

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Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Weekly Planning Period PD (trends noticed during CWT)	Grades 6,7,8	Instructional Coaches	Science Teachers	Weekly	CWT	API
Disciplinary Literacy	Grades 6,7,8	Instructional Coaches; consultant	Science Teachers	PLC Meetings; small groups on planning times	CWT; Lesson Plans	API
Unwrapping the Benchmarks	6,7,8	DA Team	Science Teachers	8/13/12	Classroom Walkthroughs/Collaborative Planning	Administration/Academic Coaches
Aligning Resources to Benchmarks	6,7,8	District	Science Teachers	10/16/12	Classroom Walkthroughs/Collaborative Planning	Administration/Academic Coaches
Gradual Release Model	6,7,8	District	Science Teachers	10/31/12	Classroom Walkthroughs/Collaborative Planning	Administration/Academic Coaches
CIS for Science Teachers	6,7,8	District	Science Teachers	1/10/13	Classroom Walkthroughs/Collaborative Planning	Administration/Academic Coaches
Lesson Planning Deliverables	6,7,8	District, Reading Coach	Science Teachers	1/28/13	Classroom Walkthroughs/Collaborative Planning	Administration/Academic Coaches
PLC Focus-data analysis, groupings for DI, plan DI activities	6,7,8	Science Coach	Science Teachers	Wednesdays	Classroom Walkthroughs/Collaborative Planning	Administration/Academic Coaches

Science Budget(Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			

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Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Science Goals

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

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		

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1A. FCAT:Students scoring at Achievement Level3.0 and higher in writing.	1A.1. Student attendance Lack of PDA instruction for new students. Lack of PDA district trainings and support	1A.1. Usage of Cornell Notes and Blooms HOT Questions Usage of the PDA writing program in 8th grade classes. Tutorial Program for students who are in need of support. Writing Boot Camp across the curriculum. Writing Portfolio for every student	1A.1. Reading Coach Language Arts Teachers Administration	1A.1. Walkthroughs PLC's	1A.1. Osceola Writes FCAT Writes		
Writing Goal #1A: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013Expected Level of Performance:*					

	67% of students scored proficient.	*To increase the percentage of students scoring proficient to 80%*					
		1A.2.	1A.2.	1A.2.	1A.2.	1A.2.	
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	
1B. Florida Alternate Assessment:Students scoring at 4 or higher in writing.	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
Writing Goal #1B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* 2013Expected Level of Performance:*						
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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Writing Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PDA	7 & 8	Dept. Chair	Language Arts Teachers	Throughout school year	Walkthroughs & PLC's	Reading Coach, Dept. Chair & Administration
Core Connection Training	6,7,8	Core Connections Repesentative	Language Arts Teachers	November 2012 and February 2013	Walkthroughs & PLC's	Reading Coach, Dept. Chair & Administration

Writing Budget (Insert rows as needed)

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

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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 Writing Goals

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

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

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

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

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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

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

End of Civics Goals

2012-2013School 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. HistoryGoal #1: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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

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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

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

End of U.S. HistoryGoals

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Attendance Goal(s)

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

Attendance Goal(s)	Problem-solving Process to Increase Attendance						
Based on the analysis of attendance data and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Attendance	1.1. Communication with parents	1.1. Begin attendance award program	1.1. Attendance clerk	1.1. Weekly attendance reports	1.1. ADA calculated by district		
Attendance Goal #1: *95% ADA will be achieved or exceeded in 2013.*	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*					
	94%	*95%*					
	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)					
	Enter numerical data for current number of absences in this box	*Enter numerical data for expected number of absences in this box.*					

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	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)					
	Enter numerical data for current number of students tardy in this box.	*Enter numerical data for expected number of students tardy in this box.*					
		1.2. Tardies	1.2. Tardy Sweeps – all deans and admin will be using immediate consequences for students not in class when bell rings	1.2. Admin; deans	1.2. Discipline reports	1.2. Discipline data; Orbit data	
		1.3. Student motivation to attend school	1.3. Increase PBS recognition for student doing the right thing, including quarterly perfect attendance recognition	1.3. Admin, deans	1.3. ADA reports	1.3. ADA reports	

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Attendance Professional Development

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

Attendance Budget(Insert rows as needed)

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

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

End of Attendance Goals

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Suspension Goal(s)

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

Suspension Goal(s)	Problem-solving Process to Decrease Suspension						
Based on the analysis of suspension data, and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Suspension	1.1. As year progresses, school-wide expectations take lower priority to academics resulting in a higher number of discipline issues.	1.1. Teaching the Discovery Expectations throughout the school year	1.1. Deans	1.1. Number of incidents processed in Orbit	1.1. ODMS data; Orbit data		
Suspension Goal #1: *Implement strategies and incentives to decrease the number of school suspensions for 2013-2014.*	2012Total Number of In –School Suspensions	2013 Expected Number of In- School Suspensions					
	1688	*844 [50% reduction]*					
	2012Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In -School					
	436	*218 [50% reduction]*					

