FLORIDA DEPARTMENT OF EDUCATION

DRAFT School Improvement Plan (SIP)
Form SIP-1

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: Archer Elementary School	District Name: Alachua County
Principal: Cory Tomlinson	Superintendent: Dr. Dan Boyd
SAC Chair: Andrea Mousa	Date of School Board Approval:

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

School Grades Trend Data (Use this data to complete Sections 1-4 of the reading and mathematics goals and Sections 1 and 2 of the writing and science goals.)

Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data (Use this data to inform the problem-solving process when writing goals.)

High School Feedback Report

K-12 Comprehensive Research Based Reading Plan

Administrators

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)
Principal	Cory Tomlinson	Elementary Education K-6 Educational Leadership and Supervision School Principal K-12	1	1	
Assistant Principal					

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Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Curriculum Coach	Melody Hofstetter	Elementary Education, ESOL	7	7	2011-2012 – A, Reading 69%, Math 78%, Writing 84%, Science 75%, Learning Gains 67% in Reading and 75% in Math, Lowest 25% 54% in Reading and 45% in Math

2010-2011 - A, Reading 81%, Math 88%, Writing 89%, Science 72%, Learning Gains 69% in Reading and 75% in Math, Lowest 25% 54% in Reading and 68% in Math. AYP = No

2009-2010 - B, Reading 82%, Math 85%, Writing 88%, Science 69%, Learning Gains 65% in Reading and 66% in Math, Lowest 25% 48% in Reading and 79% in Math. AYP = No

2008-2009 A, Reading 85%, Math 84%, Writing 98%, Science 63%, Learning Gains 69% in Reading and 77% in Math, Lowest 25% 71% in Reading and 77% in Math. AYP = Yes |
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Effective and Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date
1. All teachers new to Archer Elementary are partnered with a Team Leader to answer any questions and assist in general orientation to the school. Team Leaders also assist new teachers	Principal and assigned Team Leaders	June 2013

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in planning.		
2. Beginning teachers have a mentor coach assigned by the district.	District Office, Mentor Coach	June 2013
3. District hosted job fair each Spring to recruit highly qualified teachers.	District Office	June 2013
4. New teacher orientation held at school during pre-planning	School Based Leadership Team	August 2012

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Non-Highly Effective Instructors

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

Number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).	Provide the strategies that are being implemented to support the staff in becoming highly effective
1 (2%)	The district offers ESOL endorsement courses. The teacher has been given the information and will register for those courses.

Staff Demographics

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

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

Total number of Instructional Staff	% of first-year teachers	% of teachers with 1-5 years of experience	% of teachers with 6-14 years of experience	% of teachers with 15+ years of experience	% of teachers with Advanced Degrees	% of teachers with an Effective rating or higher	% of Reading Endorsed Teachers	% of National Board Certified Teachers	% of ESOL Endorsed Teachers
38	2 (5%)	15 (39%)	12 (31%)	9 (24%)	20 (53%)		2 (5%)	1 (2%)	9 (24%)

Teacher Mentoring Program/Plan

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Melody Hofstetter	Rachel Ford	Beginning Teacher	Regularly scheduled meetings to address classroom management, planning, instructional strategies, data review, use of technology in classrooms. Classroom observations are

			also done regularly.
Melody Hofstetter	Kristin DiFranco	Beginning Teacher	Regularly scheduled meetings to address classroom management, planning, instructional strategies, data review, use of technology in classrooms. Classroom observations are also done regularly.
Melody Hofstetter	Amanda Schroeder	Beginning Teacher	Regularly scheduled meetings to address classroom management, planning, instructional strategies, data review, use of technology in classrooms. Classroom observations are also done regularly.

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Additional Requirements

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

Title I, Part A We hire certified, highly-qualified intervention teachers to provide pull-out instruction in reading and/or math. The pull-out services provide students a double-dose of instruction in reading or math during the regular school day. We have a highly-qualified FCIM Facilitator to work with teachers on disaggregation of data and differentiation within the classroom. Funds are also used for professional development for all teachers and staff in Kagan, Technology, Marzano's High Yield Strategies, Literacy Work Stations and other topics based on student data. After-school Tutoring may be funded for students in reading and/or math.
Title I, Part C- Migrant Work with the district migrant coordinator. Coordination of student Educational Planning Team meetings with the district, as needed.
Title I, Part D
Title II Mentor coach for beginning teachers, on-going technology training through the district's digital educators.
Title III Work with the district coordinator to supply dictionaries, translators for parent conferences. Coordination of supplementary materials and instructional services to improve the education of English Language Learners, as needed.
Title X- Homeless Work with district coordinator, Courtney Allen, to provide resources for students identified as homeless under the McKinney-Vento Act.
Supplemental Academic Instruction (SAI)
Violence Prevention Programs Continuation of Positive Behavior Support school-wide, additional programs being implemented by BRT and/or Guidance Counselor.
Nutrition Programs The school participates in the district's nutrition program for summer meals, of which, Archer Elementary is a site. A large percentage of our students qualify for free and reduced meals. The school also participates in the Food4Kids program sending backpacks of food home for all school aged children in a home of qualifying families.
Housing Programs
Head Start Archer Elementary has one Head Start classroom on campus.
Adult Education One of the school business partners is the Sante Fe College Davis Center. This center provides adult education courses. We partner to share information with our families.
Career and Technical Education The students in fourth grade will go to the Sante Fe College Davis Center for a career education field trip to learn about educational opportunities to assist them in making career

and technical decisions in their future.
Job Training
Other

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

School-Based MTSS/RtI Team
Identify the school-based MTSS leadership team. Principal: Provides a common vision for data-based instructional decision making, provides RtI training for staff to support the RtI process, ensures implementation of intervention support and documentation, communicates with parents regarding the RtI process, regularly meets with the leadership team to review student data of students in the RtI process. Guidance Counselor: Organizes Educational Planning Team meetings that include members of the RtI Team (leadership team members, teachers, and parents), conducts observations, participate in and lead professional development in the RtI process, has on-going conversations with the school psychologist regarding students in the RtI process, works with teachers to chart student data. School Psychologist: Participates in Education Planning Team meetings, when possible; assists teachers in charting student data; assists with collection, interpretation, and analysis of data; facilitates the development of intervention plans; provides support for intervention, as needed. Curriculum Resource Teacher: Assists teachers with implementation of core and supplemental curriculum; test coordinator for the school; reviews test data to determine at-risk students; attends Educational Planning Team meetings, as appropriate; assists teachers in developing interventions for students; assists in data collection, data analysis, progress monitoring; makes decisions based on student assessment data; helps identify and places students in intervention groups; conducts observations. CIMS Facilitator: Facilitates and supports data collection, data analysis, data driven decision making; provides professional development and support in data analysis and data driven decision making; assists teachers in the development of lessons for both core and supplemental instruction; RtI Facilitator; attends Educational Planning Team meetings, as appropriate; helps teachers develop appropriate interventions for struggling students; meets with teachers regularly to review data, discuss interventions. Title I teachers: Provide information about supplemental instruction; collect data based on interventions; meets with classroom teachers to review student progress; keep data based on interventions; charts data. Classroom Teachers: Provide information about core curriculum; collect data based on interventions; meets with CIM Facilitator to review student progress; keeps data based on interventions; charts data.
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 team (minus Title I teachers and classroom teachers) meets weekly as the Leadership Team to discuss student progress and review student data. These meetings are led by the Principal. Meetings are held regularly with the teachers and CIMS Facilitator (with others joining as needed) to review student data and progress in interventions. Student data is reviewed to identify if students are making progress in the intervention group or if the intervention needs to be revised. The team also identifies professional development needs and resources.
Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the RtI problem-solving process is used in developing and implementing the SIP? Some of the members of the RtI Leadership Team are also on the School Advisory Council and/or leadership team of the school. These members regularly meet with staff, provide

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input, and share information with the faculty, as well as the School Advisory Council.

