FLORIDA DEPARTMENT OF EDUCATION

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: Millennia Elementary	District Name: Orange County
Principal: Anne M. Lynaugh	Superintendent: Barbara M. Jenkins
SAC Chair: Suzie McQueen	Date of School Board Approval: 1/29/13

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.

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Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)
Principal	Anne M. Lynaugh	BA Elementary Education MA Educational Leadership Certification in Elementary Education K – 5 / Principal All Levels	6	12	2007 – 2008 – School Grade B –AYP No 2008-2009 – School Grade A –AYP No 2009 – 2010 School Grade A –AYP NO 2010 – 2011 – School Grade B - AYP 2011 – 2012 School Grade A – Proficient in Reading-53% Proficient in Math 50% Learning gains in Reading-76%, Learning Gains in Math-82%, Lowest 25%- Reading- 85%- Math- 92%
Assistant Principal	William Charlton	BA Social Studies 6-12 MA Gifted Ed, Education Specialist Certification: Middle School Social Studies and Gifted Education	3	3	2010 – 2011 – School Grade B - AYP 2011 – 2012 School Grade A – Proficient in Reading-53% Proficient in Math 50% Learning gains in Reading-76%, Learning Gains in Math-82%, Lowest 25%- Reading- 85%- Math- 92%

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Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Ivonne Gonzalez	BA in Elementary Education / MA is ESOL Certification in Elementary Education K – 5 and ESOL	5	5	2007 – 2008 – School Grade B –AYP No 2008-2009 – School Grade A –AYP No 2011 – 2012 School Grade A – Proficient in Reading-53%Proficient in Math 50% Learning gains in Reading-76%, Learning Gains in Math-82%, Lowest 25%- Reading- 85%- Math- 92%
Reading	Allison Gersonde	BA in Early Childhood Education and MA in Instructional Systems Design / Certification K – 3 and ESOL	5	5	First year on leadership / Leader on team for performance
Reading	Lymarie Felix	BA in Elementary Education K-6 / Certification in Elementary Education K – 5 and ESOL	6	5	2007 – 2008 – School Grade B –AYP No 2008-2009 – School Grade A –AYP No 2009 – 2010 School Grade A –AYP NO 2010 – 2011 – School Grade B - AYP 2011 – 2012 School Grade A – Proficient in Reading-53%Proficient in Math 50% Learning gains in Reading-76%, Learning Gains in Math-82%, Lowest 25%- Reading- 85%- Math- 92%

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.

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Description of Strategy	Person Responsible	Projected Completion Date
1. Observe teachers in the school they are teaching presently	Principal	4/ 2013
2. Survey staff on things that work well and areas we still need to work on as a staff. Develop staff development around high need areas	SWAT Team	5 / 2013
3. Meet with individual grade levels to enhance strategies for higher performance when teaching content	SWAT and Administration	5 / 2013
4. Develop a culture of family and fun while learning – "Fish and Friends"	Dana Wax and Angelina Downing	6/ 2013
5. Intense Mentoring program that starts before pre planning	Ivonne Gonzalez & William Charlton	6 / 2013

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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
Millennia has 6 teacher who scored in the developing range and have been moved to 2B. 1 teacher in the Needs Improvement range and will be on a plan. No teachers that are out of field	1. Staff member will have an Improvement Plan 2. Staff member will be assigned a Leadership team member to work with the instruction delivery to enhance performance 3. Bi Monthly meetings with Admin to help hone in on areas that need improvement.

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
72	5 = 7%	15 = 21%	55 = 76%	25 = 35%	45 = 63%	89 %	35 = 49%	10 = 14%	100

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
Sam Lubin Shauna Lipsey	Maria Velasquez	New to District and she will help with discipline strategies	Induction, Planning conferences, how to maneuver in Sharepoint, Marzano Help, Mentor/Mentee meetings, setting up team observations, CHAMPS

			training for discipline
Kellen Green Bethany Ulrick	Alison Gersonde	SWAT for 2nd and also primary teacher	Induction, Planning conferences, how to maneuver in Sharepoint, Marzano Help, Mentor/Mentee meetings, setting up team observations, CHAMPS training for discipline
Joseph Hoffman Bethany Zarnes Kellie Stitt	Millie Gonzalez Jackie Baer Marisela Brombin	4th grade team member 2nd grade team members 1st grade Team Members	Induction, Planning conferences, how to maneuver in Sharepoint, Marzano Help, Mentor/Mentee meetings, setting up team observations, CHAMPS training for discipline

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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 - Title 1 Part A finding is used to purchase intervention materials, funding for personnel, provide materials for staff development and parental involvement and small group tutoring materials. Monies also used to purchase Science materials for hands on labs K – 5. The Title 1 monies benefits all students who attend Millennia. Title 1 monies are also used to pay for Substitutes so teachers can attend staff development sessions. Title 1 funds are used so staff can attend Conferences to enhance their knowledge of the curriculum.
Title I, Part C- Migrant (None)
Title I, Part D (None)
Title II – The monies from Title II are used to purchase Substitutes so teachers can plan off campus effective lesson to enhance the different levels in their classrooms. Substitutes are also funded for teachers to attend staff development on content areas. The training the staff will partake in this year is on Common Assessment.
Title III – Monies we receive are used to support the LEP population on campus with computer software and small group morning tutoring. LEP population is the students. The software purchased is Imagine Learning.
Title X- Homeless – The funds support our homeless population of students by providing field trip monies, toiletries, food, clothing and back packs for success. All materials in this section go to the students who are classified homeless.
Supplemental Academic Instruction (SAI) SAI funds are used to hire staff for morning and after school tutoring. The students targeted scored a level 1 and 2 on the FCAT 2012. Students receive tutoring during these sessions in reading and math. The SAI funds are also used to purchase materials for the tutoring sessions.
Violence Prevention Programs - We incorporate these programs throughout the year to teach the children about what to do if being bullied. Students learn about conflict resolution with TRIBES curriculum and also building Consistency with language when it comes to discipline techniques in the school through PBS. Building strategies to be safe in school and at home.
Nutrition Programs Nutrition is taught on the Wheel to enhance choices children make for their bodies. Incorporate exercise and outside time instead of inside time. Students are taught on the wheel these programs.
Housing Programs
Head Start - Students who attend the half time Pre K Exceptional Education Program attend Head Start the other half of the day. Students are impacted in this section by gaining knowledge from the program before entering Kindergarten.
Adult Education - Hold parenting classes to help parents to build consistency with their children in the home. Teach homework skills and making time to listen to their children so communication opens up while in elementary school. Three sessions of parenting for 8 weeks each are held on campus

Career and Technical Education – Students in grades 3, 4 and 5 participate in Destination College with UCF. This program meets on campus once a week for 12 weeks where students attending high academic programs come and share the importance of being in school after high school. Planting the seed now opens up the students goals for the future.
Job Training – Parents are helped during sessions on how to dress for an interview and to also fill out applications for a job. Mock interviews are held to expose parents to what may happen when they go to an interview. Area PIE helps to help with MOCK interviews with parents.
Other

