

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



Gerard Robinson, Commissioner  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, Florida 32399

Dr. Mike Grego, Chancellor  
K-12 Public Schools  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, Florida 32399

School Name: KEY LARGO SCHOOL

District Name: Monroe

Principal: Julia Hoar

SAC Chair: Rosemarie Lane

Superintendent: Mark Porter

Date of School Board Approval: 11/08/12

Last Modified on: 11/13/2012

## PART I: CURRENT SCHOOL STATUS

### STUDENT ACHIEVEMENT DATA

*Note: The following links will open in a separate browser window.*

<a href="#">School Grades Trend Data</a>
<a href="#">Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data</a>
<a href="#">High School Feedback Report</a>
<a href="#">K-12 Comprehensive Research Based Reading Plan</a>

### 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)	# of Years at Current School	# 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 of Key Largo School 2011-2012: Grade A Reading 1: 46% Results: 34% Reading 2: 40% Results: 35% Reading 3: 70% Results: 72% Reading 4: 70% Results: 77% Reading 5a: 86% White, 72% Hispanic Results: 72% White, 62% Hispanic Reading 5b: ELL is not a reporting group for KLS. Reading 5c: SWD is not a reporting group for KLS. Reading 5d: 77% Results: 59% Math 1: 42% Results: 34% Math 2: 44% Results: 42% Math 3: 75% Results: 81% Math 4: 80% Results: 72% Math 5a: 88% White, 78% Hispanic Results: 74% White, 67% Hispanic Math 5b: ELL is not a reporting group for KLS. Math 5c: SWD is not a reporting group for KLS. Math 5d: 80% Results: 60%

(SW3)BS - Elementary Ed., State University of NY (SUNY) @ Plattsburgh, Masters - Educational Leadership, Nova Southeastern University; Principal Certification, State of Florida, Elementary Ed. cert., State of FL, ELL endorsed, State of FL

Principal

Julia Hoar

9

9

Science 1: 48% Results: 46%  
 Science 2: 24% Results: 24%  
 Writing 1: 90% Results: 83%  
 Writing 2a: 90% Results: 79% White, 85% Hispanic  
 Writing 2b: ELL is not a reporting group for KLS.  
 Writing 2c: SWD is not a reporting group for KLS.  
 Writing 2d: 90% Results: 75%  
 Attendance: 97% Results: 96%  
 Suspension: 28 Results: 80  
 Additional: added 6 HS classes  
 Virtual: added one period

Principal of Key Largo School 2010-2011: Grade A  
 Reading Goal #1: 38% Results: 40%  
 Reading Goal #2: 43% Results: 37%  
 Reading Goal #3: 73% Results: 67%  
 Reading Goal #4: 73% Results: 68%  
 Reading Goal #5A: 79% Hispanic 88% White Results: 69% Hispanic 83% White  
 Reading Goal #5B: ELL is not a reporting group for KLS.  
 Reading Goal #5C: 79% Results: 59%  
 Reading Goal #5D: 79% Results: 69%  
 Math Goal #1: 37% Results: 39%  
 Math Goal #2: 43% Results: 41%  
 Math Goal #3: 72% Results: 73%  
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 Math Goal #5A: 80% Hispanic 85% White Results: White 85% Hispanic 73%  
 Math Goal #5B: ELL is not a reporting group for KLS.  
 Math Goal #5C: 80% Results: 73%  
 Math Goal #5D: 80% Results: 94%  
 Science Goal #1: 45% Results: 46%  
 Science Goal #2: 21% Results: 21%  
 Writing Goal #1: 90% Results: 98%  
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 Writing Goal #2D: 90% Results: 96%  
 Attendance Goal #1A: 97% Results: 94%.  
 Suspension Goal: OSS 55 Results: 77  
 ISS 36 Results: 43  
 Parent Involvement Goal: See Title I Parent Involvement Plan for goals and results.  
 Additional Goal: additional Algebra class  
 Results: two Algebra I Honors classes

Assit Principal of Key Largo School 2011-2012: Grade A  
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 Reading 2: 40% Results: 35%  
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BS - Elementary Ed., University of Florida, Masters - Educational Leadership, Florida

Assis Principal	Darren Pais	International, Principal Certification, State of Florida, Elementary Ed. cert., State of FL, ELL endorsed, State of FL	20	10	<p>Assistant Principal of Key Largo School in 2010-2011: Grade A.</p> <p>Reading Goal #1: 38% Results: 40%  Reading Goal #2: 43% Results: 37%  Reading Goal #3: 73% Results: 67%  Reading Goal #4: 73% Results: 68%  Reading Goal #5A: 79% Hispanic 88% White Results: 69% Hispanic 83% White  Reading Goal #5B: ELL is not a reporting group for KLS.  Reading Goal #5C: 79% Results: 59%  Reading Goal #5D: 79% Results: 69%  Math Goal #1: 37% Results: 39%  Math Goal #2: 43% Results: 41%  Math Goal #3: 72% Results: 73%  Math Goal #4: 63% Results: 77%  Math Goal #5A: 80% Hispanic 85% White Results: White 85% Hispanic 73%  Math Goal #5B: ELL is not a reporting group for KLS.  Math Goal #5C: 80% Results: 73%  Math Goal #5D: 80% Results: 94%  Science Goal #1: 45% Results: 46%  Science Goal #2: 21% Results: 21%  Writing Goal #1: 90% Results: 98%  Writing Goal #2A: 90% White 100% Hispanic 96% Results: 100% White 97% Hispanic  Writing Goal #2B: ELL is not a reporting group for KLS.  Writing Goal #2C: 98% Results: 95%  Writing Goal #2D: 90% Results: 96%  Attendance Goal #1A: 97% Results: 94%.  Suspension Goal: OSS 55 Results: 77  ISS 36 Results: 43  Parent Involvement Goal: See Title I Parent Involvement Plan for goals and results.  Additional Goal: additional Algebra class Results: two Algebra I Honors classes</p>
Assis Principal	Laura Lietaert	Bachelor of Science – Physical Education – Florida International University, Masters – Educational Leadership – American College of Education, Educational Leadership Certification – State of Florida, Middle Grades Integrated Curriculum (Grades 5-9) certification – State of Florida, Physical Education K-8 certification – State of Florida, Physical Education 6-12 certification –	19	3	<p>Assist Principal of Key Largo School 2011-2012: Grade A</p> <p>Reading 1: 46% Results: 34%  Reading 2: 40% Results: 35%  Reading 3: 70% Results: 72%  Reading 4: 70% Results: 77%  Reading 5a: 86% White, 72% Hispanic Results: 72% White, 62% Hispanic  Reading 5b: ELL is not a reporting group for KLS.  Reading 5c: SWD is not a reporting group for KLS.  Reading 5d: 77% Results: 59%  Math 1: 42% Results: 34%  Math 2: 44% Results: 42%  Math 3: 75% Results: 81%  Math 4: 80% Results: 72%  Math 5a: 88% White, 78% Hispanic Results: 74% White, 67% Hispanic  Math 5b: ELL is not a reporting group for KLS.  Math 5c: SWD is not a reporting group for KLS.  Math 5d: 80% Results: 60%  Science 1: 48% Results: 46%  Science 2: 24% Results: 24%  Writing 1: 90% Results: 83%  Writing 2a: 90% Results: 79% White, 85% Hispanic  Writing 2b: ELL is not a reporting group for KLS.  Writing 2c: SWD is not a reporting group for KLS.  Writing 2d: 90% Results: 75%  Attendance: 97% Results: 96%  Suspension: 28 Results: 80  Additional: added 6 HS classes  Virtual: added one period</p> <p>Assistant Principal of Key Largo School in 2010-2011: Grade A</p> <p>Reading Goal #1: 38% Results: 40%  Reading Goal #2: 43% Results: 37%  Reading Goal #3: 73% Results: 67%  Reading Goal #4: 73% Results: 68%  Reading Goal #5A: 79% Hispanic 88% White Results: 69% Hispanic 83% White  Reading Goal #5B: ELL is not a reporting group for KLS.  Reading Goal #5C: 79% Results: 59%  Reading Goal #5D: 79% Results: 69%  Math Goal #1: 37% Results: 39%  Math Goal #2: 43% Results: 41%  Math Goal #3: 72% Results: 73%</p>

		State of Florida			<p>Math Goal #4: 63% Results: 77%</p> <p>Math Goal #5A: 80% Hispanic 85% White Results: White 85% Hispanic 73%</p> <p>Math Goal #5B: ELL is not a reporting group for KLS.</p> <p>Math Goal #5C: 80% Results: 73%</p> <p>Math Goal #5D: 80% Results: 94%</p> <p>Science Goal #1: 45% Results: 46%</p> <p>Science Goal #2: 21% Results: 21%</p> <p>Writing Goal #1: 90% Results: 98%</p> <p>Writing Goal #2A: 90% White 100% Hispanic 96%</p> <p>Results: 100% White 97% Hispanic</p> <p>Writing Goal #2B: ELL is not a reporting group for KLS.</p> <p>Writing Goal #2C: 98% Results: 95%</p> <p>Writing Goal #2D: 90% Results: 96%</p> <p>Attendance Goal #1A: 97% Results: 94%.</p> <p>Suspension Goal: OSS 55 Results: 77</p> <p>ISS 36 Results: 43</p> <p>Parent Involvement Goal: See Title I Parent Involvement Plan for goals and results.</p> <p>Additional Goal: additional Algebra class Results: two Algebra I Honors classes</p>
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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 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)	# of Years at Current School	# 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)
RTI	Kelley Steinmetz	B.A.E.-Bachelor of Arts in Elementary Education, University of Florida, State of Florida Elementary Education and Pre-K/Primary certified, ELL endorsed, State of Florida	1	3	<p>RTI Coach Key Largo School 2011-2012: Grade A</p> <p>Reading 1: 46% Results: 34%</p> <p>Reading 2: 40% Results: 35%</p> <p>Reading 3: 70% Results: 72%</p> <p>Reading 4: 70% Results: 77%</p> <p>Reading 5a: 86% White, 72% Hispanic Results: 72% White, 62% Hispanic</p> <p>Reading 5b: ELL is not a reporting group for KLS.</p> <p>Reading 5c: SWD is not a reporting group for KLS.</p> <p>Reading 5d: 77% Results: 59%</p> <p>Math 1: 42% Results: 34%</p> <p>Math 2: 44% Results: 42%</p> <p>Math 3: 75% Results: 81%</p> <p>Math 4: 80% Results: 72%</p> <p>Math 5a: 88% White, 78% Hispanic Results: 74% White, 67% Hispanic</p> <p>Math 5b: ELL is not a reporting group for KLS.</p> <p>Math 5c: SWD is not a reporting group for KLS.</p> <p>Math 5d: 80% Results: 60%</p> <p>Science 1: 48% Results: 46%</p> <p>Science 2: 24% Results: 24%</p> <p>Writing 1: 90% Results: 83%</p> <p>Writing 2a: 90% Results: 79% White, 85% Hispanic</p> <p>Writing 2b: ELL is not a reporting group for KLS.</p> <p>Writing 2c: SWD is not a reporting group for KLS.</p> <p>Writing 2d: 90% Results: 75%</p> <p>Attendance: 97% Results: 96%</p> <p>Suspension: 28 Results: 80</p> <p>Additional: added 6 HS classes</p> <p>Virtual: added one period</p> <p>Grade A 2010-2011</p> <p>Reading Goal #1: 38% Results: 40%</p> <p>Reading Goal #2: 43% Results: 37%</p> <p>Reading Goal #3: 73% Results: 67%</p> <p>Reading Goal #4: 73% Results: 68%</p> <p>Reading Goal #5A: 79% Hispanic 88% White Results: 69% Hispanic 83% White</p> <p>Reading Goal #5B: ELL is not a reporting group for KLS.</p> <p>Reading Goal #5C: 79% Results: 59%</p> <p>Reading Goal #5D: 79% Results: 69%</p>

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Reading	(SW3)Melanie Tabbert	M.ED	9	3	<p>Reading Coach at KLS in 2011-2012 Grade A</p> <p>Reading 1: 46% Results: 34%</p> <p>Reading 2: 40% Results: 35%</p> <p>Reading 3: 70% Results: 72%</p> <p>Reading 4: 70% Results: 77%</p> <p>Reading 5a: 86% White, 72% Hispanic Results: 72% White, 62% Hispanic</p> <p>Reading 5b: ELL is not a reporting group for KLS.</p> <p>Reading 5c: SWD is not a reporting group for KLS.</p> <p>Reading 5d: 77% Results: 59%</p> <p>Math 1: 42% Results: 34%</p> <p>Math 2: 44% Results: 42%</p> <p>Math 3: 75% Results: 81%</p> <p>Math 4: 80% Results: 72%</p> <p>Math 5a: 88% White, 78% Hispanic Results: 74% White, 67% Hispanic</p> <p>Math 5b: ELL is not a reporting group for KLS.</p> <p>Math 5c: SWD is not a reporting group for KLS.</p> <p>Math 5d: 80% Results: 60%</p> <p>Science 1: 48% Results: 46%</p> <p>Science 2: 24% Results: 24%</p> <p>Writing 1: 90% Results: 83%</p> <p>Writing 2a: 90% Results: 79% White, 85% Hispanic</p> <p>Writing 2b: ELL is not a reporting group for KLS.</p> <p>Writing 2c: SWD is not a reporting group for KLS.</p> <p>Writing 2d: 90% Results: 75%</p> <p>Attendance: 97% Results: 96%</p> <p>Suspension: 28 Results: 80</p> <p>Additional: added 6 HS classes</p> <p>Virtual: added one period</p> <p>2010-2011: Grade A</p> <p>Reading Goal #1: 38% Results: 40%</p> <p>Reading Goal #2: 43% Results: 37%</p> <p>Reading Goal #3: 73% Results: 67%</p> <p>Reading Goal #4: 73% Results: 68%</p> <p>Reading Goal #5A: 79% Hispanic 88% White Results: 69% Hispanic 83% White</p> <p>Reading Goal #5B: ELL is not a reporting group for KLS.</p> <p>Reading Goal #5C: 79% Results: 59%</p> <p>Reading Goal #5D: 79% Results: 69%</p> <p>Math Goal #1: 37% Results: 39%</p> <p>Math Goal #2: 43% Results: 41%</p> <p>Math Goal #3: 72% Results: 73%</p> <p>Math Goal #4: 63% Results: 77%</p> <p>Math Goal #5A: 80% Hispanic 85% White Results: White 85% Hispanic 73%</p> <p>Math Goal #5B: ELL is not a reporting group for KLS.</p> <p>Math Goal #5C: 80% Results: 73%</p> <p>Math Goal #5D: 80% Results: 94%</p> <p>Science Goal #1: 45% Results: 46%</p> <p>Science Goal #2: 21% Results: 21%</p> <p>Writing Goal #1: 90% Results: 98%</p> <p>Writing Goal #2A: 90% White 100% Hispanic 96%</p> <p>Results: 100% White 97% Hispanic</p>

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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	Not Applicable (If not, please explain why)
1	(SW3) (SW5) New Teacher Program	Principal	Yearly	
2	Team Leaders as Mentors	Grade Level Chairs	Yearly	
3	In-house, local experts as Professional Development Trainers	Professional Development Coordinator/Assistant Principal	Yearly	
4	Teacher Wellness Program which includes free weight and cardio equipment gym. Teachers join for \$40 per school year.	School Administrators	Yearly	

### Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or 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 staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
Two KLS teachers are currently co-teachers in classes for which they are out of field. Both teachers are working towards certification via FTCE. Both teachers are considered effective.	

### Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
61	1.6%(1)	9.8%(6)	47.5%(29)	41.0%(25)	47.5%(29)	98.4%(60)	24.6%(15)	11.5%(7)	73.8%(45)

### 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
		Long time highly	

Kathy Caputo	Jennifer Rubiales	effective kindergarten teacher paired with a first year kindergarten teacher	Mentor through MCSD beginning teacher program.
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## ADDITIONAL REQUIREMENTS

### Coordination and Integration

**Note: For 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

(SW 10) Title I funds are utilized to support school efforts to ensure that all children have a fair, equal and significant opportunity to obtain a high quality education. Title I funds supplement academic programs and provide additional personnel including a Reading coach and a 1/2 time RTI coach, and a Title I Contact as well as SES tutoring for students. Additional Title I funds are allocated for after school tutoring above and beyond SES. Along with Title I, PBS, DARE, Project Alert and Get Real programs provide additional assistance for students performing below grade level including academic assistance during the school day. Parental involvement is a key factor in the successful implementation of Title I programs, and Title I funds are utilized to enhance parent involvement opportunities including training teachers on "Ways Busy Parents Can Help Children Succeed in School." Parents are encouraged to attend SAC meetings, family reading events, student performances, and various academic fairs throughout the school year.

#### Title I, Part C- Migrant

#### Title I, Part D

#### Title II

(SW 10) Title II funds are utilized to support professional development and efforts for all teachers to become or remain in-field effective teachers. Funds are expended for numerous initiatives including support from a Professional Development contact at the school site, stipends for professional development, School Site Reading Coach to provide embedded technical assistance and training, materials and supplies for training sessions, and reimbursement of testing fees and courses to become or remain in-field as well as a bonus for becoming Reading Endorsed.

#### Title III

(SW 10) Title III provides supplemental resources and support for students who are English Language Learners and for their teachers. A part-time supplemental Parent Liaison/Aide assists parents to become involved in their children's education as well as assisting ELL students.

#### Title X- Homeless

(SW 10) Transportation to the school of origin, referrals for school supplies and backpacks are both requirements of McKinney-Vento. Homeless children and youth automatically qualify for free/reduced lunch without application and referrals for medical and social services are overseen by the CHIPS Contact in the school. The Student Residency Questionnaire is sent home at the beginning of every school year and placed in every registration packet to assist in the identification of homeless children and youth.

#### Supplemental Academic Instruction (SAI)

(SW 10) SAI funds are used to provide additional instructional support during the school day. SAI funding supports a partial on-site Virtual School facilitator, as well as portions of teachers' salaries who support low income students.

#### Violence Prevention Programs

(SW 10) Monroe County School District is committed to providing a safe and secure environment that encourages learning. One strategy is to utilize behavior shaping programs to ensure a safe-school climate which include Positive Behavior Support and Professional Crisis Management. Another strategy is to ensure students have access to learn the skills necessary to be good decision makers. Students are provided curriculum in character education, Learning For Life, that aides in the students' core development on fundamental life issues. Programs offered by MCSD and/or our community partners seek to increase the

protective factors in youth while reducing risk factors. Those programs may include:

- Mentoring (Take Stock in Children)
- Service Learning Projects
- Assemblies
- Challenge Day/Be The Change Transition Programs
- PEACEJAM
- Too Good For Violence
- Anti-Bullying Programs
- National Guard Leadership Day
- DARE
- Project Alert
- Get Real

#### Nutrition Programs

(SW 10)The Monroe County School Health Advisory council collaborates with MCSD to ensure students and families are provided information to make healthy decisions both at school and at home regarding nutrition and physical activity. MCSD offers a balanced school breakfast and lunch program with access to free and reduced pricing for students-in-need. The school community is committed to offering only healthy snacks at all times on the school campuses.

#### Housing Programs

#### Head Start

(SW 10)Head Start is a national, federally funded program, providing comprehensive services to preschool children and their families. These services include educational, social, medical, vision, dental, nutritional, and mental health services. A transition event from Headstart (as well as VPK) called "Kindergarten Round-up" is held every year for parents and students (SW7) Head Start funding supports two classes of 3 and 4 year old children coming from low income families. These funds also support an on-site coordinator for the program.

#### Adult Education

#### Career and Technical Education

#### Job Training

#### Other

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

#### School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Per the MCSD Problem Solving and Response to Instruction Implementation Plan, each school will create a school-based RtI leadership team with the following required members:

**Principal:** The role of the Principal is to provide direction for the use of data-based decision-making, to direct or conduct assessments of RtI skills of school staff, to support and review intervention support and documentation, to open the calendar for professional development to support RtI implementation, and to communicate with parents regarding school-based RtI plans and activities.

**Guidance Counselor:** The counselor's role includes providing quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to supporting interventions (at Tier I, II and III), guidance counselors continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

**Academic/Reading/RtI Coach:** Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based



intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring. Can act as the facilitator on the School-Based RtI Leadership Team to guide the members through the problem solving process.

Reading Coach: Provides guidance on K-12 reading plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning; supports the implementation of Tier I, Tier II, and Tier III intervention plans.

General Education Teacher: (Primary and Intermediate): Provides information about core instruction, participates in student data collection, delivers Tier I instruction/intervention, collaborates with other staff to implement Tier II interventions, and integrates Tier I materials/instruction with Tier II/III activities.