MTSS Implementation
Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior. Baseline data: Gathered at the beginning of the school year and includes Benchmark Assessments, Florida Comprehensive Assessment (FCAT) from the prior year, Florida Assessment for Instruction in Reading (FAIR), Curriculum assessments from District Adopted Curriculum, Scored Writing Prompts. Progress Monitoring: FAIR, Benchmark Assessments, Mini-Assessments based on interventions, Curriculum Assessments from District Adopted Curriculum, monthly scored writing prompts. Mid-Year Data: Benchmark Assessments, FAIR, Curriculum Assessments from District Adopted Curriculum, Scored Writing Prompts. End-of-Year Data: Benchmark Assessments, FAIR, Curriculum Assessments from District Adopted Curriculum, Scored Writing Prompts, Florida Comprehensive Assessment Test (FCAT). Behavior Data: Student referrals are input into Infinite Campus, the district-wide student data base program. Reports can be run and printed to gather information on students. Implementation of SWIS behavior management will be on-going.
Describe the plan to train staff on MTSS. Professional development will be provided in Leadership Team meetings with our school psychologist training the leadership team in requirements of RtI. The School Psychologist trained teachers at the beginning of the school year in RtI procedures, data collection, ongoing progress monitoring, and the overall RtI process. The leadership team will provide training through faculty meetings, CIMS meetings, team leader meetings, and individual meetings, as needed.
Describe the plan to support MTSS. Ongoing professional development will be offered throughout the year to support the MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). Principal, Curriculum Resource Teacher (CRT), CIMS Facilitator, Behavior Resource Teacher (BRT), Title I Lead Teacher, and Team Leaders
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). The Literacy Leadership Team will meet bi-weekly and will be led by the Principal or CRT. The meetings will include the following activities: review RtI process, review testing schedules, discuss professional development needs of the staff, evaluation of curriculum expectations, evaluation of what is working well, reporting to Principal what teachers may need support in to achieve maximum student growth. The team leaders on the Literacy Leadership Team will report back to their grade level teams any discussions and decisions made.

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What will be the major initiatives of the LLT this year? Major initiatives include implementation literacy workstations, increasing text complexity and informational text students are exposed to, Response to Intervention, testing fidelity followed by data driven decision making based on assessment outcomes, on-going data review.

Public School Choice

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

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

The school district and school advertises (through local media, school newsletters, school marquis, posters) and the school hosts a Kindergarten Round-Up in April of each year for families to register their incoming kindergarten students. Local churches and businesses also support this through advertisement and distribution of fliers. Students spend time in the kindergarten classrooms while parents hear about the school, procedures, routines, curriculum and fill out their registration paperwork. In addition, we do have a Head Start classroom on campus and many of those students come to Archer Elementary for kindergarten, so the Head Start teacher and kindergarten teachers communicate about incoming kindergarten students in the Spring. For students with disabilities, kindergarten transition meetings are held with representatives from Archer in attendance to learn about the student and update the IEP for the student to start kindergarten.

Grades 6-12 Only Sec. 1003.413 (2)(b) F.S
For schools with grades 6-12, how does the school ensure that every teacher contributes to the reading improvement of every student?

High Schools Only

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

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

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

Postsecondary Transition

Note: Required for High School- Sec. 1008.37(4), F.S.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report.

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PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Reading Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1A: *25% (64) of students in grades 3-5 will achieve at a level 3 in reading as measured by the 2013 FCAT*	2012 Current Level of Performance:* *17% (37) of students in grades 3-5 achieved at a level 3 in reading based on the 2012 FCAT*	2013 Expected Level of Performance:* *25% (63) of students in grades 3-5 will score a level 3 in reading as measured by the 2013 FCAT*	1A.1.Attendance and Tardiness	1A.1. Use of small group instruction and literacy work stations in all reading classes grades K-5	1A.1. Principal, CRT, CIMS Facilitator, Classroom Teachers	1A.1. Classroom Walk Throughs, Lesson Plan review, CIM meetings, Team Meetings	1A.1. Core Curriculum Assessments, Benchmark Assessments, FAIR
			1A.2.Lack of Parental Support	1A.2. Host parent workshops to help parents work with their students, provide access to educational games for parents to use with their child	1A.2. Principal, Title I Lead Teacher, Classroom Teachers	1A.2. Attendance at Annual Meeting, Classroom Teachers observation	1A.2. Core Curriculum Assessments, Benchmark Assessments, FAIR
			1A.3.Range of instructional levels in classrooms	1A.3. Utilize the district and school-wide instructional pacing guides at each grade level; implement Literacy Work Stations to differentiate instruction; District support staff will meet with teachers of multi-age classes to provide curriculum support	1A.3. Principal, CRT, CIMS Facilitator, Classroom Teachers, District curriculum staff	1A.3. Classroom Walk Throughs, Lesson plan reviews, evidence of literacy work stations, classroom observations, data review	1A.3. Benchmark Assessments, Core Curriculum assessments (FCAT weekly tests, unit tests), FAIR, FCAT
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: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*				
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:				Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.				2A.1. Attendance	2A.1. Use of small group instruction and literacy work stations in all K-5 classrooms to ensure student needs are being met through remediation, enrichment activities and instruction, as appropriate.	2A.1. Principal, CRT, CIMS Facilitator, Classroom Teachers	2A.1. Classroom Walk Throughs, workshop and/or PLC on literacy work stations, on-going data review in CIMS meetings, grade level team planning	2A.1. Benchmark Assessments, Core Curriculum Assessments (FCAT Weekly tests, Unit tests, etc.), FAIR, FCAT
Reading Goal #2A: *56% (143) of students in grades 3-5 will achieve at or above a level 4 in reading as measured by the 2013 FCAT*	2012 Current Level of Performance:* *51% (114)) of students in grades 3-5 achieved at or above a level 4 in reading based on the 2012 FCAT*	2013 Expected Level of Performance:* *56% (143) of students in grades 3-5 will achieve at or above a level 4 in reading as measured by the 2013 FCAT*						
				2A.2. Wide range of instructional levels in each classroom	2A.2. Implement Literacy Work Stations in all classes to meet the instructional needs of students (i.e., remediation, enrichment, guided reading groups, etc.)	2A.2. Principal, CRT, CIMS Facilitator, District Curriculum Specialist Classroom Teachers	2A.2. Classroom Walk Throughs, Lesson plan reviews, evidence of literacy work stations, classroom observations, data review	2A.2. Benchmark Assessments, Core Curriculum Assessments (FCAT weekly tests, Unit tests, etc.), FAIR, FCAT
				2A.3. Meeting the needs of gifted and academically talented students	2A.3. Magnet teachers are either gifted endorsed or working toward gifted endorsement to learn strategies to implement with high achieving students	2A.3. Principal, CREATE Contact, CRT, District Coordinator	2A.3. Classroom Walk Throughs, Lesson plan reviews, small group learning centers, data review	2A.3. Benchmark Assessments, Core Curriculum Assessments (FCAT Weekly tests, Unit tests, etc.), FAIR, FCAT
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.				2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
Reading Goal #2B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*						
				2B.2.	2B.2.	2B.2.	2B.2.	2B.2.

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		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in reading.			3A.1. Attendance, Tardies, and Mobility	3A.1. Students who scored levels 1 and 2 will receive Tier 2 and/or Tier 3 instruction	3A.1. Principal, CRT, CIMS Facilitator, Title I Tutors, Classroom teachers	3A.1. FCIM data meetings, Title I small group documentation, on-going progress monitoring.	3AOn-going Progress Monitoring, Benchmark Assessments, FAIR, FCAT, Core Curriculum Assessments (FCAT weekly tests and/or Unit tests).1.
Reading Goal #3A: Increase the percentage of students making learning gains in reading as measured by the Reading portion of the 2013 FCAT.	2012 Current Level of Performance:* 65% (94) of students in grades 3 - 5 made learning gains as measured by the reading portion of the 2012 FCAT.	2013 Expected Level of Performance:* 70% (179) of students in grades 3 - 5 made learning gains as measured by the reading portion of the 2013 FCAT.					
			3A.2. Lack of support outside of school	3A.2. After-School Tutoring and/or homework help	3A.2. Principal, CRT, CIMS Facilitator, SES Tutors, Teachers hired to tutor after-school, 21st Century Coordinator and teachers	3A.2. FCIM data meetings, Tutoring documentation to include test data and attendance, pre- and post- assessment data.	3A.2. Benchmark Assessments, FAIR, FCAT, Pre- and Post-assessment data
			3A.3. Wide range of instructional levels in each classroom	3A.3. Implement Literacy Work Stations in all classes to meet the instructional needs of students (i.e., remediation, enrichment, guided reading groups, etc.)	3A.3. Principal, CRT, CIMS Facilitator, District Curriculum Specialist, Classroom Teachers	3A.3. Classroom Walk Throughs, Lesson plan reviews, evidence of literacy work stations, classroom observations, data review	3A.3. Benchmark Assessments, Core Curriculum assessments (FCAT Weekly tests, unit tests), FAIR, FCAT
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: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.