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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. Lymarie Felix, Michelle Carralero, Stella Jones, Kristi Weiss, Allison Gersonde, Ivonne Gonzalez, Anne Lynaugh and William Charlton
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? Each member of the school based MTSS / RTI Leadership team is assigned a grade level to monitor. Stella Jones, Kdg/ Michelle Carralero – 1st grade/Allison Gersonde– 2nd grade/ Kristi Weiss – 3rd grade / Ivonne Gonzalez – 4th grade / Lymarie Felix – 5th grade / William Charlton and Anne Lynaugh are administrators on the team. Each leadership team member holds bi monthly meetings to go over the data and help to train the team on understanding the data, build interventions and select the right tools for progress monitoring of students in the school wide intervention block. Once children are in Tier II and do not make gains or their data is not advancing, RTI data is collected which is comprised of graphs from progress monitoring, the tools for progress monitoring and the activities the diagnostic test that shows the students lowest break down point in the reading continuum Lymarie Felix and Michelle Carralero also hold Monday, MTSS / RTI meetings with an administrator to target students who are not progressing in academics and behavior. This Monday meeting sets the tone for collecting data for future meetings. A schedule of progress monitoring meetings is set for the next couple months to chart the data and watch the child. A number of observations are scheduled for others to work with the child. The child is also scheduled into an intervention group at the break down point if it is academics
Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the RtI problem-solving process is used in developing and implementing the SIP? Members from the MTSS / RTI leadership team were part of the SAC and worked with staff and community members to pinpoint areas of need to work on during the 2012-2013 school year in the School Improvement Plan. Each grade level met off campus for a day of planning and annotating on charts what went well and what still needed to be worked on as a staff. The areas in need were also cross referenced with data and discussed at the SAC retreat. The MTSS / RTI team led discussions and helped with strategies to decide what areas the school wanted to focus on to help all children to grow at least one academic year during the 2012 – 2013 school year. The areas of need were discussed and time lines were developed so each area could be The MTSS / RTI team has Kristi Weiss and the member of the SAC and worked on the School Improvement development with the team.
MTSS Implementation
Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior. Data Sources for Reading, Math, Science and Writing were the 2012 FCAT, Benchmark exams and data derived from progress monitoring of school wider interventions. Behavior data was collected through the school wide behavior planned assimilated through the school Positive Discipline team. Areas of concern were documented based on data derived from referrals and places the referrals were being written. DRA is administered to all students in Millennia the first two weeks of school. Once this time passes before students are placed into a classroom they are given the DRA if on level and if they fall below level also the Phonics Survey is administered. Students also take a Math placement test to see what skills they are missing on grade level. Benchmark Exam is administered to 3rd – 5th and weekly mini tests are administered through FCAT test maker also.
Describe the plan to train staff on MTSS. Millennium has a district staff member who is trained on the MTSS / RTI process and meets with the leadership team at Millennia once a month. Based on the data collected plans are discussed and implemented in different areas through the Millennia MTSS / RTI leadership team to their grade level. Teachers are taught how to use their data to drive the instruction. They are taught how to progress monitor the students' intervention skill and then graph the results. The teachers are also taught how to incorporate change lines in the graph and change the interventions if the progress monitoring shows the

student is not making growth. The staff is taught how to compile the data into an MTSS / RTI folder to pass onto the next school or place in the cum for the next teacher.   All staff are trained at data meetings on the process of looking at data and then understanding what intervention is needed, charting the progress and then seeing the growth or referring the child for an MTSS / RTI meeting
Describe the plan to support MTSS. The plan is ongoing during the school year. As noted above, the MTSS /RTI core team is available every Monday to schedule meetings to discuss their children in need. Once a meeting is scheduled and MTSS / RTI folder is generated and then the official documentation begins on the student. The student once discussed is now one that is watched and the interventions monitored monthly with the team until success is achieved. Teachers can schedule these MTSS / RTI meetings on Mondays to just talk about their students and to ensure they are doing the right things to advance their children to the next level.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). Ivonne Gonzalez and Allison Gersonde, Brenda Erwin and Anne Lynaugh
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). They coach and teach all staff current best practices to help their instruction in the classroom   The Literacy team meets once a month to plan activities throughout the school year to integrate literacy activities school wide. This committee designs and implements several evening family events for the families to build skills so families can practice literacy in the home. A literacy calendar of Staff development is kept in the Title 1 documentation and how many families participate in the evening events. This year we are adding once a week book check out through the library. Families can come to check out books and to keep books in the home. Families after work can come on campus to check out books and read with their child as well as work on Succesmaker and AR.
What will be the major initiatives of the LLT this year? Common Assessment and strengthening the Core block in reading whole group instruction. The data from the 2012 FCAT showed that learning gains were prevalent but the core reading block needed more rigor. So the teams are using Science and Social studies literature and raising the level of types of questions asked so all students are exposed the added level of rigor during the whole group and guided reading instruction.

Public School Choice

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

August 2012
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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.

Students who attend Millennia Elementary preschool programs are immersed into the Kindergarten classes the last quin of the year for Social Studies three times a week. New students to the school can be given tours at registration time. Students are tested and results are shared with their new kindergarten teacher when they enter the classroom. Parents' questions are answered so when school begins in the fall, everyone feels comfortable about being a Millennia kangaroo.

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?

None

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?

None

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?

None

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.

None

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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. Reading Goal #1A: *Students who scored a Level 3 in reading will work in groups with trade books and assign projects based on skills being taught.* **2012 Current Level of Performance:*** *33% Out of 499 Students* **2013 Expected Level of Performance:*** *36%*	1A.1. Structuring the 30 minute intervention block so independent work can be completed by the students on level.	1A.1. There will be a school wide intervention block happening in each classroom. The on level students will be working independently and including development of Common Assessments.	1A.1. Classroom Teacher/ Core Team Trained in Common Assessments	1A.1. minis exams / Weekly Benchmark exam – monitor increases in the skill areas being defined each week in the instruction.	1A.1. FCAT 2013 minis exams Weekly benchmark exams
	1A.2. Block of time of 30 minutes first thing in the morning used to strengthen reading for those not in interventions but on Level 3.	1A.2. Staff development on research best practices to help students excel further in skill development using trade books	1A.2. All instructional staff to include SWAT, Special area and paras will all be working with student groups to strengthen skills of those on level 3.	1A.2. Individual charts will depict student development while reading in AR for those on level 3.	1A.2. Analyze FCAT 2013
	1A.3. All instructional personnel on staff in charge of teaching a block of students who are on level 3	1A.3. Parents presented data at Report card evenings	1A.3. Administration will monitor and substitute when needed	1A.3 All data stored on databases set up in SharePoint.	1A.3. All data stored on databases set up in SharePoint.
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1B: *None* **2012 Current Level of Performance:*** *None* **2013 Expected Level of Performance:*** *None*	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
	1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
	1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.			2A.1. Incorporating a structured block during the intervention block where the work will be done but the instruction for the self-paced project assimilated at a different time. Students on level 4 and 5 will be enriched during this block by receiving reciprocal teaching strategies.	2A.1. Developing strategies school wide for students who are high achievers. Research projects for the classes who have the high performing students so their knowledge can be exceled.	2A.1. Classroom teacher, SWAT member and Special Area teachers	2A.1. Rubrics, Benchmark and weekly minis, DRA quarterly and weekly reading tests.	2A.1. FCAT 2013
Reading Goal #2A: *Level 4 and 5 on the FCAT increased a little. Incorporated into the Reading block will be specific enrichment types of projects that help the students perform at a higher level. Rigor and relevance will be added to planning the lessons.*	2012 Current Level of Performance:* *20% Out of 499 students*	2013 Expected Level of Performance:* *23%*					
			2A.2. School wide time for 30 minutes four days a week	2A.2. Students will work on projects that the content correlates with the curriculum studied in Science and Social Studies	2A.2. Gifted teacher will share strategies with the staff	2A.2. Benchmark and weekly minis, DRA quarterly and weekly reading tests.	2A.2. Benchmark and weekly minis
			2A.3. Sharing of the project outcomes will be done grade level wide and students will help to teach the concepts researched and learned.	2A.3. Students will teach the concepts learned to the other classmates. The design of the project will enhance what is being learned in the classrooms.	2A.3. Classroom teachers	2A.3. Results from project based assignments - rubrics	2A.3. FCAT 2013
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
Reading Goal #2B: *None*	2012 Current Level of Performance:* *None*	2013 Expected Level of Performance:* *None*					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in reading.			3A.1. Length of time needed to assimilate the DRA to all students to gather like baseline data for the whole school.	3A.1. During intervention block of 30 minutes first thing in the morning, students will be taught and monitored in one skill area.	3A.1. Classroom teacher will administer the DRA three times a year	3A.1. Weekly progress monitoring Teams will meet once a month to check progress or lack of with the students in their group. If students can move onto the next level it will be done at the monthly meeting.	3A.1. Assessment will vary based on the intervention being used
Reading Goal #3A: *Learning gains in reading were excellent this year. We will continue with the school wide intervention block. Instruction will be broken up by pretest of DRA given to all students.*	2012 Current Level of Performance:* *76% Out of 499 Students*	2013 Expected Level of Performance:* *79%*					
			3A.2. Tier 2 students will be taught on their breakdown areas based on the DRA	3A.2. Instruction will be delivered from a research based curriculum.	3A.2. All instructional personnel on campus will teach during interventions in 2nd – 5th grades	3A.2. Weekly progress monitoring documented on charts based on SharePoint	3A.2. Progress monitoring tool designated from the research based program.
			3A.3. Groups limited to 5 – 6 students	3A.3. Nothing will interrupt the intervention block of time.	3A.3. Administration will monitor progress	3A.3. Intervention data will be shared on SharePoint and with parents	3A.3. Progress assimilated via parent conferences and at data meetings so no child is left behind
3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.			3B.1.	3B.1.	3B.1.	3B.1.	3B.1.
Reading Goal #3B: *None*	2012 Current Level of Performance:* *None*	2013 Expected Level of Performance:* *None*					
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.			4A.1. Enough materials for all intervention groups.	4A.1. Intervention time will be scheduled the first 30 minutes of the day using all personnel to teach the instruction during this time.	4A.1. All Instructional staff on campus	4A.1. Weekly Progress Monitoring	4A.1. Reading Exam and the 2nd and 3rd DRA testing
Reading Goal #4: *The students who scored low on the DRA reading assessment will enter 30 minute intervention time which will run school wide*	2012 Current Level of Performance:* *85% Out of 45 Students*	2013 Expected Level of Performance:* *88%*					
			4A.2. Students not getting to school on time.	4A.2. Interventions will hone in on the skill the student broke down on the DRA Assessment.	4A.2. Each staff member will be responsible for their group's progress monitoring	4A.2. Weekly Progress Monitoring	4A.2. OPM Progress Monitoring
			4A.3. Not taking advantage of other tutoring programs on campus before and after school	4A.3. Other tutoring will be offered before and after school for the students who need interventions	4A.3. SES tutoring offered – leads are Jeana McMath and Shauna Lipsey	4A.3. Data collection and monitoring from agencies performing the SES tutoring	4A.3. FCAT 2013