Special Education Teacher: Participates in student data collection, integrates core instructional activities/materials into Tier II and III instructions and collaborates with general education teachers through such activities as co-teaching.

ESOL Teacher: Educates the team in the role language acquisition plays in curriculum, assessment, and instruction, assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language acquisition skills. Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

We have created a School-Based Core RtI Team consisting of the following members: Cindy Ypsilanti, SST Coordinator/Counselor, Melanie Tabbert, Reading Coach, Krista Hillman, School Psychologist, Kelley Steinmetz, RtI Coach, and Joni Rader, Behavior Specialist.

We have also created our school-based RtI leadership team with the following members: Julia Hoar, Principal; Laura Lietaert, Assistant Principal; Darren Pais, Assistant Principal; Melanie Tabbert, Reading Coach; Kelley Steinmetz, RtI coach, Shannon Hanson; kindergarten teacher; Tiffany Scheer, 1st grade; Myriam Bernal, 2nd Grade Teacher; Wendi Sullivan, 3rd grade/ESE teacher; Lena Nyman, 4th grade teacher; Bonnie Sands, 5th grade teacher; Nicole Blanche, MS math teacher; Stephanie Pacheco, 6th grade teacher; Nicole Blanche, 7th grade teacher; Michele Barry 8th grade teacher; Cinda Bonanno, ESOL Teacher; Nancy Simoga, ESE teacher; Krista Hillman, School Psychologist; Ryan Smith, elementary electives teacher.

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?

Our School-Based Core RtI Leadership Team will meet on a weekly basis to plan for and implement Problem Solving/Response to Instruction (PS/RtI) school-wide. Continue with PS/RtI through monthly training, professional development and coaching. The School-Based Core RtI Leadership Team will be responsible for routinely reviewing Tier I, II and III data as a team and will use that data to inform the problem solving process that will be used to ensure student success at every tier. The team will also ensure treatment fidelity/integrity by providing the support necessary to teachers and staff for all instruction and intervention plans developed through the problem solving process.

A half time RtI coach position is in place through Title I funds to assist each grade level team as desired.

To provide a structure for team meetings, each RtI Leadership Team member will be assigned a role and corresponding responsibilities:

Roles:

- Chair: Oversees the implementation of PS/RtI school-wide and helps to coordinate and effectuate the efforts and action plans of the School-Based RtI Leadership Team.
- Facilitator: Supports the teams' efforts through active involvement, reporting team efforts to staff, and leading the team in the problem solving process at School-Based RtI Leadership Team meetings.
- Time Keeper: Manages the time spent in meetings on a specific topic, issue or problem. Helps to move the meetings along and ensure that we use the time we have efficiently and effectively.
- Tier I, II & III Case Managers: Grade Level Representative from RTI Team will be the case management liaisons between the RTI Team and each grade level.

Recorder: Creates meeting agendas, takes meeting minutes and creates action plans during problem solving sessions and communicates them to the team and appropriate personnel.

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

The team is involved with the creation of the SIP, some examples include:

- Analysis of school-wide and disaggregated data.
- Development of the RtI portion of the plan.
- Organizing/Developing Tier I, II and III services and supports.
- Professional Development needs and planning.

### 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.

Universal Screening: (SW1)

- K-8 Reading – FAIR (PMRN), 3-8 (Performance Matters), K-5 (STAR & Early Literacy)
- Math – 3-8 (Performance Matters), K-2 (Harcourt Math Beginning, Middle, and End of year assessments)

Progress Monitoring:

- K-8 Reading – FAIR (PMRN), K-2 (District Harcourt Assessment Team Materials -tests, directions and graphs from the RTI SharePoint site- <https://portal.monroe.k12.fl.us/PortalSites/rti/default.aspx>.)
- Math – 3-8 (Performance Matters), K-2 (District Harcourt Assessment Team Materials -tests, directions and graphs from the RTI SharePoint site- <https://portal.monroe.k12.fl.us/PortalSites/rti/default.aspx>.)

- AIMS WEB-Monitoring Tier III Students (SW8)

Diagnostic Assessments:

- Reading – FAIR (PMRN), DAR, ERDA

Describe the plan to train staff on MTSS.

(SW2) (SW4) The school based RtI Leadership Team and committee will continually provide training and technical assistance to school staff. The trainings provided will be outlined in the KLS Problem Solving and Response to Intervention Plan and will include training modules such as the Problem Solving Process, data analysis and instructional decision making guidelines as well as the general education and special education laws.

Describe the plan to support MTSS.

### Literacy Leadership Team (LLT)

#### School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT).

Melanie Tabbert, Kathy Caputo, Kelley Steinmetz, Kim Lowell, Sandra Prew, Diana Bassett, Stephanie Pacheco, Michele Barry, Elena Delgado, Ana Hortensi, Tiffany Wheaton, Lara House, Bonnie Sands, Tarin Ariatti, Myriam Bernal, Tiffany Scheer, Tina Cash

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

(SW1) (SW8) The LLT will meet once a month to discuss the monthly findings from department meetings and data meetings. The committee will discuss best practices.

What will be the major initiatives of the LLT this year?

Literacy learning as a process to support data analysis and ensure appropriate instruction

Enhancing collaboration in the intervention process  
Improved student literacy  
Best practices

## Public School Choice

Supplemental Educational Services (SES) Notification  
[View uploaded file](#) (Uploaded on 11/6/2012)

### \*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.

Monroe County School has a formal agreement with the Early Learning Coalition, Wesley House Family Services and the Head Start Program. MCS D is a VPK provider and the Head Start Grantee.  
The Exceptional Student Education Department conducts end-of -year transition meetings with parents whose children transition to Kindergarten from Pre-K ESE.  
The Head Start and VPK Programs provide parents with transition activities and information.  
Title 1 funded three transition summer classes throughout the district this year for identified at-risk children to help the transition from Pre-K to K. It is a recommended initiative that will be continued based upon the availability of funds.  
All the Elementary Schools conduct a Kindergarten Round-up in Spring. Information is posted on the District Website for the community and private providers. Parent newsletters are sent home with the information and dates of the Round-up.  
Community agencies are informed of the events by fliers and newspaper. There is a meet the teacher day before classes begin, giving the parents an opportunity to become familiar with the school, staff and teachers.  
The Title One Parent Night & Open House is held at all Elementary Schools giving the parents the opportunity to become familiar with the curricular programs. All Elementary Schools conduct school tours for parents upon request.

### \*Grades 6-12 Only

**Sec. 1003.413(b) F.S.**

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

KLS has established electives courses that focus on Reading Strategies and curriculum integration. The RtI committee, continues to meet and discuss strategies and interventions with the RtI process in mind. The RtI Committee meets for monthly trainings run by an in-house RtI core team. Those committee members, in turn, train their grade levels/departments on each piece of the process to make instruction interventions more effective. All 6-8 students who qualify are placed in either Intensive Reading, Reading Intervention or Enrichment classes that heavily integrate reading strategies. Instructional time for Language Arts classes is 80 minutes each day. Additionally, content area teachers implement reading interventions within their subject areas.

### \*High Schools Only

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

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

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

## Postsecondary Transition

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#)



## PART II: EXPECTED IMPROVEMENTS

### Reading Goals

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

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:

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	(SW1)36% (193/535) of students in grades 3 - 8 will score a level 3 on the 2013 Reading FCAT. Goal 1a added to Goal 2a will equal the Reading 2013 AMO.
2012 Current Level of Performance:	2013 Expected Level of Performance:
34% ( 195 students)	36% (193 students)

#### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	In some circumstances there is a language barrier between instructional staff and families.  Situational poverty  Reduction in support and instructional personnel.	SW2, SW9 E/I time will be fluid with children moving in and out of intervention areas in the elementary.  KLS will implement the district progress monitoring assessment from Performance Matters.  KLS will continue E/I time in the middle school schedule as part of the RtI process for all students.  KLS will continue to implement Lesson Study teams to add to a collection of Master Teacher lessons.  A half time RtI coach position will be funded through Title I money in order to support classroom teachers in the RtI process.  Using FCAT data and progress monitoring data, all middle school student schedules will be customized to meet specific individual needs during E/I time.  Elementary specialists will assist Kindergarten teachers during E/I time.	School Administrators  Testing Coordinator  Reading Coach  Data Coach  Teachers  RtI Coach	Review progress monitoring data reports to assess strengths and weaknesses in order to drive instruction.  Review FAIR data reports to assess strengths and weaknesses in order to drive instruction.  Review of student work samples and artifacts.  Review FCAT data.	District provided progress monitor assessment  FCAT FOCUS mini assessments  FCAT reports  FAIR reports  Collection of lessons from Lesson Studies/ PGP's  Mid terms  Finals  RtI intervention logs and data

KLS will implement the Florida Assessment for Instruction in Reading (FAIR) to monitor student progress.

Instructional time in middle school Language Arts classes will continue to be 80 minutes every day.

Specific level 3 students have been identified to participate in the AVID College Readiness program in middle school. They will use "AVID Weekly" for exposure to complex text.

Additional level 3 students will receive specific interventions in the areas of Vocabulary and Informational Text.

There will be a school wide focus on Informational Text and Research Processes.

Reading Coach will spend 75% of her time supporting and training teachers, as well as working closely with the RTI Coach to support teachers with reading interventions.

Each elementary electives teacher (5) will spend one day a week during the reading block in each kindergarten class to provide a more favorable student to teacher ratio for small group instruction.

Marking the Text will continue to be a school wide strategy and the Reading Coach will work closely with content area teachers.

A complete implementation of the Spring Board Curriculum (Common Core standards and strategies) at the middle school level grades 6-8.

Junior Great Books - supplement to Spring Board-will be used for additional exposure to complex text.

Leveled readers will be used in the content areas.

RTI project dollars will be

	<p>spent on remedial games and other individualized instructional materials as intervention strategies for Tier II and Tier III students.</p> <p>KLS will offer a school wide reading incentive for the students who read independently. Names will be drawn monthly to receive a Splash Pass and their names on the marquee.</p> <p>Superintendent's Young Readers Award program will continue to be used as a reading incentive at KLS.</p> <p>Teachers will use consistent terminology and common vocabulary across the curriculum.</p> <p>After school Title I Extended Learning Opportunity will be offered to specified students who qualify.</p> <p>Discovery Education "United Streaming"</p> <p>STAR reading - research based computer assisted instruction</p> <p>Teachers participate in vertical teaming.</p> <p>Title I provided summer reading materials for K-7 students.</p> <p>The reading coach will help teachers access and analyze data.</p> <p>Middle school Teachers assist in 1st grade Reading Block 30 minutes per day.</p> <p>Teachers will use C-Palms to access lessons.</p>		
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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:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.  Reading Goal #1b:	25% (2/8) of the students in grades 3-8 will score a level 4, 5, or 6 on the 2013 reading portion of the FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
17% (2/12)	25% (2/8)

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>Poor attendance due to medical issues.</p> <p>In some circumstances there is a language barrier between instructional staff and families.</p> <p>Situational poverty</p> <p>Reduction in support and personnel.</p>	<p>Students will participate in an extra reading group that focuses on sight words and basic pre-reading/writing skills.</p> <p>Students will have reading supplemented with Riverdeep, Starfall, and Fast ForWord programs.</p> <p>Students will use the Unique Curriculum which is directly aligned to the FAA.</p> <p>Teachers will use C-Palms to access lessons.</p>	<p>ESE teachers</p> <p>Admin</p>	<p>Use of evaluation tools to monitor progress.</p> <p>Review of FAA reports.</p> <p>Review of Riverdeep, Starfall and Fast ForWord reports.</p>	<p>FAA reports</p> <p>Riverdeep reports</p> <p>Starfall reports</p> <p>Fast ForWord reports</p>

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:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading.	(SW1)% 37 (198/535) of the students in grades 3-8 will score a Level 4 or 5 on the 2013 FCAT in reading.
Reading Goal #2a:	Goal 1a added to Goal 2a will equal the 2013 Reading AMO.
2012 Current Level of Performance:	2013 Expected Level of Performance:
35% (207 students)	37% (198 students)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	<p>In some circumstances there is a language barrier between instructional staff and families.</p> <p>Situational poverty</p> <p>Reduction in support and instructional personnel.</p>	<p>SW2, SW9</p> <p>KLS will implement the district progress monitoring assessment from Performance Matters.</p> <p>KLS will continue to implement Lesson Study teams to add to a collection of Master Teacher lessons.</p> <p>An RtI coach position will be funded through Title I in order to support classroom teachers in the RtI process.</p> <p>Using FCAT data and progress monitoring data, all middle school student schedules will be customized to meet specific individual needs during E/I time.</p>	<p>Administrators</p> <p>Reading Coach</p> <p>RtI Coach</p> <p>Data Coach</p> <p>Teachers</p> <p>Testing Coordinator</p>	<p>Review progress monitoring data reports to assess strengths and weaknesses in order to drive instruction.</p> <p>Review of student work samples and artifacts.</p> <p>Review FAIR data reports to assess strengths and weaknesses in order to drive instruction.</p> <p>Review FCAT data.</p>	<p>District provided progress monitor assessment.</p> <p>FCAT FOCUS mini assessments</p> <p>FCAT reports</p> <p>Midterms</p> <p>Finals</p> <p>FAIR reports</p> <p>Collection of lessons from Lesson Studies/PGP's</p> <p>RtI intervention logs and data</p>



During middle school E/I, enrichment courses will be provided for students who were levels 4 or 5 in both reading and math so as to further challenge them.

Elementary specialists will assist Kindergarten teachers by working with higher students during E/I time.

Leveled readers will be used in content areas.

KLS will implement Enrichment time for all level 4 and 5 students within E/I time for grades 3-5.

KLS has a consultative gifted teacher who works with and provides classroom teachers at all grade levels with high level project based assignments.

Marking the Text will continue to be a school wide strategy and the Reading Coach will work closely with the content area teachers.

A complete implementation of the Spring Board Curriculum (Common Core standards and strategies) at the middle school level grades 6-8.

Junior Great Books - supplement to Spring Board- will be used for additional exposure to complex text.

KLS will implement the Florida Assessment for Instruction in Reading (FAIR) to monitor student progress.

Instructional time in middle school Language Arts classes will continue to be 80 minutes every day.

There will be a school wide focus on Informational Text and Research Processes.

KLS will offer a school wide reading incentive for the students who read independently. Names will be drawn monthly to receive a Splash Pass and their names on the

	<p>marquee.</p> <p>Superintendent's Young Readers Award program will continue to be used as a reading incentive at KLS.</p> <p>Teachers will use consistent terminology and common vocabulary across the curriculum.</p> <p>Discovery Education "United Streaming"</p> <p>STAR reading - research based computer assisted instruction</p> <p>Teachers participate in vertical teaming.</p> <p>Title I provided summer reading materials for K-7 students.</p> <p>The reading coach will help teachers access and analyze data.</p> <p>Reading Coach will spend 75% of her time supporting and training teachers, as well as working closely with the RTI Coach to support teachers with Reading Interventions.</p> <p>Middle school Teachers assist in 1st grade Reading Block 30 minutes per day.</p> <p>Teachers will use C-Palms to access lessons.</p>		
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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:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading.  Reading Goal #2b:	75% (6/8) of the students in grades 3-8 will score at or above level 7 on the 2013 reading FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
83% (10/12)	75% (6/8)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Poor attendance due to health issues.  In some circumstances	Students will participate in an extra reading group that focuses on listening and reading	ESE teachers  Admin	Use of evaluation tools to monitor progress  Review of FAA data.	FAA reports  Fast ForWord reports

1	<p>there is a language barrier between instructional staff and families.</p> <p>Situational poverty</p> <p>Reduction in support and personnel.</p> <p>Difficulty retaining prior knowledge.</p>	<p>comprehension, independent work skills, and problem solving/question answering.</p> <p>Students will use the Unique Curriculum which is directly aligned to the FAA.</p> <p>Students will use supplementary programs Fast ForWord, Riverdeep and Renaissance Place.</p> <p>Teacher use of C-Palms.</p> <p>Teacher will address standards/access points at student intellectual level.</p> <p>Use of small repeated steps with frequent checks for understanding.</p> <p>Focus on specific skill building.</p> <p>Teacher will be trained on Unique Curriculum.</p> <p>Use all aspects of News 2 You curriculum.</p>	<p>Review of Fast ForWord and Riverdeep reports.</p>	<p>Riverdeep reports</p>
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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:

3a. FCAT 2.0: Percentage of students making learning gains in reading.  Reading Goal #3a:	(SW1)74% ( 327/443 )of all students in grades 4-8 will show learning gains on the 2013 FCAT in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
72% ( 338 students )	74% ( 327/443 students )

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	<p>In some circumstances there is a language barrier between instructional staff and families.</p> <p>Situational poverty.</p> <p>Reduction in support and instructional personnel.</p>	<p>SW2, SW9</p> <p>Case study will be done as a deliberate practice goal to determine the effectiveness of the Fast ForWord/SCI Learn program for some Tier II and all Tier III RtI reading students in grades K-5.</p> <p>E/I time will be fluid with children moving in and out of intervention areas in the elementary level.</p> <p>KLS will implement the</p>	<p>Administrators</p> <p>Teachers</p> <p>RtI Coach</p> <p>Data Coach</p> <p>Reading Coach</p> <p>Testing Coordinator</p> <p>Media Specialist</p>	<p>Review progress monitoring data reports to assess strengths and weaknesses in order to drive instruction.</p> <p>Review of student work samples and artifacts.</p> <p>Review FAIR data reports to assess strengths and weaknesses in order to drive instruction.</p> <p>Review of FCAT data.</p>	<p>AIMSWEB progress monitoring reports</p> <p>District provided progress monitor assessment</p> <p>FCAT FOCUS mini assessments</p> <p>FCAT reports</p> <p>FAIR reports</p> <p>Midterms</p>

district progress monitoring assessment from Performance Matters to monitor student progress.

KLS will continue to implement Lesson Study teams to add to a collection of Master Teacher lessons.

A half time RtI coach position will be funded through Title I money in order to support classroom teachers in the RtI process.

Using FCAT data and progress monitoring data, all middle school student schedules will be customized to meet specific individual needs during E/I time.

Enrichment courses will be provided for students who were levels 4 or 5 in both reading and math so as to further challenge them.

Elementary specialists will assist Kindergarten teachers during E/I time.

Leveled readers will be used in content areas

RtI project dollars will be spent on remedial games and other individualized instructional materials as intervention strategies for Tier II and Tier III students.

Each elementary electives teacher (5) will spend one day a week during the reading block in each kindergarten class to provide a more favorable student to teacher ratio for small group instruction.

Marking the Text will continue to be a school wide strategy and the Reading Coach will work closely with content area teachers.

A complete implementation of the Spring Board Curriculum (Common Core standards and strategies) at the middle school level grades 6-8.

Junior Great Books - supplement to Spring Board- will be used for

Finals

Collection of lessons from Lesson Studies/PGP's

RtI intervention logs and data

additional exposure to complex text.

KLS will implement the Florida Assessment for Instruction in Reading (FAIR) to monitor student progress.

Instructional time in middle school Language Arts classes will continue to be 80 minutes every day.

Specific level 3 students have been identified to participate in the AVID College Readiness program in middle school. They will also use "AVID Weekly" for exposure to complex text.

Additional level 3 students will receive specific interventions in the areas of Vocabulary and Informational Text.

There will be a school wide focus on Informational Text and Research Processes.

KLS will offer a school wide reading incentive for the students who read independently. Names will be drawn monthly to receive a Splash Pass and their names on the marquee.

Superintendent's Young Readers Award program will continue to be used as a reading incentive at KLS.

Teachers will use consistent terminology and common vocabulary across the curriculum.

Up to 10 mid to upper level 2 Bubble students (reading) who are also in the lowest quartile, were identified for a one hour morning program with a highly qualified paraprofessional. The paraprofessional will work closely with teachers to utilize strategies that focus on individual weaknesses.

Additionally, these students potentially will receive access to free SES tutoring from outside companies if they qualify financially.