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		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading. Reading Goal #4: Increase the percentage of students in the Lowest 25% who make learning gains as measured by the Reading portion of the 2013 FCAT.	2012 Current Level of Performance:* 53% (19) of students in the Lowest 25% made learning gains as measured by the Reading portion of the 2012 FCAT.	2013 Expected Level of Performance:* 58% (37) of students in the Lowest 25% will make learning gains as measured by the Reading portion of the 2013 FCAT.	4A.1. Attendance, Tardies	4A.1. Students in the Lowest 25% will receive Tier 2 and/or Tier 3 reading instruction.	4A.1. Principal, CRT, CIMS Facilitator, Classroom Teachers, Title I Tutors	4A.1. Data Meetings, Title I small group documentation, on-going progress monitoring	4A.1. On-going progress monitoring, FAIR, Benchmark Assessments, FCAT, Core Curriculum Assessments (FCAT weekly assessments, unit assessments)
			4A.2. Student behavior	4A.2. Continuation of Positive Behavior Support and individual behavior plans, as appropriate.	4A.2. Principal, BRT, Guidance Counselor, Teachers	4A.2. PBS Team meetings and data review	4A.2. Discipline data
			4A.3. Wide range of instructional levels in each classroom	4A.3. Implement Literacy Work Stations in all classes to meet the instructional needs of students (i.e., remediation, enrichment, guided reading groups, etc.)	4A.3. Principal, CRT, CIMS Facilitator, District Curriculum Specialist, Classroom teaches	4A.3. Classroom Walk Throughs, lesson plan review, evidence of literacy work stations, classroom observations, data review	4A.3. On-going progress monitoring, Benchmark Assessments, Core Curriculum assessments (FCAT Weekly tests, Unit tests), FAIR, FCAT

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years school will reduce their achievement gap by 50%.	**Baseline data 2010-2011** 2010-2011 - A, Reading 81%, 72%, Learning Gains 69% in Readin, Lowest 25% 54% in Reading	*17% (37) of students in grade 3-5 achieved at a level 3 in reading based on the 2012 FCAT.*	In 12/13 the black subgroup will reduce the achievement gap to 52%	In 13/14 the black subgroup will reduce the achievement gap to 57%	In 14/15 the black subgroup will reduce the achievement gap to 61%	In 15/16 the black subgroup will reduce the achievement gap to 66%	In 16/17 the black subgroup will reduce the achievement gap to 71%
Reading Goal #5A: *Increase student achievement in reading measured by the FCAT over the next six years*		*51% (114)) of students in grade 3-5 achieved at or above a level 4 in reading based on the 2012 FCAT*	In 12/13 the Hispanic subgroup will reduce the achievement gap to 63%	In 13/14 the Hispanic subgroup will reduce the achievement gap to 67%	In 14/15the Hispanic subgroup will reduce the achievement gap to 71%	In 15/16 the Hispanic subgroup will reduce the achievement gap to 74%	In 16/17 the Hispanic subgroup will reduce the achievement gap to 78%
		65% (94) of students in grades 3 - 5 made learning gains as measured by the reading portion of the 2012 FCAT.	In 12/13 the white subgroup will reduce the achievement gap to 82%	In 13/14 the white subgroup will reduce the achievement gap to 84%	In 14/15 the white subgroup will reduce the achievement gap to 85%	In 15/16 the white subgroup will reduce the achievement gap to 87%	In 16/17 the white subgroup will reduce the achievement gap to 89%
		53% (19) of students in the Lowest 25% made learning gains as measured by the Reading portion of the 2012 FCAT.	In 12/13 students with disabilities will reduce the achievement gap to 46%	In 13/14 students with disabilities will reduce the achievement gap to 51%	In 14/15 students with disabilities will reduce the achievement gap to 57%	In 15/16 students with disabilities will reduce the achievement gap to 62%	In 16/17 students with disabilities will reduce the achievement gap to 68%
			In 12/13 the economically disadvantage subgroup will reduce the achievement gap to 57%	In 13/14 the economically disadvantage subgroup will reduce the achievement gap to 61%	In 14/15 the economically disadvantage subgroup will reduce the achievement gap to 65%	In 15/16 the economically disadvantage subgroup will reduce	In 16/17 the economically disadvantage

| | | | | | the achievement gap to 70% | subgroup will reduce the achievement gap to 74% |

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in reading.**			5B.1. Attendance and Tardies	5B.1. Students who received a level 1 or 2 and are in the black sub-group will receive Tier 2 and/or Tier 3 instruction.	5B.1. Principal, CRT, CIMS Facilitator, Title I Tutor	5B.1Data Meetings, Grade level team planning meetings, Title I small group documentation, on-going progress monitoring data..	5B.1. On-going progress monitoring, FAIR, Benchmark Assessments, FCAT
Reading Goal #5B: Increase the percentage of students in the black and white sub-groups making learning gains as measured in reading on the 2013 FCAT	2012 Current Level of Performance:* *Student percentages that did not make satisfactory progress in 2012* White:21% (31) Black:72% (34) Hispanic: Asian: American Indian:	2013 Expected Level of Performance:* *Increase the number of students making satisfactory progress in reading on the 2013 FCAT* : White: 84% Black:50% Hispanic: Asian: American Indian:					
			5B.2. Student Behavior	5B.2. Continuation of Positive Behavior Support and individual behavior plans, as appropriate.	5B.2. Principal, BRT, Guidance Counselor, Teachers	5B.2. PBS Team meetings and data review	5B.2. Discipline Data
			5B.3. Wide range of instructional levels in each classroom	5B.3. Implement Literacy Work Stations in all classes to meet the instructional needs of students (i.e., remediation, enrichment, guided reading groups, etc.)	5B.3. Principal, CRT, CIMS Facilitator, District Curriculum Specialist, Classroom Teachers	5B.3. Classroom Walk Throughs, Lesson plan review, evidence of literacy work stations, classroom observations, data review	5B.3. Benchmark Assessments, Core Curriculum Assessments (FCAT Weekly tests, Unit tests), FAIR, FCAT

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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:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.			5D.1. Students with identified academic deficiencies	5D.1. Hold Educational Planning Team meetings during the first 9 weeks of school to determine interventions. Follow-up EPT meetings will be held 8-10 weeks later. Leadership team regularly reviews on-going progress monitoring data; CIMS data chats monthly	5D.1. Principal, CRT, CIMS Facilitator, Guidance Counselor, School Psychologist, Teachers	5D.1. Intervention data will be monitored and reviewed at follow-up meeting.	5D.1. Intervention Data, FCAT, Benchmark Assessments, FAIR
Reading Goal #5D: *Increase the percentage of students with disabilities making learning gains as measured in reading on the 2013 FCAT*	2012 Current Level of Performance:* *61% (17) did not make satisfactory in reading on the 2012 FCAT*	2013 Expected Level of Performance:* *50%) of students with disabilities will make learning gains in reading based on the 2013 FCAT*					
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in reading.			5E.1. Lack of parental support	5E.1. After-school tutoring and/or homework help	5E.1 Principal, CRT, CIMS Facilitator, Teachers hired to tutor after-school, 21st Century Coordinator and teachers.	5E.1. Data analysis, Pre- and Post-test results, Tutoring documentation	5E.1. Benchmark Assessments, Pre- and Post- test data, FAIR, FCAT
Reading Goal #5E: Increase the percentage of students in the Economically Disadvantaged sub-group making learning gains as measured by the Reading portion of the 2013 FCAT.	2012 Current Level of Performance:* *55% (59) did not make learning gains in reading based on the 2012 FCAT*	2013 Expected Level of Performance:* *50% of students will make learning gains in reading based on the 2013 FCAT*					
			5E.2. Lack of prior knowledge	5E.2. Identify students in the economically disadvantaged sub-group to ensure progress monitoring by teachers.	5E.2. Principal, CRT, FCIM Facilitator, Classroom Teachers, Title I Tutors	5E.2. On-going data chats, FCIM meetings to determine student sub-groups.	5E.2. FAIR, Benchmark Assessments, Core Curriculum Assessments, FCAT
			5E.3. Lack of prior knowledge and poverty	5E.3. Students who received a Level 1 or 2 on 2012 FCAT and are in the economically disadvantaged sub-group will receive Tier 2 and/or Tier 3 instruction.	5E.3. Principal, CRT, CIMS Facilitator, Classroom Teachers, Title I Tutors	5E.3. Data Meetings, Grade level team planning meeitngs, Title I small group documentation, on-going progress monitoring.	5E.3. On-going progress monitoring, Benchmark Assessments, FAIR, Curriculum Assessments, FCAT, Core Curriculum Assessments (FCAT weekly tests, Unit tests)