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years school will reduce their achievement gap by 50%. Reading Goal #5A: *By 2016-2017 Millennia students' achievement gap will be reduced by 50%. The school will reflect 85% on level.*		Total: 50%	Total: 54%	Total: 58%	Total: 62%	Total: 66%	Total: 70%
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in reading.** Reading Goal #5B: *The only subgroup that stayed the same is the Black subgroup in reading. All other subgroups of Hispanic, LY, free and reduced lunch made gains. The black subgroup will be identified and all will be immersed in a reading intervention and monitored weekly through progress monitoring. As new students enter the school, the day they enter, based on the reading testing will be placed in an intervention so no time is wasted.*	**2012 Current Level of Performance:*** White: Black: 34% Hispanic: Asian: American Indian: **2013 Expected Level of Performance:*** White: Black:31% Hispanic: Asian: American Indian:	5B.1. White: Black: 34% Hispanic: Asian: American Indian: Ensuring that extra time is provided outside the reading block as well as before and after school for those that fall into Tier 2 and 3 with their scores.	5B.1. Data will be charted by subgroups and correlated with the classroom teacher so each teacher knows what sub group their students fall into.	5B.1. Reading Coaches and Classroom teacher	5B.1. Weekly progress monitoring data and Benchmark testing as well as the DRA assimilation	5B.1. FCAT 2013	
		5B.2. Ensuring that data is shared with homeroom teacher as well as the intervention teacher. All teachers need to know the data of their children.	5B.2. Each teacher will have a subgroup data chart.	5B.2. All instructional staff will monitor their own small group data as well as share it with parents and homeroom teachers.	5B.2. Weekly progress monitoring and assimilation meetings once a month to regroup the students who are exceling.	5B.2. All testing in reading will be charted and should show growth or student will enter the RTI process	
		5B.3. Creating charts that teachers will keep to denote the various subbgroups.	5B.3. Chart for the sub groups will be color coded based on the growth	5B.3. SWAT coaches will help on each team will assimilation of the data	5B.3. All staff will know their students data/	5B.3. FCAT 2013	

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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. Sheltered classrooms will provide extra interventions outside the 30 minutes for Tier 3 students who are still learning the language.	5C.1. Students who are classified LY and not making gains will be taught in the Tier 2 interventions as well as a TIER 3 time. Students will also be added to Imagine Learning reading program.	5C.1. Instructional staff assigned to working with the students who are on TIER 3 interventions.	5C.1. Results from ongoing progress monitoring and data assimilated via the Imagine Learning program	5C.1. FCAT 2013
Reading Goal #5C: *For the LY students not making progress due to the language barrier will be placed in several intervention groups so language acquisition can be gained. We did make learning gains with this subgroup during the FCAT 2012*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			5C.2. Train staff on different strategies to enhance the visual as well as tactile learning of vocabulary	5C.2. Sheltered teachers will all be trained in SIOP and meet to share successful strategies	5C.2. Classroom teachers	5C.2. Progress Monitoring through various intervention curriculum and Successmaker data.	5C.2. FCAT 2013
			5C.3. Time for training of Intervention materials as they are needed as interventions change.	5C.3. Interventions will begin with learning the language and vocabulary	5C.3. Instructional staff and administration	5C.3. Vocabulary development tests.	5C.3. FCAT 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 subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.			5D.1.	5D.1.	5D.1.	5D.1.	5D.1.
Reading Goal #5D: *None*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Not a subgroup	*Not a subgroup*					
			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 reading.			5E.1.	5E.1.	5E.1.	5E.1.	5E.1.
Reading Goal #5E: *In this subgroup we had a tremendous amount of learning gains during the*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			5E.2.	5E.2.	5E.2.	5E.2.	5E.2.
			5E.3.	5E.3.	5E.3.	5E.3.	5E.3.

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities						
Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Training on DRA assimilation	K – 5	Ivonne Gonzalez	School wide	August	DRA will be given three times a year and data charted and checked	Classroom teacher, SWAT, Administration
Training on Researched base curriculum used during intervention	K – 5	Reading Coaches	School Wide	September	Weekly progress monitoring will be charted for each TIER 2 and TIER 3 intervention group	SWAT and Administration
Training on how to create quality projects for on level and above level groups in reading	K – 5	Gifted Teacher and Assistant Principal	All instructional staff	October	Teachers will chart progress using rubrics and discuss progress at monthly progress monitoring meetings	Classroom teachers , SWAT and Administration

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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
Researched based reading interventions	Intervention Programs	Title 1	$5,000.00
			$5,000.00 Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
Imagine Learning	Software	Main Budget / 001	$15,000.00
Progress Monitoring assimilation	Program created in SharePoint	None	0 dollars
			$15,000.00 Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Learn how to use interventions	Various research based interventions	None	0 dollars
Reading strategies	Houghton Mifflin and Imagine It and school based instruction	Title 1	$2,500.00
			$2,500.00 Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
Learn how to create Common Assessments	District Trainings and time to meet as grade level teams	Title II	$2500.00
			$2,500.00 Subtotal:
			$25,000.00 Total:

End of Reading Goals

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<u>Comprehensive English Language Learning Assessment (CELLA) Goals</u>