	<p>After school Title I Extended Learning Opportunity will be offered to specified students who qualify.</p> <p>Discovery Education "United Streaming"</p> <p>STAR reading - research based computer assisted instruction</p> <p>Teachers participate in vertical teaming.</p> <p>Title I provided summer reading materials for K-7 students.</p> <p>The reading coach will help teachers access and analyze data.</p> <p>Intensive Reading classes at the MS Level will be low in number.</p> <p>Reading Coach will spend 75% of her time supporting and training teachers, as well as working closely with the RTI Coach to support teachers with Reading Interventions.</p> <p>Middle school Teachers assist in 1st grade Reading Block 30 minutes per day.</p> <p>Teachers will use C-Palms to access lessons.</p>		
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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:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.  Reading Goal #3b:	50% (3/6) of the students in grades 4-8 will make learning gains on the 2013 reading FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (3/10)	50% (3/6)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	<p>Poor attendance due to medical issues.</p> <p>In some circumstances there is a language barrier between instructional staff and</p>	<p>Students will use the Unique Curriculum which is directly aligned to the FAA.</p> <p>Students will use News 2 You curriculum as</p>	<p>ESE teachers</p> <p>Admin</p>	<p>Use of evaluation tools to monitor progress.</p> <p>Review of FAA reports.</p> <p>Review of Riverdeep, Starfall and Fast ForWord</p>	<p>FAA reports</p> <p>Riverdeep reports</p> <p>Starfall reports</p> <p>Fast ForWord</p>

1	families.	appropriate.	reports.	reports
	Situational poverty	Students will participate in an extra reading group to focus on specific skills ( sight words, basic pre-reading/writing skills, listening and reading comprehension, independent work skills, and problem solving/question answering).		
	Reduction of support and personnel.			
	Difficulty retaining prior knowledge.	Students will use Riverdeep, Starfall, Renaissance Place and Fast ForWord programs.		
		Teacher use of C-Palms for lesson access.		
		Address standards/access points at the intellectual level.		
	Use small steps, repeat steps, check frequently for understanding.			
	Focus on specific skill building.			
	Teacher will attend Unique Curriculum training.			

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:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.  Reading Goal #4:	(SW1)79% (87/110) of the students in grades 4-8 scoring in the lowest 25% will show learning gains on the 2013 FCAT in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
77% ( 90 students )	79% (87/110 students)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	In some circumstances there is a language barrier between instructional staff and families.  Situational poverty.  Reduction in support and instructional personnel.	SW2, SW9 Case study will be done as a deliberate practice goal to determine the effectiveness of the Fast ForWord/SCI Learn program for some Tier II and all Tier III RtI reading students in grades K-5.  E/I time will be fluid at the elementary level, with children moving in and out of intervention areas.	Administrators Teachers Reading Coach Data Coach RtI Coach Testing Coordinator	Review progress monitoring data reports to assess strengths and weaknesses in order to drive instruction.  Review of student work samples and artifacts.  Review FAIR data reports to assess strengths and weaknesses in order to drive instruction.  Review of FCAT data.	District provided progress monitor assessment.  FCAT FOCUS mini assessments Midterms FAIR reports FCAT reports Finals Collection of

KLS will implement the district progress monitoring assessment from Performance Matters to monitor student progress.

KLS will continue to implement Lesson Study teams to add to a collection of Master Teacher lessons.

A half time RtI coach position will be funded through Title I money in order to support classroom teachers in the RtI process.

Using FCAT data and progress monitoring data, all middle school student schedules will be customized to meet specific individual needs during E/I time and will be fluid as progress monitoring continues.

Elementary specialists will assist Kindergarten teachers during E/I time.

Leveled readers will be used in content areas.

RtI project dollars will be spent on remedial games and other individualized instructional materials as intervention strategies for Tier II and Tier III students.

Each elementary electives teacher (5) will spend one day a week during the reading block in each kindergarten class to provide a more favorable student to teacher ratio for small group instruction.

Marking the Text will continue to be a school wide strategy and the Reading Coach will work closely with content area teachers.

A complete implementation of the Spring Board Curriculum (Common Core standards and strategies) at the middle school level grades 6-8.

Junior Great Books - supplement to Spring Board - will be used for additional exposure to complex text.

KLS will implement the

lessons from Lesson Studies/PGP's

RtI intervention logs and data

Aimsweb progress monitoring



Florida Assessment for Instruction in Reading (FAIR) to monitor student progress.

Instructional time in middle school Language Arts classes will continue to be 80 minutes every day.

Specific level 3 students have been identified to participate in the AVID College Readiness program in middle school. They will use "AVID Weekly" for additional exposure to complex text.

Additional level 3 students will receive specific interventions in the areas of Vocabulary and Informational Text.

There will be a school wide focus on Informational Text and Research Processes.

KLS will offer a school wide reading incentive for the students who read independently. Names will be drawn monthly to receive a Splash Pass and their names on the marquee.

Up to 10 mid to upper level 2 Bubble students (reading) who are also in the lowest quartile, were identified for a one hour morning program with a highly qualified paraprofessional. The paraprofessional will work closely with teachers to utilize strategies that focus on individual weaknesses.

Additionally, these students potentially will receive access to free SES tutoring from outside companies if they qualify financially.

Superintendent's Young Readers Award program will continue to be used as a reading incentive at KLS.

Teachers will use consistent terminology and common vocabulary across the curriculum.

After school Title I Extended Learning Opportunity will be offered to specified

	<p>students who qualify.</p> <p>Discovery Education "United Streaming"</p> <p>STAR reading - research based computer assisted instruction</p> <p>Teachers participate in vertical teaming.</p> <p>Title I provided summer reading materials for K-7 students.</p> <p>The reading coach will help teachers access and analyze data.</p> <p>Intensive Reading classes at the MS Level will be low in number.</p> <p>Reading Coach will spend 75% of her time supporting and training teachers, as well as working closely with the RTI Coach to support teachers with Reading Interventions.</p> <p>Struggling K-2 students will be identified and given an invitation to an evening parent program which educates parents on how to assist their children with reading strategies at home.</p> <p>All middle school parents will be invited to a Middle School Parent Night involving adolescence and academics at the middle school level. Reading strategies for use in the home will be addressed.</p> <p>Middle school Teachers assist in 1st grade Reading Block 30 minutes per day.</p> <p>Teachers will use C-Palms to access lessons.</p>		
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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

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

Reading Goal #

In 2010-2011, 67% of the students were proficient. 33% were not proficient. In order to reduce the gap by 50%, KLS will need to increase the % proficient by 2.75% each of the six years. This will bring the gap of 33% down to 16.5%,

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	69%	73%	75%	78%	81%	

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:

<p>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.</p> <p>Reading Goal #5B:</p>	<p>(SW1)80% of White students and 63% of Hispanic students will be proficient on the 2013 Reading FCAT. % based on Target AMO provided by DOE.</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>White: 72% Hispanic:62%</p>	<p>White: 80% Hispanic:63%</p>

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	<p>In some circumstances there is a language barrier between instructional staff and families.</p> <p>Situational poverty.</p> <p>Reduction in support and instructional personnel.</p>	<p>SW2, SW9 E/I time at the elementary level will be fluid with children moving in and out of intervention areas.</p> <p>KLS will implement the district progress monitoring assessment from Performance Matters to monitor student progress.</p> <p>KLS will continue to implement Lesson Study teams to add to a collection of Master Teacher lessons.</p> <p>A half time RtI coach position will be funded through Title I money in order to support classroom teachers in the RtI process.</p> <p>Using FCAT data and progress monitoring data, all middle school student schedules will be customized to meet specific individual needs during E/I time.</p> <p>Enrichment courses will be provided for students who were levels 4 or 5 in both reading and math so as to further challenge them.</p> <p>Elementary specialists will assist Kindergarten teachers during E/I time.</p> <p>Leveled readers will be used in content areas.</p> <p>Each elementary electives teacher (5) will spend one day a week</p>	<p>Administrators</p> <p>Teachers</p> <p>Reading Coach</p> <p>Data Coach</p> <p>RtI Coach</p> <p>Testing Coordinator</p>	<p>Review progress monitoring data reports to assess strengths and weaknesses in order to drive instruction.</p> <p>Review of student work samples and artifacts.</p> <p>Review FAIR data reports to assess strengths and weaknesses in order to drive instruction.</p> <p>Review of FCAT data.</p>	<p>District provided progress monitor assessment.</p> <p>FCAT FOCUS mini assessments for reading</p> <p>FCAT reports</p> <p>FAIR reports</p> <p>Midterms</p> <p>Finals</p> <p>Collection of lessons from Lesson Studies/PGP's</p> <p>RtI intervention logs and data</p>

during the reading block in each kindergarten class to provide a more favorable student to teacher ratio for small group instruction.

Marking the Text will continue to be a school wide strategy and the Reading Coach will work closely with content area teachers.

A complete implementation of the Spring Board Curriculum (Common Core standards and strategies) at the middle school level grades 6-8.

Junior Great Books - supplement to Spring Board - will be used for additional exposure to complex text.

KLS will implement the Florida Assessment for Instruction in Reading (FAIR) to monitor student progress.

Instructional time in middle school Language Arts classes will continue to be 80 minutes every day.

Specific level 3 students have been identified to participate in the AVID College Readiness program in middle school. They will use "AVID Weekly" for exposure to complex text.

Additional level 3 students will receive specific interventions in the areas of Vocabulary and Informational Text.

There will be a school wide focus on Informational Text and Research Processes.

KLS will offer a school wide reading incentive for the students who read independently. Names will be drawn monthly to receive a Splash Pass and their names on the marquee.

RtI project dollars will be spent on remedial games and other individualized instructional materials as intervention strategies for Tier II and Tier III students.

Superintendent's Young Readers Award program will continue to be used as a reading incentive at KLS.

Teachers will use consistent terminology and common vocabulary across the curriculum.

After school Title I Extended Learning Opportunity will be offered to specified students who qualify.

Discovery Education "United Streaming"

STAR reading - research based computer assisted instruction

Teachers participate in vertical teaming.

Title I provided summer reading materials for K-7 students.

The reading coach will help teachers access and analyze data.

KLS will implement Intervention and Enrichment time for all students and intensive reading courses with small class-size for low achieving students in grades 6-8.

Reading Coach will spend 75% of her time supporting and training teachers, as well as working closely with the RTI Coach to support teachers with Reading Interventions.

Efforts will be made to translate all communications into Spanish for our continually growing Hispanic population.

Several staff translators are available to parents for conferences and any inquiries parents may have.

Middle school Teachers assist in 1st grade Reading Block 30 minutes per day.

Teachers will use C-Palms to access lessons.

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:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	(SW1)KLS will continue to use research based ELL strategies. ELL is not a subgroup for KLS.
2012 Current Level of Performance:	2013 Expected Level of Performance:
n/a	n/a

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	In some circumstances there is a language barrier between instructional staff and families.  Situational poverty.  Reduction in support and instructional personnel.	SW2, SW9 E/I time will be fluid with children moving in and out of intervention areas in the elementary.  KLS will implement the district progress monitoring assessment from Performance Matters to monitor student progress.  KLS will continue to implement Lesson Study teams to add to a collection of Master Teacher lessons.  A half time RtI coach position will be funded through Title I money in order to support classroom teachers in the RtI process.  Using FCAT data and progress monitoring data, all middle school student schedules will be customized to meet specific individual needs during E/I time.  Enrichment courses will be provided for students who were levels 4 or 5 in both reading and math so as to further challenge them.  Elementary specialists will assist Kindergarten teachers during E/I time.  Leveled readers will be used in content areas.  Each elementary electives teacher (5) will spend one day a week during the reading block in each kindergarten class to provide a more favorable student to teacher ratio for small	Administrators  Teachers  RtI Coach  Reading Coach  Data Coach  Testing Coordinator  ELL teacher	Review progress monitoring data reports to assess strengths and weaknesses in order to drive instruction.  Review of student work samples and artifacts.  Review FAIR data reports to assess strengths and weaknesses in order to drive instruction.  Review of FCAT data.	District provided progress monitor assessment.  FCAT FOCUS mini assessments for reading  Midterms  Finals  FAIR reports  FCAT reports  Collection of lessons from Lesson Studies/PGP's  RtI intervention logs and data

group instruction.

Marking the Text will continue to be a school wide strategy and the Reading Coach will work closely with content area teachers.

A complete implementation of the Spring Board Curriculum (Common Core standards and strategies) at the middle school level grades 6-8.

Junior Great Books - supplement to Spring Board - will be used for additional exposure to complex text.

KLS will implement the Florida Assessment for Instruction in Reading (FAIR) to monitor student progress.

Instructional time in middle school Language Arts classes will continue to be 80 minutes every day.

Specific level 3 students have been identified to participate in the AVID College Readiness program in middle school. They will use "AVID Weekly" for exposure to complex text.

Additional level 3 students will receive specific interventions in the areas of Vocabulary and Informational Text.

There will be a school wide focus on Informational Text and Research Processes.

KLS will offer a school wide reading incentive for the students who read independently. Names will be drawn monthly to receive a Splash Pass and their names on the marquee.

RtI project dollars will be spent on remedial games and other individualized instructional materials as intervention strategies for Tier II and Tier III students.

Superintendent's Young Readers Award program will continue to be used as a reading incentive at KLS.

Teachers will use consistent terminology and common vocabulary across the curriculum.

After school Title I Extended Learning Opportunity will be offered to specified students who qualify.

Discovery Education "United Streaming"

STAR reading - research based computer assisted instruction

Teachers participate in vertical teaming.

Title I provided summer reading materials for K-7 students.

The reading coach will help teachers access and analyze data.

MS ELL students will take 1 Intensive Reading course and their core Language Arts class with the ELL instructor who is fully certified to teach LA.

KLS will implement Intervention and Enrichment time for all students and small intensive reading courses for grades 6-8.

Reading Coach will spend 75% of her time supporting and training teachers, as well as working closely with the RtI Coach to support teachers with Reading Interventions.

Efforts will be made to translate letters home and connect ed calls.

Several staff members are available to translate for parents for phone calls and conferences.

Middle school Teachers assist in 1st grade Reading Block 30 minutes per day.

Teachers will use C-Palms to access lessons.

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:

5D. Students with Disabilities (SWD) not making



satisfactory progress in reading. Reading Goal #5D:	(SW1)KLS will continue to use research based strategies for SWD students. SWD is no longer a reporting category for KLS.
2012 Current Level of Performance:	2013 Expected Level of Performance:
51%	52%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	<p>In some circumstances there is a language barrier between instructional staff and families.</p> <p>Situational poverty.</p> <p>Reduction in support and instructional personnel.</p>	<p>SW2, SW9 E/I time in the elementary will be fluid with children moving in and out of intervention areas.</p> <p>KLS will implement the district progress monitoring assessment from Performance Matters to monitor student progress.</p> <p>KLS will continue to implement Lesson Study teams to add to a collection of Master Teacher lessons.</p> <p>A half time RtI coach position will be funded through Title I money in order to support classroom teachers in the RtI process.</p> <p>Using FCAT data and progress monitoring data, all middle school student schedules will be customized to meet specific individual needs during E/I time.</p> <p>Enrichment courses will be provided for students who were levels 4 or 5 in both reading and math so as to further challenge them.</p> <p>Elementary specialists will assist Kindergarten teachers during E/I time.</p> <p>Leveled readers will be used in content areas.</p> <p>Each elementary electives teacher (5) will spend one day a week during the reading block in each kindergarten class to provide a more favorable student to teacher ratio for small group instruction.</p>	<p>Administrators</p> <p>Teachers</p> <p>RtI Coach</p> <p>Data Coach</p> <p>Reading Coach</p> <p>Testing Coordinator</p>	<p>Review progress monitoring data reports to assess strengths and weaknesses in order to drive instruction.</p> <p>Review of student work samples and artifacts.</p> <p>Review FAIR data reports to assess strengths and weaknesses in order to drive instruction.</p> <p>Review of FCAT data.</p>	<p>District provided progress monitor assessment.</p> <p>FCAT FOCUS mini assessments for reading</p> <p>Midterms</p> <p>Finals</p> <p>FCAT reports</p> <p>FAIR reports</p> <p>Collection of lessons from Lesson Studies/PGP's</p> <p>RtI intervention logs and data</p>

Marking the Text will continue to be a school wide strategy and the Reading Coach will work closely with content area teachers.

A complete implementation of the Spring Board Curriculum (Common Core standards and strategies) at the middle school level grades 6-8.

Junior Great Books - supplement to Spring Board - will be used for additional exposure to complex text.

KLS will implement the Florida Assessment for Instruction in Reading (FAIR) to monitor student progress.

Instructional time in middle school Language Arts classes will continue to be 80 minutes every day.

Specific level 3 students have been identified to participate in the AVID College Readiness program in middle school. They will use "AVID Weekly" for exposure to complex text.

Additional level 3 students will receive specific interventions in the areas of Vocabulary and Informational Text.

There will be a school wide focus on Informational Text and Research Processes.

KLS will offer a school wide reading incentive for the students who read independently. Names will be drawn monthly to receive a Splash Pass and their names on the marquee.

RtI project dollars will be spent on remedial games and other individualized instructional materials as intervention strategies for Tier II and Tier III students.

Superintendent's Young Readers Award program will continue to be used as a reading incentive at KLS.

	<p>Teachers will use consistent terminology and common vocabulary across the curriculum.</p> <p>After school Title I Extended Learning Opportunity will be offered to specified students who qualify.</p> <p>Discovery Education "United Streaming"</p> <p>STAR reading - research based computer assisted instruction</p> <p>Teachers participate in vertical teaming.</p> <p>Title I provided summer reading materials for K-7 students.</p> <p>The reading coach will help teachers access and analyze data.</p> <p>KLS will implement Intervention and Enrichment time for all students and intensive reading courses with small class-size for low achieving students in grades 6-8.</p> <p>Reading Coach will spend 75% of her time supporting and training teachers, as well as working closely with the RtI Coach to support teachers with Reading Interventions.</p> <p>Middle school Teachers assist in 1st grade Reading Block 30 minutes per day.</p> <p>Teachers will use C-Palms to access lessons.</p>		
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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:

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	(SW1)63% of ED students will make satisfactory progress in reading on the 2013 reading FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
60% made progress	63% will make satisfactory progress

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
	<p>In some circumstances there is a language barrier between instructional staff and families.</p> <p>Situational poverty.</p> <p>Reduction in support and instructional personnel.</p>	<p>SW2, SW9 E/I time in the elementary will be fluid with children moving in and out of intervention areas.</p> <p>KLS will implement the district progress monitoring assessment from Performance Matters to monitor student progress.</p> <p>KLS will continue to implement Lesson Study teams to add to a collection of Master Teacher lessons.</p> <p>A half time RtI coach position will be funded through Title I money in order to support classroom teachers in the RtI process.</p> <p>Using FCAT data and progress monitoring data, all middle school student schedules will be customized to meet specific individual needs during E/I time.</p> <p>Enrichment courses will be provided for students who were levels 4 or 5 in both reading and math so as to further challenge them.</p> <p>Elementary specialists will assist Kindergarten teachers during E/I time.</p> <p>Leveled readers will be used in content areas.</p> <p>Each elementary electives teacher (5) will spend one day a week during the reading block in each kindergarten class to provide a more favorable student to teacher ratio for small group instruction.</p> <p>Marking the Text will continue to be a school wide strategy and the Reading Coach will work closely with content area teachers.</p> <p>A complete implementation of the Spring Board Curriculum (Common Core standards and strategies) at the middle school level grades 6-8.</p>	<p>Administrators</p> <p>Teachers</p> <p>RtI Coach</p> <p>Data Coach</p> <p>Reading Coach</p> <p>Testing Coordinator</p>	<p>Review progress monitoring data reports to assess strengths and weaknesses in order to drive instruction.</p> <p>Review of student work samples and artifacts.</p> <p>Review FAIR data reports to assess strengths and weaknesses in order to drive instruction.</p> <p>Review of FCAT data.</p>	<p>District provided progress monitor assessment.</p> <p>FCAT FOCUS mini assessments for reading</p> <p>Midterms</p> <p>Finals</p> <p>FAIR reports</p> <p>FCAT reports</p> <p>Collection of lessons from Lesson Studies/PGP's</p> <p>RtI intervention logs and data</p>

Junior Great Books - supplement to Spring Board - will be used for additional exposure to complex text.

KLS will implement the Florida Assessment for Instruction in Reading (FAIR) to monitor student progress.

Instructional time in middle school Language Arts classes will continue to be 80 minutes every day.

Specific level 3 students have been identified to participate in the AVID College Readiness program in middle school. They will use "AVID Weekly" for exposure to complex text.

Additional level 3 students will receive specific interventions in the areas of Vocabulary and Informational Text.

There will be a school wide focus on Informational Text and Research Processes.

KLS will offer a school wide reading incentive for the students who read independently. Names will be drawn monthly to receive a Splash Pass and their names on the marquee.

RTI project dollars will be spent on remedial games and other individualized instructional materials as intervention strategies for Tier II and Tier III students.

Superintendent's Young Readers Award program will continue to be used as a reading incentive at KLS.

Teachers will use consistent terminology and common vocabulary across the curriculum.

After school Title I Extended Learning Opportunity will be offered to specified students who qualify.