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities						
Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Lesson Study	All Reading	Principal, CRT, CIMS Facilitator	School-wide with interested teachers	Dec 2012 to May 2013	Lesson study peer evaluations	Principal, CRT, Participating teachers
CIMS meetings - data dashboard, data analysis, discussions, planning, pacing guides, resources available	All. Reading	CIMS Facilitator	School Wide	Monthly with grade level teams	Data notebooks, data driven decision making, regular follow-up of activities in meetings	Principal, CIMS Facilitator

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Informational Text Strategies and Structures	K-5/Reading, Science, S. Studies	Distrtict Staff, CRT, Principal	K-5, ESE, Title 1	November 2012 – March 2013	Implementation evident in lesson plans, Classroom walk through, team planning	Principal, CRT, CIMS Facilitator, Curriculum Coach

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Reading Budget (Insert rows as needed)

Include only school funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Supplemental Reading Material for Small Group Instruction	Materials for small group instruction	Title I	1,600
Fiction and Nonfiction Leveled Readers	Book sets for small group instruction	SAC	1,000
			2,600 Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
Data Chats for progress monitoring	Data that describes in detail reading proficiency		
PCG Lesson Planner	Lesson plan template to maximize instruction and student engagement		
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Kagan Training	Training and Coaching in Kagan structures for teachers new to Archer.	Title I	2,500
Informational Text Strategies and Structures	Books will be Kagan's Balanced Literacy and Dinah Zike's Foldable Strategies for Comprehending and Interacting with Informational Text	CREATE	1,500
			4,000 Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
Additional reading instruction during the school day	Title I Teacher Tutors and paraprofessional tutors	Title I	96,000
			96,000 Subtotal:
			102,600 Total:

End of Reading Goals

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

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Comprehensive English Language Learning Assessment (CELLA) Goals

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

CELLA Goals		Problem-Solving Process to Increase Language Acquisition				
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring proficient in listening/speaking. CELLA Goal #1: 100% [2] of ELL students will score proficient in the Listening/Speaking portion of the CELLA.	2012 Current Percent of Students Proficient in Listening/Speaking: **67% [2] of ELL students scored proficient in Listening/Speaking on the 2012 CELLA.**	1.1. Lack of ESOL certified teachers at al l grade levels.	1.1. ACPS provides training at for all teachers interested in pursuing ESOL certification. Administrator will review the availability of these certification classes at a faculty meeting. Additionally, administrators will make every effort to place ELL students in a class with an ESOL endorsed teacher.	1.1. Principal, Personnel	1.1. Principal and Personnel will monitor the number of ESOL endorsed teachers at the school	1.1.
		1.2. Diversity amongst the native languages of ELL students.	1.2. Utilize research-based instructional strategies in the classroom to help ELL students with their language acquisition.	1.2.Principal/ CRT	1.2. School-based administrators will evaluate lesson plans and observe through classroom walk throughs.	1.2.CELLA
		1.3. Varied levels of English Proficiency amongst ELL students	1.3. Utilize research-based instructional strategies in the classroom to help ELL students with their language acquisition.	1.3.Principal/ CRT	1.3. School-based administrators will evaluate lesson plans and observe through classroom walk throughs.	1.3.CELLA
Students read grade-level text in English in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring proficient in reading. CELLA Goal #2: 100% [2] of ELL students will score proficient in the Reading portion of the CELLA.	2012 Current Percent of Students Proficient in Reading: **67% [2] of ELL students scored proficient in Reading on the 2012 CELLA.**	2.1. Lack of ESOL certified teachers at al l grade levels.	2.1. ACPS provides training at for all teachers interested in pursuing ESOL certification. Administrator will review the availability of these certification classes at a faculty meeting. Additionally, administrators will make every effort to place ELL students in a class with an ESOL endorsed teacher.	2.1.Principal	2.1. Principal and Personnel will monitor the number of ESOL endorsed teachers at the school	2.1.
		2.2. Varied levels of English Proficiency amongst ELL students	2.2. Utilize research-based instructional strategies in the classroom to help ELL students with their language acquisition.	2.2.Principal/ CRT	2.2. School-based administrators will evaluate lesson plans and observe through classroom walk throughs.	2.2.CELLA
		2.3. Limited resources for students to receive small group or one-on-one instruction.	2.3. Employ the use of interns, pre-interns, volunteers, para-professionals, and tutors.	2.3.Principal/ CRT/ Classroom Teachers	2.3. School-based administrators will evaluate lesson plans and observe through classroom walk throughs.	2.3.CELLA

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

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Students write in English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Students scoring proficient in writing. CELLA Goal #3: 100% [#] of ELL students will score proficient in the Writing portion of the CELLA.	2012 Current Percent of Students Proficient in Writing : **100% [#] of ELL students scored proficient in Writing on the 2012 CELLA.**	2.1. . Lack of ESOL certified teachers at al l grade levels.	2.1. ACPS provides training at for all teachers interested in pursuing ESOL certification. Administrator will review the availability of these certification classes at a faculty meeting. Additionally, administrators will make every effort to place ELL students in a class with an ESOL endorsed teacher.	2.1.Principal	2.1. Principal and Personnel will monitor the number of ESOL endorsed teachers at the school	2.1.
		2.2. Varied levels of English Proficiency amongst ELL students	2.2. Utilize research-based instructional strategies in the classroom to help ELL students with their language acquisition.	2.2.Principal/ CRT	2.2. School-based administrators will evaluate lesson plans and observe through classroom walk throughs.	2.2.CELLA
		2.3. Limited resources for students to receive small group or one on-one instruction.	2.3. Employ the use of interns, pre-interns, volunteers, para-professionals, and tutors.	2.3.Principal/ CRT/ Classroom Teachers	2.3. School-based administrators will evaluate lesson plans and observe through classroom walk throughs.	2.3.CELLA

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CELLA Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
CELLA training for new ESE teacher	Substitute to cover class during training		
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of CELLA Goals

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Elementary School Mathematics Goals

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

Elementary Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.			1A.1. Lack of prior knowledge	1A.1. Use of Everyday Counts, Calendar Math	1A.1. Principal, CRT, CIMS Facilitator, Classroom Teachers	1A.1. Classroom Walk Throughs, Lesson Plan review	1A.1Core Curriculum Assessments,Big Idea Assessments, On Track Assessments, FCAT.
Mathematics Goal #1A: Increase the percentage of students in grades 3 - 5 achieving proficiency by scoring a level 3 in Math as measured by the 2013 FCAT.	2012 Current Level of Performance:* 23% (52) of students in grades 3 – 5 will achieved proficiency by scoring at a level 3 in math as measured by the 2012 FCAT.	2013 Expected Level of Performance:* 28% (51) of students in grades 3 - 5 will achieved proficiency by scoring at a level 3 in math as measured by the 2013 FCAT.					
			1A.2. Multi-age classrooms	1A.2. Use of math work stations and small group instruction in math classes, district support staff will meet with teachers of multi-age classes to offer support and curriculum guidance.	1A.2. Principal, CRT, CIMS Facilitator, Classroom Teachers	1A.2. Classroom Walk Throughs, Lesson Plan review	1A.2Core Curriculum Assessments,Big Idea Assessments, On Track Assessments, FCAT.
			1A.3. Need for re-teaching	1A.3. Differentiated instruction and use of math work stations; use components of core curriculum to remediate	1A.3. Principal, CRT, CIMS Facilitator, Classroom Teachers	1A.3. Classroom Walk Throughs, Lesson Plan review	1A.3. Core Curriculum Assessments,Big Idea Assessments, On Track Assessments, FCAT