* 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. <u>CELLA Goal #1:</u> *Incorporate for all LY students Imagine Learning English program to help students practice the listening and speaking skills.*	<u>2012 Current Percent of Students Proficient in Listening/Speaking:</u> *51% are proficient in listening and speaking out of 68 students*	1.1. Setting up time on the computers for uninterrupted time on task	1.1. Incorporating the program in other times of the day so students can get extra time on the program like Extended day.	1.1. Classroom teacher	1.1. Program based Progress Monitoring by looking at the data monthly	1.1. FAIR and FCAT 2013
		1.2. Students will also need time to practice what they learn from the program.	1.2. Incorporating computer before school also.	1.2. Tutoring staff	1.2. Class incentives used to motivate use of the program while analyzing the data for growth.	1.2. FAIR and FCAT 2013
		1.3. Learn how to read the data to ensure that the students are moving forward	1.3. Train staff on report reading	1.3. Consultant and CCT	1.3. Data charts will be created by each teacher to show growth by skill area.	1.3. FAIR and FCAT 2013
Students read grade-level text in English in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring proficient in reading. <u>CELLA Goal #2:</u> *Provide students with experiences from Imagine Learning Program to enhance reading proficiency and vocabulary*	<u>2012 Current Percent of Students Proficient in Reading:</u> *50% of the total 67 students tested were proficient in reading.*	2.1. Finding the length of time needed on a consistent basis to be on the program effectively	2.1. Create schedule for the computer and also which part of the program the students will use on what day	2.1. CCT and Classroom Teachers	2.1. Program based Progress Monitoring by looking at the data monthly	2.1. FAIR and FCAT 2013
		2.2. Incorporating content vocabulary for students to comprehend effectively	2.2. Provide training for the staff to learn how to teach vocabulary strategies effectively.	2.2. Consultant and CCT	2.2. Build in incentives for the staff who attain maximum time on the program	2.2. FAIR and FCAT 2013
		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. Provide SIOP strategies for effective performance of the staff in teaching vocabulary	2.1. Train the staff with SIOP strategies	2.1. District personnel and train the trainer model from staff who were taught last year.	2.1. Program based Progress Monitoring by looking at the data monthly	2.1. FCAT 2013
<u>CELLA Goal #3:</u> *88% of the students tested scored a level 3 or above in the FCAT Writes. We will continue to increase the proficiency of students scoring at level 4 and above*	<u>2012 Current Percent of Students Proficient in Writing :</u> *88% Scored a level 3 or above.*					
		2.2. Enhancing daily regime to talk about vocabulary all the time	2.2. Train staff on how to build vocabulary banks throughout the day so students own the words they are learning about.	2.2. Classroom teachers and Reading Coaches and CCT	2.2. Build in incentives for the staff who attain maximum time on the program	2.2. FCAT 2013
		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
Imagine Learning Program	Computer based program	Main Budget / 001	$15,000.00 (tallied in reading budget)
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
Imagine Learning Program	Computer Based Program	Main Budget / 001	Same as Above
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Training on use of the Imagine Learning Program	Computer Based Program	None	0 dollars
SIOP Training	Training for effective strategies to teach speakers of other languages	Title 1 – Substitutes	$1,000.00
			$1,000.00 Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			$1,000.00 Total:

End of CELLA Goals

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Elementary School Mathematics Goals

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

Elementary Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1A: *Students scoring at a Level 3 and above dropped a lot this year. We have worked on matching the benchmarks to what needs to be taught.*	2012 Current Level of Performance:* *21% out of 499 students scored at level 3 in math.*	2013 Expected Level of Performance:* *24%*	1A.1. Adding rigor to the math instructional block not teaching page by page in the textbook.	1A.1. Training staff on what needs to be taught to meet the needs of the students	1A.1 Math Coaches	1A.1. Analyzing 1st and 2nd benchmark exam / Weekly minis on skill areas and Topic tests	1A.1. FCAT 2013 benchmark exam / Weekly minis on skill areas and Topic tests
			1A.2. Important to pretest students at the beginning of the topic to see the knowledge and then to differentiate	1A.2. Using differentiation model with the students in class and rotate instruction	1A.2. Math Coaches and Principal	1A.2. Progress Monitor small group interventions	1A.2. FCAT 2013 benchmark exam / Weekly minis on skill areas and Topic tests
			1A.3. Charting data and teaching in small groups based on the assessments	1A.3. Training staff on math rotations and meeting needs of students with their delivery of instruction. Using data to support the groupings.	1A.3. Math Coach and Principal	1A.3. Observing classrooms for implementation and then analyzing data for relevance and growth.	1A.3. FCAT 2013 benchmark exam / Weekly minis on skill areas and Topic tests
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1B: *None*	2012 Current Level of Performance:* *None*	2013 Expected Level of Performance:* *None*	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.			2A.1. Readability of the text and time to teach the enriched students different strategies	2A.1. Train teachers to teach math vocabulary and how to solve multi step word problems using math strategies	2A.1. Math Coaches and District Math Workshops	2A.1. Benchmark Exams/ Weekly mini's and Topic Tests	2A.1. FCAT 2013 Benchmark Exams/ Weekly mini's and Topic Tests
Mathematics Goal #2A: *This number increased in some classrooms but need consistency across the grades with 4 and 5's.*	2012 Current Level of Performance:* *15% out of 499 Students*	2013 Expected Level of Performance:* *18%*					
			2A.2. Students having difficulty with solving multi step word problems	2A.2. Help students dissect the word problems to come up with the answers	2A.2. Classroom Teachers	2A.2. Benchmark Exams/ Weekly mini's and Topic Tests	2A.2. Benchmark Exams/ Weekly mini's and Topic Tests
			2A.3. Staff knowledge on how to teach multistep word problems	2A.3 .Train staff on how to teach word problems systematically	2A.3. Math Coaches and District Staff Development	2A.3. Benchmark Exams/ Weekly mini's and Topic Tests	2A.3. Benchmark Exams/ Weekly mini's and Topic Tests
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
Mathematics Goal #2B: *None*	2012 Current Level of Performance:* *None*	2013 Expected Level of Performance:* *None.*					
			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. Mathematics Goal #3A: This year we went from 54 to 82%of the students making learning gains	2012 Current Level of Performance:* *82% out of 499 students*	2013 Expected Level of Performance:* *85%*	3A.1. Students learning gains were very high this year. Need to find ways to make word problem solving stronger	3A.1. Training staff on math strategies like, Math Talks, Math Perspectives and other strategies that will develop dialogue for students to explain their answers	3A.1. Math Coaches and Administration	3A.1. Benchmark Exams/ Weekly mini's and Topic Tests	3A.1. FCAT 2013 Benchmark Exams/ Weekly mini's and Topic Tests
			3A.2. Find time to develop intervention time within the math block to ensure individual needs of students and core are being met	3A.2. Working with each team to add extra time to the math block so interventions can take place.	3A.2. Math Coaches and Administration	3A.2. Benchmark Exams/ Weekly mini's and Topic Tests	3A.2. FCAT 2013 Benchmark Exams/ Weekly mini's and Topic Tests
			3A.3.	3A.3.	3A.3.	3A.3.	3A.3.
3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics. Mathematics Goal #3B: *None*	2012 Current Level of Performance:* *None*	2013 Expected Level of Performance:* *None.*	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.
			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. Mathematics Goal #4: *This year the lowest 25% went from 67% 5o &73% making learning gains in math. We need to continue to structure the math block so all students are getting intervention time on skills they need extra help with.*	2012 Current Level of Performance:* *73% out of 42 students*	2013 Expected Level of Performance:* *76%*	4A.1. Teaching the staff to not go page by page in the math book but to work on the skills that are to be concentrated on for that grade level.	4A.1. Staff Development on matching the benchmarks to the resources available.	4A.1. Math Coaches and District Math Sessions	4A.1. Benchmark Exams/ Weekly mini's and Topic Tests	4A.1. FCAT 2013 Benchmark Exams/ Weekly mini's and Topic Tests
			4A.2. Working with K & 1 on the common core implementation so the drill down of the skills is essential to future development	4A.2. Creating a document that cross references the common core to the resources available for the team to teach the concepts.	4A.2. Writing team and then Math Coaches	4A.2. Benchmark Exams/ Weekly mini's and Topic Tests	4A.2. Benchmark Exams/ Weekly mini's and Topic Tests
			4A.3. Using Topic Pre Tests to structure the math block and also not reteach those who have mastered the concepts already but take them in higher directions.	4A.3. Creating a data base for Topic pretests as well as post Topic tests. Discussing at PLC's what strategies are successful in classrooms for teaching the students mastery of the skills needed	4A.3. Math Coaches	4A.3. Benchmark Exams/ Weekly mini's and Topic Tests	4A.3. Benchmark Exams/ Weekly mini's and Topic Tests