Discovery Education "United Streaming"

STAR reading - research based computer assisted

		<p>instruction</p> <p>Teachers participate in vertical teaming.</p> <p>Title I provided summer reading materials for K-7 students.</p> <p>The reading coach will help teachers access and analyze data.</p> <p>KLS will implement Intervention and Enrichment time for all students and intensive reading courses with small class-size for low achieving students in grades 6-8.</p> <p>Continued recruitment of ED students into before and after school hours programs.</p> <p>Reading Coach will spend 75% of her time supporting and training teachers, as well as working closely with the RtI Coach to support teachers with Reading Interventions.</p> <p>Middle school Teachers assist in 1st grade Reading Block 30 minutes per day.</p> <p>Teachers will use C-Palms to access lessons.</p>		
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Fast ForWord	K-8 reading	Vivian McClain	reading teachers	3 visits during year	Fast ForWord reports	admin
Lesson Study/PLCs with focus on classroom environment (Domain 2 Danielson)in order to improve the instructional environment.  Variety of PD 360 video	K-8 reading/language arts	team leaders  Admin	school-wide	early release days professional days every third Thursday beginning in September and ending in May	mid year PGP meeting updates PD 360 reports MLP reports	Admin  PD data base contact

segment topics depending on individual professional growth plans.						
Spring Board	middle school language arts	Terri Axford Michael Robinson	middle school LA teachers	August, 2012	informal observation formal observation	Admin
Aimsweb progress monitoring training	K-8	Krista Hillman, School Psychologist and RtI expert	all teachers	October and November, 2012	Aimsweb reports	RtI Core team Admin
AVID Cornell note taking	specific middle school teachers middle school core subjects	AVID consultants	middle school teachers and principal	July, 2012 November 16, 2012	informal observation student notebooks	Admin
Common Core training	all grades and core subjects	Terri Axford and MCSD Curriculum Team	all teachers	August, 2012	informal observation formal observation	Admin

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Marking the Text	wiki sticks highlighter tape	RtI project dollars	\$432.00
various RtI intervention resources (for individualized intervention plans)	audio books Words Their Way books Remedia games, Literacy centers Saxon phonics	RtI project dollars	\$1,604.00
various reading strategies based on current events	Time for Kids	internal accounts	\$407.00
various reading strategies	Scholastic Magazine	internal accounts	\$915.00
RtI intervention resources	Remedial games and activities	internal accounts	\$480.00
			Subtotal: \$3,838.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
weekly progress monitoring for Tier III students (some Tier II)	Aimsweb on-line progress monitoring probes	internal accounts	\$1,240.00
education videos and assessments covering a variety of topics	Brain Pop	internal accounts	\$1,650.00
short educational movies covering a variety of topics	Discovery Education (United Streaming)	internal accounts	\$1,570.00
phonics instruction on CD	Simon S.I.O.	RtI project dollars	\$417.00
reading strategy	Fast ForWord subscriptions	Title I dollars paid through district \$16,800 per school	\$0.00
			Subtotal: \$4,877.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
professional development reading resources	"Practical Ideas That Really Work" series which includes strategies for teaching students with disabilities and behavioral disorders	RtI project dollars	\$450.00
teacher instruction for program 3 site visits by trainer	Fast ForWord subscriptions for students	Title I dollars paid by district \$6450 per school	\$0.00
			Subtotal: \$450.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount

Morning tutoring program for Bubble kids	salary for HQ para-professional	grant	\$6,000.00
			Subtotal: \$6,000.00
			Grand Total: \$15,165.00

End of Reading Goals

## Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking. CELLA Goal # 1:		Only 9 of the proficient students have returned to the program for the 2012-2013 school year, due to transition to the high school, exiting the program or moving from the area. There are 17 new students without scores. Based on these demographics the 2012-2013 goal for KLS ELL students in grades K-8 is to have 13/41 students (32%), proficient on the Listening/Speaking portion of the 2013 CELLA.			
2012 Current Percent of Students Proficient in listening/speaking:					
56% (19/34)					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	"Newcomer" ELLs that presently speak little or no English.  Language barrier between staff and families.	Use of technology to assist student learning: ELSReadingsmart.com, English in a Flash, CCC, and Rosetta Stone.  Use of LAS Links Lesson Books to help prepare students for the CELLA.  A part time supplemental para-professional has been hired to assist in the ELL classroom.  ESOL teacher will explicitly teach Academic Language on a weekly basis.  ESOL teacher will participate in ESOL Teacher Leader Meetings to discuss best practices for ELLs.  ESOL teacher will collaborate with teachers as needed to discuss modifications and strategies to help ELLs in the mainstream classes.	ESOL teacher  Admin	Monitor progress	CELLA listening/speaking assessment reports



	ESOL teacher will host a Parent Night to teach ELL parents how they can help their students with academics at home even if they do not speak English. She will also do a 'Make and Take' reading activity with them.		
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Students read in English at grade level text in a manner similar to non-ELL students.

2. Students scoring proficient in reading. CELLA Goal #2:	Only 5 of the proficient students have returned to the program for the 2012-2013 school year, due to transition to the high school, exiting the program or moving from the area. There are 17 new students without scores. Based on these demographics the 2012-2013 goal for KLS ELL students in grades K-8 is to have 9/41 students (22%), proficient in the Reading portion of the 2013 CELLA.
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2012 Current Percent of Students Proficient in reading:

38% (13/34)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	"Newcomer" ELLs that presently speak little or no English.  Language barrier between staff and families.	Use of technology to assist student learning: ELSReadingsmart.com, English in a Flash, CCC, and Rosetta Stone.  Use of LAS Links Lesson Books to help prepare students for the CELLA.  A part time supplemental para-professional has been hired to assist in the ELL classroom.  ESOL teacher will explicitly teach Academic Language on a weekly basis.  ESOL teacher will participate in ESOL Teacher Leader Meetings to discuss best practices for ELLs.  ESOL teacher will collaborate with teachers as needed to discuss modifications and strategies to help ELLs in the mainstream classes.  ESOL teacher will host a Parent Night to teach	ESOL teacher  Admin	Monitor progress	CELLA reading assessment reports

	ELL parents how they can help their students with academics at home even if they do not speak English. She will also do a 'Make and Take' reading activity with them.		
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Students write in English at grade level in a manner similar to non-ELL students.

3. Students scoring proficient in writing. CELLA Goal #3:	Only 9 of the proficient students have returned to the program for the 2012-2013 school year, due to transition to the high school, exiting the program or moving from the area. There are 17 new students without scores. Based on these demographics the 2012-2013 goal for KLS ELL students in grades K-8 is to have 13/41 students (32%), proficient on the Writing portion of the 2013 CELLA.
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2012 Current Percent of Students Proficient in writing:

48% (17/35)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	"Newcomer" ELLs that presently speak little or no English.  Language barrier between staff and families.	Use of technology to assist student learning: ELSReadingsmart.com, English in a Flash, CCC, and Rosetta Stone.  Use of LAS Links Lesson Books to help prepare students for the CELLA.  A part time supplemental para-professional has been hired to assist in the ELL classroom.  ESOL teacher will explicitly teach Academic Language on a weekly basis.  ESOL teacher will participate in ESOL Teacher Leader Meetings to discuss best practices for ELLs.  ESOL teacher will collaborate with teachers as needed to discuss modifications and strategies to help ELLs in the mainstream classes.  ESOL teacher will host a Parent Night to teach ELL parents how they can help their students	ESOL teacher  Admin	Monitor progress	CELLA writing assessment report

		with academics at home even if they do not speak English. She will also do a 'Make and Take' reading activity with them.		
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CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

# Elementary School Mathematics Goals

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

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:

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics.	(SW1)34% of students in grades 3-5 will score a level 3 on the 2013 Math FCAT.
Mathematics Goal # 1a:	Goal 1a added to Goal 2a equals the building level 2013 math AMO.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (86/257)	34% (85/251)

## Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	<p>In some circumstances there is a language barrier between instructional staff and families.</p> <p>Situational poverty.</p> <p>Reduction in support and instructional personnel.</p>	<p>SW2, SW9 E/I time will be fluid with children moving in and out of intervention areas in the elementary.</p> <p>KLS will implement the district progress monitoring assessment from Performance Matters.</p> <p>KLS will continue to implement Lesson Study teams to add to a collection of Master Teacher lessons.</p> <p>A half time RtI coach position will be funded through Title I money in order to support classroom teachers in the RtI process.</p> <p>Elementary specialists will assist Kindergarten teachers during E/I time.</p> <p>Grant money will purchase "Gizmos" for grades 3-8. "Gizmos" are online virtual math and science labs which are interactive.</p> <p>RtI project dollars will be spent on remedial games and other individualized instructional materials as intervention strategies for Tier II and Tier III students.</p> <p>Teachers will use consistent terminology and common vocabulary</p>	<p>School Administrators</p> <p>Testing Coordinator</p> <p>Data Coach</p> <p>Teachers</p> <p>RtI Coach</p>	<p>Review progress monitoring data reports to assess strengths and weaknesses in order to drive instruction.</p> <p>Review of student work samples and artifacts.</p> <p>Review FCAT data.</p>	<p>District provided progress monitor assessment</p> <p>FCAT FOCUS mini assessments</p> <p>FCAT reports</p> <p>Collection of lessons from Lesson Studies PGP's</p> <p>RtI intervention logs and data</p>

across the curriculum.

After school Title I Extended Learning Opportunity will be offered to specified students who qualify.

Destination Math "Riverdeep"

Harcourt Math "Think Central"

'Brain Pop" assessments

Discovery Education "United Streaming"

FASTT Math to improve basic fact fluency

STAR math - research based computer assisted instruction

Vertical teaming among teachers

Science, art, music, and PE teachers will explicitly infuse the math benchmarks into lesson plans and instructional delivery.

We will take advantage of free professional development from Ms. Terry Ferrarone, an educational consultant and expert in mathematics.

All mathematics classes in grades 4-8 will have either an interactive Smart Board or Epson Smart Projector

Teachers will use C-Palms to access lessons.

In some circumstances there is a language barrier between instructional staff and families.

Situational poverty.

Reduction in support and instructional personnel.

SW2, SW9  
E/I time will be fluid with children moving in and out of intervention areas in the elementary.

KLS will implement the district progress monitoring assessment from Performance Matters.

KLS will continue E/I time in the middle school schedule as part of the RtI process for all students.

KLS will continue to implement Lesson Study teams to add to a collection of Master Teacher lessons.

School Administrators

Testing Coordinator

Data Coach

Teachers

Review progress monitoring data reports to assess strengths and weaknesses in order to drive instruction.

Review of student work samples and artifacts.

Review of FCAT data.

District provided progress monitor assessment

FCAT FOCUS mini assessments

FCAT reports

Collection of lessons from Lesson Studies PGP's

Mid terms

Finals

2	<p>A half time RtI coach position will be funded through Title I money in order to support classroom teachers in the RtI process.</p> <p>Using FCAT data and progress monitoring data, all middle school student schedules will be customized to meet specific individual needs during E/I time.</p> <p>Grant money will purchase "Gizmos" for grades 3-8. "Gizmos" are online virtual math and science labs which are interactive.</p> <p>Marking the Text will continue to be a school wide strategy and the Reading Coach will work closely with content area teachers.</p> <p>Teachers will use consistent terminology and common vocabulary across the curriculum.</p> <p>Teachers will use C-Palms to access lessons.</p>		
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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:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.  Mathematics Goal #1b:	67% (2/3) of the students in grades 3-5 will score a level 4, 5 or 6 on the 2013 FAA math assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
17% (1/6) students scored in the 4-6 range on the 2012 FAA math assessment.	67% (2/3) of the students in grades 3-5 will score a level 4, 5 or 6 on the 2013 FAA math assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	<p>Poor attendance due to medical issues.</p> <p>In some circumstances there is a language barrier between instructional staff and families.</p> <p>Situational poverty</p> <p>Reduction in support and personnel.</p> <p>Difficulty retaining prior</p>	<p>Students will use the Unique Curriculum which is directly aligned to the FAA.</p> <p>Use the Harcourt (Think Central) math series (adapted).</p> <p>Students will use Destination Math (Riverdeep).</p> <p>"Gizmos" interactive math labs</p>	<p>ESE teacher</p> <p>Admin</p>	<p>Use of evaluation tools to monitor progress.</p> <p>Review of FAA reports.</p> <p>Review of Riverdeep reports.</p> <p>Review Explore Learning reports</p> <p>Review Brain Pop assessments</p>	<p>FAA reports</p> <p>Riverdeep math reports</p> <p>Explore Learning reports</p> <p>"Brain Pop" assessments</p>

1	knowledge.	Discovery Education "United Streaming"  "Brain Pop"  FASTT Math  Sumdog  Use of C-Palms for lessons  Teacher will be trained in Unique Curriculum.  All ESE classrooms have a SMART Board or Epson SMART projector.		
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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:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics.  Mathematics Goal #2a:	(SW1)42% (105/251)of the students in grades 3-5 will score a Level 4 or 5 on the 2013 FCAT in math.  Goal 1a added to Goal 2a equals the building level 2013 math AMO.
2012 Current Level of Performance:	2013 Expected Level of Performance:
39% (211/547 students )	42% ( 105/251 students )

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	In some circumstances there is a language barrier between instructional staff and families.  Situational poverty.  Reduction in support and instructional personnel.	SW2, SW9  KLS will implement the district progress monitoring assessment from Performance Matters.  KLS will continue to implement Lesson Study teams to add to a collection of Master Teacher lessons.  Elementary specialists will assist Kindergarten teachers by working with higher students during E/I time.  KLS will implement Enrichment time for all level 4 and 5 students within E/I time for grades 3-5.  KLS has a consultative gifted teacher who works with and provides classroom teachers at all grade levels with high level project based	Administrators  Rtl Coach  Data Coach  Teachers  Testing Coordinator	Review progress monitoring data reports to assess strengths and weaknesses in order to drive instruction.  Review of student work samples and artifacts.  Review of FCAT data.	District provided progress monitor assessment.  FCAT FOCUS mini assessments  FCAT reports  Collection of lessons from Lesson Studies/PGP's  Rtl intervention logs and data

1

assignments.

Grant money will purchase "Gizmos" for grades 3-8. "Gizmos" are online virtual math and science labs which are interactive.

Teachers will use consistent terminology and common vocabulary across the curriculum.

Destination Math "Riverdeep"

Harcourt Math "Think Central"

'Brain Pop" assessments

Discovery Education "United Streaming"

FASTT Math to improve basic fact fluency

STAR math - research based computer assisted instruction

Vertical teaming among teachers

Science, art, music, and PE teachers will explicitly infuse the math benchmarks into lesson plans and instructional delivery.

We will take advantage of free professional development from Ms. Terry Ferrarone, an educational consultant and expert in mathematics.

All mathematics classes in grades 4-8 will have either an interactive Smart Board or Epson Smart Projector

Teachers will use C-Palms to access lessons.

In some circumstances there is a language barrier between instructional staff and families.

Situational poverty.

Reduction in support and instructional personnel.

SW2, SW9  
KLS will implement the district progress monitoring assessment from Performance Matters.

KLS will continue to implement Lesson Study teams to add to a collection of Master Teacher lessons.

Using FCAT data and progress monitoring data, all middle school student schedules will be customized to meet specific individual needs

Administrators  
Rtl Coach  
Data Coach  
Teachers  
Testing Coordinator

Review progress monitoring data reports to assess strengths and weaknesses in order to drive instruction.

Review of student work samples and artifacts.

Review of FCAT data.

District provided progress monitor assessment.

FCAT FOCUS mini assessments

FCAT reports

Collection of lessons from Lesson Studies/PGP's

Midterms

Finals



2	<p>during E/I time. Enrichment courses will be provided for students who were levels 4 or 5 in both reading and math so as to further challenge them.</p> <p>Elementary specialists will assist Kindergarten teachers by working with higher students during E/I time.</p> <p>Leveled readers will be used in content areas.</p> <p>KLS will implement Enrichment time for all level 4 and 5 students within E/I time for grades 3-5.</p> <p>KLS has a consultative gifted teacher who works with and provides classroom teachers at all grade levels with high level project based assignments.</p> <p>Marking the Text will continue to be a school wide strategy and the Reading Coach will work closely with the content area teachers.</p> <p>Grant money will purchase "Gizmos" for grades 3-8. "Gizmos" are online virtual math and science labs which are interactive.</p> <p>Teachers will use consistent terminology and common vocabulary across the curriculum.</p> <p>Teachers will use C-Palms to access lessons.</p>		
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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:

<p>2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics.</p> <p>Mathematics Goal #2b:</p>	<p>33% (1/3) of the students in grades 3-5 will score at a level 7 or above on the 2013 FAA math assessment. The other two students will be taking the FAA for the first time.</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>83% (5/6)</p>	<p>33% (1/3)</p>

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool
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			Monitoring	Strategy	
1	<p>Poor attendance due to medical issues.</p> <p>In some circumstances there is a language barrier between instructional staff and families.</p> <p>Situational poverty</p> <p>Reduction in support and personnel.</p> <p>Difficulty retaining prior knowledge.</p>	<p>Students will use the Unique Curriculum which is directly aligned to the FAA.</p> <p>"Gizmos" interactive math labs</p> <p>Discovery Education "United Streaming"</p> <p>Brain Pop</p> <p>FASTT Math</p> <p>Sumdog</p> <p>Use of C-Palms for lessons</p> <p>Teacher will be trained in Unique Curriculum.</p> <p>Harcourt math series (adapted)</p> <p>News 2 You curriculum</p> <p>Riverdeep math</p>	<p>Teachers</p> <p>Admin</p>	<p>Use of evaluation tools to monitor progress.</p> <p>Review of FAA reports.</p> <p>Review of Riverdeep reports.</p> <p>Review of Explore Learning reports.</p> <p>Review of Brain Pop assessments.</p>	<p>FAA reports</p> <p>Riverdeep reports</p> <p>Brain Pop assessments</p> <p>Explore Learning reports</p>

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:

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	(SW1)65% or higher of all students in grades 4&5 will show learning gains on the 2013 FCAT in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
63% ( 95/151 students in grades 4 & 5)	65% or higher (103/159 students in grades 4 & 5)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	<p>In some circumstances there is a language barrier between instructional staff and families.</p> <p>Situational poverty.</p> <p>Reduction in support and instructional personnel.</p>	<p>SW2, SW9 E/I time will be fluid with children moving in and out of intervention areas in the elementary level.</p> <p>KLS will implement the district progress monitoring assessment from Performance Matters to monitor student progress.</p> <p>KLS will continue to implement Lesson Study teams to add to a collection of Master Teacher lessons.</p> <p>A half time RtI coach position will be funded</p>	<p>Administrators</p> <p>Teachers</p> <p>RtI Coach</p> <p>Data Coach</p> <p>Testing Coordinator</p>	<p>Review progress monitoring data reports to assess strengths and weaknesses in order to drive instruction.</p> <p>Review of student work samples and artifacts.</p> <p>Review of FCAT data.</p>	<p>District provided progress monitor assessment</p> <p>FCAT FOCUS mini assessments</p> <p>FCAT reports</p> <p>Collection of lessons from Lesson Studies/PGP's</p> <p>RtI intervention logs and data</p>

through Title I money in order to support classroom teachers in the RtI process.

Elementary specialists will assist Kindergarten teachers during E/I time.

RtI project dollars will be spent on remedial games and other individualized instructional materials as intervention strategies for Tier II and Tier III students.

Grant money will purchase "Gizmos" for grades 3-8. "Gizmos" are online virtual math and science labs which are interactive.

Teachers will use consistent terminology and common vocabulary across the curriculum.

After school Title I Extended Learning Opportunity will be offered to specified students who qualify.

Destination Math  
"Riverdeep"

Harcourt Math "Think Central"

"Brain Pop" assessments

Discovery Education  
"United Streaming"

FASTT Math to improve basic fact fluency

STAR math - research based computer assisted instruction

Vertical teaming among teachers

Science, art, music, and PE teachers will explicitly infuse the math benchmarks into lesson plans and instructional delivery.

We will take advantage of free professional development from Ms. Terry Ferrarone, an educational consultant and expert in mathematics.