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	2012Total Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions				
	1718	*473 [50% reduction]*				
	2012Total Number of Students Suspended Out- of- School	2013 Expected Number of Students Suspended Out- of-School				
	473	*237 [50% reduction]*				
		1.2. Teacher removal of student from academic environment	1.2. Focus on interventions rather than consequences	1.2. Deans	1.2. Number of incidents processed in Orbit	1.2. ODMS data; Orbit data	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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Suspension Professional Development

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

Suspension Budget(Insert rows as needed)

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

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

End of Suspension Goals

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Dropout Prevention Goal(s)

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

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

Dropout Prevention Goal(s)	Problem-solving Process to Dropout Prevention						
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Dropout Prevention	1.1.	1.1.	1.1.	1.1.	1.1.		
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._	2013 Expected Dropout Rate:* _Enter numerical data for expected dropout rate in this box._					
	2012 Current Graduation Rate:*	2013 Expected Graduation Rate:*					

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	Enter numerical data for graduation rate in this box.	*Enter numerical data for expected graduation rate in this box.*				
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.

Dropout Prevention Professional Development

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

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Dropout Prevention Budget(Insert rows as needed)

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

End of Dropout Prevention Goal(s)

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Parent Involvement Goal(s)

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

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

Parent Involvement Goal(s)	Problem-solving Process to Parent Involvement						
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Parent Involvement	1.1. Parental participation & availability for SAC meetings.	1.1. Increase recruitment efforts for SAC meetings. Increase parental communication through methods such as newsletters, dial outs, messaging on digital marquee, flyers home, etc.	1.1. Principal Assistant Principal SAC Chair & Committee Leadership Team	1.1. Monitoring and documenting parent participation in school-wide activities.	1.1. Parent Surveys		

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Parent Involvement Goal #1: Enter narrative for the goal in this box. *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	2012 Current Level of Parent Involvement:*	2013 Expected Level of Parent Involvement:*				
	Five Star School status achieved for 2012, meeting the requirements for gold and silver volunteer awards	Five Star School status will be achieved for 2013, exceeding the requirements for gold and silver volunteer awards				
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.

Parent Involvement Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each					

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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
Teenbiz	6-8	Reading Coach	Parents, 6-8	October 2012	Review Teenbiz Usage Data Reports	Reading Coach & Admin
PIV	6-8	LRS	Parents, 6-8	September 2012	Review PIV log-on usage	LRS & Admin
Parent Conferences	6-8	Guidance		November 2012	Parent Surveys	Guidance & Admin
School Improvement	6-8	Administration	Parents, 6-8	August 2012	Parent Surveys	Guidance & Admin
DA State Model for School Improvement	6-8	Administration	Parents, 6-8	September 2012	Parent Surveys	Guidance & Admin
6th Grade Transitioning to Middle School	Incoming 6	Guidance	Parents, incoming 6	April 2013	Parent meeting night	Guidance & Admin

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Parent Involvement Budget

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

End of Parent Involvement Goal(s)

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
STEM Goal #1: *To Enter narrative for the goal in this box.* *To increase the number of students to 80% in safety and procedures to demonstrate ability in cause and effect within the student's specific STEM classes*	1.1. Language	1.1. Implement safety learning applicable for each class	1.1. Cabrera	1.1. Observation	1.1. Observation Data
	1.2. Lack of Proper Equipment	1.2.Modeling	1.2.Cabrera	1.2. Pre-assessment	1.2. Pre-assessment Data
	1.3. Lack of Training	1.3.Project Based learning/ Hands on experiences Provide real life experiences	1.3.Cabrera	1.3.Post-Assessment	1.3. Post-Assessment Data

STEM Professional Development

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

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Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Stream of Network	All	Goss/ McCurry	School wide	Early Release		Goss/McCurry
Training in Safety	STEM	County	STEM	Planning Early Release	Post-Assessment	Cabrera

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STEM Budget (Insert rows as needed)

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

End of STEM Goal(s)

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Career and Technical Education (CTE) Goal(s)

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

CTE Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a					

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

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CTE Budget(Insert rows as needed)

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

End of CTE Goal(s)

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Additional Goal(s)

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

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

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Additional Goals Professional Development

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

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

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

End of Additional Goal(s)

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Final Budget (Insert rows as needed)

Please provide the total budget from each section.
Reading Budget
Total:
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:

Differentiated Accountability

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

School Differentiated Accountability Status		
▢Priority	▢Focus	▢Prevent

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

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

School Advisory Council (SAC)

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

▢ Yes   ▢ No

If No, describe the measures being taken to comply with SAC requirements.
Describe the activities of the SAC for the upcoming school year.

Describe the projected use of SAC funds.	Amount

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