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years school will reduce their achievement gap by 50%.	**Baseline data 2010-2011**						
Mathematics Goal #5A: *Each year our Gap of students moving up is improving. We will continue to group students based on assessments to teach the concepts to mastery.*							

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:39 Hispanic:53 Asian: American Indian: Vocabulary continues to be an obstacle when trying to read and solve the word problems.	5B.1. Train staff on vocabulary development and post vocabulary by subject on the word walls in the classrooms.	5B.1. Math Coaches	5B.1. Topic Tests / Weekly minis	5B.1. FCAT 2013 Topic Tests / Weekly minis	
Mathematics Goal #5B: All subgroups in math improved on the FCAT 2012. We will continue to use data to drive our instruction so gaps are filled and all students obtain the skills needed for math success. Black went from 33% to 36 % making progress and the Hispanic went from 47% to 53% making progress.	2012 Current Level of Performance:* White: Black:36 Hispanic: Asian: American Indian:						
	2013 Expected Level of Performance:* white: Black:33 Hispanic: Asian: American Indian:						
		5B.2. Readability of the test questions continues to be a barrier for most students	5B.2. Work with students in small groups on how to solve word problems using key vocabulary	5B.2. Math Coaches / SWAT	5B.2. Topic Tests / Weekly minis	5B.2. Topic Tests / Weekly minis	
		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. Exposing students to math vocabulary and helping to understand the definition and process of how to use it when solving multi step word problems	5C.1. Training the staff on SIOP strategies to bring the math vocabulary to mastery and then training staff on strategies to teach multi step word problems.	5C.1. Math Coaches	5C.1. Weekly mini math assessments along with Topic Math Assessments	5C.1. FCAT 2013
Mathematics Goal #5C: *The scores in this area went from 41% to 46% making progress.*	2012 Current Level of Performance:* *46%*	2013 Expected Level of Performance:* *46%*					
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.			5D.1.	5D.1.	5D.1.	5D.1.	5D.1.
Mathematics Goal #5D: *none*	2012 Current Level of Performance:* *none*	2013 Expected Level of Performance:* *none*					
			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. Exposing students to multi step word problems and ensuring mastery of the steps to solve the problems.	5E.1. Providing staff development for all staff on different strategies to solve multi step word problems. This area is continuing to grow.	5E.1. Math Coaches	5E.1. Topic tests along with weekly mini assessments	5E.1. FCAT 2013
<u>Mathematics Goal #5E:</u> *The scores in this area went from 44% to 50 % making satisfactory progress*	2012 Current Level of Performance:* *50%*	2013 Expected Level of Performance:* *53%*					
			5E.2.	5E.2.	5E.2.	5E.2.	5E.2.
			5E.3.	5E.3.	5E.3.	5E.3.	5E.3.

End of Elementary School Mathematics Goals

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Middle School Mathematics Goals

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

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

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

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

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			4A.2.	4A.2.	4A.2.	4A.2.	4A.2.
			4A.3.	4A.3.	4A.3.	4A.3.	4A.3.

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

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

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

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

End of Middle School Mathematics Goals

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Florida Alternate Assessment High School Mathematics Goals

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

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

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

End of Florida Alternate Assessment High School Mathematics Goals

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

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

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

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
3A. In six years, school will reduce their achievement gap by 50%.	**Baseline data 2010-2011**						
Algebra 1 Goal #3A: *Enter narrative for the goal in this box.*							

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

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

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

End of Algebra 1 EOC Goals

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

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

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

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
3A. In six years, school will reduce their achievement gap by 50%.	**Baseline data 2011-2012**					
Geometry Goal #3A: *Enter narrative for the goal in this box.*						

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

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

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

End of Geometry EOC Goals

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities						
Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Number Talks Training	K – 5	Kristi Weiss and Stella Jones	All instructional staff	September 2012	In the following staff development talk about what was implemented and the results	Math Coaches
Number Precision	K – 5	Kristi Weiss and Stella Joes	All Instructional Staff	October 2012	Results of implementation and the effectiveness of the change in presentation	Math Coaches
Core Changes and Lesson Plans	K – 5	Ivonne Gonzalez	All Instructional Staff	November 2012	Changes in lesson plans and how to document the core is being taught	Administration
How do we teach Multi Step Word Problems	K – 5	Alex Salazar	All Instructional Staff	December 2012	Enhancing strategies for the staff to use when teaching word problems in class and video tape good lessons	Administration and Math Coaches and SWAT

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Mathematics Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Effective Math Strategies	Math Comes Alive	Title 1	$2500.00
			$2,500.00 Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
XCEL	Math Problem Solving Software	Main Budget	$3,500
Successmaker	Math acceleration based on students level	Main Budget	$4800
			$8300.00 Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
District Staff Development	Workshops offered by the district	Title 1	$1,000
Math Conference	To gain more knowledge to help formulate the future math at Millennia	Title 1	$5500
			$6500.00 Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			$17,300.00 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. Readability of the Science Test.	1A.1. Train staff on ways to use the text and the resources to meet the benchmarks tested.	1A.1. District staff development as well as monthly meetings with the Science Coach. Timelines will be established so all classes are working on the same material.	1A.1. Science test as well as the Science benchmark test	1A.1. FCAT 2013 Science test as well as the Science benchmark test
Science Goal #1A: *Science goal went from 43 to 34% at 3 and above.*	2012 Current Level of Performance:* *34 %*	2013 Expected Level of Performance:* *37%*					
			1A.2. Creating a schedule and adding time to K – 5 science block	1A.2. Science is four days a week with labs two of the days -Expectation	1A.2. SWAT and Classroom teachers	1A.2. Science test as well as the Science benchmark test	1A.2. Science test as well as the Science benchmark test
			1A.3. Creating a timeline of at least 2 labs per week.	1A.3. 2 labs will be presented twice a week and documented on their schedules	1A.3. Classroom teachers	1A.3. Science test as well as the Science benchmark test	1A.3 Science test as well as the Science benchmark test.
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: *none*	2012 Current Level of Performance:* *none*	2013 Expected Level of Performance:* *none*					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.			2A.1. Ensuring the students in 5th grade will get the instruction necessary for the benchmarks to be taught.	2A.1. Match benchmarks to what is supposed to be covered and then match science resources to the content to be tested.	2A.1. Classroom teacher and Science lab contact person	2A.1. Science test as well as the Science benchmark test	2A.1. FCAT 2013 Science test as well as the Science benchmark test
Science Goal #2A: *We had 5 % of the students in 5th grade scoring at a 4 or 5 in Science. This percentage will increase this next year.*	2012 Current Level of Performance:* *5% out of 108 students*	2013Expected Level of Performance:* *8%*					
			2A.2. Exposure to higher level questions and techniques for solving the questions on the exam.	2A.2. Create Science club and challenge the higher level students in Science concepts	2A.2. Science Lab Contact person	2A.2. Science test as well as the Science benchmark test	2A.2. Science test as well as the Science benchmark test
			2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
Science Goal #2B: *None*	2012 Current Level of Performance:* *None*	2013Expected Level of Performance:* *None*					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

End of Elementary and Middle School Science Goals

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Florida Alternate Assessment High School Science Goals

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

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

End of Florida Alternate Assessment High School Science Goals

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

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

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

End of Biology 1 EOC Goals

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Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Monthly meetings with Science Coach	K -5	Marnie Waitzman	K – 5 instructional staff	Ongoing Sept – May	Each month follow up what happened the month before, chart progress	Science Coach and AP
How to incorporate Science 4 times a week	K – 5	Principal	K – 5 instructional Staff	September 2012 / January 2013	Share data and how the standards are taught each year	Principal

Science Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Science Supplies	Various places based on requests	Main Budget	$5500.00
Non Fiction Books for Library	Scholastic and Other vendors	Title 1	$4,500.00
			$10,000.00 Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Train staff on what Science block should look like	Science Coach strategies from Science Coach Meetings	none	none
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount

	Subtotal:
$10,000.00	Total:

End of Science Goals

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Writing Goals

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

Writing Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.			1A.1 .Mobility rate when students enter school late and then catching them up on the process of writing	1A.1. Ensuring time for differentiated groups during the year to catch students up on the writing process.	1A.1. Writing Coaches	1A.1. Monthly Writing Prompt scoring.	1A.1. FCAT 2013
Writing Goal #1A: *We had 88% of students scoring a level 3.0 or above on the writing exam.*	2012 Current Level of Performance:* *88% out of 141 students*	2013 Expected Level of Performance:* *90%*					
			1A.2. Effectively ensuring all staff has resources to teach the conventions effectively	1A.2. Purchasing Write Traits which hones in on writing strategies in the classroom	1A.2. Administration	1A.2. Progress monitoring built in the program and will be done monthly	1A.2. FCAT 2013
			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: *None*	2012 Current Level of Performance:* *None*	2013 Expected Level of Performance:* *None*					
			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

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
Training in Writing staff development	K -5	Ivonne Gonzalez	All Instructional Staff	September 2012	Monitor monthly prompts to train each team on the development of writing on their grade level	Writing Coach

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.

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
Curriculum to teach Conventions	Write Traits	Title 1	$3600.00
			$3,600.00 Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
None	None	None	None
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Training on Curriculum	Write Traits Training	None	None
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:

	$3,600.00	Total:

End of Writing Goals

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

<u>Civics End-of-Course (EOC) Goals</u> *(required in year 2014-2015)*

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

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

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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
			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

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

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

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

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

U.S. History Professional Development

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

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

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

End of U.S. History Goals

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

Attendance Goal(s)

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

Attendance Goal(s)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Attendance			1.1. Using Connect Orange to notify parents that when they come late to school in how it adds up to five tardies being an absence.	1.1. Communicate via connect Orange and also in monthly newsletters.	1.1. Classroom Teachers and Administration	1.1. Effective data collection of absences six times a year.	1.1. Attendance data
Attendance Goal #1: *This year for every five tardies students will earn 1 absence. Therefore we will be working on the parents bringing their children to school late.*	2012 Current Attendance Rate:* *95%* 2012 Current Number of Students with Excessive Absences (10 or more) *8* 2012 Current Number of Students with Excessive Tardies (10 or more) *32*	2013 Expected Attendance Rate:* *97%.* 2013 Expected Number of Students with Excessive Absences (10 or more) *6* 2013 Expected Number of Students with Excessive Tardies (10 or more) *29*					
			1.2. Annotating on the report card and via Open House this new requirement for students to be in school.	1.2. Open House Agenda and also Connect Orange voice over.	1.2. Administration and Classroom teacher	1.2. Bi monthly attendance reports	1.2 . End of year Attendance data
			1.3. Monitoring report cards and mid quin reports as to the number of absences and work with registrar and social worker on meeting with families that are consistently tardy.	1.3. Schedule bi monthly attendance meetings for families that absences and tardies affect.	1.3. Registrar, Social Worker and Administration	1.3. Bi monthly attendance reports and classroom teachers when students out three or more days.	1.3. End of Year Attendance Data

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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
Staff Understanding Tardies	K-5	Administration	All staff K – 5	September	October Report Cards – comment in the comment section	Classroom teacher and Administration

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
Train staff on procedures for tardies	Copies / Attendance Binders	001	$100.00
			$100.00 Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
SMS training	Train core staff on how to access reports	None	None
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Understanding Tardies	Reports from Registrar	001	$50.00
			$50.00 Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			$150.00 Total:

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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 Suspension Goal #1: *To decrease the amount of Level 3 and Level 4 suspensions*	2012 Total Number of In –School Suspensions *none* 2012 Total Number of Students Suspended In-School *none* 2012 Total Number of Out-of-School Suspensions *86* 2012 Total Number of Students Suspended Out- of- School *40*	2013 Expected Number of In- School Suspensions *none* 2013 Expected Number of Students Suspended In -School *none* 2013 Expected Number of Out-of-School Suspensions *83* 2013 Expected Number of Students Suspended Out- of-School *37*	1.1. New teachers with little discipline strategies in the classroom.	1.1. Providing training to strengthen each classroom discipline plan so when students move from the classroom they go other places on campus we are consistent in our discipline language.	1.1. PBS Committee and Behavior Specialist	1.1. Discipline data in SMS	1.1. Discipline data in SMS and End of year reports in EDW
			1.2.Training staff on how to trouble shoot level 1 and 2 discipline offenses	1.2. Providing ongoing staff development to strengthen teacher strategies for level 1 and 2 offenses	1.2. PBS Committee	1.2. Discipline data in SMS	1.2. Discipline data and End of year Reports in EDW
			1.3. Training staff in CHAMPS for more effective discipline strategies	1.3. Providing CHAMPS training for all new staff	1.3. Classroom teacher and SWAT team member	1.3. Discipline data in SMS	1.3. Discipline data and End of year Reports in EDW

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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
CHAMPS	K – 5	PD	School wide	October, January	Classroom walk throughs and discipline data	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
Social Skills Curriculum	Two Social skills curriculum focusing on conflict and how to talk with one another	001	$400.00
			$400.00 Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
Databases by each teacher for SWAT	SharePoint	001	$200.00
			$200.00 Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			$600.00 Total:

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End of Suspension Goals

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<u>Dropout Prevention Goal(s)</u>
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 <u>Dropout Prevention Goal #1:</u> *Enter narrative for the goal in this box.* **Please refer to the percentage of students who dropped out during the 2011-2012 school year.*	2012 Current Dropout Rate:* *Enter numerical data for dropout rate in this box.* 2012 Current Graduation Rate:* *Enter numerical data for graduation rate in this box.*	2013 Expected Dropout Rate:* *Enter numerical data for expected dropout rate in this box.* 2013 Expected Graduation Rate:* *Enter numerical data for expected graduation rate in this box.*	1.1.	1.1.	1.1.	1.1.	1.1.
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Dropout Prevention Professional Development

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

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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)

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

Parent Involvement Goal(s)

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

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

<table>
<tr>
<th colspan="3">Parent Involvement Goal(s)</th>
<th colspan="5">Problem-solving Process to Parent Involvement</th>
</tr>
<tr>
<td colspan="3">Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:</td>
<td>Anticipated Barrier</td>
<td>Strategy</td>
<td>Person or Position Responsible for Monitoring</td>
<td>Process Used to Determine Effectiveness of Strategy</td>
<td>Evaluation Tool</td>
</tr>
<tr>
<td rowspan="3">1. Parent Involvement

Parent Involvement Goal #1:

Parents will participate in Curriculum and Tutoring events to broaden their knowledge in the areas or Reading, Math, Writing and Science as well as Wellness.</td>
<td colspan="2"></td>
<td>1.1.
Parent's time is limited since parents are working more than one job.</td>
<td>1.1.
Advertising the events in plenty of time so parents can arrange their schedule to attend.</td>
<td>1.1.
SWAT</td>
<td>1.1.
Sign in sheets</td>
<td>1.1.
Sign in sheets
Feedback form at the end of each family event and End of year surveys</td>
</tr>
<tr>
<td>2012 Current Level of Parent Involvement:*

*50%
972 students*</td>
<td>2013 Expected Level of Parent Involvement:*

55%</td>
<td>1.2.
Providing a calendar of events</td>
<td>1.2.
Providing a calendar of events in our monthly Curriculum newsletter to parents and the community.</td>
<td>1.2.
Title 1 Committee and Administration</td>
<td>1.2.
Feedback form at the end of each family event and End of year surveys</td>
<td>1.2.
Sign in sheets
Feedback form at the end of each family event and End of year surveys</td>
</tr>
<tr>
<td colspan="2"></td>
<td>1.3.
Scheduling Family events twice a month on Thursdays so families know the date and times.</td>
<td>1.3.
Publicizing the upcoming Family Events for all families to see a month a head of time.</td>
<td>1.3.
Classroom Teacher</td>
<td>1.3.
Feedback from end of the year surveys</td>
<td>1.3.
Feedback from end of the year family surveys</td>
</tr>
</table>

Parent Involvement Professional Development

<table>
<tr>
<th colspan="6">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.</th>
</tr>
<tr>
<td>PD Content /Topic and/or PLC Focus</td>
<td>Grade Level/Subject</td>
<td>PD Facilitator and/or PLC Leader</td>
<td>PD Participants (e.g. , PLC, subject, grade level, or school-wide)</td>
<td>Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)</td>
<td>Strategy for Follow-up/Monitoring</td>
<td>Person or Position Responsible for Monitoring</td>
</tr>
<tr>
<td>Curriculum Nights</td>
<td>K – 5</td>
<td>SWAT</td>
<td>Everyone from the community</td>
<td>September – June</td>
<td>Tell parents and also sign in when attending</td>
<td>Assistant Principal</td>
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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
Materials for Family Nights	Various as needed per night	Title 1 and Main Budget	$5,500.00
			$5,500.00 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:
			$5,500.00 Total:

End of Parent Involvement Goal(s)

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<u>Science, Technology, Engineering, and Mathematics (STEM) Goal(s)</u>

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
<u>STEM Goal #1:</u> Construct Lesson Study groups which will incorporate the STEM practices in the classroom.	1.1. Building knowledge for the staff on the STEM practices that can be incorporated in the classroom.	1.1. Training the staff on what the STEM practices that can be integrated in the Math and Science Curriculum	1.1. Math and Science Coaches	1.1. Pre and post survey for the staff on what STEM practices are and how they can be incorporated into the classroom practices	1.1. Lesson Plans and data from Math and Science Classes
	1.2. Integrating the 21st century skills in the classroom	1.2. Hosting a math and Science Family event centering around the 21st century skills that will be incorporated into the classroom practices	1.2. Math and Science Coaches and Classroom teachers	1.2. Family Feedback form	1.2. Parent Surveys and Staff Surveys
	1.3. Identify STEM PIE to help support the integration of engineering design in the classroom.	1.3. Inviting the STEM PIE to be guest speakers in the classrooms to entice students to understand the different types of engineers and how they affect our lives.	1.3. PIE Coordinator and Classroom teachers.	1.3. Feedback form from the PIE and Classroom Teachers	1.3. Lesson Plans and data from Math and Science Classes

STEM Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Train staff on STEM practices in the classroom	Math and Science	Ivonne Gonzalez	3rd, 4th and 5th	November 2012	Lesson plans and dialogue at data meetings	Administration

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Problem Based Learning Training	Math and Science	District training	3rd, 4th and 5th grade teachers	September 2012 – May 2013	Response journals from staff when they return from the training	Administration

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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
Purchase curriculum pieces to have a resources in the classroom	Problem Based Learning	Title 1	$600.00
			$600.00 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
Materials for hosting a Family Night	Math and Science Activities	Title 1	$1,000.00
			Subtotal:
			$1,000.00 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: *Expose students to careers in their future so they have goals to aim to for their college or technical training.*	1.1. Developing ideas of what careers will be in the students future	1.1. Research careers and present the careers to each other to build background knowledge	1.1. Classroom Teachers	1.1. Pre test on Career and then results from the Post test on awareness of Careers	1.1. Student surveys
	1.2. Exposing students to students in college and technical schools to talk about their goals for their immediate future	1.2. Working with Burnett Honors Program from UCF to bring college students and technical careers to the students at Millennia	1.2. SWAT and Administration	1.2. Feedback exit slips from UCF students and students at Millennia as well as teachers	1.2. Post survey of events and knowledge built from the program
	1.3. Creating job shadowing time with area PIE in the Spring	1.3. Allowing 5th grades students to job shadow in area PIE	1.3. PIE Coordinator, Administration and Classroom Teachers	1.3. Exit slip from students are PIE that job shadow the students	1.3. Business and student surveys

CTE Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity					
Please note that each Strategy does not require a professional development or PLC activity.					
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Train staff on Career development in UCF	3rd, 4th and 5th grades	SWAT	3rd, 4th and 5th grades	October – December 2012	Exit slips from UCF participants as well as students at Millennia	SWAT and Administration

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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
Learning for Life Career Curriculum	Learning for Life Curriculum	None	None
			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
Transportation to Job Shadowing	To PIE where job shadowing is set up in the Spring	Main Budget / 001	$ 1500.00
Visit UCF	See a college campus	Main Budget /	$1500.00
			Subtotal:
			$3,000.00 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. Students entering VPK with very little exposure to reading	1.1. Exposing as many students in VPK and the community to reading type activities that promote reading.	1.1. Reading Coach and VPK teacher	1.1. Weekly logs of books read	1.1. FLKRS
Additional Goal #1: Increase by 3 to 5% - The Percent of VPK Students Who Will Enter Elementary School Ready Based on FLKRS Data	2012 Current Level :* *50% 133*	2013 Expected Level :* *60*					
			1.2. Encouraging families to enter VPK so their students can gain skills necessary for Kindergarten	1.2. Providing ongoing information in school newsletters to parents the importance of students being read to and with.	1.2. Classroom teachers and Administration	1.2. Reading logs	1.2. FLKRS
			1.3.	1.3.	1.3.	1.3.	1.3.

Additional Goals Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Training on importance of reading	Reading	Reading Coach	Pre K and Kdg Teachers	September and October 2012	FLKRS	SWAT, Reading Coach and Administration

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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
Parent literature on importance of reading	Pamphlets on Reading	Title 1	$200.00
			$200.00 Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			$200.00 Total:

End of Additional 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 Additional Goal #1: Increase by 3 to 5% - Students Who Read on Grade Level by Age 9 -	2012 Current Level :* *72% out of 477 students*	2013 Expected Level :* *75%.*	1.1. Structuring interventions K -2 in September	1.1. All K – 2 will be tested with the DRA and phonics Survey and based on the results will be placed in intervention groups centering around the deficient skills	1.1. Reading Coaches and Administration	1.1. Progress Monitoring data during interventions and reading assessments	1.1. FAIR FCAT 2013 - 3's and above
			1.2. Educating parents on the importance of reading every night	1.2. Hosting reading family curriculum nights to build parents knowledge and skills on how to read effectively in the home	1.2. Reading Coaches and Classroom Teacher	1.2. Parent Surveys on Curriculum and reading assessment for the students	1.2. FAIR FCAT 2013 - 3's and above
			1.3.	1.3.	1.3.	1.3.	1.3.

Additional Goals Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Train staff on reading of assessments	Reading	Reading Coaches	Pre K – 2nd grade teachers	September 2012	Intervention Progress monitoring	SWAT and Administration
Train staff on use of intervention materials	Reading	Reading Coaches and SWAT	Pre k – 2nd grade teachers	October 2012	Intervention data and IObservation data	Administration

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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
Purchase Intervention materials to match needs based on the data	SRA and GOAL	Title 1	Already in reading plan
			0 Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Train staff on Intervention materials	Reading Coaches	None	None
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
Materials for Family Nights	Reading Curriculum Ideas	Title 1	$1500.00
			$1500.00 Subtotal:
			Total:

End of Additional Goal(s)

Additional Goal(s)

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

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

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1. Additional Goal			1.1. Students in all grades not memorizing their facts	1.1. Purchase FAST MATH to give students daily opportunities to practice math facts in a series of progression	1.1. Tech Coordinator and Classroom Teachers	1.1. Data Reports from the FAST math Program	1.1. FCAT 2013 Level 3, 4 and 5
Additional Goal #1: *Increase students who become fluent in math operations*	2012 Current Level :* *65% of 499 students*	2013 Expected Level :* *68%*					
			1.2. Providing more time for students who need remedial math	1.2. Hosting a Saturday Math Academy for students who scored low in the math operation section of the FCAT 2012	1.2. Math Coaches and Classroom Teachers	1.2. Weekly Assessments during Math Academy	1.2. FCAT 2013
			1.3.	1.3.	1.3.	1.3.	1.3.

Additional Goals Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Train Staff on use of FAST Math	Math	Tech Coordinator and math coaches	2nd – 5th grade classroom teachers	October 2012	FAST Math progress monitoring reports printed monthly	Classroom Teachers and Administration

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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
Purchase FAST Math	FAST Math Software	Main Budget	$8000.00
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Train staff on use of FAST Math and reading reports	Software Training Manual	None	None
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			$8,000.00 Total:

End of Additional 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 Additional Goal #1: *Decrease the Achievement Gap for each identified subgroup at Millennia by 10% by 2016*	2012 Current Level :* *Hispanic Black Disadvantaged ELL*	2013 Expected Level :* *Hispanic Black Disadvantaged ELL.*	1.1. Identify the students when they enter the first day at to what subgroup they belong if in 3rd, 4th and 5th grades	1.1. Providing data to the classroom teacher on day 1 as to what subgroup each student belongs in reading and math	1.1. SWAT	1.1. Data placement charts and SMS access	1.1. FCAT 2016
			1.2. Providing interventions from day 1 for students who enter after initial placement tests are given	1.2. Testing students on day 1 in math and reading so the new students can be placed into interventions right away	1.2. SWAT	1.2. Data from testing and progress monitoring during interventions	1.2. FCAT 2013
			1.3.	1.3.	1.3.	1.3.	1.3.

Additional Goals Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Train staff on the subgroups at Millennia and how to chart the data	Math and Reading	SWAT	3rd, 4th and 5th grades	September 2012 – May 2013	Progress monitoring of interventions	SWAT and Administration

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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
Training staff on how to place students into interventions based on data given to them the first day	Intervention Resources	Title 1	None
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			None Subtotal:
Monies spent in Math budget Total:			

End of Additional Goal(s)

Additional Goal(s)

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

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

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1. Additional Goal			1.1. Students dropping out of Fine Arts classes	1.1. Discussing with students when they join violin and chorus that this is a commitment and that staying in the program will help with their academics. Hosting a family night to explain this process to the parents also.	1.1. Chorus Director and Violin Instructor	1.1. Enrollment attendance and progress monitoring of classroom work based on report cards	1.1. FCAT 2013
Additional Goal #1: *Maintain High Fine Arts Enrollment*	2012 Current Level :* *75 students out of 499*	2013 Expected Level :* *78 students*					
			1.2. Educating the parents of the values of having their children in extra fine arts classes	1.2. Hosting a family event which showcases what the children have learned in the fine arts	1.2. Music, Art and Violin Instructors	1.2. Enrollment attendance / Report cards	1.2. FCAT 2013
			1.3.	1.3.	1.3.	1.3.	1.3.

Additional Goals Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Providing research to staff on the value of Fine Arts in the school	All subjects	Music and Art Teacher	K – 5 teachers	November 2012	Report Cards and FCAT data	Classroom teachers and Fine Arts teachers

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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
Provide funds to host Fine Arts Family Night	Materials for the Family Night	Title 1	$500.00
			Subtotal:
			$500.00 Total:

End of Additional 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 Additional Goal #1: *Increase College and Career Awareness*	2012 Current Level :* *109 students out of 109*	2013 Expected Level :* *499 students out of 499 student*	1.1. Limited role models in the community	1.1. Providing role models at school who work with students on college awareness	1.1. PIE Coordinator and Classroom teachers	1.1. Classroom Teacher Exit Survey	1.1. FCAT 2013
			1.2. Awareness of Career Opportunities after high school	1.2. Working with Burnett Honor College students weekly by providing sessions focusing on college and career opportunities	1.2. Assistant Principal and SWAT and Classroom Teachers	1.2. Exit Survey from all Adults and Awareness survey from students	1.2. FCAT 2013
			1.3.	1.3.	1.3.	1.3.	1.3.

Additional Goals Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Train staff on purpose of Burnett College participants	3rd, 4th and 5th grades	Assistant Principal and PIE Coordinator	3rd, 4th and 5th grade teachers	October 2012 – December 2012	Exit survey from staff and students	Administration

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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:
	All materials provided by the Burnett College Awareness Grant through UCF		**Total:**

End of Additional 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. Students identified as behavior concerns	1.1. Providing strategies and skills to the classroom teachers to help modify behaviors and collect RTI data to avoid labeling	1.1. Classroom Teachers, Behavior Specialist and MTSS/ RTI core team	1.1. ESE data	1.1. Total ESE numbers in the school
Additional Goal #1: *Decrease Disproportionate Classification in Special Education*	2012 Current Level :* *6 students out of 12 identified*	2013 Expected Level :* *5*					
			1.2. Students coming from other schools with open consents	1.2. Providing Multi level support system for students in the classrooms	1.2. MTSS / RTI team, Classroom teachers	1.2. Decreased number of evaluations and Team Decision Model plan numbers show decrease in needs for evaluations	1.2. Total eligibility staffing's.
			1.3.	1.3.	1.3.	1.3.	1.3.

Additional Goals Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
MTSS / RTI	All	RTI core Team	K – 5	September 2012	Numbers of Eligibility Staffing's	Staffing Coordinator and Administration

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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:
			None Total:

End of Additional Goal(s)

Final Budget (Insert rows as needed)

Please provide the total budget from each section.
Reading Budget
$25, 000.00 - Total:
CELLA Budget
$1,000.00 Total:
Mathematics Budget
$17, 300.00 Total:
Science Budget
$10,000.00 Total:
Writing Budget
$3600.00 Total:
Civics Budget
None Total:
U.S. History Budget
None Total:
Attendance Budget
$150.00 Total:
Suspension Budget
$600.00 Total:
Dropout Prevention Budget
None   Total:
Parent Involvement Budget
$5500.00 Total:
STEM Budget
$1,000.00 Total:
CTE Budget
None Total:
Additional Goals
$6,000.00 Total:

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$70,150.00	Grand Total:

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Differentiated Accountability

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

School Differentiated Accountability Status		
☐Priority	☐Focus	☐Prevent

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.
SAC Goals for the year are to communicate curriculum monthly with parents with a grade level newsletter that goes home school wide with curriculum objectives for the upcoming month. Open the Media Center once a week in the evening so parents and children can come and check out books and work on the computers.

Describe the projected use of SAC funds.	Amount
Train parents on ways to help their children in the home and then the parents help train other parents	$10,000.00
Distribute the Grade Level newsletter to families once a month so they can know ahead of time what their child is expected to learn	$2,500.00