Up to 10 mid to upper level 2 Bubble students (math) who are also in the lowest quartile, were identified for a one hour morning program with a

	<p>highly qualified paraprofessional. The paraprofessional will work closely with teachers to utilize strategies that focus on individual weaknesses</p> <p>Additionally, these students potentially will receive access to free SES tutoring from outside companies if they qualify financially.</p> <p>All mathematics classes in grades 4-8 will have either an interactive Smart Board or Epson Smart Projector</p> <p>Teachers will use C-Palms to access lessons.</p>		
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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:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.  Mathematics Goal #3b:	100% (1/1) The student will make learning gains on the 2013 FAA math assessment. The other two students were not eligible to test in 2012 and therefore can't show gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
40% (2/5)	100% (1/1)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>Poor attendance due to medical issues.</p> <p>In some circumstances there is a language barrier between instructional staff and families.</p> <p>Situational poverty</p> <p>Reduction in support and personnel.</p> <p>Difficulty retaining prior knowledge.</p>	<p>Students will use the Unique Curriculum which is directly aligned to the FAA.</p> <p>Students will use the Unique Curriculum which is directly aligned to the FAA.</p> <p>"Gizmos" interactive math labs</p> <p>Discovery Education "United Streaming"</p> <p>"Brain Pop"</p> <p>FASTT Math</p> <p>Sumdog</p> <p>Use of C-Palms for lessons</p> <p>Teacher will be trained in Unique Curriculum.</p>	<p>Teachers</p> <p>Admin</p>	<p>Use of evaluation tools to monitor progress.</p> <p>Review of FAA reports.</p> <p>Review of Riverdeep reports.</p> <p>Review of Explore Learning reports.</p> <p>Review of Brain Pop assessments.</p>	<p>FAA reports</p> <p>Riverdeep reports</p> <p>Explore Learning reports</p> <p>Brain Pop assessments</p>

	<p>Harcourt math series (adapted) (Think Central)</p> <p>News 2 You curriculum</p> <p>Destination Math "Riverdeep"</p> <p>All ESE classrooms have a SMART Board or Epson SMART projector</p>	
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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:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.  Mathematics Goal #4:	(SW1)78% of the students in grades 4-8 scoring in the lowest 25% will show learning gains on the 2013 FCAT in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
76% ( building level grades 4-8)	78% ( building level grades 4-8)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	<p>In some circumstances there is a language barrier between instructional staff and families.</p> <p>Situational poverty.</p> <p>Reduction in support and instructional personnel.</p>	<p>SW2, SW9 E/I time will be fluid with children moving in and out of intervention areas.</p> <p>KLS will implement the district progress monitoring assessment from Performance Matters to monitor student progress.</p> <p>KLS will continue to implement Lesson Study teams to add to a collection of Master Teacher lessons.</p> <p>A half time RtI coach position will be funded through Title I money in order to support classroom teachers in the RtI process.</p> <p>Elementary specialists will assist Kindergarten teachers during E/I time.</p> <p>RtI project dollars will be spent on remedial games and other individualized instructional materials as intervention strategies for Tier II and Tier III students.</p> <p>Grant money will purchase "Gizmos" for grades 3-8. "Gizmos" are</p>	<p>Administrators</p> <p>Teachers</p> <p>Data Coach</p> <p>RtI Coach</p> <p>Testing Coordinator</p>	<p>Review progress monitoring data reports to assess strengths and weaknesses in order to drive instruction.</p> <p>Review of student work samples and artifacts.</p> <p>Review of FCAT data.</p> <p>Study comparative data from beginning of year to end of year ( Performance Matters and FCAT)</p>	<p>District provided progress monitor assessment.</p> <p>FCAT FOCUS mini assessments</p> <p>FCAT reports</p> <p>Collection of lessons from Lesson Studies/PGP's</p> <p>RtI intervention logs and data</p> <p>Aimsweb progress monitoring</p>

1

online virtual math and science labs which are interactive.

Teachers will use consistent terminology and common vocabulary across the curriculum.

After school Title I Extended Learning Opportunity will be offered to specified students who qualify.

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FASTT Math to improve basic fact fluency

STAR math - research based computer assisted instruction

Vertical teaming among teachers

Science, art, music, and PE teachers will explicitly infuse the math benchmarks into lesson plans and instructional delivery.

We will take advantage of free professional development from Ms. Terry Ferrarone, an educational consultant and expert in mathematics.

All mathematics classes in grades 4-8 will have either an interactive Smart Board or Epson Smart Projector

Up to 10 mid to upper level 2 Bubble students (math) who are also in the lowest quartile, were identified for a one hour morning program with a highly qualified paraprofessional. The paraprofessional will work closely with teachers to utilize strategies that focus on individual weaknesses

Teachers will use C-Palms to access lessons.

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Elementary School Mathematics Goal # KLS will reduce the building level achievement gap by 50% over six years. In 2010-2011, the achievement level was 71%. 29% were not proficient. By 2016-2017, the building level non-proficient students will be reduced 15.5% for a				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	72%	76%	78%	81%	83%	

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:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.  Mathematics Goal #5B:	Following the AMO targets, KLS will increase proficiency in each subgroup. White students will increase to 82% and Hispanic students will increase to 72% proficient.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Student subgroups by ethnicity not making satisfactory progress in mathematics. White 24% Hispanic 32%	White 82% Hispanic 72%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	In some circumstances there is a language barrier between instructional staff and families.  Situational poverty  Reduction in support and instructional personnel.	SW2, SW9  Grant money will purchase "Gizmos" for grades 3-8. "Gizmos" are online virtual math and science labs which are interactive.  E/I time will be fluid with children moving in and out of intervention areas.  KLS will implement the district progress monitoring assessment from Performance Matters to monitor student progress.  KLS will continue to implement Lesson Study teams to add to a collection of Master Teacher lessons.  A half time RtI coach position will be funded through Title I money in order to support classroom teachers in the RtI process.  Elementary specialists will assist Kindergarten teachers during E/I time.  RtI project dollars will be spent on remedial games	Administrators  Teachers  Data Coach  RtI Coach  Testing Coordinator	Review progress monitoring data reports to assess strengths and weaknesses in order to drive instruction.  Review of student work samples and artifacts.  Review of FCAT data.	District provided progress monitor assessment.  FCAT FOCUS mini assessments for math  FCAT reports  Collection of lessons from Lesson Studies/PGP's  RtI intervention logs and data

1

and other individualized instructional materials as intervention strategies for Tier II and Tier III students.

Teachers will use consistent terminology and common vocabulary across the curriculum.

After school Title I Extended Learning Opportunity will be offered to specified students who qualify.

Destination Math "Riverdeep" in Spanish.

Harcourt Math "Think Central"

'Brain Pop" assessments

Discovery Education "United Streaming"

FASTT Math to improve basic fact fluency

STAR math - research based computer assisted instruction

Vertical teaming among teachers

Math teachers will use ELL strategies and web resources provided by school level personnel.

All mathematics classes in grades 4-8 will have either an interactive Smart Board or Epson Smart Projector

Science, art, music, and PE teachers will explicitly infuse the math benchmarks into lesson plans and instructional delivery.

We will take advantage of free professional development from Ms. Terry Ferrarone, an educational consultant and expert in mathematics.

Teachers will use C-Palms to access lessons.

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:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics.

Mathematics Goal #5C:

(SW1)KLS will continue to use research based ELL strategies. ELL is not a subgroup for KLS.



2012 Current Level of Performance:

2013 Expected Level of Performance:

KLS will continue to use research based ELL strategies. 52% of the ELL students were proficient at the building level.

KLS will continue to use research based ELL strategies. ELL students exceeded the expected building level 2012 AMO of 40%. In 2013, KLS will have 54% of the ELL students proficient at the building level.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>In some circumstances there is a language barrier between instructional staff and families.</p> <p>Situational poverty.</p> <p>Reduction in support and instructional personnel.</p>	<p>SW2, SW9 E/I time will be fluid with children moving in and out of intervention areas in the elementary.</p> <p>KLS will implement the district progress monitoring assessment from Performance Matters to monitor student progress.</p> <p>KLS will continue to implement Lesson Study teams to add to a collection of Master Teacher lessons.</p> <p>A half time RtI coach position will be funded through Title I money in order to support classroom teachers in the RtI process.</p> <p>Enrichment courses will be provided for students who were levels 4 or 5 in both reading and math so as to further challenge them.</p> <p>Elementary specialists will assist Kindergarten teachers during E/I time.</p> <p>Grant money will purchase "Gizmos" for grades 3-8. "Gizmos" are online virtual math and science labs which are interactive.</p> <p>RtI project dollars will be spent on remedial games and other individualized instructional materials as intervention strategies for Tier II and Tier III students.</p> <p>Teachers will use consistent terminology and common vocabulary across the curriculum.</p> <p>After school Title I Extended Learning Opportunity will be offered to specified students who qualify.</p>	<p>Administrators</p> <p>Teachers</p> <p>RtI Coach</p> <p>Data Coach</p> <p>Testing Coordinator</p>	<p>Review progress monitoring data reports to assess strengths and weaknesses in order to drive instruction.</p> <p>Review of student work samples and artifacts.</p> <p>Review of FCAT data.</p>	<p>District provided progress monitor assessment.</p> <p>FCAT FOCUS mini assessments for math</p> <p>FCAT reports</p> <p>Collection of lessons from Lesson Studies/PGP's</p> <p>RtI intervention logs and data</p>

	<p>Destination Math "Riverdeep" in Spanish.</p> <p>Harcourt Math "Think Central"</p> <p>'Brain Pop" assessments</p> <p>Discovery Education "United Streaming"</p> <p>FASTT Math to improve basic fact fluency</p> <p>STAR math - research based computer assisted instruction</p> <p>Vertical teaming among teachers</p> <p>Math teachers will use ELL strategies and web resources provided by school level personnel.</p> <p>Science, art, music, and PE teachers will explicitly infuse the math benchmarks into lesson plans and instructional delivery.</p> <p>Destination Math in Spanish</p> <p>We will take advantage of free professional development from Ms. Terry Ferrarone, an educational consultant and expert in mathematics.</p> <p>All mathematics classes in grades 4-8 will have either an interactive Smart Board or Epson Smart Projector</p> <p>Teachers will use C-Palms to access lessons.</p>		
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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:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.  Mathematics Goal #5D:	(SW1)KLS will continue to use strategies to move SWD students to the proficient/learning gains levels. SWD is not a subgroup for KLS.
2012 Current Level of Performance:	2013 Expected Level of Performance:
55% of the KLS SWD students made satisfactory progress, reaching the building level 2012 math AMO for SWD.	Based on the building level math 2013 target AMO, 59% of the SWD students at KLS will make satisfactory progress.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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<p>In some circumstances there is a language barrier between instructional staff and families.</p> <p>Situational poverty.</p> <p>Reduction in support and instructional personnel.</p>	<p>SW2, SW9 E/I time will be fluid with children moving in and out of intervention areas.</p> <p>KLS will implement the district progress monitoring assessment from Performance Matters to monitor student progress.</p> <p>KLS will continue to implement Lesson Study teams to add to a collection of Master Teacher lessons.</p> <p>A half time RtI coach position will be funded through Title I money in order to support classroom teachers in the RtI process.</p> <p>Enrichment courses will be provided for students who were levels 4 or 5 in both reading and math so as to further challenge them.</p> <p>Elementary specialists will assist Kindergarten teachers during E/I time.</p> <p>Grant money will purchase "Gizmos" for grades 3-8. "Gizmos" are online virtual math and science labs which are interactive.</p> <p>RtI project dollars will be spent on remedial games and other individualized instructional materials as intervention strategies for Tier II and Tier III students.</p> <p>Teachers will use consistent terminology and common vocabulary across the curriculum.</p> <p>After school Title I Extended Learning Opportunity will be offered to specified students who qualify.</p> <p>Destination Math "Riverdeep"</p> <p>Harcourt Math "Think Central"</p> <p>'Brain Pop" assessments</p> <p>Discovery Education "United Streaming"</p> <p>FASTT Math to improve basic fact fluency</p>	<p>Administrators</p> <p>Teachers</p> <p>RtI Coach</p> <p>Data Coach</p> <p>Testing Coordinator</p>	<p>Review progress monitoring data reports to assess strengths and weaknesses in order to drive instruction.</p> <p>Review of student work samples and artifacts.</p> <p>Review of FCAT data.</p>	<p>District provided progress monitor assessment.</p> <p>FCAT FOCUS mini assessments for math</p> <p>FCAT reports</p> <p>Collection of lessons from Lesson Studies/PGP's</p> <p>RtI intervention logs and data</p>
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	<p>STAR math - research based computer assisted instruction</p> <p>Vertical teaming among teachers</p> <p>Science, art, music, and PE teachers will explicitly infuse the math benchmarks into lesson plans and instructional delivery.</p> <p>We will take advantage of free professional development from Ms. Terry Ferrarone, an educational consultant and expert in mathematics.</p> <p>All mathematics classes in grades 4-8 will have either an interactive Smart Board or Epson Smart Projector</p> <p>Teachers will use C-Palms to access lessons.</p>		
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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:

E. Economically Disadvantaged students not making satisfactory progress in mathematics.  Mathematics Goal E:	(SW1) Based on the building level 2013 math target AMO for KLS, 68% of the ED students will make satisfactory progress on the 2013 math FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
61% of the ED students at KLS made satisfactory progress on the 2012 math FCAT.	68% based on the building level 2013 math AMO.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	<p>In some circumstances there is a language barrier between instructional staff and families.</p> <p>Situational poverty.</p> <p>Reduction in support and instructional personnel.</p>	<p>SW2, SW9 E/I time in the elementary will be fluid with children moving in and out of intervention areas.</p> <p>KLS will implement the district progress monitoring assessment from Performance Matters to monitor student progress.</p> <p>KLS will continue to implement Lesson Study teams to add to a collection of Master Teacher lessons.</p> <p>A half time RtI coach position will be funded</p>	<p>Administrators</p> <p>Teachers</p> <p>RtI Coach</p> <p>Data Coach</p> <p>Testing Coordinator</p>	<p>Review progress monitoring data reports to assess strengths and weaknesses in order to drive instruction.</p> <p>Review of student work samples and artifacts.</p> <p>Review of FCAT data.</p>	<p>District provided progress monitor assessment.</p> <p>FCAT FOCUS mini assessments for math</p> <p>FCAT reports</p> <p>Collection of lessons from Lesson Studies/PGP's</p> <p>RtI intervention logs and data</p>

through Title I money in order to support classroom teachers in the RtI process.

Enrichment courses will be provided for students who were levels 4 or 5 in both reading and math so as to further challenge them.

Elementary specialists will assist Kindergarten teachers during E/I time.

Grant money will purchase "Gizmos" for grades 3-8. "Gizmos" are online virtual math and science labs which are interactive.

RtI project dollars will be spent on remedial games and other individualized instructional materials as intervention strategies for Tier II and Tier III students.

Teachers will use consistent terminology and common vocabulary across the curriculum.

After school Title I Extended Learning Opportunity will be offered to specified students who qualify.

Destination Math "Riverdeep"

Harcourt Math "Think Central"

'Brain Pop" assessments

Discovery Education "United Streaming"

FASTT Math to improve basic fact fluency

STAR math - research based computer assisted instruction

Vertical teaming among teachers

Science, art, music, and PE teachers will explicitly infuse the math benchmarks into lesson plans and instructional delivery.

We will take advantage of free professional development from Ms. Terry Ferrarone, an educational consultant and expert in

	<p>mathematics.</p> <p>All mathematics classes in grades 4-8 will have either an interactive Smart Board or Epson Smart Projector</p> <p>Teachers will use C-Palms to access lessons.</p>		
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## Middle School Mathematics Goals

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

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:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics.	(SW1)34% of students in grades 6-8 will score a level 3 on the 2013 Math state assessment.
Mathematics Goal # 1a:	Goal 1 added to Goal 2a equals the 2013 AMO for math at the building level.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (101/302) of the students in grades 6-8 scored a level 3 on the 2012 FCAT.	Algebra and Geometry students will not take the 2013 math FCAT.

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	<p>In some circumstances there is a language barrier between instructional staff and families.</p> <p>Situational poverty.</p> <p>Reduction in support and instructional personnel.</p>	<p>SW2, SW9 KLS will implement the district progress monitoring assessment from Performance Matters.</p> <p>KLS will continue E/I time in the middle school schedule as part of the RtI process for all students.</p> <p>KLS will continue to implement Lesson Study teams to add to a collection of Master Teacher lessons.</p> <p>A half time RtI coach position will be funded through Title I money in order to support classroom teachers in the RtI process.</p> <p>Using FCAT data and progress monitoring data, all middle school student schedules will be customized to meet specific individual needs during E/I time.</p>	<p>School Administrators</p> <p>Testing Coordinator</p> <p>Data Coach</p> <p>Teachers</p> <p>RtI Coach</p>	<p>Review progress monitoring data reports to assess strengths and weaknesses in order to drive instruction.</p> <p>Review of student work samples and artifacts.</p> <p>Review FCAT data.</p>	<p>District provided progress monitor assessment</p> <p>FCAT FOCUS mini assessments</p> <p>FCAT reports</p> <p>Collection of lessons from Lesson Studies PGP's</p> <p>Mid terms</p> <p>Finals/EOCs</p> <p>RtI intervention logs and data</p>

1

Grant money will purchase "Gizmos" for grades 3-8. "Gizmos" are online virtual math and science labs which are interactive.

RTI project dollars will be spent on remedial games and other individualized instructional materials as intervention strategies for Tier II and Tier III students.

Teachers will use consistent terminology and common vocabulary across the curriculum.

After school Title I Extended Learning Opportunity will be offered to specified students who qualify.

Destination Math "Riverdeep"

Harcourt Math "Think Central"

'Brain Pop" assessments

Discovery Education "United Streaming"

FASTT Math to improve basic fact fluency

STAR math - research based computer assisted instruction

Vertical teaming among teachers

Midle school math teachers teach students in all grades 6-8, thus creating the possiblity of looping students from year to year for instructional consistency. This also forces teachers to stay current within their subject areas at a variety of levels.

Close to 25% of the 7th graders have been enrolled in Algebra I Honors in order to prepare students for increased rigor in mathematics as they approach high school.

75% of the 8th graders are enrolled in high school math courses, either Algebra I Honors or Geometry Honors

Teachers will use C-Palms to access lessons.

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:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	0% (0/5) None of the students will score at level 4, 5 or 6 on the 2013 FAA math assessment. All students will score a 7 or above.
2012 Current Level of Performance:	2013 Expected Level of Performance:
20% (1/5)	0% (0/5)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>Poor attendance due to medical issues.</p> <p>In some circumstances there is a language barrier between instructional staff and families.</p> <p>Situational poverty</p> <p>Reduction in support and personnel.</p> <p>Difficulty retaining prior knowledge.</p>	<p>Students will use the Unique Curriculum which is directly aligned to the FAA.</p> <p>Use the Harcourt (Think Central) math series (adapted).</p> <p>Students will use Destination Math (Riverdeep).</p> <p>"Gizmos" interactive math labs</p> <p>Discovery Education "United Streaming"</p> <p>"Brain Pop"</p> <p>FASTT Math</p> <p>Sumdog</p> <p>Use of C-Palms for lessons</p> <p>Teacher will be trained in Unique Curriculum.</p> <p>All ESE classrooms have a SMART Board or Epson SMART projector.</p>	<p>Teachers</p> <p>Admin</p>	<p>Use of evaluation tools to monitor progress.</p> <p>Review of FAA reports.</p> <p>Review of Riverdeep reports.</p>	<p>FAA results</p> <p>Riverdeep reports</p>

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:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	<p>42% of the students in grades 6-8 will score a 4 or above on the 2013 state math assessment.</p> <p>Goal 1a added to Goal 2a equals the building level target AMO for math in 2013.</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:
39% (211/547 students )	Algebra and Geometry students will not take the 2013 math FCAT.



Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>In some circumstances there is a language barrier between instructional staff and families.</p> <p>Situational poverty.</p> <p>Reduction in support and instructional personnel.</p>	<p>SW2, SW9</p> <p>KLS will implement the district progress monitoring assessment from Performance Matters.</p> <p>KLS will continue to implement Lesson Study teams to add to a collection of Master Teacher lessons.</p> <p>Using FCAT data and progress monitoring data, all middle school student schedules will be customized to meet specific individual needs during E/I time.</p> <p>During middle school E/I, enrichment courses will be provided for students who were levels 4 or 5 in both reading and math so as to further challenge them.</p> <p>KLS has a consultative gifted teacher who works with and provides classroom teachers at all grade levels with high level project based assignments.</p> <p>Grant money will purchase "Gizmos" for grades 3-8. "Gizmos" are online virtual math and science labs which are interactive.</p> <p>Teachers will use consistent terminology and common vocabulary across the curriculum.</p> <p>Destination Math "Riverdeep"</p> <p>Harcourt Math "Think Central"</p> <p>'Brain Pop" assessments</p> <p>Discovery Education "United Streaming"</p> <p>FASTT Math to improve basic fact fluency</p> <p>STAR math - research based computer assisted instruction</p> <p>Vertical teaming among</p>	<p>Administrators</p> <p>Rtl Coach</p> <p>Data Coach</p> <p>Teachers</p> <p>Testing Coordinator</p>	<p>Review progress monitoring data reports to assess strengths and weaknesses in order to drive instruction.</p> <p>Review of student work samples and artifacts.</p> <p>Review of FCAT data.</p>	<p>District provided progress monitor assessment.</p> <p>FCAT FOCUS mini assessments</p> <p>FCAT reports</p> <p>Midterms</p> <p>Finals/EOCs</p> <p>Collection of lessons from Lesson Studies/PGP's</p> <p>Rtl intervention logs and data</p>

	<p>teachers</p> <p>Middle school math teachers teach students in all grades 6-8, thus creating the possibility of looping students from year to year for instructional consistency. This also forces teachers to stay current within their subject areas at a variety of levels.</p> <p>Close to 25% of the 7th graders have been enrolled in Algebra I Honors in order to prepare students for increased rigor in mathematics as they approach high school.</p> <p>75% of the 8th graders are enrolled in high school math courses, either Algebra I Honors or Geometry Honors</p> <p>Teachers will use C-Palms to access lessons.</p>		
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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:

<p>2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics.</p> <p>Mathematics Goal #2b:</p>	<p>100% (5/5) of the students will score a 7 or above on the 2013 FAA math assessment.</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>83% (5/6)</p>	<p>100% (5/5)</p>

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>Poor attendance due to medical issues.</p> <p>In some circumstances there is a language barrier between instructional staff and families.</p> <p>Situational poverty</p> <p>Reduction in support and personnel.</p> <p>Difficulty retaining prior knowledge.</p>	<p>Students will use the Unique Curriculum which is directly aligned to the FAA.</p> <p>"Gizmos" interactive math labs</p> <p>Discovery Education "United Streaming"</p> <p>Brain Pop</p> <p>FASTT Math</p> <p>Sumdog</p> <p>Use of C-Palms for lessons</p>	<p>Teachers</p> <p>Admin</p>	<p>Use of evaluation tools to monitor progress.</p> <p>Review of FAA reports.</p> <p>Review of Riverdeep reports.</p>	<p>FAA test results</p> <p>Riverdeep reports</p>

	<p>Teacher will be trained in Unique Curriculum.</p> <p>Harcourt math series (adapted)</p> <p>News 2 You curriculum</p> <p>Riverdeep math</p>		
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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:

<p>3a. FCAT 2.0: Percentage of students making learning gains in mathematics.</p> <p>Mathematics Goal #3a:</p>	<p>82% of the students in grades 6-8 will show learning gains on the 2013 state assessment.</p>
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<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
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<p>79% (210/266) of the students in 6-8 made learning gains on the 2012 math FCAT.</p>	<p>82% of the students in grades 6-8 will show learning gains on the 2013 math FCAT. The students who take algebra or geometry will not take the FCAT.</p>
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**Problem-Solving Process to Increase Student Achievement**

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	<p>In some circumstances there is a language barrier between instructional staff and families.</p> <p>Situational poverty.</p> <p>Reduction in support and instructional personnel.</p>	<p>SW2, SW9 KLS will implement the district progress monitoring assessment from Performance Matters to monitor student progress.</p> <p>KLS will continue to implement Lesson Study teams to add to a collection of Master Teacher lessons.</p> <p>An RtI coach position will be funded through Title I money in order to support classroom teachers in the RtI process.</p> <p>Using FCAT data and progress monitoring data, all middle school student schedules will be customized to meet specific individual needs during E/I time.</p> <p>Enrichment courses will be provided for students who were levels 4 or 5 in both reading and math so as to further challenge them.</p> <p>RtI project dollars will be spent on remedial games and other individualized instructional materials as intervention strategies for Tier II and Tier III</p>	<p>Administrators</p> <p>Teachers</p> <p>RtI Coach</p> <p>Data Coach</p> <p>Testing Coordinator</p>	<p>Review progress monitoring data reports to assess strengths and weaknesses in order to drive instruction.</p> <p>Review of student work samples and artifacts.</p> <p>Review of FCAT data.</p>	<p>District provided progress monitor assessment</p> <p>FCAT FOCUS mini assessments</p> <p>FCAT reports</p> <p>Midterms</p> <p>Finals</p> <p>Collection of lessons from Lesson Studies/PGP's</p> <p>RtI intervention logs and data</p>

students.

Grant money will purchase "Gizmos" for grades 3-8. "Gizmos" are online virtual math and science labs which are interactive.

Teachers will use consistent terminology and common vocabulary across the curriculum.

After school Title I Extended Learning Opportunity will be offered to specified students who qualify.

Destination Math  
"Riverdeep"

Harcourt Math "Think  
Central"

'Brain Pop" assessments

Discovery Education  
"United Streaming"

FASTT Math to improve  
basic fact fluency

STAR math - research  
based computer assisted  
instruction

Vertical teaming among  
teachers

Up to 10 mid to upper  
level 2 Bubble students  
(reading) who are also in  
the lowest quartile, were  
identified for a one hour  
morning program with a  
highly qualified  
paraprofessional. The  
paraprofessional will work  
closely with teachers to  
utilize strategies that  
focus on individual  
weaknesses.

Middle school math  
teachers teach students  
in all grades 6-8, thus  
creating the possibility of  
looping students from  
year to year for  
instructional  
consistency. This also  
forces teachers to stay  
current within their  
subject areas at a  
variety of levels.

Close to 25% of the 7th  
graders have been  
enrolled in Algebra I  
Honors in order to  
prepare students for  
increased rigor in  
mathematics as they

	<p>approach high school.</p> <p>75% of the 8th graders are enrolled in high school math courses, either Algebra I Honors or Geometry Honors.</p> <p>Teachers will use C-Palms to access lessons.</p>		
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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:

<p>3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.</p> <p>Mathematics Goal # 3b:</p>	<p>100% (5/5) of the students will make learning gains on the 2013 FAA math assessment.</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>57% (4/7)</p>	<p>100% (5/5)</p>

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>Poor attendance due to medical issues.</p> <p>In some circumstances there is a language barrier between instructional staff and families.</p> <p>Situational poverty</p> <p>Reduction in support and personnel.</p> <p>Difficulty retaining prior knowledge.</p>	<p>Students will use the Unique Curriculum which is directly aligned to the FAA.</p> <p>"Gizmos" interactive math labs</p> <p>Discovery Education "United Streaming"</p> <p>"Brain Pop"</p> <p>FASTT Math</p> <p>Sumdog</p> <p>Use of C-Palms for lessons</p> <p>Teacher will be trained in Unique Curriculum.</p> <p>Harcourt math series (adapted)(Think Central)</p> <p>News 2 You curriculum</p> <p>Destination Math "Riverdeep"</p> <p>All ESE classrooms have a SMART Board or Epson SMART projector</p>	<p>Teachers</p> <p>Admin</p>	<p>Use of evaluation tools to monitor progress.</p> <p>Review of FAA reports.</p> <p>Review of Riverdeep reports.</p>	<p>FAA reports</p> <p>Riverdeep reports</p>

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:

4. FCAT 2.0: Percentage of students in Lowest 25%	
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making learning gains in mathematics. Mathematics Goal #4:	(SW1)78% of the students in grades 4-8 scoring in the lowest 25% will show learning gains on the 2013 FCAT in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
76% of the students in grades 4-8 scoring in lowest 25% building wide made learning gains on the 2012 math FCAT.	This is based on all students in grades 4-8. Algebra and Geometry students will not take the FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	<p>In some circumstances there is a language barrier between instructional staff and families.</p> <p>Situational poverty.</p> <p>Reduction in support and instructional personnel.</p>	<p>SW2, SW9</p> <p>KLS will implement the district progress monitoring assessment from Performance Matters to monitor student progress.</p> <p>KLS will maintain E/I time in the middle school schedule as part of the RTI process for all students.</p> <p>KLS will continue to implement Lesson Study teams to add to a collection of Master Teacher lessons.</p> <p>A half time RtI coach position will be funded through Title I money in order to support classroom teachers in the RTI process.</p> <p>Using FCAT data and progress monitoring data, all middle school student schedules will be customized to meet specific individual needs during E/I time and will be fluid as progress monitoring continues.</p> <p>RtI project dollars will be spent on remedial games and various other individualized instructional materials as intervention strategies for Tier II and Tier III students.</p> <p>Grant money will purchase "Gizmos" for grades 3-8. "Gizmos" are online virtual math and science labs which are interactive.</p> <p>Teachers will use consistent terminology and common vocabulary across the curriculum.</p>	<p>Administrators</p> <p>Teachers</p> <p>Data Coach</p> <p>RtI Coach</p> <p>Testing Coordinator</p>	<p>Review progress monitoring data reports to assess strengths and weaknesses in order to drive instruction.</p> <p>Review of student work samples and artifacts.</p> <p>Review of FCAT data.</p> <p>study comparative data from beginning of year to end of year ( Performance Matters and FCAT)</p>	<p>District provided progress monitor assessment.</p> <p>FCAT FOCUS mini assessments</p> <p>Midterms</p> <p>FCAT reports</p> <p>Finals</p> <p>Collection of lessons from Lesson Studies/PGP's</p> <p>RtI intervention logs and data</p>

1

After school Title I Extended Learning Opportunity will be offered to specified students who qualify.

Destination Math "Riverdeep"

Harcourt Math "Think Central"

'Brain Pop" assessments

Discovery Education "United Streaming"

FASTT Math to improve basic fact fluency

STAR math - research based computer assisted instruction

Vertical teaming among teachers

Up to 10 upper level 2 students (math bubble kids) who are also in the lowest quartile, were identified for a one hour morning program with a highly qualified paraprofessional. The paraprofessional will work closely with teachers to utilize strategies that focus on individual weaknesses study comparative data from beginning of year to end of year ( Performance Matters and FCAT) FCAT Performance Matters

Middle school math teachers teach students in all grades 6-8, thus creating the possibility of looping students from year to year for instructional consistency. This also forces teachers to stay current within their subject areas at a variety of levels.

Teachers will use C-Palms to access lessons.

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Middle School Mathematics Goal #					
	KLS will reduce the building level achievement gap by 50% over six years. In 2010-2011, the achievement level was 71%. 29% were not proficient. By 2016-2017, the building level non-proficient students will be reduced 15.5% for a					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

	72	76	78	81	83	
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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:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.  Mathematics Goal #5B:	(SW1) As per the expected Target AMO for math in 2013, the White subgroup will be 82% proficient and the Hispanic subgroup will be 72% proficient.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 76% Hispanic: 68% These percentages are building level proficient.	White: 82% Hispanic: 72% These percentages are based on the building level AMO.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	In some circumstances there is a language barrier between instructional staff and families.  Situational poverty  Reduction of support and instructional personnel.	SW2, SW9  KLS will implement the district progress monitoring assessment from Performance Matters to monitor student progress.  KLS will continue to have E/I time in the middle school schedule as part of the RtI process for all students.  KLS will continue to implement Lesson Study teams to add to a collection of Master Teacher lessons.  An RtI coach position will be funded through Title I money in order to support classroom teachers in the RtI process.  Using FCAT data and progress monitoring data, all middle school student schedules will be customized to meet specific individual needs during E/I time.  Enrichment courses will be provided for students who were levels 4 or 5 in both reading and math so as to further challenge them.  Grant money will purchase "Gizmos" for grades 3-8. "Gizmos" are online virtual math and science labs which are	Administrators  Teachers  Data Coach  RtI Coach  Testing Coordinator	Review progress monitoring data reports to assess strengths and weaknesses in order to drive instruction.  Review of student work samples and artifacts.  Review of FCAT data.	District provided progress monitor assessment.  FCAT FOCUS mini assessments for math  FCAT reports  EOCs  Midterms  Finals  Collection of lessons from Lesson Studies/PGP's  RtI intervention logs and data



1

interactive.

RTI project dollars will be spent on remedial games and other individualized instructional materials as intervention strategies for Tier II and Tier III students.

Teachers will use consistent terminology and common vocabulary across the curriculum.

After school Title I Extended Learning Opportunity will be offered to specified students who qualify.

Destination Math "Riverdeep" in Spanish.

Harcourt Math "Think Central"

'Brain Pop" assessments

Discovery Education "United Streaming"

FASTT Math to improve basic fact fluency

STAR math - research based computer assisted instruction

Vertical teaming among teachers.

Middle school math teachers teach students in all grades 6-8, thus creating the possibility of looping students from year to year for instructional consistency. This also forces teachers to stay current within their subject areas at a variety of levels.

Close to 25% of the 7th graders have been enrolled in Algebra I Honors in order to prepare students for increased rigor in mathematics as they approach high school.

75% of the 8th graders are enrolled in high school math courses, either Algebra I Honors or Geometry Honors.

Teachers will use C-Palms to access lessons.

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:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	(SW1)KLS will continue to use research based ELL strategies. ELL is not a subgroup for KLS.
2012 Current Level of Performance:	2013 Expected Level of Performance:
KLS will continue to use research based ELL strategies. 52% of the ELL students were proficient at the building level.	KLS will continue to use research based ELL strategies. ELL students exceeded the expected building level 2012 AMO of 40%. In 2013, KLS will have 54% of the ELL students proficient at the building level.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	<p>In some circumstances there is a language barrier between instructional staff and families.</p> <p>Situational poverty.</p> <p>Reduction in support and instructional personnel.</p>	<p>SW2, SW9</p> <p>KLS will implement the district progress monitoring assessment from Performance Matters to monitor student progress.</p> <p>Math teachers will use ELL strategies and web resources provided by school level personnel.</p> <p>KLS will continue to implement Lesson Study teams to add to a collection of Master Teacher lessons.</p> <p>An RtI coach position will be funded through Title I money in order to support classroom teachers in the RtI process.</p> <p>Using FCAT data and progress monitoring data, all middle school student schedules will be customized to meet specific individual needs during E/I time.</p> <p>Enrichment courses will be provided for students who were levels 4 or 5 in both reading and math so as to further challenge them.</p> <p>Instructional time in middle school Math classes will continue to be 80 minutes every day.</p> <p>Specific level 3 students have been identified to participate in the AVID College Readiness program in middle school.</p> <p>RtI project dollars will be</p>	<p>Administrators</p> <p>Teachers</p> <p>RtI Coach</p> <p>Data Coach</p> <p>Testing Coordinator</p>	<p>Review progress monitoring data reports to assess strengths and weaknesses in order to drive instruction.</p> <p>Review of student work samples and artifacts.</p> <p>Review of FCAT data.</p>	<p>District provided progress monitor assessment.</p> <p>FCAT FOCUS mini assessments for math</p> <p>Midterms</p> <p>Finals</p> <p>EOCs</p> <p>FCAT reports</p> <p>Collection of lessons from Lesson Studies/PGP's</p> <p>RtI intervention logs and data</p>

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spent on remedial games and other individualized instructional materials as intervention strategies for Tier II and Tier III students.

Teachers will use consistent terminology and common vocabulary across the curriculum.

After school Title I Extended Learning Opportunity will be offered to specified students who qualify.

Destination Math "Riverdeep" in Spanish.

Harcourt Math "Think Central"

'Brain Pop" assessments

Discovery Education "United Streaming"

FASTT Math to improve basic fact fluency

STAR math - research based computer assisted instruction

Vertical teaming among teachers

Middle school math teachers teach students in all grades 6-8, thus creating the possibility of looping students from year to year for instructional consistency. This also forces teachers to stay current within their subject areas at a variety of levels.

Close to 25% of the 7th graders have been enrolled in Algebra I Honors in order to prepare students for increased rigor in mathematics as they approach high school.

75% of the 8th graders are enrolled in high school math courses, either Algebra I Honors or Geometry Honors.

Teachers will use C-Palms to access lessons.

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:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.

(SW1)KLS will continue to use strategies to move SWD students to the proficient/learning gains levels. SWD is not a

Mathematics Goal #5D:	subgroup for KLS.
2012 Current Level of Performance:	2013 Expected Level of Performance:
55% of the KLS SWD students made satisfactory progress, reaching the building level 2012 math AMO for SWD.	Based on the building level math 2013 target AMO, 59% of the SWD students at KLS will make satisfactory progress.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	<p>In some circumstances there is a language barrier between instructional staff and families.</p> <p>Situational poverty.</p> <p>Reduction in support and instructional personnel.</p>	<p>SW2, SW9</p> <p>KLS will implement the district progress monitoring assessment from Performance Matters to monitor student progress.</p> <p>KLS will continue to implement Lesson Study teams to add to a collection of Master Teacher lessons.</p> <p>A half time RtI coach position will be funded through Title I money in order to support classroom teachers in the RtI process.</p> <p>Using FCAT data and progress monitoring data, all middle school student schedules will be customized to meet specific individual needs during E/I time.</p> <p>Enrichment courses will be provided for students who were levels 4 or 5 in both reading and math so as to further challenge them.</p> <p>Instructional time in middle school math classes will continue to be 80 minutes every day.</p> <p>Specific level 3 students have been identified to participate in the AVID College Readiness program in middle school.</p> <p>Additional level 3 students will receive specific interventions in the areas of geometry and measurement.</p> <p>Grant money will purchase "Gizmos" for grades 3-8. "Gizmos" are online virtual math and</p>	<p>Administrators</p> <p>Teachers</p> <p>RtI Coach</p> <p>Data Coach</p> <p>Testing Coordinator</p>	<p>Review progress monitoring data reports to assess strengths and weaknesses in order to drive instruction.</p> <p>Review of student work samples and artifacts.</p> <p>Review of FCAT data.</p>	<p>District provided progress monitor assessment.</p> <p>FCAT FOCUS mini assessments for math</p> <p>Midterms</p> <p>Finals/EOCs</p> <p>FCAT reports</p> <p>Collection of lessons from Lesson Studies/PGP's</p> <p>RtI intervention logs and data</p>

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science labs which are interactive.

RtI project dollars will be spent on remedial games and other individualized instructional materials as intervention strategies for Tier II and Tier III students.

Teachers will use consistent terminology and common vocabulary across the curriculum.

After school Title I Extended Learning Opportunity will be offered to specified students who qualify.

Destination Math "Riverdeep"

Harcourt Math "Think Central"

'Brain Pop" assessments

Discovery Education "United Streaming"

FASTT Math to improve basic fact fluency

STAR math - research based computer assisted instruction

Vertical teaming among teachers

Middle school math teachers teach students in all grades 6-8, thus creating the possibility of looping students from year to year for instructional consistency. This also forces teachers to stay current within their subject areas at a variety of levels.

Close to 25% of the 7th graders have been enrolled in Algebra I Honors in order to prepare students for increased rigor in mathematics as they approach high school.

75% of the 8th graders are enrolled in high school math courses, either Algebra I Honors or Geometry Honors

Teachers will use C-Palms to access lessons.

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:

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	(SW1) Based on the building level 2013 math target AMO for KLS, 68% of the ED students will make satisfactory progress on the 2013 math FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
61% of KLS ED students made satisfactory progress on the 2012 math FCAT.	68% of the ED students at the building level will make satisfactory progress on the 2013 math FCAT based on the building level AMO for 2013.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	<p>In some circumstances there is a language barrier between instructional staff and families.</p> <p>Situational poverty.</p> <p>Reduction in support and instructional personnel.</p>	<p>SW2, SW9 KLS will implement the district progress monitoring assessment from Performance Matters to monitor student progress.</p> <p>KLS will continue to implement Lesson Study teams to add to a collection of Master Teacher lessons.</p> <p>A half time RtI coach position will be funded through Title I money in order to support classroom teachers in the RtI process.</p> <p>Using FCAT data and progress monitoring data, all middle school student schedules will be customized to meet specific individual needs during E/I time.</p> <p>Enrichment courses will be provided for students who were levels 4 or 5 in both reading and math so as to further challenge them.</p> <p>Instructional time in middle school math classes will continue to be 80 minutes every day.</p> <p>Specific level 3 students have been identified to participate in the AVID College Readiness program in middle school.</p> <p>Grant money will purchase "Gizmos" for grades 3-8. "Gizmos" are online virtual math and science labs which are interactive.</p>	<p>Administrators</p> <p>Teachers</p> <p>RtI Coach</p> <p>Data Coach</p> <p>Testing Coordinator</p>	<p>Review progress monitoring data reports to assess strengths and weaknesses in order to drive instruction.</p> <p>Review of student work samples and artifacts.</p> <p>Review of FCAT data.</p>	<p>District provided progress monitor assessment.</p> <p>FCAT FOCUS mini assessments for math</p> <p>Midterms</p> <p>Finals/EOCs</p> <p>FCAT reports</p> <p>Collection of lessons from Lesson Studies/PGP's</p> <p>RtI intervention logs and data</p>

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RtI project dollars will be spent on remedial games and other individualized instructional materials as intervention strategies for Tier II and Tier III students.