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

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.			2A.1. Attendance	2A.1. Use of small group instruction and work stations in all K-5 classrooms to ensure students are getting enrichment activities and instruction, as appropriate.	2A.1. Principal, CRT, CIMS Facilitator, Classroom Teachers	2A.1. Classroom Walk Through, workshop and/or PLC on use of work stations in math, on-going data review in CIMS meetings, grade level planning	2A.1. Core Curriculum Assessments,Big Idea Assessments, On Track Assessments, FCAT
Mathematics Goal #2A: Increase the percentage of students achieving above proficiency (Levels 4 and 5) as measured by the Math portion of the 2013 FCAT.	2012 Current Level of Performance: * 49% (109) of students in grades 3 - 5 achieve at or above a level 4 as measured by the Math portion of the 2012 FCAT.	2013 Expected Level of Performance: * 55% (140) of students in grades 3 - 5 will achieve at or above a level 4 as measured by the Math portion of the 2013 FCAT.					
			2A.2. Meeting the needs of gifted and academically talented students.	2A.2. Magnet teachers are either gifted endorsed or working toward gifted endorsement to learn strategies to implement with high achieving students	2A.2. Principal, CREATE contact, District Coordinator	2A.2. Classroom Walk Throughs, Lesson plan reviews, small group learning centers, data review	2A.2. Core Curriculum Assessments,Big Idea Assessments, On Track Assessments, FCAT
			2A.3. Lack of student motivation	2A.3. Use of Kagan structures embedded within lessons to increase student engagement and interest, implement math work stations	2A.3. Principal, CRT, CIMS Facilitator, Classroom Teachers, District Kagan Coach	2A.3. Classroom Walk Throughs, Lesson Plan review,pacing guides	2A.3. Core Curriculum Assessments,Big Idea Assessments, On Track Assessments, FCAT
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
Mathematics Goal #2B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of*	2013 Expected Level of Performance:* *Enter numerical data for expected level of*					

	performance in this box.	*performance in this box.*					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in mathematics.			3A.1. Attendance, Tardies, and Mobility	3A.1. Students who scored levels 1 and 2 will receive Tier 2 and/or Tier 3 instruction.	3A.1. Principal, CRT, CIMS Facilitator, Classroom teachers	3A.1. FCIM data meetings, on-going progress monitoring	3A.1. Core Curriculum Assessments,Big Idea Assessments, On Track Assessments, FCAT
Mathematics Goal #3A: Increase the percentage of students making learning gains in Math as measured on of the 2013 FCAT.	2012 Current Level of Performance:*	2013 Expected Level of Performance: *					
	72% (105) of students in grades 3-5 made learning gains as measured by the Math portion of the 2012 FCAT.	75% (128) of students in grades 3-5 will make learning gains as measured by the Math portion of the 2013 FCAT.					
			3A.2. Lack of support outside of school	3A.2. After-School Tutoring and/or homework help	3A.2. Principal, CRT, CIMS Facilitator, SES Tutors, Teachers hired to tutor after-school, 21st Century Coordinator and teachers	3A.2. FCIM data meetings, Tutoring documentation to include test data and attendance	3A.2Core Curriculum Assessments,Big Idea Assessments, On Track Assessments, FCAT.
			3A.3. Student behavior and time on task	3A.3. Implementation of Positive Behavior Support an individual behavior plans, as appropriate	3A.3. Principal, BRT, Guidance Counselor, Teachers	3A.3. PBS Team Meetings, data review, monitoring of individual student behavior plans	3A.3. Core Curriculum Assessments,Big Idea Assessments, On Track Assessments, FCAT
3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.			3B.1.	3B.1.	3B.1.	3B.1.	3B.1.
Mathematics Goal #3B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					

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			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.			4A.1. Attendance, Tardies	4A.1. Students in the Lowest 25% will receive Tier 2 and/or Tier 3 instruction.	4A. Principal, CRT, CIMS Facilitator, Classroom Teachers	4A.1. Data meetings, Classroom documentation/lesson plans	4A.1. Core Curriculum Assessments,Big Idea Assessments, On Track Assessments, FCAT
Mathematics Goal #4: Increase the percentage of students in the lowest 25% who make learning gains as measured by the Math portion of the 2013 FCAT.	2012 Current Level of Performance:*	2013 Expected Level of Performance: *					
	45% (17) of students in the Lowest 25% made learning gains as measured by the Math portion of the 2012 FCAT.	50% (32) of students in the Lowest 25% will make learning gains as measured by the Math portion of the 2013 FCAT.					
			4A.2. Student Behavior	4A.2. Continuation of Positive Behavior Support and individual behavior plans, as appropriate	4A.2. Principal, BRT, Guidance Counselor, Teachers	4A.2. PBS Team meetings, data review	4A.2. Discipline Data, Core Curriculum Assessments,Big Idea Assessments, On Track Assessments, FCAT
			4A.3. Lack of support outside of school	4A.3. After-School Tutoring and/or homework help	4A.3. Principal, CRT, CIMS Facilitator, Teachers hired for after-school tutoring, 21st Century Coordinator and teachers	4A.3. Data meetings, data analysis of scores	4A.3. Core Curriculum Assessments,Big Idea Assessments, On Track Assessments, FCAT

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years school will reduce their achievement gap by 50%.	**Baseline data 2010-2011** 2010-2011 -Math 88%, 75% in Math, Lowest 25% 68% in Math. AYP = No	23% (52) of students in grades 3 – 5 will achieved proficiency by scoring at a level 3 in math as measured by the 2012 FCAT. 49% (109) of students in grades 3 - 5 achieve at or above a level 4 as measured by the Math portion of the 2012 FCAT. 72% (105) of students in grades 3-5 made learning gains as measured by the Math portion of the 2012 FCAT. 45% (17) of students in the Lowest 25% made learning gains as measured by the Math portion of the 2012 FCAT.	In 12/13 the black subgroup will reduce the achievement gap to 43% In 12/13 the Hispanic subgroup will reduce the achievement gap to 63% In 12/13 the white subgroup will reduce the achievement gap to 88% In 12/13 students with disabilities will reduce the achievement gap to 50% In 12/13 the economically disadvantage subgroup will reduce the achievement gap to 58%	In 13/14 the black subgroup will reduce the achievement gap to 49% In 13/14 the Hispanic subgroup will reduce the achievement gap to 67% In 13/14 the white subgroup will reduce the achievement gap to 89% In 13/14 students with disabilities will reduce the achievement gap to 55% In 13/14 the economically disadvantage subgroup will reduce the achievement gap to 63%	In 14/15 the black subgroup will reduce the achievement gap to 55% In 14/15 the Hispanic subgroup will reduce the achievement gap to 71% In 14/15 the white subgroup will reduce the achievement gap to 90% In 14/15 students with disabilities will reduce the achievement gap to 60% In 14/15 the economically disadvantage subgroup will reduce the achievement gap to 67%	In 15/16 the black subgroup will reduce the achievement gap to 60% In 15/16 the Hispanic subgroup will reduce the achievement gap to 74% In 15/16 the white subgroup will reduce the achievement gap to 91% In 15/16 students with disabilities will reduce the achievement gap to 65% In 15/16 the economically disadvantage subgroup will reduce	In 16/17 the black subgroup will reduce the achievement gap to 66% In 16/17 the Hispanic subgroup will reduce the achievement gap to 78% In 16/17 the white subgroup will reduce the achievement gap to 93% In 16/17 students with disabilities will reduce the achievement gap to 70% In 16/17 the economically disadvantage
Mathematics Goal #5A: *Increase student achievement in math measured by the FCAT over the next six years*							

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						the achievement gap to 71%	subgroup will reduce the achievement gap to 75%
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in mathematics.**			5B.1. Attendance and tardies	5B.1. Students who received a level 1 or 2 and are in the targeted sub-group will receive Tier 2 and/or Tier 3 instruction	5B.1. Principal, CRT, CIMS Facilitator, Title I Tutors, Classroom Teachers	5B.1. Data meetings, Grade level planning meetings, Title I small group documentation	5B Supplemental and Core Curriculum Assessments, Big Idea Assessments, On Track Assessments, FCAT.1.
Mathematics Goal #5B: Increase the percentage of students in the black and white sub-group making gains as measured by the Math portion of the 2013 FCAT.	2012 Current Level of Performance:* *Students not make making satisfactory progress in math on the 2012 FCAT* White: 17%(25) Black:57%(27) Hispanic: Asian: American Indian:	2013 Expected Level of Performance:* *Increase the number of students making satisfactory progress in math on the 2013 FCAT* White:85% Black:75% Hispanic: Asian: American Indian:					
			5B.2. Student Behavior	5B.2. Continuation of Positive Behavior Support and individual behavior plans, as appropriate	5B.2. Principal, BRT, Guidance Counselor, Teachers	5B.2. PBS team meetings and data review	5B.2. Discipline data, Core Curriculum Assessments, Big Idea Assessments, On Track Assessments, FCAT
			5B.3. Lack of prior knowledge	5B.3. Identify students in the targeted sub-group to ensure progress monitoring by teachers	5B.3. Principal, CRT, CIMS Facilitator, Classroom Teachers, Title I Tutors	5B.3. On-going data chats, CIM meetings to determine student sub-groups	5B.3. Core Curriculum Assessments, Big Idea Assessments, On Track Assessments, FCAT, Teacher progress monitoring charts

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.			5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
Mathematics Goal #5C: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.			5D.1. Students with identified academic deficiencies	5D. Hold Educational Planning Team meetings during the first 9 weeks of school to determine interventions. Follow-up EPT meetings will be held 8-10 weeks later. Leadership team regularly reviews on-going progress monitoring data; CIMS data chats monthly. 1.	5D.1. Principal, CRT, CIMS Facilitator, Guidance Counselor, School Psychologist, Teachers	5D.1. Intervention data will be monitored and reviewed at follow-up meeting.	5D.1. Intervention Data, FCAT, Benchmark Assessments, FAIR
Mathematics Goal #5D: *Increase the percentage of students with disabilities making learning gains as measured in math on the 2013 FCAT*	2012 Current Level of Performance:* *64% (18) did not make satisfactory progress in math based on the 2012 FCAT*	2013 Expected Level of Performance:* *45% of students with disabilities will make learning gains in math based on the 2013 FCAT*					
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.			5E.1 Lack of prior knowledge.	5E.1. Identify students in the economically disadvantaged sub-group to ensure progress monitoring by teachers	5E.1. Principal, CRT, CIMS Facilitator, Classroom Teachers, Title I Tutors	5E.1. On-going data chats, CIM meetings to determine student sub-groups	5E.1. Core Curriculum Assessments,Big Idea Assessments, On Track Assessments, FCAT
Mathematics Goal #5E: Increase the percentage of students in the Economically Disadvantaged sub-group making gains as measured by the Math portion of the 2013 FCAT.	2012 Current Level of Performance:* 46% (50) of students in the Economically Disadvantaged sub-group did not make gains as measured by the Math portion of the 2012 FCAT.	2013 Expected Level of Performance:* 50% of students in the Economically Disadvantaged sub group will make gains in math based on the 2013 FCAT					
			5E.2. Lack of prior knowledge and poverty	5E.2. Students who received a Level 1 or 2 and are in the economically disadvantaged sub-group will receive Tier 2 and/or Tier 3 instruction	5E.2. Principal, CRT, CIMS Facilitator, Classroom Teachers, Title I Tutors	5E.2. Data meetings, Grade level planning meetings, classroom data/lesson plans	5E.2. Core Curriculum Assessments,Big Idea Assessments, On Track Assessments, FCAT
			5E.3.	5E.3.	5E.3.	5E.3.	5E.3.

End of Elementary School Mathematics Goals

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Middle School Mathematics Goals

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

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

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

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

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

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

Mathematics Goal #5A:

Enter narrative for the goal in this box.

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

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

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

End of Middle School Mathematics Goals

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

Florida Alternate Assessment High School Mathematics Goals

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

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

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

End of Florida Alternate Assessment High School Mathematics Goals

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

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

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

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

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
3A. In six years, school will reduce their achievement gap by 50%.	**Baseline data 2010-2011**						
Algebra 1 Goal #3A: *Enter narrative for the goal in this box.*							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in Algebra 1.**		3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.	
Algebra 1 Goal #3B: *Enter narrative for the goal in this box.*	**2012 Current Level of Performance:*** *Enter numerical data for current level of performance in this box.* White: Black: Hispanic: Asian: American Indian: / **2013 Expected Level of Performance:*** *Enter numerical data for expected level of performance in this box.* White: Black: Hispanic: Asian: American Indian:						
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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

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

End of Algebra 1 EOC Goals

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

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

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

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

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

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

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

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

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

End of Geometry EOC Goals

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities						
Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Lesson Study	All Math	Principal, CRT	School-wide participating teachers	During the school day and/or after the school day throughout the school year	Lesson study participation and lesson plan, teacher peer evaluation	Principal, CRT, Participating teachers
CIMS meetings - data dashboard, data analysis, discussions, planning, pacing guides, resources available	All/Math	CIMS Facilitator, CRT	School-wide	Monthly Sept. 2012 to June 2013	Data notebooks, data driven decision making, regular follow-up activities in meetings	Principal, CIMS Facilitator, CRT
Workshop/training in how to implement Math Stations with the Go Math curriculum	All/Math	District Math Coordinator, Principal, CRT, Curriculum Coach	K-5, ESE and Title 1 Teacher Tutors	January 2013 – May 2013	Classroom Walk Throughs, Lesson Plans showing use of math stations and small group instruction in math	Principal, CRT, CIMS Facilitator, District Math Coordinator

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Mathematics Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Instructional Material for After School Tutoring	Math materials for small group instruction	Title I	1000.00
			Subtotal:$1000.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
PCG Lesson Planner	Online lesson planning system that allows for maximizing lesson plans		
Use of Think Central for 5th grade students for chapter tests and use of ePats	District technology staff assist 5th grade teachers in setting up Think Central for testing and ePats for online assessments	Title 1	1500.00
			Subtotal: $1500.00
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Debbie Diller – Math Stations that Work Stations, Independent Learning You Can Count On	K-5, ESE and Title 1 teachers will participate in a PLC for implementation of Math Stations	Title I	1000.00
Lesson Study	Teachers will participate in lesson study	Title I	
			Subtotal:$1000.00
Other			
Strategy	Description of Resources	Funding Source	Amount
After School Math Tutoring	Teachers will be hired in addition to the school day to tutor students in math	Title I	
			Subtotal:$3000.00
			Total:$6500.00

End of Mathematics Goals

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Elementary and Middle School Science Goals

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

Elementary and Middle Science Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in science.			1A.1 Lack of prior knowledge	1A.1 Implementation of National Geographic Science core curriculum, including inquiry lessons, use of student science notebooks, leveled readers and NG Connect (technology)	1A.1 Principal, CRT, CIMS Facilitator, Classroom Teachers	1A.1 Classroom Walk Throughs, lesson plans, technology use, monitoring of student notebook use	1A.1 On Track Science benchmark assessments, Big Idea Science Assessments, FCAT, Student science notebook
Science Goal #1A: Increase the percentage of students in grade 5 achieving proficiency in Science as measured by the 2013 FCAT.	2012 Current Level of Performance:* 29% of 5th graders met proficiency standards in science	2013 Expected Level of Performance:* 35% of 5th grade students will meet proficiency standards in science					
			1A.2 Reading Comprehension	1A.2 Incorporate the use of science leveled readers into Reading instruction	1A.2 Principal, CRT, CIMS Facilitator, Classroom Teachers	1A.2 Classroom Walk Throughs, Lesson plans	1A.2 On Track Science benchmark assessments, Big Idea Science Assessments, FCAT
			1A.3 Lack of motivation	1A.3 Embed science instruction with technology (Discovery Education, BrainPop, NG Connect, etc.) and hands on inquiry lessons	1A.3 Principal, CRT, CIMS Facilitator, Classroom Teachers, Alachua County Digital Educators	1A.3 Lesson Plans showing incorporation of technology, Classroom Walk Throughs, Inquiry lessons	1A.3 On Track Science benchmark assessments, Big Idea Science Assessments, FCAT
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.			1B.1	1B.1	1B.1	1B.1	1B.1
Science Goal #1B:	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 Lack of Prior Knowledge	2A.1 Implementation of National Geographic Science core curriculum, including inquiry lessons, use of student science notebooks, leveled readers and NG Connect	2A.1 Principal, CRT, CIMS Facilitator, Teachers	2A.1 Classroom Walk Throughs, Lesson Plans, monitoring of student notebook use	2A.1 On Track Science Benchmark Assessment, Curriculum Assessments, FCAT
Science Goal #2A: Increase the percentage of students achieving above proficiency (Levels 4 and 5) as measured by the Science portion of the 2013 FCAT.	2012 Current Level of Performance:* **47% of 5th grade students scored above proficiency in science**	2013Expected Level of Performance:* **55% of 5th grade students will score above proficiency in science**					
			2A.2 Reading Comprehension	2A.2 Incorporate the use of science leveled readers into Reading instruction	2A.2 Principal, CRT, CIMS Facilitator, Classroom Teachers	2A.2 Classroom Walk Throughs, Lesson plans	2A.2. On Track Science benchmark assessments, Core Curriculum Assessments, FCAT, Lab Journals
			2A.3 Lack of motivation	2A.3 Embed science instruction with technology (Discovery Education, BrainPop, NG Connect, etc.) and hands-on inquiry lessons	2A.3 Principal, CRT, CIMS Facilitator, Classroom Teachers, Alachua County Digital Educators	2A.3 Lesson Plans showing incorporation of technology, Classroom Walk Throughs	2A.3. On Track Science benchmark assessments, Core Curriculum Assessments, FCAT
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
Science Goal #2B: *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.*					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

End of Elementary and Middle School Science Goals

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Florida Alternate Assessment High School Science Goals

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

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

End of Florida Alternate Assessment High School Science Goals

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

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

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

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

End of Biology 1 EOC Goals

August 2012
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Revised April 29, 2011

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Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Incorporating Information Text into Literacy Work Stations	K-5	CRT, District Staff	K-5, ESE, Title 1	November 2012-March 2013	Incorporate NG Science leveled readers into literacy work stations as monitored in lesson plans and walk throughs	Principal, CRT, FCIM Facilitator, District Staff
CIMS meetings - data dashboard, data analysis, discussions, planning, pacing guides, resources available	All/Science	CIMS Facilitator	School-wide	Monthly Sept. 2012 to June 2013	Data notebooks, data driven decision making, regular follow-up of activities in meetings	Principal, CIMS Facilitator
Technology Workshops, including NG Connect	All/Science	Alachua County Digital Educators	School-wide	Early release days and/or after-school training in Fall, 2012	Technology use, data collection, classroom walk Throughs, lesson plans	Principal, CRT

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 Equipment and Supplies	Supplies to use in science inquiry lessons	Consumable budget	500.00
Science Equipment and Supplies	Supplies to use in science inquiry lessons	Frey Foundation	1500.00
			Subtotal: $2000.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
Smart Response Systems for student answering and teacher data collection	Students will use Smart Response Systems to respond to mini assessments. Teachers will receive instant data results for instructional purposes.	Title 1	3,000.00
			Subtotal:$3,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount

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Science Curriculum	For teachers of multi-age classes and teacher of gifted students	SAC	$1800.00
			Subtotal:$1800.00
			Total: $6800.00

End of Science Goals

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Writing Goals

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

Writing Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.			1A.1 Lack of prior knowledge of writing expectations	1A.1 Use of benchmark model papers/posters	1A.1 Principal, CRT, CIMS Facilitator, Classroom Teachers	1A.1 Classroom Walk Throughs, Lesson plans showing use of benchmark papers	1A.1 Scored Writing prompts, FCAT
Writing Goal #1A: Increase the percentage of students in grade 4 achieving proficiency as measured by FCAT Writing 2012.	2012 Current Level of Performance:* 84% of 4th grade students met proficiency as measured by FCAT Writing 2012	2013 Expected Level of Performance:* 88% of 4th grade students will meet proficiency levels as measured by FCAT Writing 2013					
			1A.2 Lack of understanding of the grading standard	1A.2 Use of rubric for self, peer, and teacher scoring	1A.2 Principal, CRT, CIMS Facilitator, Classroom Teachers	1A.2 Use of scoring rubrics, lesson plans, rubrics displayed and seen during Classroom Walk Throughs	1A.2 Scored Writing prompts, FCAT
			1A.3 Lack of prior knowledge and exposure to various genres of writing	1A.3 Use of authentic literature to explore elements of expository and narrative genres	1A.3 Principal, CRT, CIMS Facilitator, Classroom Teachers	1A.3 Classroom Walk Throughs, Lesson plans showing the use of literature to teach elements of writing genres	1A.3 Scored Writing prompts, FCAT
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:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.

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		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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Writing Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Grade level scoring	All/Writing	CRT, CIMS Facilitator, Grade Level Team Leader	School-wide	On going throughout school year during grade level team meetings	CRT monitors validity of monthly scored writing prompts	Principal, CRT, Grade Level Team Leaders
District Writing Inservice	CRT and 4th grade teacher	District Staff	School-wide training following CRT and 4th grade training	October 2012-June 2013	CRT monitors validity of scored writing prompts	Principal, CRT, Grade Level Team Leaders
Overview of Building Critical Writers curriculum	All/Writing	CRT	Teachers new to Archer or in need of refresher to writing program	August 2012 to November 2012	Lesson plans showing implementation of Building Critical Writers	Principal, CRT, Grade Level Team Leaders, School-wide writing committee

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
Use of benchmark posters to teach structure of expository and narrative genres	Posters of Benchmark papers to use as instructional materials	Title I	100.00
			Subtotal:$100.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
Use of "real time" student work for instruction	Document cameras to show student work and use as an instructional tool	Title I	3,000.00
			Subtotal:$3000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Informational Text Structures	Kagan Balanced Literacy K-5	CREATE	1500.00
			Subtotal:$1500.00
Other			
Strategy	Description of Resources	Funding Source	Amount
Formation of school based writing committee	Stipends for planning PD for teachers	Title 1	2000.00

	Subtotal:$2000.00
	Total:$6600.00

End of Writing Goals

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

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

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

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

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Civics Professional Development

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

Civics Budget (Insert rows as needed)

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

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

End of Civics Goals

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

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

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

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

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U.S. History Professional Development

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

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

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

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End of U.S. History Goals

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

Attendance Goal(s)

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

Attendance Goal(s)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Attendance Attendance Goal #1: Increase the Daily Average Attendance from 94% (437) to 96% (446)..	2012 Current Attendance Rate:* *94%was the average daily attendance rate* 2012 Current Number of Students with Excessive Absences (10 or more) *Enter numerical data for current number of absences in this box* 2012 Current Number of Students with Excessive Tardies (10 or more) *111 students had 10 or more tardies in 2012*	2013 Expected Attendance Rate:* *96% of students will be in attendance during the 2013 school year* 2013 Expected Number of Students with Excessive Absences (10 or more) *Enter numerical data for expected number of absences in this box.* 2013 Expected Number of Students with Excessive Tardies (10 or more) *50 students will have 10 or more tardies for the 2013 school year*	1.1. Poverty (work schedules, lack of transportation, illness	1.1. Continuation of Positive Behavior Support to reward students for being in school and on time.	1.1. Principal, BRT, Guidance Counselor, truancy officer	1.1. Monitoring of attendance data, talking with families with excessive absences and tardies.	1.1. Attendance data
			1.2. Parent knowledge	1.2. Contact families as necessary regarding truancy and the truancy process, hold Educational Planning Team meetings as outlined in	1.2. Principal, BRT, Data Base Clerk, Guidance Counselor, Truancy officer	1.2. EPT meetings, parent notification of truancy, weekly visits to school by truancy officer	1.2. Attendance data, Truancy Reports, EPT Conference notes

		district truancy policies.				
		1.3.	1.3.	1.3.	1.3.	1.3.

