Florida Department of Education

DRAFT School Improvement Plan (SIP)
Form SIP-1

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: **PLEASANT HILL ELEMENTARY SCHOOL**	District Name: **Osceola**
Principal: **Gary Bressler**	Superintendent: Melba Luciano
SAC Chair: **Jeri-Lynne Severance**	Date of School Board Approval:

Student Achievement Data:

The following links will open in a separate browser window.
School Grades Trend Data (Use this data to complete Sections 1-4 of the reading and mathematics goals and Sections 1 and 2 of the writing and science goals.)

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[Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data](#) (Use this data to inform the problem-solving process when writing goals.)
[High School Feedback Report](#)
[K-12 Comprehensive Research Based Reading Plan](#)

Highly Effective Administrators

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Principal	Gary Bressler	B.A. MA	7	7	Asst. Principal 4 years 05-06, C- AYP – no 06-07, B, AYP- no 07-08 B, AYP-no, 08-09 A, AYP-95% 09-10 C, AYP-no 10-11 A, AYP-no 11-12 A, AYP-no
Assistant Principal	Alison Doe	B.A. M.A.	2	2	Dean at Discovery Intermediate 09-10 Pleasant Hill Elementary10-11 (A), 11-12 (A)

Highly Effective Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)

Reading	Carletha Pearson	M.S., Ed Leadership	1	1	Kissimmee Elementary 06-07 C, AYP-N; 07-08 C, AYP-N; 08-09 B, AYP-Y; 09-10 C, AYP-N., Pleasant Hill Elementary : 11-12, A, AYP-no
Math	Carol Hamilton	M.S., Ed Leadership	15	2	05-06, C- AYP – no 06-07, B, AYP- no 07-08 B, AYP-no, 08-09 A, AYP-95% 09-10 C, AYP-no 10-11 A, AYP-no 11-12 A, AYP-no

Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Teacher Mentored Program	Grade level chair, Reading Coach	June 2013	
2. Professional Development	Principal/ District	June 2013	
3. Teacher Recognition	Principal	June 2013	
4. Marzano Professional Development	Principal	June 2013	
5. Professional Learning Communities	Principal	June 2013	
6. Lesson Study	Principal	June 2013	

Non-Highly Effective Instructors

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

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Effective
Bonney Baldwin	PreK/Primary	ESE K-2	ESE, ESOL
Elise Stoddard	Elementary/Gifted	4/5 Advanced/Gifted	ESOL
Christine Tattoli	Elementary	Kindergarten/ First	ESOL

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Allen, Kelli	Elementary	5th grade	ESOL
Garcia, Kairy	Elementary	Kindergarten	ESOL
Burkhart, Bethany	Elementary	Kindergarten	ESOL
Roth, Alexa	Elementary	1st Grade	ESOL

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
64	6.3 (4)	29.7 (19)	50 (32)	14.1 (9)	32.8 (21)	100%	18.8 (12)	1.5 (1)	79.9 (51)

Teacher Mentoring Program

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Carletha Pearson	As first year teachers are hired, Pearson will be assigned to them.	First year teachers or new teachers to Pleasant Hill. Teachers that are placed on a Professional Improvement Plan.	-Grade Level Teachers will guide and facilitate teachers throughout the year. -Professional Development (Monthly/ Grade Levels) -Monitoring through walkthroughs.

Additional Requirements

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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 I, Part A will supplement the academic instruction at the Title I school-wide school. The funds will supplement reading, math, writing, and science to increase student achievement. The Title I, Part A funds will be used to raise the achievement of the school as a whole.
Title I, Part C- Migrant If migrant students are identified, Title I, Part C will supplement services to eligible migrant students. The school and the Migrant department will work cooperatively to meet the needs of any identified migrant students.
Title I, Part D
Title II Title II, Part A is supplementing all schools through the use of resource teachers/coaches to increase student achievement. Title II, Part A also supplements training through the professional development department at the district office. Training opportunities are offered to increase quality effective teaching to increase student achievement. Title II, Part A funds supplement district funds to increase high quality teachers.
Title III Title III money is used to help support ESOL assistants to work with our NES students and other limited English students in the school
Title X- Homeless Title X funds are used to supplement homeless student needs. The funds are used to meet these unique needs: lack of transportation, lack of required uniforms, and offering services to students in non-title schools equivalent to Title I services.
Supplemental Academic Instruction (SAI) Funds for SAI are used to fund a program of instruction for 3rd grade reading level 1 students and any other students reading below grade level. Students are individually encouraged to participate in the summer program, along with Extended Learning activities before/after school hours and designated Saturdays.
Violence Prevention Programs Pleasant Hill Elementary incorporates a Panda Bucks incentive program that is utilized school-wide to promote positive behaviors. In addition, the Guidance Counselor supports each grade level with character education activities.

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Nutrition Programs Pleasant Hill Elementary has a free breakfast program for all students to help start the day in a healthy way.
Housing Programs N/A
Head Start N/A
Adult Education N/A
Career and Technical Education N/A
Job Training N/A
Other

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

School-Based MTSS/RtI Team
Identify the school-based MTSS Leadership Team. School Counselor, Administrator, Reading Coach, Math/Science Coach, School Psychologist, Speech Therapist, Instructional Staff (based on student needs) and Instructional Assistance Team (IAT) Team members.
Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts? The Leadership Team meets monthly with each grade level to assess student needs in the area of academics and behavior. The Leadership Team and teacher(s) discuss specific strategies to assist in meeting individual student needs. In addition to the meetings, the MTSS Leadership Team also addresses needs for professional development and providing resources to teachers. The team will also collaborate regularly through PLCs to problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills.

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Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?   The RTI leadership team works collaboratively with the faculty and SAC to develop the curriculum and behavioral goals for the School Improvement Plan. The areas are addressed at the School Improvement Planning Day at the end of the school year and are further refined when school and student data are available.

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.   Baseline data: Progress Monitoring and Reporting Network (PMRN), FAIR, Florida Comprehensive Assessment Test (FCAT), District mandated assessments   Progress Monitoring: PMRN, Curriculum Based Measurement (CBM), FCAT 2.0 & Common Core Simulation, District mandated Assessments   Midyear: Florida Assessments for Instruction in Reading (FAIR), Diagnostic Assessment for Reading (DAR), Early Reading Diagnostic Assessment (ERDA), District mandated Assessments   End of year: FAIR, FCAT, District mandated Assessments   Frequency of Data Days: monthly Grade Level Meetings, 2x/monthly PLC Meetings that focuses on data disaggregation and analysis, along with further goal setting and action planning.
Describe the plan to train staff on MTSS.   Throughout the year, administration and the RtI Leadership Team will provide professional development at monthly grade level meetings and at Faculty Meetings thoughout the year. The RtI Coach will monitor the needs of staff as it relates to the implementation of RtI
Describe plan to support MTSS.   RtI Coach will review data with Administrators and keep teachers informed about meetings, success of interventions according to data, and coordinate with RCS and ESE staff, as needed, to meet to discuss student progress and academic needs on Tiers.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT).   Reading Coach, Administrator, Grade Level Reading Resource Representatives, Media Specialist

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Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).

Meets monthly as a learning community of the school to review data, instructional practices, disseminates pertinent information to teachers. Provides reading

workshops for parents to enrich the reading climate at school and at home.

What will be the major initiatives of the LLT this year?
Promote and assist with the implementation of the following:
-Fountas and Pinnell Benchmark Assessments
-KidBiz
-Tune Into Reading
-Analyzing school-wide assessment data
-Monitor School Improvement Plan objectives, strategies, and results
-Literacy Night

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

*Elementary Title I Schools Only: Pre-School Transition
Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

Approximately 75 students participate in the Pre-Kindergarten programs housed in our facility. This creates a natural transition throughout the school year in preparation for Kindergarten, as our students and staff share similar experiences. During the month of May, students and families are invited to attend our annual Kindergarten Registration Round-Up which provides all incoming kindergartners with an opportunity to meet our staff, tour our school, and to attend a presentation which outlines the curriculum expectations and daily schedule, along with addressing any questions.

During the summer months, incoming kindergarten students are informally and formally screened prior to or upon entering Kindergarten in order to ascertain individual and group needs and to assist in the development of robust instructional/intervention programs. Once students are in kindergarten, they are assessed in mid-September utilizing FLKRS and FAIR. This data is collected and disaggregated by and is utilized to plan daily academic and social/emotional instruction for all students and assists in identifying those in need of additional interventions outside the core instruction.

*Grades 6-12 Only Sec. 1003.413 (b) F.S

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

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For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

N/A

High Schools Only

Note: Required for High School-Sec. 1003.413(g)(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?

N/A

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?

N/A

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.

N/A

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					

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

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| 1a. FCAT 2.0: Students scoring at Achievement Level 3 in reading. | 1. Phonemic awareness 2. Oral/ reading vocabulary (words and phrases) 3. Main Idea/details 4. Reference and research Higher order thinking 5. Figurative language (ESOL),idioms, similes, metaphors, analogies. | 1. Small group differentiated Instruction; 2.LFS vocabulary strategies, Compass Odyssey; small group differentiated instruction, previewing strategies, CIM. 3. LFS reading strategies, Core Connections writing strategies, graphic organizers, summarizers 4.LFS extending and refining strategies, Battle of the Books, Accelerated Reader(K-5), Sunshine State Young Readers,FCAT Explorer, Kid Biz, Analyze This!, Daily 5, Guided Reading, Kagan Strategies, Tune Into Reading, Brain Pop. | 1. Classroom Teacher, Reading Coach, Administration, Media Specialist. 2. Classroom Teacher, Reading Coach, Administration, Media Specialist. 3. Classroom Teacher, Reading Coach, Administration, Media Specialist. 4. Classroom Teacher, Reading Coach, Administration, Media Specialist. 5. Classroom Teacher, Reading Coach, Administration, Media Specialist. | 1.Data analysis from PLC groups; SMART goal progress, Continuous Improvement Model 2.Data analysis from PLC groups; SMART goal progress, Continuous Improvement Model 3.Data analysis from PLC groups; SMART goal progress, Continuous Improvement Model 4.Data analysis from PLC groups; SMART goal progress, Continuous Improvement Model 5. Data analysis from PLC groups; SMART goal progress, Continuous Improvement Model | 1. FAIR reports,District Assessments, Formative Assessments, CIM data and results; ORF Fluency, Fountas and Pinnell Benchmark assessment. 2. FAIR reports,District Assessments, Formative Assessments, CIM data and results; ORF Fluency, Fountas and Pinnell Benchmark assessment. 3. FAIR reports,District Assessments, Formative Assessments, CIM data and results; ORF Fluency, Fountas and Pinnell Benchmark assessment. 4. FAIR reports,District Assessments, Formative Assessments, CIM data and results; ORF Fluency, Fountas and Pinnell Benchmark assessment. 5. FAIR reports,District Assessments, Formative Assessments, CIM data and results; ORF Fluency, Fountas and Pinnell Benchmark assessment. | | |

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Reading Goal #1a: *Based on the 2013 FCAT, the percent of 3rd-5th grade students scoring Level 3 or higher in Reading will meet or exceed the District and State averages.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Based on the 2012 Reading FCAT, 60% of 3rd-5th grade students scored at or above Achievement Level 3.	*Based on the 2013 Reading FCAT, 80% of 3rd-5th grade students scored at or above Achievement Level 3.*					
1b. Florida Alternate Assessment: **Students scoring at Levels 4, 5, and 6 in reading.**	1b.1. Reading comprehension growth for all levels.	1b.1. Small group instruction with leveled books and additional resources to meet students' needs.	1b.1. Self-contained ESE classroom teacher, Reading Coach, and Administration.	1b.1. Data-Analysis from which PLC group will develop SMART goal focused on weakness and strength of the group.	1b.1. Pre- and post tests, skills checklists.		

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Reading Goal #1b: *Based on the 2013 FAA , the percent of 3rd-5th grade students scoring Level 4 or higher in Reading will meet or exceed the District and State averages.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	Based on the 2013 FAA , 83% percent of 3rd-5th grade students scored a Level 4 or higher in Reading.	*Based on the 2013 FAA , 90% percent of 3rd-5th grade students scored a Level 4 or higher in Reading.*				
		1b.2. Maintaining or increasing levels of reading.	1b.2. Small group instruction with leveled books and additional resources to meet students' needs.	1b.2. Self-contained ESE classroom teacher, Reading Coach, and Administration.	1b.2. Data-Analysis from which PLC groups will develop SMART goal focused on weakness and strength of the group.	1b.2. Pre and Post data.
		1b.3.	1b.3.	1b.3.	1b.3.	1b.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

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2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in reading.	2a.1.Reading comprehension growth for all levels. 2. Maintaining or increasing levels of reading.	2a.1. LFS reading strategies; small group differentiated instruction with leveled books from Treasures and additional resources to meet students' needs. 2. iii enrichment, Guided reading, Accelerated reader, Kid Biz.	2a.1. Classroom Teacher, Reading Coach and Administration.	2a.1. Data analysis from PLC groups which develop SMART goals focused on weakness and strength of the group.	2a.1. FAIR reports, District Assessments, pre and post test, CIM lessons data and results, F&P Benchmark assessments.		
Reading Goal #2a: *Based on the 2013 FCAT , the percent of 3rd-5th grade students scoring Level 4 or higher in Reading will meet or exceed the District and State averages.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

	Based on the 2012 FCAT , 32% percent of 3rd-5th grade students scored a Level 4 or higher .	*Based on the 2013 FCAT , 40% percent of 3rd-5th grade students will score a Level 4 or higher.*					
		2a.2.	2a.2.	2a.2.	2a.2.	2a.2.	
		2a.3	2a.3	2a.3	2a.3	2a.3	
2b. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.	2b.1. Reading comprehension growth for all readers. 2. Maintining or increasing levels of reading.	2b.1. Small group instruction with leveled books and additional resources to meet students' needs. 2. iii enrichment, Guided reading, Accelerated reader, Kid Biz.	2b.1. Self-contained ESE classroom teacher, Reading coach, and Administration.	2b.1. Data analysis from which PLC group will develop SMART goals focused on weaknesses and strengths of the group.	2b.1. Pre- and Post tests, skills checklists.		

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Reading Goal #2b: *Based on the 2013 FAA , the percent of 3rd-5th grade students scoring Level 7 or higher in Reading will meet or exceed the District and State averages.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Based on the 2012 FAA , 47% percent of 3rd-5th grade students scored a Level 7 or higher .	*Based on the 2013 FAA , 54% percent of 3rd-5th grade students scored a Level 7 or higher .*					
		2b.2.	2b2.	2b.2.	2b.2.	2b.2.	
		2b.3	2b.3	2b.3	2b.3	2b.3	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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3a. FCAT 2.0: Percentage of students making Learning Gains in reading.	3a.1. All students in need of immediate intensive intervention.	3a.1. Double dose of Small group differentiated instruction; Leveled Literacy Intervention; iii; Triumphs, extended learning opportunities, Targeted Reading intervention.	3a.1. Classroom Teacher, Reading Coach and Administration	3a.1. Data analysis from PLC groups which develop SMART goals focused on weakness and strength of the group, RTI process.	3a.1. FAIR reports, District Assessments, pre and post test, CIM lessons data and results.		
Reading Goal #3a: *Based on the 2013 FCAT , the percent of 4th and 5th grade students making learning gains in reading will meet or exceed the District and State averages.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Based on the 2012 FCAT , 72 percent of 4th and 5th grade students made learning gains in reading.	*Based on the 2013 FCAT , 80 percent of 4th and 5th grade students made learning gains in reading.*					
		3a.2.	3a.2.	3a.2.	3a.2.	3a.2.	