Teachers will use consistent terminology and common vocabulary across the curriculum.

After school Title I Extended Learning Opportunity will be offered to specified students who qualify.

Destination Math "Riverdeep"

Harcourt Math "Think Central"

'Brain Pop" assessments

Discovery Education "United Streaming"

FASTT Math to improve basic fact fluency

STAR math - research based computer assisted instruction

Vertical teaming among teachers

Middle school math teachers teach students in all grades 6-8, thus creating the possibility of looping students from year to year for instructional consistency. This also forces teachers to stay current within their subject areas at a variety of levels.

Teachers will use C-Palms to access lessons.

Close to 25% of the 7th graders have been enrolled in Algebra I Honors in order to prepare students for increased rigor in mathematics as they approach high school.

75% of the 8th graders are enrolled in high school math courses, either Algebra I Honors or Geometry Honors.

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

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:	
1. Students scoring at Achievement Level 3 in Algebra.  Algebra Goal #1:	20% (14/68)of the students taking the 2013 Algebra EOC will score a 3. KLS is trying to move some of the 3s to 4 or higher.
2012 Current Level of Performance:	2013 Expected Level of Performance:
23% (9/39)of the students scored a level 3	20% (14/68)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	<p>In some circumstances there is a language barrier between instructional staff and families.</p> <p>Situational poverty.</p> <p>Reduction in support and instructional personnel.</p>	<p>SW2, SW9 KLS will implement the district progress monitoring assessment from Performance Matters.</p> <p>KLS will continue E/I time in the middle school schedule as part of the RtI process for all students.</p> <p>KLS will continue to implement Lesson Study teams to add to a collection of Master Teacher lessons.</p> <p>A half time RtI coach position will be funded through Title I money in order to support classroom teachers in the RtI process.</p> <p>Using FCAT data and progress monitoring data, all middle school student schedules will be customized to meet specific individual needs during E/I time.</p> <p>Grant money will purchase "Gizmos" for grades 3-8. "Gizmos" are online virtual math and science labs which are interactive.</p> <p>RtI project dollars will be spent on remedial games and other individualized instructional materials as intervention strategies for Tier II and Tier III students.</p> <p>Teachers will use</p>	<p>School Administrators</p> <p>Testing Coordinator</p> <p>Data Coach</p> <p>Teachers</p> <p>RtI Coach</p>	<p>Review progress monitoring data reports to assess strengths and weaknesses in order to drive instruction.</p> <p>Review of student work samples and artifacts.</p> <p>Review FCAT data.</p>	<p>District provided progress monitor assessment</p> <p>FCAT FOCUS mini assessments</p> <p>FCAT reports</p> <p>Collection of lessons from Lesson Studies PGP's</p> <p>Mid terms</p> <p>Finals/EOCs</p> <p>RtI intervention logs and data</p>



1	<p>consistent terminology and common vocabulary across the curriculum.</p> <p>After school Title I Extended Learning Opportunity will be offered to specified students who qualify.</p> <p>Destination Math "Riverdeep"</p> <p>Harcourt Math "Think Central"</p> <p>'Brain Pop" assessments</p> <p>Discovery Education "United Streaming"</p> <p>FASTT Math to improve basic fact fluency</p> <p>STAR math - research based computer assisted instruction</p> <p>Vertical teaming among teachers</p> <p>Midle school math teachers teach students in all grades 6-8, thus creating the possiblity of looping students from year to year for instructional consistency. This also forces teachers to stay current within their subject areas at a variety of levels.</p> <p>Close to 25% of the 7th graders have been enrolled in Algebra I Honors in order to prepare students for increased rigor in mathematics as they approach high school.</p> <p>75% of the 8th graders are enrolled in high school math courses, either Algebra I Honors or Geometry Honors</p> <p>Teachers will use C-Palms to access lessons.</p>			
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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:	
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra.  Algebra Goal #2:	80% (54/68)of the students taking the Algebra EOC will score a 4 or higher.
2012 Current Level of Performance:	2013 Expected Level of Performance:

77% of the students scored a 4 or higher on the 2012 Algebra EOC.

80% (54/68)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>In some circumstances there is a language barrier between instructional staff and families.</p> <p>Situational poverty.</p> <p>Reduction in support and instructional personnel.</p>	<p>SW2, SW9</p> <p>KLS will implement the district progress monitoring assessment from Performance Matters.</p> <p>KLS will continue to implement Lesson Study teams to add to a collection of Master Teacher lessons.</p> <p>Using FCAT data and progress monitoring data, all middle school student schedules will be customized to meet specific individual needs during E/I time.</p> <p>During middle school E/I, enrichment courses will be provided for students who were levels 4 or 5 in both reading and math so as to further challenge them.</p> <p>KLS has a consultative gifted teacher who works with and provides classroom teachers at all grade levels with high level project based assignments.</p> <p>Grant money will purchase "Gizmos" for grades 3-8. "Gizmos" are online virtual math and science labs which are interactive.</p> <p>Teachers will use consistent terminology and common vocabulary across the curriculum.</p> <p>Destination Math "Riverdeep"</p> <p>Harcourt Math "Think Central"</p> <p>'Brain Pop" assessments</p> <p>Discovery Education "United Streaming"</p> <p>FASTT Math to improve basic fact fluency</p>	<p>Administrators</p> <p>RtI Coach</p> <p>Data Coach</p> <p>Teachers</p> <p>Testing Coordinator</p>	<p>Review progress monitoring data reports to assess strengths and weaknesses in order to drive instruction.</p> <p>Review of student work samples and artifacts.</p> <p>Review of FCAT data.</p>	<p>District provided progress monitor assessment.</p> <p>FCAT FOCUS mini assessments</p> <p>FCAT reports</p> <p>Midterms</p> <p>Finals/EOCs</p> <p>Collection of lessons from Lesson Studies/PGP's</p> <p>RtI intervention logs and data</p>

	<p>STAR math - research based computer assisted instruction</p> <p>Vertical teaming among teachers</p> <p>Middle school math teachers teach students in all grades 6-8, thus creating the possibility of looping students from year to year for instructional consistency. This also forces teachers to stay current within their subject areas at a variety of levels.</p> <p>Close to 25% of the 7th graders have been enrolled in Algebra I Honors in order to prepare students for increased rigor in mathematics as they approach high school.</p> <p>75% of the 8th graders are enrolled in high school math courses, either Algebra I Honors or Geometry Honors</p> <p>Teachers will use C-Palms to access lessons.</p>			
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## Geometry End-of-Course (EOC) Goals

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

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:

1. Students scoring at Achievement Level 3 in Geometry.  Geometry Goal #1:	20% (4/21) of the students will score a 3 on the 2013 Geometry EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
The Geometry EOC in 2012 was scored in thirds, not on levels 1-5. 100% (15/15) of the students scored in the top third.	20% (4/21)

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	In some circumstances there is a language barrier between instructional staff and families.	SW2, SW9 KLS will implement the district progress monitoring assessment from Performance Matters.	School Administrators  Testing Coordinator	Review progress monitoring data reports to assess strengths and weaknesses in order to drive instruction.	District provided progress monitor assessment  FCAT FOCUS mini assessments

<p>Situational poverty.</p> <p>Reduction in support and instructional personnel.</p>	<p>KLS will continue E/I time in the middle school schedule as part of the RtI process for all students.</p> <p>KLS will continue to implement Lesson Study teams to add to a collection of Master Teacher lessons.</p> <p>A half time RtI coach position will be funded through Title I money in order to support classroom teachers in the RtI process.</p> <p>Using FCAT data and progress monitoring data, all middle school student schedules will be customized to meet specific individual needs during E/I time.</p> <p>Grant money will purchase "Gizmos" for grades 3-8. "Gizmos" are online virtual math and science labs which are interactive.</p> <p>RtI project dollars will be spent on remedial games and other individualized instructional materials as intervention strategies for Tier II and Tier III students.</p> <p>Teachers will use consistent terminology and common vocabulary across the curriculum.</p> <p>After school Title I Extended Learning Opportunity will be offered to specified students who qualify.</p> <p>Destination Math "Riverdeep"</p> <p>Harcourt Math "Think Central"</p> <p>'Brain Pop" assessments</p> <p>Discovery Education "United Streaming"</p> <p>FASTT Math to improve basic fact fluency</p> <p>STAR math - research based computer assisted instruction</p> <p>Vertical teaming among teachers</p>	<p>Data Coach</p> <p>Teachers</p> <p>RtI Coach</p>	<p>Review of student work samples and artifacts.</p> <p>Review FCAT data.</p>	<p>FCAT reports</p> <p>Collection of lessons from Lesson Studies PGP's</p> <p>Mid terms</p> <p>Finals/EOCs</p> <p>RtI intervention logs and data</p>
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	<p>Middle school math teachers teach students in all grades 6-8, thus creating the possibility of looping students from year to year for instructional consistency. This also forces teachers to stay current within their subject areas at a variety of levels.</p> <p>Close to 25% of the 7th graders have been enrolled in Algebra I Honors in order to prepare students for increased rigor in mathematics as they approach high school.</p> <p>75% of the 8th graders are enrolled in high school math courses, either Algebra I Honors or Geometry Honors</p> <p>Teachers will use C-Palms to access lessons.</p>			
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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:

2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.  Geometry Goal #2:	80% (17/21) of the students will score at a level 4 or higher on the 2013 Geometry EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
The Geometry EOC in 2012 was scored in thirds, not on levels 1-5. 100% (15/15) of the students scored in the top third.	80% (17/21)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	<p>In some circumstances there is a language barrier between instructional staff and families.</p> <p>Situational poverty.</p> <p>Reduction in support and instructional personnel.</p>	<p>SW2, SW9</p> <p>KLS will implement the district progress monitoring assessment from Performance Matters.</p> <p>KLS will continue to implement Lesson Study teams to add to a collection of Master Teacher lessons.</p> <p>Using FCAT data and progress monitoring data, all middle school student schedules will be customized to meet specific individual needs during E/I time.</p>	<p>Administrators</p> <p>RtI Coach</p> <p>Data Coach</p> <p>Teachers</p> <p>Testing Coordinator</p>	<p>Review progress monitoring data reports to assess strengths and weaknesses in order to drive instruction.</p> <p>Review of student work samples and artifacts.</p> <p>Review of FCAT data.</p>	<p>District provided progress monitor assessment.</p> <p>FCAT FOCUS mini assessments</p> <p>FCAT reports</p> <p>Midterms</p> <p>Finals/EOCs</p> <p>Collection of lessons from Lesson Studies/PGP's</p> <p>RtI intervention logs and data</p>

During middle school E/1, enrichment courses will be provided for students who were levels 4 or 5 in both reading and math so as to further challenge them.

KLS has a consultative gifted teacher who works with and provides classroom teachers at all grade levels with high level project based assignments.

Grant money will purchase "Gizmos" for grades 3-8. "Gizmos" are online virtual math and science labs which are interactive.

Teachers will use consistent terminology and common vocabulary across the curriculum.

Destination Math "Riverdeep"

Harcourt Math "Think Central"

'Brain Pop" assessments

Discovery Education "United Streaming"

FASTT Math to improve basic fact fluency

STAR math - research based computer assisted instruction

Vertical teaming among teachers

Middle school math teachers teach students in all grades 6-8, thus creating the possibility of looping students from year to year for instructional consistency. This also forces teachers to stay current within their subject areas at a variety of levels.

Close to 25% of the 7th graders have been enrolled in Algebra I Honors in order to prepare students for increased rigor in mathematics as they approach high school.

75% of the 8th graders are enrolled in high school math courses,

		either Algebra I Honors or Geometry Honors			
		Teachers will use C-Palms to access lessons.			

End of Geometry EOC Goals

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
Gizmos Interactive math labs training	3-8 math	Iliana Gonzalez from Explore Learning	3rd grade teachers 4-8 math teachers ESE teachers	October 22, 2012	Informal observations Required artifacts for My Learning Plan points	Admin MLP facilitator
Math TBA (likely, Common Core training)	K-8 math	Terry Ferrarone	math teachers	January, 2013	informal observations	Admin
Common Core Standards	K-8	Terri Axford and MCSD Curriculum Team	all teachers	September, 2012	informal observations	Admin
various PD360 topics	all	MLP facilitator	all	on-going	PD 360 reports	MLP facilitator
AVID Cornell note taking	Middle School	AVID consultant	middle school teachers representing each core subject and principal	July, 2012 November 16, 2012	informal observations student notebooks	Admin
Lesson Study/PLCs with focus on classroom environment (Domain 2 Danielson)in order to improve the instructional environment.	K-8	teachers	teachers	on-going	PGPs observations	Admin
Aimsweb progress monitoring training	K-8 all	Krista Hillman, school psychologist/RtI expert	teachers	October and November, 2012	Aimsweb reports	RtI Core team Admin

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
convenient assessment management	consumable math assessment guide (Harcourt)	RtI dollars	\$250.00
remdial games	Math Remedia	RtI dollars	\$100.00
hands on manipulatives	"Fraction Works"	RtI dollars	\$435.00
hands on manipulatives	"Clock Wise"	RtI dollars	\$400.00
math periodical	"Scholastic Math"	RtI dollars	\$300.00

professional memberships	National Council of Teachers of Math	RtI dollars	\$139.00
hands on manipulatives	"Slide Around Math"	RtI dollars	\$600.00
word walls middle school math games	Math word wall displays integers, fractions, multiplication, decimals	RtI dollars	\$1,274.00
			Subtotal: \$3,498.00
<b>Technology</b>			
Strategy	Description of Resources	Funding Source	Available Amount
on-line interactive math labs	Explore Learning "Gizmos"	grant money	\$3,500.00
interactive assessments	Brain Pop	internal accounts \$ amount included under reading budget	\$0.00
short educational videos	Discovery Education (United Streaming)	internal accounts \$ amount included under reading budget	\$0.00
			Subtotal: \$3,500.00
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
on-line interactive math labs-teacher training	Explore Learning "Gizmos"	grant money	\$1,500.00
professional development reading resources	Teacher educational materials "Practical Ideas that Really Work"	\$ amount included in reading budget	\$0.00
			Subtotal: \$1,500.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Grand Total: \$8,498.00</b>			

End of Mathematics Goals

## Elementary and Middle School Science Goals

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

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:					
1a. FCAT2.0: Students scoring at Achievement Level 3 in science.		(SW1) 49% of students in grades 5 & 8 will score at a level 3 on the 2013 Science FCAT.			
Science Goal #1a:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
46% (86/185 students)		49% (84/172 students)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	In some circumstances there is a language barrier between instructional staff and families.  Situational poverty  Reduction in support	SW2 SW9 Technology programs such as "Brain Pop" and Discovery Education "United Streaming" will be utilized.  8th grade classes will	Teachers  Admin	Informal walk throughs  Review Explore Learning reports  Review of progress monitor reports for K-5 and 8.	Explore Learning "Gizmos" reports  Progress monitor reports for K-5 and 8.  FCAT FOCUS mini assessments



and instructional personnel.

use FOSS kits for hands on science experiments tied to tested benchmarks.

4th and 5th grade are departmentalized. One teacher who is passionate about the subject teaches Science to every student in the grade level.

4th and 5th grade students attend the science lab with their teacher once a week to do more complex science experiments that require more sophisticated equipment. Labs are tied to tested benchmarks.

Virtual labs through Science Fusion for 5th and 8th grade.

Epson Smart Projectors or Smart Boards have been installed in all science classes for use in grades 4-8.

Partnership with the Wyland Foundation to bring an interactive, mobile, educational learning center for grades 4-8.

Real World experiences through local field trips: 8th grade to the Coral Reef, 7th grade to the Marine Lab, 4th and 5th grade seining trips to Blackwater Sound, 4th grade to Everglades National Park.

MS science will use "Gizmos" to practice the scientific method and to analyze data, charts, graphs, etc.

Use of "Gizmos" on-line virtual science and math labs with built in assessment tools for grades 3-8.

Partnership with Florida International University to provide an all school science night with hands on labs for parents and students. It will be run by college science majors.

K-8 classrooms will have access to Robert

Review of middle school mid term data

FCAT reports

Review of FCAT data

Midterms

Review "Brain Pop" assessments

Finals

"Brain Pop" assessments

	<p>Krampf - The Happy Scientist.</p> <p>KLS will implement the district quarterly science assessments for grades K-4.</p> <p>KLS will implement the district progress monitoring for grades 5 &amp; 8.</p> <p>Vertical teaming among teachers</p> <p>Teachers will use C-Palms to access lessons.</p>		
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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:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.  Science Goal #1b:	0% (0/1) The KLS goal is for the one student in 5th grade to score 7 or higher on the 2013 FAA science assessment. There are no 8th grade students at KLS taking the FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
14% (1/7)	0% (0/1)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>Poor attendance due to medical issues.</p> <p>In some circumstances there is a language barrier between instructional staff and families.</p> <p>Situational poverty</p> <p>Reduction in support and personnel.</p> <p>Difficulty retaining prior knowledge.</p>	<p>Students will use the Unique Curriculum which is directly aligned to the FAA.</p> <p>Extend the Unique Science with outside resources (regular curriculum from grade level - adapted).</p> <p>Incorporate science topics across the curriculum.</p> <p>Use of technology programs - Discovery Education "United Streaming" and "Brain Pop."</p> <p>Use of C-Palms for lessons.</p> <p>Address standards/access points at intellectual level.</p> <p>Partnership with Florida International University to provide an all school science night with</p>	<p>Teachers</p> <p>Admin</p>	<p>review results of evaluation tools</p> <p>Review "Brain Pop" assessments</p>	<p>FAA reports</p> <p>"Brain Pop" assessments</p>

	<p>hands on labs for parents and students. It will be run by college science majors.</p> <p>Use of Explore Learning "Gizmos" - interactive science labs and assessments.</p> <p>K-8 students will have access to Robert Krampf-The Happy Scientist.</p> <p>All ESE classrooms will have a SMART Board or Epson SMART projector.</p>		
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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:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science.  Science Goal #2a:	(SW1)27% (46/172)of the students in grades 5 & 8 will score a Level 4 or 5 on the 2013 FCAT in science.
2012 Current Level of Performance:	2013 Expected Level of Performance:
24% (45/185 students)	27% (46/172 students)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	<p>In some circumstances there is a language barrier between instructional staff and families.</p> <p>Situational poverty</p> <p>Reduction in support and instructional personnel.</p>	<p>SW2 SW9 Technology programs such as "United Streaming" and "Brain Pop," will be utilized.</p> <p>8th grade classes will use FOSS kits for hands on experiments tied to tested benchmarks.</p> <p>Students who scored a 4 or 5 in both reading and math will have the opportunity to participate in the Science Lab Enrichment class.</p> <p>4th and 5th grade are departmentalized. One teacher who is passionate about the subject teaches Science to every student in the grade level.</p> <p>4th and 5th grade students attend the science lab with their</p>	<p>Teachers</p> <p>Admin</p>	<p>Informal walk throughs</p> <p>Review Explore Learning reports.</p> <p>Review of progress monitor reports for K-5 and 8</p> <p>Review of middle school mid term data</p> <p>Review of FCAT data</p>	<p>Informal walk throughs</p> <p>Explore Learning "Gizmos" reports</p> <p>K-5 &amp; 8 the grade progress monitor reports</p> <p>FCAT FOCUS mini assessments</p> <p>FCAT reports</p> <p>Midterms</p> <p>Finals</p>

teacher once a week to do more complex science experiments that require more sophisticated equipment. Labs are tied to tested benchmarks.

Virtual labs through Science Fusion for 5th and 8th grade.

Epson Smart Projectors or Smart Boards have been installed in all science classes for use in grades 4-8.

Partnership with Wyland Foundation to bring an interactive, mobile, educational learning center for grades 4-8.

Real World experiences through local field trips: 8th grade to the Coral Reef, 7th grade to the Marine Lab, 4th and 5th grade seining trips to Blackwater Sound, 4th grade to Everglades National Park.

Partnership with Florida International University to provide an all school science night with hands on labs for parents and students. It will be run by college science majors.

MS science will use "Gizmos" to practice the scientific method and to analyze data, charts, graphs, etc.

Use of "Gizmos" on-line virtual science and math labs with built in assessment tools for grades 3-8.

Middle school science enrichment class will focus on local ecosystems for marine science. Students will participate in hands on labs using microscopes, setting up aquariums, and will begin a mangrove restoration project that will continue throughout the year. Each of these will place an emphasis on the scientific method and working through the levels.