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Attendance Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Continuation of Positive Behavior Support Implementation	All/All	District PBS Coordinator, PBS Team Leader, BRT, PBS Team	School-wide	August 2012 to June 2013 during regularly scheduled faculty meetings	Ongoing discipline data review, PBS Team meetings with results/minutes shared with staff	Principal, BRT, PBS Team
On-going review of the Parent Involvement Plan and Parent Compact	All/All	Principal, Title I Lead Teachers	School-wide	August 2011-June 2012 during regularly scheduled faculty meetings	Teacher use of elements of the parent involvement plan and parent compact, evidence of discussion of both in parent conferences	Principal, Title I Lead Teachers, Regular Education Teachers, ESE Teachers, Title I Teachers

Attendance Budget (Insert rows as needed)

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

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

End of Attendance Goals

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Suspension Goal(s)

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

Suspension Goal(s)			Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Suspension			1.1. Student Motivation	1.1. Continuation of Positive Behavior Support to reward students for positive behaviors	1.1. Principal, BRT, Guidance Counselor, PBS Team, Teachers and Staff	1.1. Data Charts, PBS Team meetings to analyze discipline data, Teacher surveys and feedback	1.1. Discipline Data
Suspension Goal #1: Decrease the number of students receiving Suspensions by at least 2% during the 2011 -2012 school year..	2012 Total Number of In –School Suspensions	2013 Expected Number of In- School Suspensions					
	2 inschool suspension for the 2012 school year	*0 students will receive in school suspensions for the 2013 school year*					
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In -School					
	2 in school suspensions for the 2012 school year	*0 students will receive in school suspensions for the 2013 school year*					
	2012 Total Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions					
	22 total out of school suspensions for the 2012 school year	*15 students will receive out of school suspensions for the 2013 school year*					
	2012 Total Number of Students Suspended Out- of- School	2013 Expected Number of Students Suspended Out- of-School					
	22 total out of school suspensions for the 2012 school year	*15 students will receive out of school suspensions for the 2013 school year*					
			1.2. Students with high behavioral needs	1.2. Identify Tier 2 and Tier 3 students in the area of behavior and begin RtI process to include	1.2. Principal, BRT, Guidance Counselor, Teachers	1.2. Monitoring of Individual Behavior Plans, On-going progress monitoring of student goals	1.2. Discipline Data, Individual behavior plan data

			Educational Planning Team meetings, Individual Behavior Plans, as appropriate. Progress monitoring of discipline data			
		1.3.	1.3.	1.3.	1.3.	1.3.

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Suspension Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Positive Behavior Support	All/All	Principal, PBS Team	School-wide	During monthly faculty meetings	Staff survey of PBS, ongoing progress monitoring of discipline data	Principal, BRT, Guidance Counselor, PBS Team

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
Positive Behavior Support	PBS Tickets, school store supplies, celebration items	SAC	1,000
			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:
	1,000 Total:

End of Suspension Goals

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Dropout Prevention Goal(s)

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

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

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

Dropout Prevention Professional Development

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

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Dropout Prevention Budget (Insert rows as needed)

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

End of Dropout Prevention Goal(s)

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

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

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

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

Parent Involvement Goal #1:

Increase the percentage of parents who participate in school activities</td><td>1.1.
Lack of communication</td><td>1.1.Continue the school-wide newsletter, in addition to teacher/class newsletters, to keep parents informed of school-wide activities, use of the phone home system to keep parents informed of important dates and information, implement a Google Group for parents to join for email updates from the school.</td><td>1.1.Principal, CIMS Facilitator</td><td>1.1.School-wide newsletter, teacher newsletters, phone home print-outs, email printouts</td><td>1.1.Parent activity sign-in sheets</td></tr>
<tr><td></td><td>2012 Current Level of Parent Involvement:*

639 parents participated in school activities during the 2011-2012 school year.</td><td>2013 Expected Level of Parent Involvement:*

680 parents will participate in school activities during the 2012-2013 school year. This is a 5% increase over the 2012-2013 school year.</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td>1.2.
Time for parents to attend activities</td><td>1.2.Offer a variety of times when parental opportunities are available</td><td>1.2Principal, CIMS Facilitator, Title I Lead Teacher.</td><td>1.2.Notification to parents of activities being offered at various times, parental involvement sign-in sheets</td><td>1.2.Parent activity sign-in sheets, minutes from activities, notification to parents of activity</td></tr>
<tr><td></td><td></td><td></td><td>1.3.</td><td>1.3.</td><td>1.3.</td><td>1.3.</td><td>1.3.</td></tr>
</table>

Parent Involvement Professional Development

<table>
<tr><th colspan="6">Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity
Please note that each Strategy does not require a professional development or PLC activity.</th></tr>
<tr><td>PD Content /Topic</td><td>Grade</td><td>PD Facilitator</td><td>PD Participants</td><td>Target Dates (e.g. , Early Release)</td><td>Strategy for Follow-up/Monitoring</td><td>Person or Position Responsible for</td></tr>
</table>

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and/or PLC Focus	Level/Subject	and/or PLC Leader	(e.g. , PLC, subject, grade level, or school-wide)	and Schedules (e.g., frequency of meetings)		Monitoring
Revised Modules of Parent Involvement training	All/All	Title I Lead Teachers	School-wide	During regularly scheduled faculty meetings	Implementation of strategies learned in parent involvement modules evidenced through observation, newsletters, parent conferences, etc.	Principal, Title I Lead Teachers

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Parent Involvement Budget

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
School Wide Newsletter	Materials to Produce Newsletter	Title I	500.00
			Subtotal:
			500.00Total:

End of Parent Involvement Goal(s)

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

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

STEM Professional Development

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

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STEM Budget (Insert rows as needed)

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

End of STEM Goal(s)

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Career and Technical Education (CTE) Goal(s)

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

CTE Professional Development

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

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CTE Budget (Insert rows as needed)

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

End of CTE Goal(s)

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Additional Goal(s)

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

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

Additional Goals Professional Development

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

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

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

End of Additional Goal(s)

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Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	
	102,600Total:
CELLA Budget	
	Total:
Mathematics Budget	
	6,500Total:
Science Budget	
	6,800Total:
Writing Budget	
	6,600Total:
Civics Budget	
	Total:
U.S. History Budget	
	Total:
Attendance Budget	
	Total:
Suspension Budget	
	1,000Total:
Dropout Prevention Budget	
	Total:
Parent Involvement Budget	
	Total:
STEM Budget	
	Total:
CTE Budget	
	Total:
Additional Goals	
	Total:
	123,500 Grand Total:

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Differentiated Accountability

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

School Differentiated Accountability Status		
☐ Priority	☐ Focus	☐ Prevent

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

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

School Advisory Council (SAC)

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

☐ Yes   ☐ No

If No, describe the measures being taken to comply with SAC requirements.

Describe the activities of the SAC for the upcoming school year.
Review budget needs and approved budget items. Ongoing review of school data, including curriculum assessments, state assessments, AYP and School Grade. Involvement of members in development of school-wide procedures (newsletters, dismissal plans, school improvement, etc.) Discussions of school-wide initiatives (Positive Behavior Support, curriculum, etc.) Development of School Climate Survey and review of survey results. Discussion of school related concerns (student safety, health, needs)

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Describe the projected use of SAC funds.	Amount
Professional Development for Teachers	1,000
Positive Behavior Support	1,000
Extended Contract for Leadership Team members for summer planning	4,500