		3a.3.	3a.3.	3a.3.	3a.3.	3a..3.	3a.3.	
3b. Florida Alternate Assessment: **Percentage of students making Learning Gains in reading.**	3b.1. Reading comprehension growth for all levels. 2. Maintaining or increasing levels of reading.	3b.1. Small group differentiated instruction with leveled readers and additional resources to meet students' needs. 2. iii enrichment, Guided reading, Kid Biz, Accelerated reader, and additional resources.	3b.1. Self-contained classroom teacher, reading coach, and administration.	3b.1. Data analysis from which PLC group develops SMART goals focused on weakness and strength of the group.	3b.1. Pre- and post- tests, skill checklists.			
Reading Goal #3b: *Based on the 2013 FAA , the percent of 4th and 5th grade students making learning gains in reading will meet or exceed the District and State averages.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*						

	Based on the 2012 FAA , 0% percent of 4th and 5th grade students made learning gains in reading.	Based on the 2013 FAA , 10 percent of 4th and 5th grade students made learning gains in reading.					
		3b.2.	3b.2.	3b.2.	3b.2.	3b.2.	
		3b.3.	3b.3.	3b.3.	3b.3.	3b.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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4a. **FCAT 2.0:** **Percentage of students in Lowest 25% making learning gains in reading.**	4a.1. ESE students, Hispanic, LEP, and economically disadvantaged.	4a.1. Small group differentiated instruction; LLI; Targeted Reading intervention; iii; Triumphs,Rourke Lab, extended learning opportunities, Early Interventions in Reading.	4a.1. Classroom Teacher,ESOL Staff, ESE staff, Reading Coach and Administration.	4a.1. Data analysis from PLC groups which develop SMART goals focused on weakness and strength of the group.	4a.FAIR reports, District Assessments, pre and post test, CIM lessons data and results, ORF assessments, and F &P Benchmark assessments.		
Reading Goal #4a: *Based on the 2013 FCAT, the students in the lowest 25% making learning gains in reading will meet or exceed the District and State averages.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Based on the 2012 FCAT, 81% of the students in the lowest 25% made learning gains.	*Based on the 2013 FCAT, 88% of the students in the lowest 25% will make learning gains.*					

		4a.2.	4a.2.	4a.2.	4a.2.	4a.2.	
		4a.3	4a.3.	4a.3.	4a.3.	4a.3.	
4b. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in reading.	4a.1. ESE students with limited or slow developing academic skills.	4b.1. Small group differentiated instruction; iii;	4b.1. ESE self-contained teachers, reading coach, and administration.	4b.1. Data analysis from which PLC groups develop SMART goals focused on weakness and strength of the group.	4b.1. Pre and post tests, skill check lists.		
Reading Goal #4b: *Based on the 2013 FAA, the students in the lowest 25% making learning gains in reading will meet or exceed the District and State averages.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Based on the 2012 FAA, 27% of the students in the lowest 25% made learning gains.	*Based on the 2013 FAA, 34% of the students in the lowest 25% made learning gains.*					

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		4b.2.	4b.2.	4b.2.	4b.2.	4b.2.	
		4b.3	4b.3.	4b.3.	4b.3.	4b.3.	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	**Baseline data 2010-2011**						
Reading Goal #5A: *100% of our 3rd-5th graders will meet or exceed the High Standards Passing Score (Level 3 or higher on the FCAT 2.0/PARCC Assessment)*							

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in reading.**	5B.1. Teacher effectiveness, behavior management, differentiated instruction, funding, transportation.	5B.1. Extended learning opportunities, ongoing PLCs, professional development, data analysis, class room walk-throughs, student data chats, LFS strategies, training for new teachers, use of assessment prompts, differentiated small group instruction, Rourke Lab.	5B.1. Administrators, Reading coach, ESOL staff, classroom teachers	5B.1. Feedback from classroom walk-throughs, data analysis.	5B.1. Assessment prompts, FAIR and district assessments, Treasures and Triumphs assessments and progress monitoring, F &P Benchmark Assessments, ORF assessments.		
Reading Goal #5B: Based on the 2013 FCAT , the percent of 4th and 5th graders making Learning Gains in reading will meet Learning Gains requirements.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

	Based on the 2012 FCAT , 72 percent of 4th and 5th grade students made learning gains in reading.	*Based on the 2013 FCAT , 80 percent of 4th and 5th grade students made learning gains in reading.*					
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5C. English Language Learners (ELL) not making satisfactory progress in reading.	5C.1.Teacher effectiveness, behavior management, differentiated instruction, funding, transportation.	5C.1.Extended learning opportunities, ongoing PLCs, professional development, data analysis, class room walk-throughs, student data chats, LFS strategies, training for new teachers,use of assessment prompts, differentiated small group instruction, Rourke Lab.	5C.1.Adminstrators, Reading coach, classroom teachers, ESOL staff.	5C.1.Feedback from classroom walk-throughs, data analysis.	5C.1. Assessment prompts, FAIR and district assessments, Treasures and Triumphs assessments and progress monitoring, F &P Benchmark Assessments, ORF assessments.		

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Reading Goal #5C: Based on the 2013 FCAT , the percent of 4th and 5th graders making Learning Gains in reading will meet Learning Gains requirements.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Based on the 2012 FCAT , 72 percent of 4th and 5th grade students made learning gains in reading.	*Based on the 2013 FCAT , 80 percent of 4th and 5th grade students made learning gains in reading.*					
		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 reading.	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.		
Reading Goal #5D: *Not a subgroup at this time.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	N/a	*n/a*					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

5E. Economically Disadvantaged students not making satisfactory progress in reading.	5E.1. Teacher effectiveness, behavior management, differentiated instruction, funding, transportation.	5E.1.Extended learning opportunities, ongoing PLCs, professional development, data analysis, class room walk-throughs, student data chats, LFS strategies, use of assessment prompts, differentiated small group instruction.	5E.1.Adminstrators, Reading coach, classroom teachers.	5E.1.Feedback from classroom walk-throughs, data analysis.	5E.1.Assessment prompts, FAIR and district assessments, Treasures and Triumphs assessments and progress monitoring, F & P Benchmark Assessments, ORF assessments, CIM Lessons and data results.		
Reading Goal #5E: Based on the 2013 FCAT , the percent of 4th and 5th graders making Learning Gains in reading will meet Learning Gains requirements.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

	Based on the 2012 FCAT , 72 percent of 4th and 5th grade students made learning gains in reading.	Based on the 2013 FCAT , 80 percent of 4th and 5th grade students made learning gains in reading.				
		5E.2.	5E.2	5E.2.	5E.2.	5E.2.
		5E.3	5E.3	5E.3	5E.3	5E.3

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Literacy Leadership Team	All grades	Reading Coach	Media Specialist, grade level representatives, para-professionals.	Grade level meetings, Literacy Leadership will meet on monthly.	Disseminate information to grade levels through learning communities.	Administration, Reading Coach
Grade Level PLCs	All grades	Administrator	All staff	Monthly meetings will be held on Thursdays during block time for each grade level.	Assessment data, teacher follow-up discussions.	Administration, Reading Coach

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Small group instruction/Guided reading	All grades	Reading coach	All staff	Monthly meetings will be held on Thursdays during block time for each grade level.	Assessment data, teacher follow-up discussions.	Administration, Reading Coach
FAIR progress monitoring	Grades 1-5	Reading coach	Teachers Grades 1-5.	Monthly meetings will be held on Thursdays during block time for each grade level.	Assessment data, teacher follow-up discussions.	Administration, Reading Coach
Marzano Professional Development and IPDP training, iObservation	All grades	Vanguard Team	All staff	Ongoing with classroom walkthroughs, grade levels, and PLCs.	For use in self-assessments, PLCs and IPDPs.	Administration
Fountas and Pinnell Benchmark assessments Monitoring	All grades	Reading Coach	All staff	Monthly meetings will be held on Thursdays during block time for each grade level.	Assessment data, teacher follow-up discussions.	Administration, Reading Coach.