	<p>K-8 students will have access to Robert Krampf- The Happy Scientist.</p> <p>KLS will implement the district quarterly science assessments for grades K-4.</p> <p>KLS will implement the district progress monitoring for grades 5 &amp; 8.</p> <p>Vertical teaming among teachers.</p> <p>Teachers will use C-Palms to access lessons.</p>		
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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:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science.  Science Goal #2b:	100% (1/1) The 5th grade student will score a 7 or higher on the 2013 FAA science assessment. There are currently no 8th grade students at KLS taking the FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
86% (6/7)	100% (1/1)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>Poor attendance due to medical issues.</p> <p>In some circumstances there is a language barrier between instructional staff and families.</p> <p>Difficulty retaining prior knowledge.</p> <p>Situational poverty</p> <p>Reduction in support and personnel.</p>	<p>Students will use the Unique Curriculum which is directly aligned to the FAA.</p> <p>Extend the Unique Science with outside resources (regular curriculum from grade level - adapted).</p> <p>Incorporate science topics across the curriculum.</p> <p>Use of technology programs -Discovery Education "United Streaming" and "Brain Pop."</p> <p>Use of C-Palms for lessons.</p> <p>Address standards/access points at intellectual level.</p> <p>Partnership with Florida</p>	<p>Teachers</p> <p>Admin</p>	<p>Review results of evaluation tools</p> <p>Review "Brain Pop" assessments</p> <p>Review Explore Learning reports</p>	<p>FAA reports</p> <p>Explore Learning reports</p> <p>"Brain Pop" assessments</p>

		<p>International University to provide an all school science night with hands on labs for parents and students. It will be run by college science majors.</p> <p>K-8 students will have access to Robert Krampf-The Happy Scientist.</p> <p>Use of Explore Learning "Gizmos" - interactive science labs and assessments.</p> <p>All ESE classrooms have SMART Boards or Epson SMART projectors.</p>		
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Explore Learning "Gizmos"	3-8/science	Iliana Gonzalez from Explore Learning	3-8 science teachers	October, 2012	informal observation artifacts for MLP points	Admin MLP facilitator

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
interactive science labs	Explore Learning "Gizmos"	\$ amount included in math budget grant money	\$0.00
short educational videos	Discovery Education (United Streaming)	internal accounts \$ amount included in reading budget	\$0.00
interactive assessments	Brain Pop	internal accounts \$ amount included in reading budget	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
interactive science labs	Explore Learning "Gizmos" teacher training	\$ amount included in math budget grant money	\$0.00
			Subtotal: \$0.00
Other			

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Science Goals

## Writing Goals

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

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:

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing.  Writing Goal #1a:	(SW1) 85% (149/175) of the students in 4th and 8th grade will score a 3 or higher on the 2013 FCAT writing assessment.  30% (53/175) of the students in 4th and 8th grade will score a 4 or higher on the 2013 FCAT writing assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
82% of the students in 4th and 8th grade scored a 3 or higher on the 2012 FCAT writing assessment.  27% of the students in 4th and 8th grade scored a 4 or higher on the 2012 FCAT writing assessment.	85% (149/175) of the students in 4th and 8th grade will score a 3 or higher on the 2013 FCAT writing assessment.  30% (53/175) of the students in 4th and 8th grade will score a 4 or higher on the 2013 FCAT writing assessment.

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	In some circumstances there is a language barrier between instructional staff and families.  Situational poverty  Reduction in support and personnel.	SW2 SW9 FCAT Writing simulation assessments will be given as a form of progress monitoring in grades 4 & 8  Teach Me Writing program will be implemented school wide in K-5 for consistency in writing instruction. Middle School teachers also have access to some components of this program.  KLS will continue to implement Lesson Study teams to add to a collection of Master Teacher lessons.  A half time RtI coach position will be funded through Title I money in order to support classroom teachers in the RtI process.  Elementary specialists will assist Kindergarten	LA teachers  Admin	Analysis of scores/identifying specific areas of need within the essays.  Review of student work samples/artifacts  Review of progress monitor scores  Review of "Brain Pop" assessments	Writing Rubric for FCAT Writing  FCAT reports  Progress monitor reports from Performance Matters  Brain Pop assessments

	<p>teachers during E/I time.</p> <p>After school Title I Extended Learning Opportunity will be offered to specified 4th graders.</p> <p>Teachers will use state anchor papers and annotations to coach students on how to support the topic and how to revise within the draft.</p> <p>"Brain Pop" interactive writing assessments.</p> <p>There will be more focus on grammar and spelling in editing.</p>			
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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:

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.  Writing Goal #1b:	There are currently no 4th or 8th grade students at KLS who will participate in the FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (6/6)	There are currently no 4th or 8th grade students at KLS who will participate in the FAA.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>Poor attendance due to medical issues.</p> <p>In some circumstances there is a language barrier between instructional staff and families.</p> <p>Situational poverty</p> <p>Reduction in support and personnel.</p> <p>Difficulty retaining prior knowledge.</p>	<p>Students will use the Unique Curriculum which is directly aligned to the FAA.</p> <p>Students will work specifically on pre-planning organization.</p> <p>Focus on vocabulary.</p> <p>Focus on grammatical mechanics.</p> <p>Teach Me Writing program (adapted)</p> <p>Use of C-Palms for lessons.</p>	<p>Teachers</p> <p>Admin</p>	<p>Review results of evaluation tools</p> <p>Review FAA reports</p>	<p>FAA reports</p>



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
Smart Centers writing component	K-2	April DeCesar	K-2 teachers	August, 2012	observation	admin
Spring Board curriculum	middle school writing	MCS D curriculum team	middle school language arts teachers	August, 2012	observation	admin

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
interactive assessment	Brain Pop	internal accounts \$ amount included in reading budget	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Writing Goals

## Civics End-of-Course (EOC) Goals

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

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:	
1. Students scoring at Achievement Level 3 in Civics.	
Civics Goal #1:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
Problem-Solving Process to Increase Student Achievement	

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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:

2. Students scoring at or above Achievement Levels 4 and 5 in Civics.  Civics Goal #2:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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
No Data Submitted						

Civics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00

			Subtotal: \$0.00
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$0.00</b>

*End of Civics Goals*

## Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Attendance					
Attendance Goal #1:		KLS will increase the attendance rate by 1.5%			
2012 Current Attendance Rate:		2013 Expected Attendance Rate:			
95.5%		97%			
2012 Current Number of Students with Excessive Absences (10 or more)		2013 Expected Number of Students with Excessive Absences (10 or more)			
127/840 (15%) In 2011, there were 323 students with excessive absences. This was reduced to 127 in 2012.		(12%) (105/879)			
2012 Current Number of Students with Excessive Tardies (10 or more)		2013 Expected Number of Students with Excessive Tardies (10 or more)			
There was an increase of students with excessive tardies from 115 in 2011 to 232 (28%) in 2012. The start time of school was moved to an earlier time in 2012.		This is the second year of the earlier start time. KLS will reduce the number of students with excessive tardies to 25% (219).			
<b>Problem-Solving Process to Increase Student Achievement</b>					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Specific situations within families	Closely monitor attendance, utilize CINS/FINS where necessary  Use of Ed-Connect to communicate absences to parents  Reward Certificates for attendance  Implementation of attendance/truancy policy.	Registrar  Guidance Counselor  School Administration  CINS/FINS counselor	Monitor attendance data  Minutes from truancy meetings	TERMS/Principal Viewer  Data from student contracts

1		Bi-weekly truancy meetings with core truancy team.  Monthly meetings with school level truancy team.  Form letter to go home after 5 absences in 30 day period.  Positive Behavior Support plan/contract with identified students of concern.			
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Truancy Committee to focus on absences and tardies	K-8	school guidance counselor	counselor admin teachers	monthly	attendance reports meeting minutes	counselor admin

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal # 1:	The total Number of OSS incidents will decrease by 10%
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
0	0 The ISS position has been eliminated due to budget cuts.
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
0	0 The ISS position has been eliminated due to budget cuts.
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
80	The number will decrease by 10% to 72 incidences.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
48	The number will decrease by 10% to 43 students.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Specific situational circumstances in families.	<p>Implementation of school-wide Positive Behavior Support (PBS.)</p> <p>LEAPS program/lessons will be implemented by teachers for individual students needing behavioral support.</p> <p>DARE</p> <p>Project Alert</p> <p>Continued discussion regarding Bullying policies with both students and teachers.</p> <p>Behavior will become an RtI focus.</p> <p>KLS will have a Positive Behavior Support Professional Learning Community. One aspect will include each grade level being responsible</p>	<p>KLS Administration</p> <p>SRO</p> <p>RtI Coach</p> <p>Admin</p> <p>teachers</p>	<p>Monitor number of referrals in both TERMS and RtIB (response to intervention for behavior).</p> <p>PBS minutes</p> <p>Monitor AIMSWEB behavioral progress monitoring</p>	<p>TERMS data</p> <p>RtIB data</p> <p>AIMSWEB reports</p>

		<p>for coming up with the monthly incentive for PBS dollars.</p> <p>PBS will implement a credit/debit card system specifically for middle school students. Students will earn and spend PBS points on their individual cards.</p>		
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (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 Professional Learning Committee	K-8/all subjects	PBS facilitator (Rtl coach)	Rtl Coach one representative from each grade level/subject area/electives	Monthly	review of data from TERMS and RtIB review of RtI minutes	Rtl coach/PBS facilitator Admin

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:

1. Parent Involvement Parent Involvement Goal #1:  <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	(SW1)(SW6) (SW7)See linked Title I PIP
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
See linked Title I PIP	See linked Title I PIP

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	(SW2)See linked Title I PIP	See linked Title I PIP	See linked Title I PIP	See linked Title I PIP	See linked Title I PIP

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
No Data Submitted						

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM STEM Goal #1:		KLS will introduce at least one new program that integrates STEM subject areas.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Number of qualified STEM education teachers  Need for professional development in STEM	Middle School math intervention class uses engineering concepts (geodesic domes with triangles to demonstrate strength of triangles, relationships between taking up space and holding space)  Middle School Tech Toys Enrichment class: Towers and Bridges History of Towers and Bridges in America and the world through videos, future as an evolving technology that must adapt to environment. Study of physical forces, note taking, apply SQ3R reading strategy, practice research skills, writing to practice paraphrasing.  CAD program to apply computers as an aid to design, predict/analyze/modify designs, 2d and 3d modeling, adhere to specifications and tolerances, work in metric and standard systems of measurement. Apply scale in drawings. Use Pythagorean Theorem in construction. Geometry skills- attributes of figures, use Protractor,	Teachers  Admin	Review "Gizmos" assessment reports  Review progress monitor reports	"Gizmos" assessment reports  Progress monitoring reports  Science night sign-in sheets



use compass, linear and angular measurement, supplementary and complementary angles.  
Cooperative group skills in finding consensus, meeting due dates, producing artifacts.  
Shop safety procedures, use of hand tools  
Excel spreadsheet

Hot Air Balloons  
Read and follow directions to build, heat and float a tissue paper balloon. Measurement, group skills.  
Apply scientific method to design and carry out an experiment, collect data, use measurement skills,  
create scatter-plot and line of best fit to describe and predict balloon flight time, optimum heating time.  
Density and buoyancy  
3 modes of heat transfer

Research and Design:  
CO2 dragsters  
Add to many of the same skills as in towers/bridges:  
The design process and parallels to scientific method  
prototyping- sanding and painting, creative design, perseverance to produce a unique product  
velocity, acceleration, density, effects of gravity, friction, aerodynamics  
safety and operation of some power tools to create the dragster  
Newton's Laws

Rocketry and Space  
History of rockets in the world  
History of NASA, space program, Apollo program.  
vocabulary associated with rocketry and flight, associated forces  
effects of weather on launch and flight  
Use trigonometric functions to determine rocket apogee

Alternative Energy  
History of various energy and power sources  
current and future sources of energy  
graph output of wind

		<p>turbine, build a hydrogen fuel cell, dissociate water for H<sub>2</sub> and O<sub>2</sub></p> <p>Power Point presentation on a source of alt energy</p> <p>Solar Race cars, Solar cooker parabolic mirror to cook hot dogs</p> <p>MS science will use "Gizmos" to practice the scientific method and to analyze data, charts, graphs, etc.</p> <p>Use of "Gizmos" on-line virtual science and math labs with built in assessment tools for grades 3-8.</p> <p>Partnership with Florida International University to provide an all school science night with hands on labs for parents and students. It will be run by college science majors.</p> <p>Middle school science enrichment class will focus on local ecosystems for marine science. Students will participate in hands on labs using microscopes, setting up aquariums, and will begin a mangrove restoration project that will continue throughout the year. Each of these will place an emphasis on the scientific method and working through the levels.</p> <p>Technology programs such as "Brain Pop" and "United Streaming" will be utilized.</p>			
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

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

on-line interactive math and science labs	3-8	Iliana Gonzalez	3-8 science and math teachers	October, 2012	artifacts for My Learning Plan (assessment reports)	Admin MLP facilitator
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STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Explore Learning "Gizmos"	on-line math and science interactive labs	grant money \$ amount listed in math budget	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Explore Learning "Gizmos"	on-line math and science interactive labs	grant money \$ amount listed in math budget	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$0.00</b>

End of STEM Goal(s)

## Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. CTE CTE Goal #1:		100% (94) of the 8th grade students at KLS will participate in a Career and Education Course taught in conjunction with 8th Grade American History in the 2012-2013 school year.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Mid-year to end of year arrival of new students after course has ended	Use of information provided by the DOE on these websites: Choices and Career Education Planner and/or The Educator's Toolkit on Career and Education Planning.	Teacher Admin	Completion of course evaluation tool: Completion of College and Career Planner	Completion of online course as verified through FLVS

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
No Data Submitted						

CTE Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of CTE Goal(s)

## Additional Goal(s)

KLS will offer courses for high school credit to increase rigor for students. Goal:

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:					
1. KLS will offer courses for high school credit to increase rigor for students. Goal  KLS will offer courses for high school credit to increase rigor for students. Goal #1:			KLS will continue to offer high school courses in math and science.		
2012 Current level:			2013 Expected level:		
Algebra I Honors course (75 students) Geometry Honors course (25 students) Physical Science Honors course (30 students)			Algebra I Honors course (75 students) Geometry Honors course (25 students) Physical Science Honors course (30+ students)		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Some students may not be ready for this level of rigor.  One less science teacher on campus due to allocation reductions.	Review FCAT scores for student placement into high school courses, as well as teacher and parent recommendations.  Some students on grade level (level 3) were placed in HScourses to challenge and stimulate them with increased rigor. These students will be closely monitored, put into math intervention classes and will be provided additional support through after school programs and lunch time tutoring sessions.	Math and science teachers  Admin	Review progress monitoring data reports to assess strengths and weaknesses in order to drive instruction	District provided progress monitoring assessments  Mid terms  Finals  EOCs

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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Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of KLS will offer courses for high school credit to increase rigor for students. Goal(s)

Virtual school offerings Goal:

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:					
1. Virtual school offerings Goal		KLS will make available a facilitator, as per state statute, to monitor students taking virtual courses as part of their KLS schedule.			
Virtual school offerings Goal #1:					
2012 Current level:		2013 Expected level:			
1 teacher - 45 minutes per day		1 teacher - 80 minutes per day			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time constraints Limited to one section each day Monitoring course completion that extends beyond regular school year	Use SAI money to fund a partial teacher salary	Admin Virtual facilitator	Monitor FLVS reports	Final exams EOCs

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
No Data Submitted						

Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Virtual school offerings Goal(s)

# FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Marking the Text	wiki sticks highlighter tape	RtI project dollars	\$432.00
Reading	various RTI intervention resources (for individualized intervention plans)	audio books Words Their Way books Remedia games, Literacy centers Saxon phonics	RtI project dollars	\$1,604.00
Reading	various reading strategies based on current events	Time for Kids	internal accounts	\$407.00
Reading	various reading strategies	Scholastic Magazine	internal accounts	\$915.00
Reading	RTI intervention resources	Remedial games and activities	internal accounts	\$480.00
CELLA				\$0.00
Mathematics	convenient assessment management	consumable math assessment guide (Harcourt)	RtI dollars	\$250.00
Mathematics	remdial games	Math Remedia	RtI dollars	\$100.00
Mathematics	hands on manipulatives	"Fraction Works"	RtI dollars	\$435.00
Mathematics	hands on manipulatives	"Clock Wise"	RtI dollars	\$400.00
Mathematics	math periodical	"Scholastic Math"	RtI dollars	\$300.00
Mathematics	professional memberships	National Council of Teachers of Math	RtI dollars	\$139.00
Mathematics	hands on manipulatives	"Slide Around Math"	RtI dollars	\$600.00
Mathematics	word walls middle school math games	Math word wall displays integers, fractions, multiplication, decimals	RtI dollars	\$1,274.00
				Subtotal: \$7,336.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	weekly progress monitoring for Tier III students (some Tier II)	Aimsweb on-line progress monitoring probes	internal accounts	\$1,240.00
Reading	education videos and assessments covering a variety of topics	Brain Pop	internal accounts	\$1,650.00
Reading	short educational movies covering a variety of topics	Discovery Education (United Streaming)	internal accounts	\$1,570.00
Reading	phonics instruction on CD	Simon S.I.O.	RtI project dollars	\$417.00
Reading	reading strategy	Fast ForWord subscriptions	Title I dollars paid through district \$16,800 per school	\$0.00
CELLA				\$0.00
Mathematics	on-line interactive math labs	Explore Learning "Gizmos"	grant money	\$3,500.00
Mathematics	interactive assessments	Brain Pop	internal accounts \$ amount included under reading budget	\$0.00
Mathematics	short educational videos	Discovery Education (United Streaming)	internal accounts \$ amount included under reading budget	\$0.00
Science	interactive science labs	Explore Learning "Gizmos"	\$ amount included in math budget grant money	\$0.00
Science	short educational videos	Discovery Education (United Streaming)	internal accounts \$ amount included in reading budget	\$0.00
Science	interactive assessments	Brain Pop	internal accounts \$ amount included in reading budget	\$0.00



Writing	interactive assessment	Brain Pop	internal accounts \$ amount included in reading budget	\$0.00
STEM	Explore Learning "Gizmos"	on-line math and science interactive labs	grant money \$ amount listed in math budget	\$0.00
				Subtotal: \$8,377.00
<b>Professional Development</b>				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	professional development reading resources	"Practical Ideas That Really Work" series which includes strategies for teaching students with disabilities and behavioral disorders	RtI project dollars	\$450.00
Reading	teacher instruction for program 3 site visits by trainer	Fast ForWord subscriptions for students	Title I dollars paid by district \$6450 per school	\$0.00
CELLA				\$0.00
Mathematics	on-line interactive math labs-teacher training	Explore Learning "Gizmos"	grant money	\$1,500.00
Mathematics	professional development reading resources	Teacher educational materials "Practical Ideas that Really Work"	\$ amount included in reading budget	\$0.00
Science	interactive science labs	Explore Learning "Gizmos" teacher training	\$ amount included in math budget grant money	\$0.00
STEM	Explore Learning "Gizmos"	on-line math and science interactive labs	grant money \$ amount listed in math budget	\$0.00
				Subtotal: \$1,950.00
<b>Other</b>				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Morning tutoring program for Bubble kids	salary for HQ para-professional	grant	\$6,000.00
CELLA				\$0.00
				Subtotal: \$6,000.00
				Grand Total: \$23,663.00

## Differentiated Accountability

### School-level Differentiated Accountability Compliance

<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent	<input type="checkbox"/> NA
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Are you a reward school:  Yes  No

A reward school is any school that improves their letter grade or any school graded A.

No Attachment (Uploaded on 11/5/2012)

## School Advisory Council

### School Advisory Council (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 citizens 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.

No. Disagree with the above statement.

If NO, describe the measures being taken to Comply with SAC Requirement

We are consistently and actively trying to recruit members from the different demographics/groups required.

Projected use of SAC Funds	Amount
Funds have not been awarded for the past couple of years.	\$0.00

Describe the activities of the School Advisory Council for the upcoming year

School Improvement Plan  
Title I Parent Involvement Plan  
Response Options Plan  
Review of assessment data  
Parent education on RTI process  
Parent education on mandated counselor programs (SUBS, Too Good for Drugs)  
Parent resource updates  
Discussion of school allocations/budget

# AYP DATA

Adequate Yearly Progress (AYP) Trend Data 2011-2012  
 Adequate Yearly Progress (AYP) Trend Data 2010-2011  
 Adequate Yearly Progress (AYP) Trend Data 2009-2010

## SCHOOL GRADE DATA

No Data Found

Monroe School District KEY LARGO SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	82%	86%	83%	75%	326	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	67%	73%			140	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	68% (YES)	77% (YES)			145	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					611	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Monroe School District KEY LARGO SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	83%	79%	89%	68%	319	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	70%	69%			139	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	70% (YES)	60% (YES)			130	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					588	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested