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: North Shore Elementary	District Name: Duval
Principal: Felicia W. Hardaway	Superintendent: Ed Pratt-Dannals
SAC Chair: Christine Hall	Date of School Board Approval:

<u>Student Achievement Data:</u>

The following links will open in a separate browser window.
<u>School Grades Trend Data</u> (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.)
<u>Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data</u> (Use this data to inform the problem-solving process when writing goals.)
<u>High School Feedback Report</u>
<u>K-12 Comprehensive Research Based Reading Plan</u>

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<u>Highly Effective Administrators</u>

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)

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Principal	Felicia W. Hardaway	Bachelor of Arts English- 5 - 9 M. Ed- Ed Leadership K-12	1	6	North Shore Elementary 2011 – 2012 Grade- B Reading Mastery- 31% Math Mastery- 54% Science Mastery- 35% Writing Mastery- 78% Reading Gains- 64% Math Gains- 85% Reading 25%- 81% Math 25%- 93% AP- Long Branch Elementary 2010-2011 Grade- A Reading Mastery- 55% Math Mastery- 82% Science Mastery- 23% Writing Mastery- 63% Reading Gains- 73% Math Gains- 82% Reading 25%- 73% Math 25%- 82%

					AYP- 100%
					AP- Long Branch Elem 2009-2010
					Grade- C
					Reading Mastery- 42%
					Math Mastery- 61%
					Science Mastery- 3%
					Writing Mastery- 71%
					Reading Gains- 53%
					Math Gains- 80%
					Reading 25%- 50%
					Math 25%- 80%
					AYP- 92% made; AYP was not made in reading

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Assistant Principal	Charlene T. James	Bachelor's Degree in Secondary Education Master's Degree in Administration and Supervision Certifications: ESOL, Middle Grade Language Arts 5-9, Educational Leadership	1	1	North Shore Elementary 2011 – 2012 Grade- B Reading Mastery- 31% Math Mastery- 54% Science Mastery- 35% Writing Mastery- 78% Reading Gains- 64% Math Gains- 85% Reading 25%- 81% Math 25%- 93% Instructional Coach- Eugene J. Butler Middle School 2010-2011 School Grade – D Reading Mastery30% Math Mastery28% Science Mastery – 17% Writing Mastery – 76% Reading Gains– 52% Math Gains-65% Reading 25% – 69%

					Math- 25% 77% Butler Middle did not make AYP 2009-2010 – Eugene J. Butler Middle School School Grade – D Math Mastery– 36% Reading Mastery– 33% Science Mastery– 16% Writing Mastery– 84% Math Gains– 58% Reading Gains– 50% Math 25%– 63% Reading 25%– 68% Butler Middle did not make AYP

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)

Science	Candice Glover-Bullock	B.A. Psychology	1	2	North Shore Elementary 2011 – 2012
		B. A. Elem Education			Grade- B
		M.Ed Supervision & Admin			Reading Mastery- 31%
					Math Mastery- 54%
					Science Mastery- 35%
					Writing Mastery- 78%
					Reading Gains- 64%
					Math Gains- 85%
					Reading 25%- 81%
					Math 25%- 93%
					North Shore Elementary 2010-2011
					Science Mastery- 20% (up 10%)
					Huntington Middle School- 2009 – 2010
					AYP- 100%
					Science Mastery- 90%
					Huntington Middle School 2008-2009
					AYP- 100%
					Science Mastery- 89%

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Reading	Brooke Cobbin	B.A. Criminology Elementary Certification Master of Curriculum and Instruction and Elementary Education	1	1	North Shore Elementary 2011 – 2012 Grade- B Reading Mastery- 31% Math Mastery- 54% Science Mastery- 35% Writing Mastery- 78% Reading Gains- 64% Math Gains- 85% Reading 25%- 81% Math 25%- 93% Long Branch Elementary 2011 3rd grade teacher School Grade: A Reading Proficiency 64%, Math Proficiency 71%; Reading Gains- 75% (3rd grade retained) Math Gains- 100% (3rd grade retained) Lowest 25% Reading- 75% (3rd grade retained) Lowest 25% Math- 100% (3rd grade retained)

					AYP- 100%
					Long Branch Elementary 2010
					3rd grade teacher
					School Grade: C
					Reading Proficiency 42%
					Math Proficiency 61%
					School did not meet AYP
Math	Mary McDougal	M.S. Family and Consumer Sciences	1	1	North Shore Elementary 2011 – 2012
					Grade- B
					Reading Mastery- 31%
		B.S. Family and Consumer Sciences			Math Mastery- 54%
					Science Mastery- 35%
		Elementary Certification			Writing Mastery- 78%
					Reading Gains- 64%
		Math 5-9 Certification			Math Gains- 85%
					Reading 25%- 81%
					Math 25%- 93%

Highly Effective Teachers

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

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Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Provide all Beginning teachers with mentor and instructional support	Administrators, School-Based Instructional Coaches, PDF	On-going	
2. Provide all teachers opportunities to receive research-based professional development in both content and pedagogy (i.e. Differentiated Instruction, Best Practices, Classroom Instruction that Works, Data Analysis, Technology Integration, etc.)	Administrators, Teachers, School-based Instructional Coaches	On-going	
3. Develop and monitor individual plan of action (IPDP) and timeline to strengthen teacher skills	Administrators, School-Based Instructional Coaches, PDF	On-going	
4. Administrators and instructional coaches will model lessons in classrooms	Administrators and school-based coaches	On-going	
5. Partnership with University of Florida's Lastinger Program to develop master teachers	Administrators, School-Based Instructional Coaches, PDF	On-going	

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
Kashay Beck	ESOL	5th Grade Science	Complete ESOL requirements

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	% of First-Year	% of Teachers with	% of Teachers with	% of Teachers with	% of Teachers wi	% Highly Effect	% Reading Endor	% National Board	% ESOL Endorse

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In str uc tio nal Sta ff	Te ach ers	1-5 Yea rs of Exp erie nce	6- 14 Yea rs of Exp erie nce	15+ Yea rs of Exp erie nce	th Ad van ced De gre es	ive Te ac her s	sed Te ach ers	Ce rtif ied Te ac her s	d Tea cher s
44	9% (5)	52 %(2 3)	25 %(1 1)	.09 %(4)	29 %(13)	97 %(43)	.02 %(1)	0	13 %(6)

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
Toni Daniels Lee	Kimberly Fowler	Ms. Fowler is a 1st year kindergarten teacher and Ms. Daniels is an exemplary kindergarten teacher.	Modeling/ planning/ Based on Needs Assessment

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Candace Beam	Emily Griffin	Ms. Griffin is a 1st year TFA 2nd grade teacher and Ms. Beam is an exemplary 2nd grade teacher.	Modeling/ planning/ Based on Needs Assessment
Felecia Hancock	Kimberly Parrish	Ms. Parrish only needs to exit the MINT program and she and Ms. Hancock both teach 1st grade.	Modeling/ planning/ Based on Needs Assessment
Toni Daniels	Lordslienne Exantus	Ms. Exantus is a 1st year kindergarten teacher and Ms. Daniels is an exemplary kindergarten teacher.	Modeling/ planning/ Based on Needs Assessment
Shannon Brennan	Reneka Willaims	Ms. Williams is a 1st year 2nd grade teacher and Ms. Brennan is an exemplary 2nd grade teacher.	Modeling/ planning/ Based on Needs Assessment

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Terri Washington	Opal Menchan	Ms. Menchan is returning to Duval County as a 5th grade teacher and Ms. Washington is the team leader and an exemplary 5th grade teacher.	Modeling/ planning/ Based on Needs Assessment

Additional Requirements

Coordination and Integration-**Title I Schools Only**

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

Title I, Part A

The following services are provided to ensure that students receive nutritious meals, remediation in instruction, and extended learning opportunities:

- BIC- Breakfast in the Classroom- a free breakfast program to all students enrolled at North Shore.

- Pre-K- Pre-Kindergarten is a program that is designed to prepare students for Kindergarten

- Parental Involvement Center- A resource to parents designed to assist them with the necessary tools to empower their students for success. The center also gives parents valuable tools for self motivation and life improvement.

- Full Service Schools- Behavior Intervention Resource

- Girl Matters – Behavior and academic Intervention Resource

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SES Tutoring- Supplemental Educational Services is a program that sponsors and funds the after-hours tutoring for students that are eligible for free/reduced lunch and attends a Title 1 school that has not made AYP in two or more years. The SES tutors will be required to align their daily instruction with the curriculum of the tutoring company as approved by the Duval County School District
Title I, Part C- Migrant
Title I, Part D
Title II
Title III
Title X- Homeless
Supplemental Academic Instruction (SAI) SAI funds provide after school and Saturday school tutoring.
Violence Prevention Programs
Nutrition Programs
Housing Programs
Head Start
Adult Education

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Career and Technical Education
Job Training
Other

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

School-Based MTSS/RtI Team
Identify the school-based MTSS Leadership Team. The school-based RtI Leadership Team includes the principal, assistant principals, school instructional coach, guidance counselor, and VE teachers.
Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts? The RtI Leadership team will meet **bi-weekly** (during PLC's) to look at data and use it to determine instructional decisions, review progress monitoring data at specific grade levels and to identify students who are meeting or exceeding the benchmark, at moderate risk, or at high risk for not meeting the benchmarks. Based on the data collected, the team will identify professional development and resources that the teachers will need to implement RtI. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation of plan, make decisions, and practice new processes and skills that will target "at risk" students, on target students, and students meeting/exceeding the standards and providing direct intervention services, monitoring students' progress, and measuring the results of the intervention.
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 discussed data for Tier 1, 2 and 3 students, set targets, addressed academic, social and emotional areas that needed to be addressed and set clear expectations for instruction. The RtI team members assisted in the construction of the SIP.
MTSS Implementation

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Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior. Data sources will be FCAT, benchmarks, PMA's, FAIR, and DRA's. The data management will be Limelight/Inform, SuccessMaker 2.0, PMA's, Benchmarks, Study Island Baseline data: Florida Comprehensive Assessment Test (FCAT)/FAIR Progress Monitoring: PMA's, DRA2, Benchmark Assessments, FCAT Simulations (Study Island/SuccessMaker 2.0) Midyear : Benchmark Assessments, Florida Assessments for Instruction in Reading (FAIR) End of Year: DRA2, FAIR, FCAT A system of charts and graphs will be utilized to track and summarize the data collected on students that are targeted. Behavior will be tracked using monthly Genesis reports.
Describe the plan to train staff on MTSS. Professional Development on RtI will be conducted during Early Release Training, grade level meetings and common planning time (PLC). The coaches/RtI team will provide professional development based on district training of RtI, best practices, and based on evaluation of teacher needs as determined in the bi-weekly RtI Leadership team meetings.
Describe plan to support MTSS. Continuous monitoring and feedback from school-based coaches and district

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). The school-based literacy leadership team includes the principal, assistant principals, instructional coaches, media specialist, and a representative (lead) from each grade level.
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). The LLT will meet once per month to assess student performance data and make recommendations for next steps to improve student performance. At the monthly meetings, the LLT will review current data from FAIR; benchmarks and classroom assessments to determine areas of instructional focus for classroom instruction, interventions, and enrichment.

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What will be the major initiatives of the LLT this year?
The major initiatives for the LLT will be to implement a school wide reading program and provide effective reading strategies that teachers and students are able to apply daily that will promote reading across the curriculum and build fluency and proficiency.

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.

Pre-Kindergarten is a part of a standards based program. This program is designed to prepare students for Kindergarten and beyond. This program has highly qualified teachers and a full time para-professional. The maximum capacity is 18 students per class. This program begins at 8:30 a.m. and ends at 3:00 p.m. daily. FLKRS, a district/ state developed standardized test that is criterion referenced, is administered to determine students' kindergarten readiness. The FLKRS includes a subset of the Early Childhood Observation System (ECHOS) and the first two measures of the Florida Assessment in Reading (FAIR) for kindergarten. This assesses letter naming fluency, initial sound fluency and assists in gathering information on a child's development in emergent literacy. The results from these assessments are used to group students for differentiated instruction and to provide immediate intensive intervention.
Students and parents will have individual conferences to inform parents of students' progress and areas that will need further developing prior to their student entering kindergarten.

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

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

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?

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

Postsecondary Transition

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

PART II: EXPECTED IMPROVEMENTS
Reading Goals

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

Reading Goals	Problem-Solving Process to Increase Student Achievement					

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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		
1a. FCAT 2.0: Students scoring at Achievement Level 3 in reading.	1a.1.Students vocabulary and rigor of text exposure and instruction are limited Teachers use and understanding of FAIR data is limited Teachers instructional skills and levels are limited	1a.1.Professional development will be provided by the state/district/ school based coaches during the first 9 weeks of school On-going content professional development Grade level common planning time (PLC's) will allow teachers an opportunity to have lesson studies Teachers will utilize FCAT specs in planning and instruction Utilize SuccessMaker 2.0	1a.1.Principal Assistant principals Reading/Instructional / district/state coaches Teachers	1a.1.Coach support and teacher attendance at the grade level common planning times will be monitored Analyzing ongoing data to determine student growth and proficiency	1a.1. Assessment results- • FAIR • Benchmarks • PMA's • Teacher generated • FCIM • Student work		

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To increase the percentage of students scoring at proficiency by 10%	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	19%	**29%**.					
		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 reading.	1b.1.	1b.1.	1b.1.	1b.1.	1b.1.		

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Reading Goal #1b:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
		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 reading.	2a.1. Teachers level of content knowledge to enrich high level students.	2a.1. Professional development in higher order questioning using Webb's depth of knowledge, vocabulary acquisition Analyzing priority benchmarks and FCAT 2.0 questions rigor Conduct small group pull-outs Utilize Success Maker 2.0	2a.1. Principal Assistant principals Reading/Instructional / district/state coaches Teachers	2a.1. Classroom observations Analyzing ongoing student data Continuous professional development Lesson studies	2a.1. Assessment results-FAIR Benchmarks PMA's Teacher generated FCIM Student work		
Reading Goal #2a: To increase the percentage of students scoring at Level 4 or 5 by 20%	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

	.11%	31%					
		2a.2.	2a.2.	2a.2.	2a.2.	2a.2.	
		2a.3	2a.3	2a.3	2a.3	2a.3	
2b. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.	2b.1.	2b.1.	2b.1.	2b.1.	2b.1.		

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Reading Goal #2b:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		2b.2.	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.	3.1. Students lack reading stamina Students lack sufficient vocabulary skills. Student Academic Readiness Level Students lack of background knowledge.	3.1. Sustained independent reading Incorporate more nonfiction reading material Frequent exposure to authentic testing situations Higher order questioning using bloom's/ Webb's depth of knowledge Teacher modeled think aloud Focus lessons based upon the reporting categories Build background knowledge Use of scaffold reading material Conduct small pull-out sessions Utilize Success Maker 2.0	3.1. Principal Assistant Principals Instructional/reading/ district/state coaches	3.1. Classroom observations PLC's Formal & Informal assessments Analyzing students data Lesson studies	3.1 Assessment results- FAIR Benchmarks PMA's Teacher generated FCIM Student work.	

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		Utilize FCAT Study Island					
Reading Goal #3a: To increase the percentage of students making gains in reading by 6%	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	64%	70%					
		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 reading.	3b.1.	3b.1.	3b.1.	3b.1.	3b.1.		
Reading Goal #3b:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	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 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.	4.1. Students lack reading stamina Students lack sufficient vocabulary skills. Student Academic Readiness Level Students lack of background knowledge.	4.1. Sustained independent reading Incorporate more nonfiction reading material Frequent exposure to authentic testing situations Higher order questioning using bloom's/ Webb's depth of knowledge Teacher modeled think aloud Focus lessons based upon the reporting categories Build students' background knowledge Use of scaffold reading materials Focus lessons based upon the FCAT reporting categories Conduct small pull-out sessions	4.1. Principal Assistant principals Reading/Instructional / district/state coaches	4.1. Classroom observations PLC's Formal & Informal assessments Analyzing student data Lesson studies	4.1. Assessment results- FAIR Benchmarks PMA's Teacher generated FCIM Student work.		

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		Utilize Success Maker 2.0 Utilize FCAT Study Island					
<u>Reading Goal #4a:</u> To increase the percentage of gains in L25's by 5%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	81%	86%					
		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 reading.**	4b.1.	4b.1.	4b.1.	4b.1.	4b.1.	
Reading 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**	
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	**Baseline data 2010-2011** ⬛ **38%**						
Reading Goal #5A:							

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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		

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5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in reading.**	5B.1. Black: Students lack reading stamina Students lack sufficient vocabulary skills. Student Academic Readiness Level Students lack of background knowledge. Hispanic: Asian: American Indian:	5B.1. Teachers will use assessment data to plan for differentiated instruction focusing on subgroups Conduct small pull-out sessions Utilize Success Maker 2.0	5B.1. Principal Assistant principals Reading/Instructional / district/state coaches Teachers	5B.1. Classroom observations PLC's Formal & Informal assessments Analyzing student data Lesson studies	5B.1. Assessment results- FAIR Benchmarks PMA's Teacher generated FCIM Student work.		

Reading Goal #5B: Target students to meet AYP in the African American subgroup by 9%	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Black: 31%	Black: 40%					
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5C. English Language Learners (ELL) not making satisfactory progress in reading.	5C.1.	5C.1.	5C.1.	5C.1.	5C.1.		
Reading 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.	

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.		

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Reading Goal #5D:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Enter narrative for the goal in this box.							
	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		

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5E. Economically Disadvantaged students not making satisfactory progress in reading.	5E.1. Students lack reading stamina Students lack sufficient vocabulary skills. Student Academic Readiness Level Students lack of background knowledge. Students lack of resources (glasses, hearing devices)	5E.1. Teachers will use assessment data to plan for differentiated instruction focusing on subgroups Conduct small pull-out sessions Utilize Success Maker 2.0	5E.1. Principal Assistant principals Reading/Instructional / district/state coaches Teachers	5E.1. Classroom observations PLC's Formal & Informal assessments Analyzing student data Lesson studies	5E.1. Assessment results- FAIR Benchmarks PMA's Teacher generated FCIM Student work	

Reading Goal #5E: To increase by 9%	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	28%	37%					
		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)

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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
Based on data and needs assessment		Teacher leaders	Teachers/coaches	Early Dismissal Prof Development Bi-weekly	Classroom focus walks/observations	Principal/assist principals/
	Pre-K – 5th	/coaches				school/district coaches
Based on data and needs assessment		Teacher leaders	Teachers/coaches	Grade Level/Team meetings	Classroom focus walks/observations	Principal/assist principals/
	Pre-K – 5th	/coaches		Weekly during common planning		school/district coaches
		District/school coaches	Teachers/coaches	Saturday Prof Development Once per month	Classroom focus walks/observations	Principal/assist principals/ school/district coaches
Based on data and needs assessment	Pre-K – 5th					

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
	Class library books	District	
	Florida Achieves	State	
	Florida Ready Reading	District	
Subtotal:		State	
Technology			
Strategy	Description of Resources	Funding Source	Amount

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Success Maker 2.0	Comprehension program	District	
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Early Dismissal	School Improvement Grant	SIG 1003	
Saturday Professional Development	School Improvement Grant	SIG 1003	
District Training	TBA		
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
SES Tutoring			
Sat School tutoring	Title I		
TEAM Up	The Bridge		
Subtotal:			
Total:			

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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CELLA Goals	Problem-Solving Process to Increase Language Acquisition					
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1. Students scoring proficient in Listening/ Speaking.	1.1.	1.1.	1.1.	1.1.	1.1.	

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CELLA Goal #1:	2012 Current Percent of Students Proficient in Listening/Speaking:				
Enter narrative for the goal in this box.					
	Enter numerical data for current 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.
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.	2.1.	2.1.	2.1.	2.1.	
CELLA Goal #2: *Enter narrative for the goal in this box.*	2012 Current Percent of Students Proficient in Reading :					
	Enter numerical data for current level of performance in this box.					

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		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	
3. Students scoring proficient in Writing.	2.1.	2.1.	2.1.	2.1.	2.1.	

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CELLA Goal #3:	2012 Current Percent of Students Proficient in Writing :					
Enter narrative for the goal in this box.						
	Enter numerical data for current level of performance in this box.					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3

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

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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 CELLA Goals

Elementary School Mathematics Goals

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

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

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1a. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.	1a.1.	1a.1.	1a.1.	1a.1.	1a.1.		
	Lack of student engagement

Teacher lack of skill to

teach to this cognitive

complexity level

Students not being challenged

Lack of Differentiated Instruction

Teacher unpacking

standards and aligning

lesson plans with NGSS

and Common Core | School-based academic

mathematics coach will

collaborate with district

instructional specialists to determine an appropriate

professional development

model to facilitate an

instructional delivery model

that includes explicit

instruction, modeled

instruction, guided practice,

independent practice,

lesson assessment, vocabulary

acquisition and content

knowledge. | Principal

Assistant principals

School-Based Math Coach/Instructional / district/state coaches

Teachers | Lesson Plans

Student Work

Data from informal and formal assessments | Formal and informal Observations.

Lesson plans

Student Work

Formal and informal

data | | |

		Teachers will use assessment data to plan for differentiated instruction focusing on subgroups Conduct small pull-out sessions Utilize Success Maker 2.0				
<u>Mathematics Goal #1a:</u> To increase the percentage of students scoring at proficiency by 9%	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>				
	54%	63%				
		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:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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		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.** | 2.1. Lack of student engagement Teacher lack of skill to teach to this cognitive complexity level Students not being challenged Lack of Differentiated Instruction Teacher unpacking standards and aligning lesson plans with NGSS and Common Core | 2.1. School-based academic mathematics coach will collaborate with district instructional specialists to determine an appropriate professional development model to facilitate an instructional delivery model that includes explicit instruction, modeled instruction, guided practice, independent practice, lesson assessment, vocabulary acquisition and content knowledge. | 2.1. School-Based Coach District Coaches Administrators Teachers | 2.1. Lesson Plans Student Work Data from informal and formal assessments | 2.1. Formal and informal observations Lesson plans Student Work Formal and informal data | | |

		Teachers will use assessment data to plan for differentiated instruction focusing on subgroups Conduct small pull-out sessions Utilize Success Maker 2.0 Utilize FCAT Study Island				
Mathematics Goal #2a: To increase the percentage of students scoring at 4 or 5 by 4%	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	16%	20%				

		2a.2.	2a.2.	2a.2.	2a.2.	2a.2.	
		2a.3	2a.3	2a.3	2a.3	2a.3	
2b. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.	2b.1.	2b.1.	2b.1.	2b.1.	2b.1.		

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Mathematics Goal #2b:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Enter narrative for the goal in this box.							
	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		
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.	3.1. Lack of student engagement Teacher lack of skill to teach to this cognitive complexity level Students not being challenged Lack of Differentiated Instruction Teacher unpacking standards and aligning lesson plans with NGSS and Common Core	3.1. School-based academic mathematics coach will collaborate with district instructional specialists to determine an appropriate professional development model to facilitate an instructional delivery model that includes explicit instruction, modeled instruction, guided practice, independent practice, lesson assessment, vocabulary acquisition and content knowledge.	3.1. School-Based Coach District Coaches Administrators Teachers	3.1. Lesson Plans Student Work Data from informal and formal assessments	3a.1.		

		Teachers will use assessment data to plan for differentiated instruction focusing on subgroups					
		Conduct small pull-out sessions					
		Utilize Success Maker 2.0					
		Utilize FCAT Study Island					
Mathematics Goal #3a: To improve students making learning gains by 5%	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	85%	90%					

		3a.2.	3a.2.	3a.2.	3a.2.	3a.2.	
		3a.3.	3a.3.	3a.3.	3a..3.	3a.3.	
3b. Florida Alternate Assessment: **Percentage of students making Learning Gains in mathematics.**	3b.1.	3b.1.	3b.1.	3b.1.	3b.1.		

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Mathematics Goal #3b:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Enter narrative for the goal in this box.							
	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. Lack of student engagement Teacher lack of skill to teach to this cognitive complexity level Students not being challenged Lack of Differentiated Instruction Teacher unpacking standards and aligning lesson plans with NGSS and Common Core | 4a.1. School-based academic mathematics coach will collaborate with district instructional specialists to determine an appropriate professional development model to facilitate an instructional delivery model that includes explicit instruction, modeled instruction, guided practice, independent practice, lesson assessment, vocabulary acquisition and content knowledge. Teachers will | 4a.1. School-Based Coach Administrators Teachers District Coaches | 4a.1. Lesson Plans Student Work Data from informal and formal assessments | 4a.1. Formal and informal observations Lesson plans Student Work Formal and informal data | | |

		use assessment data to plan for differentiated instruction focusing on subgroups				
		Conduct small pull-out sessions				
		Utilize Success Maker				
		Utilize Number Worlds				
		Utilize FCAT Study Island				
Mathematics Goal #4a: To improve the bottom quartile making learning gains by 5%	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	85%	90%				

		4a.2.	4a.2.	4a.2.	4a.2.	4a.2.	
		4a.3	4a.3.	4a.3.	4a.3.	4a.3.	
4b. Florida Alternate Assessment: **Percentage of students in Lowest 25% making learning gains in mathematics.**	4b.1.	4b.1.	4b.1.	4b.1.	4b.1.		

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Mathematics Goal #4b:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Enter narrative for the goal in this box.							
	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**	

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Baseline data 2010-2011	54					
		50					
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		

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5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in mathematics.**	5B.1. Black: Lack of student engagement Teacher lack of skill to teach to this cognitive complexity level Students not being challenged Lack of Differentiated Instruction Teacher unpacking standards and aligning lesson plans with NGSS and Common Core	5B.1. School-based academic mathematics coach will collaborate with district instructional specialists to determine an appropriate professional development model to facilitate an instructional delivery model that includes explicit instruction, modeled instruction, guided practice, independent practice, lesson assessment, vocabulary acquisition and content knowledge. Teachers will	5B.1. School-Based Coach District Coaches Administrators Teachers	5B.1. Lesson Plans Student Work Data from informal and formal assessments	5B.1.		

		use assessment data to plan for differentiated instruction focusing on subgroups Conduct small pull-out sessions Utilize Success Maker Utilize FCAT Study Island					
<u>Mathematics Goal #5B:</u> To decrease the African American subgroup not making satisfactory progress by 10%	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	Black:54%	Black: 44%					
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	

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		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.		
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.*					

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		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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

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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.*					
	—	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. Lack of student engagement Teacher lack of skill to teach to this cognitive complexity level Students not being challenged Lack of Differentiated Instruction Teacher unpacking standards and aligning lesson plans with NGSS and Common Core	5E.1. School-based academic mathematics coach will collaborate with district instructional specialists to determine an appropriate professional development model to facilitate an instructional delivery model that includes explicit instruction, modeled instruction, guided practice, independent practice, lesson assessment, vocabulary acquisition and content knowledge. Teachers will	5E.1. School-Based Coach District Coaches Administrators Teachers	5E.1. Lesson Plans Student Work Data from informal and formal assessments	5E.1. Formal and informal observations Lesson plans Student Work Formal and informal data		

		use assessment data to plan for differentiated instruction focusing on subgroups Conduct small pull-out sessions Utilize Success Maker Utilize FCAT Study Island				
Mathematics Goal #5E: To decrease the ED subgroups progress by 10%	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	52%	42%				
		5E.2.	5E.2	5E.2.	5E.2.	5E.2.
		5E.3	5E.3	5E.3	5E.3	5E.3

End of Elementary School Mathematics Goals

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Middle School Mathematics Goals

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

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

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1a. **FCAT 2.0:** Students scoring at Achievement Level 3 in mathematics.	1a.1.	1a.1.	1a.1.	1a.1.	1a.1.		
Mathematics Goal #1a: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					

		1a.2.	1a.2.	1a.2.	1a.2.	1a.2.	
		1a.3.	1a.3.	1a.3.	1a.3.	1a.3.	
1b. Florida Alternate Assessment: **Students scoring at Levels 4, 5, and 6 in mathematics.**	1b.1.	1b.1.	1b.1.	1b.1.	1b.1.		

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

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2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.	2a.1.	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.		

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Mathematics Goal #2b:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Enter narrative for the goal in this box.							
	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		
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

3a. FCAT 2.0: Percentage of students making Learning Gains in mathematics.	3a.1.	3a.1.	3a.1.	3a.1.	3a.1.		
Mathematics Goal #3a: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

		Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*				
		3a.2.	3a.2.	3a.2.	3a.2.	3a.2.	
		3a.3.	3a.3.	3a.3.	3a..3.	3a.3.	

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.	3b.1.	3b.1.	3b.1.	3b.1.	3b.1.		
Mathematics Goal #3b: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		3b.2.	3b.2.	3b.2.	3b.2.	3b.2.	
		3b.3.	3b.3.	3b.3.	3b.3.	3b.3.	
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.	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.	
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.		

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Mathematics Goal #4b:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Enter narrative for the goal in this box.							
	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**					
<u>Mathematics Goal #5A:</u> *Enter narrative for the goal in this box.*						
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following 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:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Enter narrative for the goal in this box.							
	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		

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5C. English Language Learners (ELL) not making satisfactory progress in mathematics.	5C.1.	5C.1.	5C.1.	5C.1.	5C.1.		
Mathematics Goal #5C: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.		

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Mathematics Goal #5D:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Enter narrative for the goal in this box.							
	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		

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5E. Economically Disadvantaged students not making satisfactory progress in mathematics.	5E.1.	5E.1.	5E.1.	5E.1.	5E.1.		
Mathematics Goal #5E: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					

		5E.2.	5E.2	5E.2.	5E.2.	5E.2.	
		5E.3	5E.3	5E.3	5E.3	5E.3	

End of Middle School Mathematics Goals

Florida Alternate Assessment High School Mathematics Goals

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

High School Mathematics Goals	Problem-Solving Process					

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

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Mathematics Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
Enter narrative for the goal in this box.						
	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. 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.		

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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		

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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.*					

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		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						
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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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.*					

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		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra.	2.1.	2.1.	2.1.	2.1.	2.1.		

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Algebra Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Enter narrative for the goal in this box.							
	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.		

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

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3C. English Language Learners (ELL) not making satisfactory progress in Algebra.	3C.1.	3C.1.	3C.1.	3C.1.	3C.1.		

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Algebra Goal #3C:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Enter narrative for the goal in this box.							
	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 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.		

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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 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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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.*					

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		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.	2.1.	2.1.	2.1.	2.1.	2.1.	

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Geometry Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Enter narrative for the goal in this box.							
	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		

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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:*					

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	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.		

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

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

		3D.2.	3D.2.	3D.2.	3D.2.	3D.2.	
		3D.3.	3D.3.	3D.3.	3D.3.	3D.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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

		3E.2.	3E.2	3E.2.	3E.2.	3E.2.	
		3E.3	3E.3	3E.3	3E.3	3E.3	

End of Geometry EOC Goals

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional 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
Based on data and Needs Assessment	K – 5th	Coaches	Teachers/coaches	Early return/ Pre-planning (District PD: Common Core)	Classroom focus walks/observations	Principal/assist principals/ school/district coaches
Based on data and Needs Assessment	Pre-K – 5th	Teacher leaders / coaches	Teachers/coaches	Early Dismissal Prof Development (topics based on needs assessment)Bi-weekly	Classroom focus walks/observations	Principal/assist principals/ school/district coaches
Based on data and Needs Assessment	Pre-K – 5th	Teacher leaders/ coaches	Teachers/coaches	Grade Level/Team meetings (topics based on needs assessment)Weekly during common planning	Classroom focus walks/observations	Principal/assist principals/ school/district coaches
Based on data and Needs Assessment	Pre-K – 5th	District/school coaches	Teachers/coaches	SIG Saturday Prof Development Once per month	Classroom focus walks/observations	Principal/assist principals/ school/district coaches

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Based on data and Needs Assessment	District trainers	Teachers/coaches	District trainings TBD by district	Classroom focus walks/observations	Principal/assist principals/
Pre-K – 5th					school/district coaches

Mathematics Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
K – 5 will use during extended hr/centers	FCAT Explorer	State	
Use during after school program	Study Island	Team Up	
K – 5 will use during extended hr/centers	Destinations Success	District	

Use for pull out groups as well as K – 5 will use during extended hr/centers	Compass Odyssey	District	
K – 5 will use during extended hr/centers	Number Worlds	District	
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Strategy	Description of Resources	Funding Source	Amount
Early Dismissal	School Improvement Grant	SIG 1003	Early Dismissal
Saturday Professional Development	School Improvement Grant	SIG 1003	Saturday Professional Development
District Training	TBA		District Training
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Elementary and	**Problem-**						

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Middle Science Goals	Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1a. FCAT 2.0: Students scoring at Achievement Level 3 in science.	1a.1. Lack of exposure to prior knowledge benchmarks needed to master 5th grade benchmarks Lack of additional time needed for enrichment	1a.1. Incorporate prior benchmarks into 5th grade benchmarks to insure all material is covered for FCAT. Team Up RTI block	1a.1. Classroom Teacher Science Coach Classroom teacher Team Up Tutor	1a.1. FCIM Lesson Plans Scores from Study Island Assessments used in Team Up	1a.1. Informal assessments (exit slips, homework) Common Assessment created by Science Coach Interim benchmarks Assessments Assessments from Study island Mini Assessments		

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Science Goal #1a:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
To increase students scoring at achievement level 3 or higher by 5%						
	26%	31%				
	1a.2. Properly implementing NGSSS curriculum at each grade level 1a.3. Readability of science test for students.	1a.2. Reinforce to teachers the importance of following science curriculum, training teachers on item specs to insure understanding of benchmarks, train on new textbook, incorporate technology	1a.2. Admin Science Coach	1a.2. Common Assessments created by Science Coach	1a.2. Common Assessments created by Science Coach	1a.2.
		1a.3. Creating interdisciplinary units to incorporate reading skills in science and in reading incorporating science vocabulary.	1a.3. Admin Reading Coach Science Coach	1a.3. Observations Lesson Plans	1a.3. Reading passages from FCAT Explorer	1a.3.

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1b. **Florida Alternate Assessment: Students scoring at Level 4, 5, and 6 in science.**	1b.1.	1b.1.	1b.1.	1b.1.	1b.1.		
Science Goal #1b:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
		1b.2.	1b.2.	1b.2.	1b.2.	1b.2.	
		1b.3.	1b.3.	1b.3.	1b.3.	1b.3.	

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.	2a.1. Supplemental material to increase achievement level.	2a.1. Project based learning to increase critical thinking and vocabulary	2a.1. Classroom teacher Science Coach	2a.1. Data from FCAT Explorer FOCUS Project/hands on experiments Virtual experiments through GIZMO and new textbook interactive curriculum	2a.1. FCAT Explorer mini assessments Rubrics for quality student work FOCUS mini assessments.		
Science Goal #2a: To increase the number of students scoring 4 or 5 by 7%	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	9%	14%					
		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.	2b.1.	2.1.	2b.1.	2b.1.		
Science Goal #2b: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013Expected Level of Performance:*					

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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.*				
		2b.2.	2b.2.	2b.2.	2b.2.	2b.2.
		2b.3	2b.3	2b.3	2b.3	2b.3

End of Elementary and Middle School Science Goals

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	

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1. Florida Alternate Assessment: Students scoring at Level 4, 5, and 6 in science.	1.1.	1.1.	1.1.	1.1.	1.1.	
Science Goal #1: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*				
		1.2.	1.2.	1.2.	1.2.	1.2.

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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		
		1.3.	1.3.	1.3.	1.3.	1.3.	
2. Florida Alternate Assessment: Students scoring at or above Level 7 in science.	2.1.	2.1.	2.1.	2.1.	2.1.		

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

End of Florida Alternate Assessment High School Science Goals

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					

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

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		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.		

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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.

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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
Based on data and Needs Assessment	K-4	Science Coach	K-4	once a month	Lesson plans	Science Coach
Based on data and Needs Assessment	K-5	Science Coach	K-5	All year Early Release or PLC	Assessments Projects using rubrics	Administrators Science Coach
Based on data and Needs Assessment	K-4	Science Coach	K-4	PLC	Lesson Plans	Administrator Science Coach
		5th Grade Science Teacher		All Year	observations	Administrator
		2nd Grade teacher				

Science Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
	Science leveled reader	District	
	Science manipulatives	Magnet	
	STEM trainings	Magnet	
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
	FCAT Explorer		
	Gizmos		
	Study Island		
	STEM		

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

Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
	Science Academy	District	
	STEM	Magnet	
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 Goals	**Problem-Solving Process to Increase Student Achievement**						
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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1a. FCAT: **Students scoring at Achievement Level 3.0 and higher in writing.**	1.1. Lack of understanding of how to teach the process of revising and editing. Lack of understanding of how to utilize the 4th grade FCAT scoring rubric. Students correct use of grammar in everyday language	1.1. Provide professional development and peer modeling so that students effectively use the process of revising and editing in their writing. Peer partnerships will be established among teachers to improve the accuracy of scoring student writing. Teachers will score 20% of a random sampling of their partner's student work	1.1. Classroom Teachers Instructional Coaches Administrators	1.1. Lesson Plans Student Work Data from informal and formal assessments	1.1. Formal and informal observations Lesson plans Student Work Formal and informal data	
Writing Goal #1a: To increase the percentage of students making 3 or higher by 5%	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	78%	83%				
		1a.2.	1a.2.	1a.2.	1a.2.	1a.2.

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

		1a.3.	1a.3.	1a.3.	1a.3.	1a.3.	
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.	1b.1.	1b.1.	1b.1.	1b.1.	1b.1.		
Writing Goal #1b: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		1b.2.	1b.2.	1b.2.	1b.2.	1b.2.	

		1b.3.	1b.3.	1b.3.	1b.3.	1b.3.	

Writing Professional Development

Professional Development (PD) aligned with 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
Based on data and Needs Assessment	Pre-K – 5th	Coaches	Teachers/coaches	Early return/ Pre-planning (high order questioning/ unpacking standards 2.0/DA rubric)	Classroom focus walks/observations	Principal/assist principals/ school/district coaches
Based on data and Needs Assessment	Pre-K – 5th	Teacher leaders / coaches	Teachers/coaches	Early Dismissal Prof Development (topics based on needs assessment)	Classroom focus walks/observations	Principal/assist principals/ school/district coaches

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

Based on data and Needs Assessment	Teacher leaders/ coaches	Teachers/coaches	Grade Level/Team meetings	Classroom focus walks/observations	Principal/assist principals/
	Pre-K – 5th		(topics based on needs assessment)		school/district coaches
Based on data and Needs Assessment	District/school coaches	Teachers/coaches		Classroom focus walks/observations	Principal/assist principals/ school/district coaches
	Pre-K – 5th		Saturday Prof Development		
Based on data and Needs Assessment	District trainers	Teachers/coaches		Classroom focus walks/observations	Principal/assist principals/
	Pre-K – 5th		District trainings		school/district coaches

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 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	

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

1. Students scoring at Achievement Level 3 in Civics.	1.1.	1.1.	1.1.	1.1.	1.1.		
Civics Goal #1: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					

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		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.		

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

Civics Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Enter narrative for the goal in this box.							
	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 Strategy does not require a professional development or

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

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	

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

1. Students scoring at Achievement Level 3 in U.S. History.	1.1.	1.1.	1.1.	1.1.	1.1.		
U.S. History Goal #1: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	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.		

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

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

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

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
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:			

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

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		

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

1. Attendance	1.1.	1.1.	1.1.	1.1.	1.1.		
	Parent lack of transportation, resources, computers and phone communication	Communicate the importance of attending school daily.	Principal Assistant Principal	Itemize student attendance data quarterly	Genesis Data		
	Newsletters and school communication not delivered by student	Parent Link Phone messaging system	Counselor				
		Parent Newsletter	Truant Officer				
		Parent/Teacher conferences	Teacher				
		Parent/Administrator attend related conferences					
		Teacher phone calls and communication with truant officer regarding students					
		Home visit from truant officer					
		Attendance Intervention Team meeting (AIT)					

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Attendance Goal #1: To increase attendance by 5%	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*				
	93.6%	97%				
	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)				
	251	239				
	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)				
	137	130				
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.

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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
Truant Policy and Procedures	Pre-K – 5th	Truant	All	Bi-weekly	Genesis/Truant Report	Principal/Assist Principals/CRT/Truant Officer/Teacher

Attendance Budget (Insert rows as needed)

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

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

End of Attendance Goals

Suspension Goal(s)

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

Suspension Goal(s)	Problem-solving Process to Decrease Suspension					

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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		

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

1. Suspension	1.1.	1.1.	1.1.	1.1.	1.1		
	Lack of implementation of CHAMPS on a consistent basis.	Conduct a CHAMPS training for all staff members on each grade level to discuss expectations.	Administration	Genesis Report	Genesis reports		
			Problem Solving Team/RTI	Behavior data	Behavior data		
	Evidence of Rituals and Routines in place in every classroom	Foundations Team will review school-wide discipline plan with grade level to ensure all staff members are familiar with plan.			Surveys and decrease number of referrals written		
	Lack of interventions to address misbehavior						
	Problem Solving Team/RTI	Teachers will review expectations (CHAMPS) with students during the first nine weeks of school to embed the expectation within the culture of the school and as new students arrive.					
	New Students not acclimated to expectations.						
		Implement Classroom Guidance with focus on conflict resolution, bullying, anger management skills, social skills, and other personal skills					

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Suspension Goal #1:	2012 Total Number of In –School Suspensions	2013 Expected Number of In- School Suspensions				
To reduce the number of suspensions by 25%						
	0	0				
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In -School				
	0	0				
	2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions				
	225	169				
	2012 Total Number of Students Suspended Out- of- School	2013 Expected Number of Students Suspended Out- of-School				
	225	169				
		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

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

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
CHAMPS training	All grade levels	Admin/ Foundations Team	School-wide	Ongoing	Focus Walk to view CHAMPS in action	Administration
Foundations training	All grade levels	Admin/ Foundations Team	School-wide	Quarterly	Review Agendas/Minutes	Foundations Team
Grade level PLC	All grade levels	Foundations/Grade level Chair	PLC	Weekly	Review Agendas/Minutes	Grade Level Chair

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

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

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

End of Suspension Goals

Dropout Prevention Goal(s)

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

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

Dropout Prevention Goal(s)	**Problem-solving Process to 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		

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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:* *Enter numerical data for dropout rate in this box.*	2013 Expected Dropout Rate:* *Enter numerical data for expected dropout rate in this box.*					
	2012 Current Graduation Rate:*	2013 Expected Graduation Rate:*					
	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

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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			
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		

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

1. Parent Involvement	1.1.	1.1.	1.1.	1.1.	1.1.		
Parent Involvement Goal #1: *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	Students lose agendas or parents fail to check agendas. Transportation, communication and interest of parents Lack of communication and transportation to school events Communications not being delivered back to school	Every teacher communicates with parents through the student agendas concerning progress in student performance. Monthly parent nights 5Active recruitment of volunteers at all school activities through the use of volunteer recruitment form. Active PTA/SAC	Classroom Teacher PTA Liaison Administration	Teachers will monitor planners on a daily basis Feedback forms and surveys and sign in sheets to determine level of parent participation Teachers will monitor planners on a daily basis	Administration will review student agendas to verify 100% compliance PTA Liaison will attend PTA meetings to communicate need for daily parental participation		

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

	2012 Current level of Parent Involvement:*	2013 Expected level of Parent Involvement:*					
To increase parent involvement with parent programs during and after school to improve healthy parent communication between school and home							
	10%	25%					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Parent Involvement Professional Development

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

Please note that each Strategy does not require a professional development or

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

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)

* 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: To increase the use of science ,technology, engineering and math in core academic classes school-wide	1.1. Teacher content knowledge Student access to technology outside of school	1.1. Teachers will use assessment data to plan for differentiated instruction focusing on subgroups Conduct small pull-out sessions Utilize Success Maker 2.0 Utilize FCAT Study Island	1.1. Principal Assistant principals Reading/Instructional / district/state coaches	1.1. Classroom observations PLC's Formal & Informal assessments Analyzing student data Lesson studies	1.1. Student Data: Assessment results- FAIR Benchmarks PMA's Teacher generated FCIM Student work
	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)

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

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- science/technology/ engineering/math	ALL	Coaches	PLC/Early Dismissal/District trainings	Ongoing	Classroom focus walks/observations	Principal/assist principals/ school/district coaches

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:			

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

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

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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
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount

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

End of CTE Goal(s)

Additional Goal(s)

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

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

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1. Additional Goal	1.1. Proper trainings for NEW Teachers is not available do to the demands or focus on more intense subject such as reading and math.	1.1. Collaborate with other Micro Society Schools and develop a model Micro Classroom.	1.1. Faith Roberts-Graham, Magnet Coordinator Teachers	1.1. Conduct peer evaluations	1.1. Micro Society Peer Evaluation Rubric and Guideline		
<u>Additional Goal #1:</u> The goal of our micro society program is to provide an innovative concept in which students from diverse backgrounds create a miniature society within the school. In addition to following a traditional academic curriculum, students at North Shore develop the self-discipline, work habits, and life skills needed to achieve success outside the classroom.	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>					
	47%	57%					

		1.2.	1.2.	1.2.	1.2.	1.2.	1.2.
		Teachers feels has if they are limited to using only the materials that they have in their classroom. 1.3. Books that are recommended or suggested are not available in the school library.	Provide teachers with the supply order form and go over it in details to ensure that the materials that they will need for the product are available upon request.	Faith Roberts-Graham, Magnet Coordinator Teachers	Checks and balances. If the teachers are completing the order forms then they will have materials.	Surveys will be conducted.	
		1.3. Provide teachers with a Micro Society sections using supplemental materials for teachers and students.	1.3. Faith Roberts-Graham, Magnet Coordinator Teachers School media specialist	1.3. Create a tracking system listing the supplemental materials.	1.3. Monitor the use of the supplemental materials by reviewing the tracking form. Communicate with the media specialist.	1.3.	

Additional Goals Professional Development

**Professional
Development
(PD) aligned with
Strategies through
Professional
Learning**

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

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
Attend Choice College meeting	K-5 /Social Studies	Faith Roberts-Graham	School Wide	Daily micro society notation Early Release-Market Place	Weekly class visits Products	Magnet Lead

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

	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	
	Total:
Mathematics Budget	
	Total:
Science Budget	
	Total:
Writing Budget	
	Total:
Attendance Budget	
	Total:
Suspension Budget	

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Total:
Dropout Prevention Budget
Total:
Parent Involvement Budget
Total:
Additional Goals
Total:
Grand Total:

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Differentiated Accountability

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

School Differentiated Accountability Status		
▢Priority	▢Focus	▢Prevent

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

School Advisory Council (SAC)

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

☐ Yes   ☐ No

If No, describe the measures being taken to comply with SAC requirements.
We will continue to hold monthly meeting inviting all stakeholders to become a part of the SAC committee in order to hold elections and establish an active SAC.
Describe the activities of the SAC for the upcoming school year.
Once establish will be to support the school in all endeavors.

Describe the projected use of SAC funds.	Amount