Reading Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Targeted Reading Intervention	Leveled Literacy Intervention (Red)	Title I	$4500.00
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Web-based Intervention	Tune Into Reading	Title I	$3000.00

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Web-based Intervention	Compass Odyssey	Title	$2500.00
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Effective Practices	Thinking Maps	School-based	$1000.00
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

CELLA Goals	Problem-Solving Process to Increase Language Acquisition					
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

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1. Students scoring proficient in Listening/ Speaking.	1.1. Students with less than 3 years of instruction in English. 2. Students with Language Impairments in addition to ESL status.	1.1. Exposure to conversation and vocabulary in classroom setting, specialized instruction using visuals, graphic organizers and scaffolding in classroom, Rourke Lab and ESOL staff support in the classroom.	1.1. Classroom teacher, ESOL staff, and Administration.	1.1. Data Analysis from PLC groups which develop SMART goals focused on weakness and strength of the group.	1.1. CELLA reports.	
CELLA Goal #1: Based on the 2013 CELLA the percent of ELL students scoring Proficient in Listening and Speaking will meet or exceed district and state averages.	2012 Current Percent of Students Proficient in Listening/Speaking:					
	Based on the 2012 CELLA, 59% of ELL students scored at or above the Proficiency Achievement Level.					
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read in English at grade level text in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

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2. Students scoring proficient in Reading.	2.1. Students with less than 3 years of instruction in English. 2. Students with learning disabilities in addition to ESL status.	2.1. LFS reading strategies; small group differentiated instruction with leveled books from Treasures and Triumphs and additional resources to meet students' needs. 2. iii enrichment, Guided reading, Kid Biz, Rourke Lab, ESE and ESOL support in classroom.	2.1. Classroom teacher, ESOL staff, ESE staff, and administration.	2.1. Data Analysis from PLC groups which develop SMART goals focused on weakness and strength of the group.	2.1. CELLA reports.	
<u>CELLA Goal #2:</u> Based on the 2013 CELLA the percent of ELL students scoring Proficient in Reading will meet or exceed district and state averages.	<u>2012 Current Percent of Students Proficient in Reading :</u>					
	Based on the 2012 CELLA, 30% of ELL students scored at or above the Proficiency Achievement Level.					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3
Students write in English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

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3. Students scoring proficient in Writing.	2.1. 1.Students with less than 3 years of instruction in English. 2. Focus, organization, support, conventions.	2.1. 1. Narrative and expository Core Connections strategies for writing. 2. Deconstructing text in primary and intermediate grades using Core Connections strategies for writing, small group guided instruction, modeling, Core Connections writing frames, writing models, analyze and response practice.	2.1. 1. Classroom teaching, Reading Coach, ESOL support staff, Administration. 2. Classroom teaching, Reading Coach, ESOL support staff, Administration.	2.1. 1. Data analysis from PLC group which develop SMART goals based on weakness and strength of group. 2. Classroom teaching, Reading Coach, ESOL support staff, Administration.	2.1. CELLA reports. 2. CELLA reports	
CELLA Goal #3: Based on the 2013 CELLA the percent of ELL students scoring Proficient in Writing will meet or exceed district and state averages.	2012 Current Percent of Students Proficient in Writing :					
	Based on the 2012 CELLA 29% of ELL students scored at or above the Writing Proficiency Achievement Level .					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3

CELLA Budget (Insert rows as needed)

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

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Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of CELLA Goals

Elementary School Mathematics Goals

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

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

1a. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.	1a. 1. Number Sense - Basic facts, fractions, decimals. 2.Content vocabulary 3. Understand the question stem 4.Higher order application	1a. 1. Differentiated Instruction manipulatives, incentive programs, Compass Odyssey, intervention pieces of Go Math. 2.Content Word Vocabulary Strategies 3.In depth use of "Go Math" problem solving strategies, and Singapore Math strategies. 4. LFS extending and refining activities, Math Olympiad, Sunshine Math.	1a.1. Classroom teacher, Math Coach and Administration.	1a. 1.Data analysis 2.PLC Groups which develop SMART goals focused on weakness and strength of the group.	1a.1. District Assessments, pre and post test, CIM lessons data and results		

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Mathematics Goal #1a: Based on the 2013 FCAT the percent of 3rd-5th graders scoring Level 3 or higher in Math will meet or exceed district and state averages.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Based on the 2012 Math FCAT 52% of 3rd-5th grade students scored at or above Achievement Level 3.	Based on the 2013 Math FCAT the percent of 3rd-5th graders scoring Level 3 or higher will meet or exceed 80%.					
		1a.2.	1a.2.	1a.2.	1a.2.	1a.2.	
		1a.3.	1a.3.	1a.3.	1a.3.	1a.3.	

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.	1b. 1. Number sense- basic facts. 2. Content vocabulary. 3. Understand the question stem. 4. Higher order application.	1b.1. Differentiated instruction with manipulatives. 2. Content word vocabulary strategies. 3. In depth use of problem solving strategies and intervention resources. 4. Extending and refining activities.	1b.1. Self-contained ESE classroom teacher, Math Coach, and Administration.	1b.1. Data Analysis. 2. PLC Group which develop SMART goals focused on weakness and strength of the group.	1b.1 Pre- and post tests, skills checklists.		

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Mathematics Goal #1b: Based on the 2013 FAA the percent of 5th graders scoring Level 4 or higher in Science will meet or exceed district and state averages.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Based on the 2012 FAA, 76% of 3rd-5th graders scored at least a level 4 in Math.	Based on the 2013 FAA, 80% of 3rd-5th graders will score at least a level 4 in Math					
		1b.2.	1b.2.	1b.2.	1b.2.	1b.2.	
		1b.3.	1b.3.	1b.3.	1b.3.	1b.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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2a. FCAT 2.0: **Students scoring at or above Achievement Levels 4 and 5 in mathematics.**	2a.1. Making greater Learning Gains with higher achieving students(extending and refining). 2. Concept mastery.	2a.1. Advanced Instruction, Gifted/ Enrichment Program, Math Olympiad 2. Individualized, guided practice in small group, extended learning opportunities.	2a.1. Classroom Teacher, and Administration. 2. Classroom Teacher, and Administration. 3. Classroom Teacher, and Administration.	2a.1. Data analysis PLC Groups which develop SMART goals focused on weakness and strength of the group,CIM process, RTI Tier 1 and 2.	2a.1. District Assessments, pre and post test, CIM lessons data.		
Mathematics Goal #2a: Based on the 2013 FCAT the percent of 3rd-5th graders scoring Level 4 or higher in Math will meet or exceed district and state averages.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Based on the 2012 Math FCAT,18 % of our 3rd-5th graders scored Level 4 or higher.	Based on the 2013 Math FCAT,25 % of our 3rd-5th graders will score a Level 4 or higher.					

		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.Making greater learning gains with higher achieving students (extending and refining). 2. Concept Mastery. 3. Materials and resources for these students.	2b.1. Individualized, advanced instruction. 2. Individualized guided practice. 3. Use of other math resources used in regular education.	2b.1. Self-contained ESE classroom teacher, and Administration.	2b.1. Data analysis in PLC group which develop SMART goals focused on weakness and strength of the group.	2b.1. Pre- and post tests , skill checklists.		
Mathematics Goal #2b: Based on the 2013 FAA, the percent of 3rd-5th graders scoring Level 7 or higher in Math will meet or exceed district and state averages.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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	Based on the 2012 FAA, 29% of our 3rd-5th graders scored Level 4 or higher.	Based on the 2013 FAA, 36% of our 3rd-5th graders scored Level 4 or higher.				
		2b.2.	2b2.	2b.2.	2b.2.	2b.2.
		2b.3	2b.3	2b.3	2b.3	2b.3
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

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3a. FCAT 2.0: Percentage of students making Learning Gains in mathematics.	3a.1. Making greater Learning Gains with higher achieving students(ex tending and refining). 2. Concept mastery.	3a.1. Advanced Instruction, Gifted/ Enrichment Program, Math Olympiad 2. Individualiz ed, guided practice in small group, use of intervention pieces in Go Math, extended learning opportunities.	3a.1. Classroom Teacher, Math Coach and Administration. 3a2. Classroom Teacher, Math Coach and Administration.	3a.1. Data analysis PLC Groups which develop SMART goals focused on weakness and strength of the group,CIM process, RTI Tier 1 and 2. 3a2. Data analysis PLC Groups which develop SMART goals focused on weakness and strength of the group,CIM process, RTI Tier 1 and 2.	3a.1. District Assessments, pre and post test, CIM lessons data. 3a2. District Assessments, pre and post test, CIM lessons data.		
Mathematics Goal #3a: Based on the 2013 FCAT the percent of 4th and 5th graders making Learning Gains in Math will meet or exceed district and state averages.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

	Based on the 2012 Math FCAT 58% of our fourth and fifth grade demonstrated learning gains.	Based on the 2013 Math FCAT 80% of our fourth and fifth grade will demonstrate learning gains.				
		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. Making learning gains with higher achieving students (extending and refining). 2. Concept Mastery.	3b.1. Advanced instruction using specialized materials. 2. Individualized guided practice.	3b.1. Self-contained ESE classroom teacher, Math Coach and Administration.	3b.1. Data analysis in PLC groups which develop SMART goals focused on weaknesses and strengths of the group.	3b.1. Pre- and Post tests. Skill checklist.	

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Mathematics Goal #3b: Based on the 2013 FAA the percent of 3rd-5th graders making Learning Gains will meet or exceed district and state averages.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Based on the 2012 FAA, 4% percent of 3rd-5th graders made Learning Gains.	Based on the 2013 FAA, 11% percent of 3rd-5th graders will make Learning Gains.					
		3b.2.	3b.2.	3b.2.	3b.2.	3b.2.	
		3b.3.	3b.3.	3b.3.	3b.3.	3b.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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4a. **FCAT 2.0:** **Percentage of students in Lowest 25% making learning gains in mathematics.**	4a.1. Number Sense - Basic facts, fractions, decimals, etc. 2. Content vocabulary 3. Understand the question stem 4.Concept mastery	4a.1. Differentiated Instruction with manipulatives, incentive programs, Go Math intervention resource, 2. LFS Content Vocabulary and Previewing/ Acceleration Strategies, 3. In depth use of "Go Math" problem solving strategies. 4. Extended learning opportunities.	4a.1. Classroom Teacher, Math Coach and Administration. 2. Classroom Teacher, Math Coach and Administration. 3. Classroom Teacher, Math Coach and Administration. 4. Classroom Teacher, Math Coach and Administration.	4a.1. Data analysis PLC Groups which develop SMART goals focused on weakness and strength of the group. 2. Data analysis PLC Groups which develop SMART goals focused on weakness and strength of the group. 3. Data analysis PLC Groups which develop SMART goals focused on weakness and strength of the group. 4. Data analysis PLC Groups which develop SMART goals focused on weakness and strength of the group.	4a.1. District Assessments, pre and post test, CIM lessons data. 2. District Assessments, pre and post test, CIM lessons data. 3. District Assessments, pre and post test, CIM lessons data. 4. District Assessments, pre and post test, CIM lessons data.		
Mathematics Goal #4a: Based on the 2013 Math FCAT, the Lowest Quartile students will meet or exceed the District and State average.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

	Based on the 2012 Math FCAT, 56% of the Lowest Quartile students made Learning Gains.	Based on the 2013 Math FCAT, 80% of the Lowest Quartile students will demonstrate Learning Gains.				
		4a.2.	4a.2.	4a.2.	4a.2.	4a.2.
		4a.3	4a.3.	4a.3.	4a.3.	4a.3.
4b. Florida Alternate Assessment: **Percentage of students in Lowest 25% making learning gains in mathematics.**	4b.1. Number sense – basic facts. 2. Content vocabulary. 3. Understanding the question stem. 4. Concept mastery.	4b.1. Differentiated instruction with manipulatives. 2. Content vocabulary and previewing and acceleration strategies. 3. In depth use of problem solving strategies. 4. Guided practice opportunities.	4b.1.Self-contained ESE classroom teacher, Math Coach, and Administration.	4b.1. Data Analysis at PLC groups which develop SMART goals focused on weakness and strength of the group.	4b.1. Pre- and Post tests, skills checklist.	

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Mathematics Goal #4b: Based on the 2013 FAA, the Lowest Quartile students will meet or exceed the District and State average.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Based on the 2012 FAA, 50% of the Lowest Quartile students made Learning Gains.	Based on the 2013 FAA, 57% of the Lowest Quartile students will make Learning Gains.					
		4b.2.	4b.2.	4b.2.	4b.2.	4b.2.	
		4b.3	4b.3.	4b.3.	4b.3.	4b.3.	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**	

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Baseline data 2010-2011						
Mathematics Goal #5A: 100% of our 3rd-5th grade students will meet or exceed the High Standards Passing Score (Level 3 or higher on the FCAT 2.0/PARCC Assessment)							
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in mathematics.**	5B.1.Number Sense - Basic facts , fractions, decimals, etc. 2.Content vocabulary 3. Understand the question stem 4.Concept mastery Basic facts	5B.1. Differentiated Instruction manipulatives , incentive programs. 2. Content Word Vocabulary Strategies In depth use of "Go Math" problem solving strategies, Go Math intervention pieces. 3. Use LFS questioning stems. 4. Employ specific interventions outside of core instruction.	5B.1. Classroom Teacher and Administration. 2. Classroom Teacher and Administration. 3. Classroom Teacher and Administration. 4. Classroom Teacher and Administration.	5B.1. Data analysis PLC Groups which develop SMART goals focused on weakness and strength of the group. 2. Data analysis PLC Groups which develop SMART goals focused on weakness and strength of the group. 3. Data analysis PLC Groups which develop SMART goals focused on weakness and strength of the group. 4. Data analysis PLC Groups which develop SMART goals focused on weakness and strength of the group.	5B.1. District Assessments, pre and post test, CIM lessons data. 2. District Assessments, pre and post test, CIM lessons data. 3. District Assessments, pre and post test, CIM lessons data. 4. District Assessments, pre and post test, CIM lessons data.		
Mathematics Goal #5B: Based on the 2013 FCAT the percent of 4th and 5th graders making Learning Gains in Math will meet or exceed district and state averages. All Ethnic Subgroups will make Learning Gains requirements.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

	Based on the 2012, FCAT 56% of our 4th and 5th graders made Learning Gains in Math.	Based on the 2013 FCAT, 80% of our 4th and 5th graders will demonstrate Learning Gains in Math.					
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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| 5C. English Language Learners (ELL) not making satisfactory progress in mathematics. | 5C.1. Number Sense - Basic facts , fractions, decimals, etc. 2.Content vocabulary 3.Understand the question stem 4.Concept mastery Basic facts | 5C.1. Differentiated Instruction manipulatives , incentive programs. 2. Content Word Vocabulary Strategies. 3. In depth use of "Go Math" problem solving strategies, training in Singapore Math resource. 4.Training in and Use of Go Math Intervention pieces. | 5C.1. 1.Classroom Teacher and Administration. 2.Classroom Teacher and Administration. 3.Classroom Teacher and Administration. 4.Classroom Teacher and Administration. | 5C.1. 1.Data analysis PLC Groups which develop SMART goals focused on weakness and strength of the group. 2.Data analysis PLC Groups which develop SMART goals focused on weakness and strength of the group. 3.Data analysis PLC Groups which develop SMART goals focused on weakness and strength of the group. 4.Data analysis PLC Groups which develop SMART goals focused on weakness and strength of the group. | 5C.1. 1.District Assessments, pre and post test, CIM lessons data. 2.District Assessments, pre and post test, CIM lessons data 3.District Assessments, pre and post test, CIM lessons data 4.District Assessments, pre and post test, CIM lessons data | | |
| Mathematics Goal #5C: Based on the 2013 FCAT the percent of 4th and 5th graders making Learning Gains in Math will meet or exceed district and state averages. All Ethnic Subgroups will make Learning Gains requirements | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |

	Based on the 2012, FCAT 56% of our 4th and 5th graders made Learning Gains in Math	Based on the 2013 FCAT, 80% of our 4th and 5th graders will demonstrate Learning Gains in Math				
		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.	

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Mathematics Goal #5D: *Not a subgroup at this time.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	n/a	*n/a*					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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5E. Economically Disadvantaged students not making satisfactory progress in mathematics.	5E.1. Number Sense - Basic facts , fractions, decimals, etc. 2.Content vocabulary 3.Understand the question stem 4.Concept mastery Basic facts	5E.1. Differentiated Instruction manipulatives , incentive programs. 2. Content Word Vocabulary Strategies. 3. In depth use of "Go Math" problem solving strategies. 4. Training in Singapore Math resources and Go Math intervention pieces.	5E. 1. Classroom Teacher and Administration. 2. Classroom Teacher and Administration. 3. Classroom Teacher and Administration. 4. Classroom Teacher and Administration.	5E. 1. Data analysis PLC Groups which develop SMART goals focused on weakness and strength of the group. 2. Data analysis PLC Groups which develop SMART goals focused on weakness and strength of the group. 3. Data analysis PLC Groups which develop SMART goals focused on weakness and strength of the group. 4. Data analysis PLC Groups which develop SMART goals focused on weakness and strength of the group.	5E. 1. District Assessments, pre and post test, CIM lessons data. 2. District Assessments, pre and post test, CIM lessons data. 3. District Assessments, pre and post test, CIM lessons data. 4. District Assessments, pre and post test, CIM lessons data.		

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Mathematics Goal #5E: Based on the 2013 FCAT the percent of 4th and 5th graders making Learning Gains in Math will meet or exceed district and state averages. All Ethnic Subgroups will make Learning Gains requirements	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	Based on the 2012, FCAT 56% of our 4th and 5th graders made Learning Gains in Math	Based on the 2013 FCAT, 80% of our 4th and 5th graders will demonstrate Learning Gains in Math				
		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

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.		

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

		1b.2.	1b.2.	1b.2.	1b.2.	1b.2.	
		1b.3.	1b.3.	1b.3.	1b.3.	1b.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
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:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					

		2a.2.	2a.2.	2a.2.	2a.2.	2a.2.	
		2a.3	2a.3	2a.3	2a.3	2a.3	
2b. Florida Alternate Assessment: **Students scoring at or above Level 7 in mathematics.**	2b.1.	2b.1.	2b.1.	2b.1.	2b.1.		
Mathematics Goal #2b: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		2b.2.	2b2.	2b.2.	2b.2.	2b.2.	
		2b.3	2b.3	2b.3	2b.3	2b.3	

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

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

4a. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.	4a.1.	4a.1.	4a.1.	4a.1.	4a.1.		
Mathematics Goal #4a: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		4a.2.	4a.2.	4a.2.	4a.2.	4a.2.	
		4a.3	4a.3.	4a.3.	4a.3.	4a.3.	

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4b. **Florida Alternate Assessment:** **Percentage of students in Lowest 25% making learning gains in mathematics.**	4b.1.	4b.1.	4b.1.	4b.1.	4b.1.		
Mathematics Goal #4b: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		4b.2.	4b.2.	4b.2.	4b.2.	4b.2.	
		4b.3	4b.3.	4b.3.	4b.3.	4b.3.	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**	

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5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year 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 subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in mathematics.**	5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.		

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

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

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

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Mathematics Goal #5E: _Enter narrative for the goal in this box._	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	_Enter numerical data for expected level of performance in this box._					
		5E.2.	5E.2	5E.2.	5E.2.	5E.2.	
		5E.3	5E.3	5E.3	5E.3	5E.3	

End of Middle School Mathematics Goals

Florida Alternate Assessment High School Mathematics Goals

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

gh School Mathemat	Problem-Solving Process to Increase Student Achievement					

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

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

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

4. **Florida Alternate Assessment:** **Percentage of students in Lowest 25% making learning gains in mathematics.**	4.1.	4b.1.	4b.1.	4b.1.	4b.1.		
Mathematics Goal #4: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		4.2.	4.2.	4.2.	4.2.	4.2.	
		4.3	4.3.	4.3.	4.3.	4.3.	

End of Florida Alternate Assessment High School Mathematics Goals

Algebra End-of-Course (EOC) Goals

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

Algebra EOC Goals	Problem-Solving Process to Increase Student Achievement					

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

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2. Students scoring at or above Achievement Levels 4 and 5 in Algebra.	2.1.	2.1.	2.1.	2.1.	2.1.	
Algebra Goal #2: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*				
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs),Reading and Math Performance Target	**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**
3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	**Baseline data 2010-2011**					

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Algebra 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 subgroup:	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.**	3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.		
Algebra Goal #3B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box. White: Black: Hispanic: Asian: American Indian:	*Enter numerical data for expected level of performance in this box.* White: Black: Hispanic: Asian: American Indian:					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	

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

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

3E. Economically Disadvantaged students not making satisfactory progress in Algebra.	3E.1.	3E.1.	3E.1.	3E.1.	3E.1.		
Algebra Goal #3E: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		3E.2.	3E.2	3E.2.	3E.2.	3E.2.	
		3E.3	3E.3	3E.3	3E.3	3E.3	

End of Algebra EOC Goals

Geometry End-of-Course Goals

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

Geometry EOC Goals	Problem-Solving Process to Increase Student Achieveme						

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

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2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.	2.1.	2.1.	2.1.	2.1.	2.1.		
Geometry Goal #2: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**	
3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	**Baseline data 2010-2011**						

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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 subgroup:	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:*	2013 Expected Level of Performance:*					

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

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

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

End of Geometry EOC Goals

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through						

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Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Go Math	All grade levels	District	All teachers	Grade level meetings, PLCs	Formative assessments, Go Math assessments, data analysis.	Administration, classroom teachers.
Math/Grade Level PLCs	All grade levels.	PLC facilitator	All teachers	Grade level meetings, PLCs.	Formative assessments, Go Math assessments, data analysis.	Administration, classroom teachers.
Go Math intervention pieces and Singapore math concepts	All grade levels	District staff	All teachers	Grade level meetings, PLCs, professional development days.	Formative assessments, Go Math assessments, data analysis.	Administration, classroom teachers.

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)			

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Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Supplementation/Intervention/ Enrichment	Dreambox	Title I	$7,000/00
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Mathematics Goals

Elementary and Middle School Science Goals
April 2012
Rule 6A-1.099811
Revised April 29, 2011

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* When using percentages, include the number of students the percentage represents next to the percentage (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. understanding and applying grade level science content concepts(whatever our focus area will be) 2.Content vocabulary 3.student reading level 4.higher order thinking	1a.1. hands-on experiments, apply experience into written format to show understanding, science olympiad. 2. LFS previewing and accelerating, enrichment, teach, use and practice scientific process throughout the school year, 3. guided reading, guided notes, graphic organizers, LFS scaffolding 4. Higher order questioning techniques and extending/refining lessons, think-alouds, 5. Science enrichment, science olympiad, Orlando Science Center night, Brain Pop,	1a.1. Classroom Teacher, administration, 2. Classroom Teacher, administration, 3. Classroom Teacher, administration, 4. Classroom teacher, administration.	1a.1. data analysis, using SMART goals for strengths/weaknesses 2. CIM, PLCs 3. RtI, iii interventions, guided reading.	1a.1. classroom mini-assessments, formative and summative assessments 2. LFS summarizers 3. A.R., Running records, DRA, FAIR results 4. Open-ended assessments, Formative mini-assessments.		

		Think Central, Virtual Science Labs.					
Science Goal #1a: Based on the 2013 FCAT the percent of 5th graders scoring Level 3 or higher in Science will meet or exceed district and state averages.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Based on the 2012 Science FCAT 54% of 5th grade students scored at or above Achievement Level 3.	Based on the 2013 Science FCAT 80% of 5th grade students scored at or above Achievement Level 3.					
		1a.2.	1a.2.	1a.2.	1a.2.	1a.2.	
		1a.3.	1a.3.	1a.3.	1a.3.	1a.3.	

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1b. Florida Alternate Assessment: Students scoring at Level 4, 5, and 6 in science.	1b.1. Understanding and applying science content concepts. 2. Content vocabulary. 3. Student reading level. 4. Higher order thinking skills.	1b.1. Hands-on experiments. 2. Previewing and accelerating, enrichment, teach, use and practice scientific process throughout the year. 3. Guided reading, guided notes, graphic organizers, scaffolding instruction. 4. higher order questioning techniques and extending/ refining lessons, think alouds, virtual science labs.	1b.1.Self-contained ESE classroom teacher and administration.	1b.1.Data analysis, PLC groups which develop SMART goals focused on weakness and strength of the group.	1b.1. Classroom mini assessments, Skills checklists.	
Science Goal #1b: Based on the 2013 FAA, the percent of 5th graders scoring Level 3 or higher in Science will meet or exceed district and state averages.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	Based on the 2012 Science FAA, 100% of 5th grade students scored at or above Achievement Level 3.	Based on the 2013 Science FAA, 100% of 5th grade Students will score at or above Achievement Level 3.				
		1b.2.	1b.2.	1b.2.	1b.2.	1b.2.

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		1b.3.	1b.3.	1b.3.	1b.3.	1b.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.	2a.1. understanding and applying grade level science content concepts(whatever our focus area will be) 2.Content vocabulary 3.student reading level 4.higher order thinking	2a.1. hands-on experiments, apply experience into written format to show understanding. 2. LFS previewing and accelerating, enrichment, teach, use and practice scientific process throughout the school year, 3. Guided reading, guided notes, graphic organizers, LFS scaffolding 4. Higher order questioning techniques and extending/ refining lessons, think-alouds, 5. science enrichment, science olympiad, Orlando Science Center night, Brain Pop, Think	2a.1. Classroom Teacher, administration, math/ science coach 2. Classroom Teacher, administration, math/ science coach 3. Classroom Teacher, administration, math/ science coach 4. Classroom Teacher, administration, math/ science lead	2a.1. Data analysis, using SMART goals for strengths/weaknesses 2. CIM, PLCs 3. RtI, iii interventions, guided reading	2a.1. classroom mini-assessments, formative and summative assessments 2. LFS summarizers 3. A.R., Running records, DRA, FAIR results 4. Open-ended assessments, Formative mini-assessments		

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		Central, Virtual Science Labs.					
Science Goal #2a: Based on the 2013 FCAT the percent of 5th graders scoring Level 4 or higher in Science will meet or exceed district and state averages.	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	Based on the 2012 FCAT 12% of our 5th graders scored Level 4 or higher.	Based on the 2013 FCAT at least 25% of our 5th graders will score Level 4 or higher.					
		2a.2.	2a.2.	2a.2.	2a.2.	2a.2.	
		2a.3	2a.3	2a.3	2a.3	2a.3	

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2b. Florida Alternate Assessment: Students scoring at or above Level 7 in science.	2b.1.Understanding and applying science content concepts. 2. Content vocabulary. 3. Student reading level. 4. Higher order thinking.	2b.1. Hands-on experiments. 2. Previewing and accelerating, enrichment, teach, use and practice scientific process throughout the school year. 3. Guided reading, guided notes, graphic organizers, scaffolding. 4. higher order questioning techniques and extending/refining lessons, think-alouds, virtual science labs.	2.1. Self-contained ESE classroom teacher, administration, Math/Science lead.	2b.1.Data analysis that PLC group will use to develop SMART goals focused on weakness and strength of the group.	2b.1.Classroom mini-assessments, skills checklists.		
Science Goal #2b: Based on the 2013 FAA, the percent of 5th graders scoring Level 7 or higher in Science will meet or exceed district and state averages.	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	Based on the 2012 FAA, 0% of 5th grade students scored at or above Achievement Level 7.	Based on the 2013 FAA, 7% of 5th grade students will score at or above Achievement Level 7.					
		2b.2.	2b.2.	2b.2.	2b.2.	2b.2.	
		2b.3	2b.3	2b.3	2b.3	2b.3	

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End of Elementary and Middle School Science Goals

Florida Alternate Assessment High School Science Goals

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

High School Science Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Florida Alternate Assessment: Students scoring at Level 4, 5, and 6 in science.	1.1.	1.1.	1.1.	1.1.	1.1.		

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

	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	

End of Florida Alternate Assessment High School Science Goals

Biology End-of-Course (EOC) Goals

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

Biology 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.	

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

	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*				
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3

End of Biology EOC Goals

Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Fusion	Science k-5	District staff	Science k-5	Monthly PLCs/grade level	Mini-assessments, formatives, data	Administration, teachers
Higher order thinking	Science k-5	PLC members	Science k-5	Quarterly meetings, monthly newsletters	Mini-assessments, PLC data analysis, science formative assessments, SMART goals	Administration, teachers
Discovery Science	Science k-5	District staff	Science k-5	Pre-planning and ongoing basis as needed at grade level meetings.	Discovery Science mini-assessments	Administration, teachers.
Making content vocabulary more accessible to students.	Science k-5	PLC members	Science k-5	Monthly PLCs, monthly grade level meetings.	Mini-assessments, science formative tests, PLC data analysis, SMART goals.	Administration, teachers.

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Science Budget (Insert rows as needed)

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

End of Science Goals

Writing Goals

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

Writing	Problem-Solving Process to Increase					

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Goals	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. Focus 2. Organization 3. Support 4. Conventions	1a.1. Narrative and expository Core Connections writing strategies. 2. Deconstructing text in primary and intermediate grades using PDA strategies, small group guided instruction, modeling, PDA writing frames, writing models,Analyze and Response practice. 3. LFS vocabulary strategies and content vocabulary actitivies. 4. Small group differentiated instruction for editing/revising.	1a.1. Classroom teacher, Reading Coach, Administration 2. Classroom teacher, Reading Coach, Administration 3. Classroom teacher, Reading Coach, Administration 4. Classroom teacher, Reading Coach, Administration	1a.1. Data analysis from PLC groups which develop SMART goals focused on weakness and strength of the group, CIM process. 2.Data analysis from PLC groups which develop SMART goals focused on weakness and strength of the group, CIM process. 3.Data analysis from PLC groups which develop SMART goals focused on weakness and strength of the group, CIM process. 4.Data analysis from PLC groups which develop SMART goals focused on weakness and strength of the group, CIM process.	1a.1. District assessments, pre and post tests, CIM lessons data and results. 2. District assessments, pre and post tests, CIM lessons data and results. 3. District assessments, pre and post tests, CIM lessons data and results. 4. District assessments, pre and post tests, CIM lessons data and results.		

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Writing Goal #1a: Based on the 2013 FCAT the percent of 4th graders scoring Level 4.0 or higher in Writing will meet or exceed district and state averages.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Based on the 2012 Writing FCAT 84% of 4th grade students scored at or above Achievement Level 3.0.	Based on the 2013 Writing FCAT at least 80% of 4th grade students will score at or above Achievement Level 4.0.					
		1a.2.	1a.2.	1a.2.	1a.2.	1a.2.	
		1a.3.	1a.3.	1a.3.	1a.3.	1a.3.	

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1b. **Florida Alternate Assessment:** **Students scoring at 4 or higher in writing.**	1b.1.Focus 2. Organization 3. Support 4. Conventions	1b.1. Narrative and expository writing using supports that match expectations on the Florida Alternate Assessment 2. Deconstructing text that models expectations on the Florida Alternate Assessment, small group guided instruction, modelling, Florida Alternate assessment writing frames and models, guided practice. 3. Vocabulary strategies and content vocabulary activities. 4. Small group, differentiated instruction for editing/revising.	1b.1. Self-contained ESE classroom teacher, Reading coach, Administration.	1b.1. Data analysis from PLC groups which develop SMART goals focuses on weaknesses and strengths of the group.	1b.1. Pre- and post assessments, skills checklists, rubrics.		
Writing Goal #1b: Based on the 2013 FAA the percent of 4th graders scoring a Level 4 or higher in Writing will meet or exceed district and state averages.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Based on the 2012 FAA 63% of 4th grade students scored at or above Achievement Level 4.	Based on the 2012 FAA 70% of 4th grade students scored at or above Achievement Level 4.					

| | | 1b.2. | 1b.2. | 1b.2. | 1b.2. | 1b.2. | |
| | | 1b.3. | 1b.3. | 1b.3. | 1b.3. | 1b.3. | |

Writing Professional Development

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

Writing Budget (Insert rows as needed)

Include only school-based funded			

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

End of Writing Goals

Civics End-of-Course (EOC) Goals

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

Civics EOC Goals	Problem-Solving Process to Increase Student Achieveme					

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	nt						
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.		
<u>Civics Goal #1:</u> *Enter narrative for the goal in this box.*	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

2. Students scoring at or above Achievement Levels 4 and 5 in Civics.	2.1.	2.1.	2.1.	2.1.	2.1.		
Civics Goal #2: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	

Civics Professional Development

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

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

Civics Budget (Insert rows as needed)

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

	Subtotal:			
	Total:			

End of Civics Goals

U.S. History End-of-Course (EOC) Goals

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

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

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

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	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	

U.S. History Professional Development

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

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

End of U.S. History Goals

Attendance Goal(s)

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

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

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1. Attendance	1.1. Parent Drop-off 2. tardiness 3. illness 4. Early pick-up from school.	1.1. Incentive programs/ accountability, Early Truancy Intervention (ETI). 2. Incentive programs/ accountability, ETI. 3. Information provided to parents of good hygiene, preventative care, ETI. 4. Change policy of early pick-up so that parents must go to classroom to pick-up child so as to not interrupt learning of other children to transport to office.	1.1. Administration 2. Administration. 3. LPN, Wellness Department 4. Office staff, Administration.	1.1. ETI meeting. 2. ETI meeting, tardy tracking. 3. attendance tracking. 4. sign-out log tracking.	1.1. attendance reports. 2. attendance reports. 3. LPN log sheets. 4. sign-out log sheets.		
Attendance Goal #1: The school wide K-5th grade Average Daily Attendance will be at least 95%.	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*					
	95%	96%					
	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)					
	370	330					

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	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)					
	130	*100*					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Attendance motivating strategies/ parental involvement	All grade levels	Administration, Guidance counselor.	School-wide	Quarterly	ETI meetings	Teachers, administration, attendance clerk, guidance counselor

Attendance Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Incentive	School-wide Panda Bucks	PTO	$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:			
Total:			

End of Attendance Goals

Suspension Goal(s)

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

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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		

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1. Suspension	1.1. Fidelity maintained in Classroom Management Plans. 2. Parental support of discipline plans. 3. Student support of discipline plans.	1. School-wide expectations will be taught, maintained and practiced on a regular basis. 2. Caught you Being Good incentives. 3. Training in and Use of minor infractions. 4. RTI interventions. 5. Behavior contracts and reflection pieces. 6. Can-Do Club 7. IAT team 8. Discipline Committee 9.Reteaching Schoolwide Behavior Plan.	1.1. Administration, Guidance counselor, Classroom Teachers, Support staff, IAT team.	1.1. Reduced number of referrals. 2. Increased student achievement.	1.1. Discipline District-based reports and academic data.		
Suspension Goal #1: The number of Out-of-School Suspensions will remain below 3% of the population.	2012 Total Number of In –School Suspensions	2013 Expected Number of In- School Suspensions					

	During the 2011-12 school year we had 35 In-School-Suspension incidents	During the 2012-13 school year, we expect to decrease our In-School-Suspensions to 25 incidents.			
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In -School			
	During the 2011-12 school year 20 students or 2% of the school population had In-School-Suspension incidents.	During the 2012-13 school year, we expect to maintain or reduce the percentage of In School Suspension incidents.			
	2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions			
	During the 2011-12 school year we had 45 Out-of-School-Suspension days.	During the 2012-13 school year, we expect to reduce the total number of Out-of-School suspensions at or below 30.			
	2012 Total Number of Students Suspended Out- of- School	2013 Expected Number of Students Suspended Out- of-School			

	During the 2011-12 school year, 30 students or .03% of the school population had Out-of-School-Suspension incidents.	During the 2012-13 school year, we expect to reduce the number of students suspended out-of-school to 20, or less than .03% of the student population.				
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.

Suspension Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Harry Wong Book Study for New teachers	New teachers	Mentor teacher coordinator	New teachers, mentor teacher coordinator	monthly	Discussion and observations, review of new teacher portfolio	Mentor teacher coordinator

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Discipline Committee	All teachers	Assistant Principal	Representatives from each grade level, support staff	monthly	Discussion and observations, data of suspensions and referrals.	Assistant Principal

Suspension Budget (Insert rows as needed)

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

End of Suspension Goals

Dropout Prevention Goal(s)
Note: Required for High School- F.S., Sec. 1003.53

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

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

		1.3.	1.3.	1.3.	1.3.	1.3.	

Dropout Prevention Professional Development

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

Dropout Prevention Budget (Insert rows as needed)

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

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

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

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

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

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1. **Parent Involvement** Parent Involvement Goal #1: *Based on OASIS data, ...% participated in various activities throughout the school year. Pleasant Hill Elementary did receive the "Five Star Recognition" based on the number of volunteer hours.*	1.1. 1. PIV	1.1. Instructions in agenda on how to use; PTO, SAC, Open House training for parents; reminders in newsletters home to check PIV; make sure all staff are reporting grades in a timely manner; have a designated computer in front office that parents can use to check PIV for those without home computer access.	1.1. Administration, teachers	1.1. data analysis	1.1.parent survey		
Increase the level of participation by 5% and continue to maintain "Five Star" status.	2012 Current level of Parent Involvement:*	2013 Expected level of Parent Involvement:*					
	...%	...%					

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		1.2. Working parents don't have time to volunteer regularly.	1.2. Other opportunities outside the regular workweek that parents can volunteer (Festival of the Arts, Field Day, campus beautification day, etc.)	1.2. Administration, teachers	1.2. data analysis	1.2. Parent survey, parent sign in/volunteer logs	
		1.3. Low attendance at SAC (School Advisory Council meetings)	1.3. Have classroom teachers sign up parents at Open House; develop survey for open house with time preferences for meetings; vary meeting times to accomodate better attendance; use call-out system to recruit parents to attend meetings.	1.3. Administration, teachers.	1.3.data analysis	1.3.Parent survey, SAC attendance charts.	

Parent Involvement Professional Development

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

Parent Involvement Budget

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

End of Parent Involvement Goal(s)

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

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

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

STEM Professional Development

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

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

STEM Budget (Insert rows as needed)

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

Subtotal:			
Total:			

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

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

CTE Professional Development

Professional					

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

CTE Budget (Insert rows as needed)

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

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

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

End of CTE Goal(s)

Additional Goal(s)

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

Additional Goal(s)	**Problem-Solving Process to Increase Student Achievement**					

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

Additional Goals Professional Development

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

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

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

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

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

End of Additional Goal(s)

Final Budget (Insert rows as needed)

Please provide the total budget from each section.
Reading Budget
$10,000Total:
Mathematics Budget
$7,000Total:
Science Budget
Total:
Writing Budget
Total:
Attendance Budget
Total:
Suspension Budget
Total:
Dropout Prevention Budget
Total:

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Parent Involvement Budget	
	Total:
Additional Goals	
	Total:
	$17,000 Grand Total:

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

Please choose the school's DA Status. (To activate the checkbox: 1. double click the desired box; 2.when the menu pops up, select "checked" under "Default Value" header; 3. Select "OK", this will place an "x" in the box.)

School Differentiated Accountability Status		
▢Priority	▢Focus	▢Prevent

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

School Advisory Council (SAC)

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.

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☐ 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.
1. Assists in developing or reviewing school vision. 2. Collects and analyzes external community data with internal school information for needs assessment. 3. Assists in the preparation and evaluation of the school improvement plan. 4. Advertises the final draft of the SIP and conducts a public meeting for community suggestions and modification. Budgeting and Personnel 1. Develops plan for expenditure and ensuring alignment of SIP fund to specific school goal objectives. 2. Assists with the preparation of school's annual budget. 3. Approves proper SAC fund expenditure to ensure accordance with specific SIP objectives. Implementation 1. Communicate to community SIP implementation process. 2. Supports SIP and assists principal and staff in implementation when appropriate. 3. Serves as community advocate and assists in public relations for SIP Evaluation. 4. Provides ongoing review of progress toward implementation of SIP goals. 5. Evaluates outcomes for success by monitoring short and long term objectives.

Describe the projected use of SAC funds.	Amount
Science Olympiad/ Future Problem Solvers	$500.00
Incentives for Student of the Week	$500.00
Incentives for Sunshine Math	$300.00
Perfect Attendance Incentives	$300.00
Technology software and licenses	$2000.00

Annual conferences for Art and Music Teachers	$300.00
Agendas	$1500.00