

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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Florida Department of Education  
325 West Gaines Street  
Tallahassee, Florida 32399

School Name: RIVIERA MIDDLE SCHOOL

District Name: Dade

Principal: Dr. Winston A. Whyte

SAC Chair: Iliana Desosa-Lopez

Superintendent: Alberto Carvalho

Date of School Board Approval: Pending

Last Modified on: 11/5/2012

## 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	Dr. Winston A. Whyte	Degrees : B.Sc. - Bachelors of Science in Natural Sciences with a Major in Zoology and a Minor in Chemistry from (University of the West Indies, Mona Campus, Kingston , Jamaica ) M.B. A. - Masters of Business Administration in Marketing from Nova Southeastern University ED. D. - Doctor of Education in Educational Leadership from	1	19	Regional Center Director during this time period.

		Nova Southeastern University Certifications: CHEMISTRY, BIOLOGY, ESOL, MG MATH, MIDDLE GRADES, SCHOOL PRINCIPAL			
Assis Principal	Elizabeth Chardon	Degrees : B.S. Science, Nova Southeastern University, Miami, Florida Masters of Educational Leadership. Certification: Emotionally Handicapped, Educational Leadership	1	8	'12 '11 '10 '09 '08 ' School Grade B A A A A High Standards Rdg. 67% 87 91 90 92 High Standards Math 66% 89 88 89 90 Lrng Gains-Rdg. 73 66 83 80 79 Lrng Gains-Math 54 73 77 72 72 Gains-Rdg-25% 63 63 87 81 85 Gains-Math-25% 57 84 84 64 85

## 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)
Reading	Sonia Yanes	Master of Education, Elementary Education, and Educational Leadership Nova Southeastern University.  Bachelor of Science, Elementary Education Florida International University  Certifications: Reading, Elementary, Early Childhood, Leadership, and ESOL	1	8	'12 '11 '10 '09 '08 School Grade A A A A A High Standards Rdg. 58% 76 72 71 71 High Standards Math 58% 74 73 70 73 Lrng Gains-Rdg. 71 68 65 69 69 Lrng Gains-Math 73 70 74 73 72 Gains-Rdg-25% 76 71 63 80 73 Gains-Math-25% 65 72 70 69 67 Writing 81 93 93 97 97 Science 36 58 47 45 41

## 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	1. Regular meetings of new teachers with Principal	Principal	On-Going	
2	2. Partnering new teachers with veteran staff and successful beginning teachers	Assistant Principal	On-Going	
3	3. College campus job fairs and recruiting at universities	Guidance Counselors	April 2013	
4	4. Soliciting referrals from current employees	Principal	On-going	

## 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
1 out of field 0 are less than effective	Teacher is currently taking ESOL and reading endorsement courses to complete certification required. Release time approval for continued support and mentoring/observation supported through Reading coach and ELL department chair.

### 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
54	0.0%(0)	20.4%(11)	44.4%(24)	35.2%(19)	44.4%(24)	100.0%(54)	9.3%(5)	9.3%(5)	27.8%(15)

### 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

## 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

Services are provided to ensure students requiring additional remediation are assisted through after-school programs or summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided.

Title I, Part A

At Riviera Middle School services are provided to ensure students requiring additional remediation are assisted through after-school programs and Saturday school. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to secondary students. Curriculum Leaders develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify 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;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement

Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

#### Title I, Part C- Migrant

Riviera Middle School provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met.

#### Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.

#### Title II

The District uses supplemental funds for improving basic education as follows:

- training to certify qualified mentors for the New Teacher (MINT) Program
- training for add-on endorsement programs, such as Reading, Gifted, ESOL
- training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.

#### Title III

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and immigrant students by providing funds to implement and/or provide:

- tutorial programs (K-12)
- parent outreach activities (K-12)
- behavioral/mental counseling services(K-12)

The above services will be provided should funds become available for the 2009-2010 school year and should the FLDOE approve the application. Software for the development of language and literacy skills in reading, mathematics and Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and immigrant students by providing funds to implement and/or provide:

- tutorial programs (K-12)
- parent outreach activities (K-12)
- behavioral/mental counseling services(K-12)

The above services will be provided should funds become available for the 2011-2012 school year and should the FLDOE approve the application. Software for the development of language and literacy skills in reading, mathematics and science.

#### Title X- Homeless

The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.

- Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students.
- The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless and are provided with all entitlements.
- Project Upstart provides a homeless sensitivity and awareness campaign throughout all the schools each school is provided a video and curriculum manual, a contest is sponsored by the homeless trust, which is a community organization.

#### Supplemental Academic Instruction (SAI)

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Riviera Middle School will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

#### Violence Prevention Programs

The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and TRUST Specialists.

Drug-Free Youth in Town (D-FY-IT) Program-partnership with the D-FY-IT, Inc..in providing drug information, developing leadership skills, organizing community service opportunities, facilitating club meetings, and coordinating special activities for students and parents.

#### Nutrition Programs

- 1) Riviera Middle School adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- 2) Nutrition education, as per state statute, is taught through physical education.
- 3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

#### Housing Programs

N/A

#### Head Start

N/A

#### Adult Education

N/A

#### Career and Technical Education

#### Job Training

N/A

#### Other

##### Other

##### Parental

- Involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services.
- Increase parental engagement/involvement through developing (with on-going parental input) our Title I School-Parent Compact (for each student); our school's Title I Parental Involvement Policy; scheduling the Title I Orientation Meeting (Open House); and other documents/activities necessary in order to comply with dissemination and reporting requirements.
- Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents' schedule as part of our goal to empower parents and build their capacity for involvement.
- Complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118.

Confidential "as-needed services" will be provided to any students in the school in "homeless situations" as applicable.

Additional academic and support services will be provided to students and families of the Migrant population as applicable.

##### School Improve Grant Fund/School Improvement Grant Initiative

Riviera Middle School receives funding under the School Improvement Grant Fund/School Improvement Grant Initiative in order to increase the achievement of the lowest performing subgroups through comprehensive, ongoing data analysis, curriculum and instruction alignment, and specific interventions such as extended day remedial tutorial instruction, Differentiated instruction/intervention, classroom libraries, Project CRISS, and Learning 100. Additionally, Title I School Improvement Grant/Fund support funding and assistance to schools in Differentiated Accountability based on need.

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

##### School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Identify the school-based MTSS/RtI Leadership Team.

Principal:

Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing MTSS/RTI, conducts assessment of MTSS/RTI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS/RTI implementation, and communicates with parents regarding school-based MTSS/RTI plans and activities.

Assistant Principal :

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.

Department Chairpersons for each subject area:

Provides information about core instruction, participates in student data collection.

Exceptional Student Education (ESE) Teachers:

Participates in student data collection, integrates core instructional activities/materials, and collaborates with general education teachers through such activities as co-teaching.

Team Leaders:

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

Technology Specialist:

Develops or brokers technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display.

Student Services Personnel:

Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

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/RTI efforts?

The MTSS/RTI Leadership Team will focus meetings on how to develop and maintain a problem solving system to bring out the best in our schools, our teachers, and in our students.

The team meets once a week to engage in the following activities:

- Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

Describe the role of the school-based MTSS/RTI 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 MTSS/RTI Leadership Team will meet with the ESSAC council, principal, and assistant principal to help develop the SIP. The team provided data on: the lowest bottom 25% of the population, academic and social/emotional areas that needed to be addressed; helped set clear expectations for instruction, facilitated the development of a systemic approach to teaching using the Florida Continues Improvement Model and aligned process and procedures.

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### MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

Data will be used to guide instructional decisions and system procedures for all students to:

- adjust the delivery of curriculum and instruction to meet the specific needs of students
- adjust the delivery of behavior management system
- adjust the allocation of school-based resources
- drive decisions regarding targeted professional development
- create student growth trajectories in order to identify and develop interventions

Managed data will include:

Academic

- FAIR assessment
- Interim assessments
- State/Local Math and Science assessments
- FCAT
- Student grades
- School site specific assessments

Behavior

- Student Case Management System
- Detention
- Suspensions/expulsions
- Referrals by student behavior, staff behavior, and administrative context
- Office referrals per day per month
- Team climate surveys
- Attendance
- Referrals to special education programs

Frequency: Twice a month for data analysis.

Describe the plan to train staff on MTSS.

The district professional development and support will include:

1. training for all administrators in the MTSS/RtI problem solving, data analysis process;
2. providing support for school staff to understand basic RtI principles and procedures; and
3. providing a network of ongoing support for MTSS/RtI organized through feeder patterns.

Describe the plan to support MTSS.

## Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Principal: Winston A. Whyte  
Assistant Principals: Albert Mancebo  
Department Chairpersons for each subject area: Elena Abreu, LA; Edilma Medina and Juliet Colthirst-Edwards, Math; Liala Abreu, Social Studies; Deborah Zwolinski, Science, Roberto Schwartz, Gifted; Kamila Bhagwandin, Bilingual; Deborah White, Electives; Lisa Cadet, SPED; and Norma Rodriguez, Students Services  
Reading Coach: Sonia Yanes Team Leaders: 6th Grade Nidia Peña and Juana Fraga; 7th Grade Yusimi Lazo-Gonzalez and Elizabeth Calderon; 8th Grade Travis Ramsey and Shannon Saumell  
Technology Specialist: Andrew Domena

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

The LLT meets monthly from August through November and then again from March through May. During the months of December through March the team meets on a weekly basis. The major role of the LLT is to utilize data to drive instruction and to provide for the creation of and the implementation of tutorial and enrichment programs to promote for the maximization of student achievement.

The principal will promote the RLT as an integral part of the school literacy reform to promote a culture of reading by:

- including representation from all curricular areas on the MTSS/RtI
- selecting team members who are skilled and committed to improving literacy
- offering professional growth opportunities for team members
- creating a collaborative environment that fosters sharing and learning
- developing a schoolwide organizational model that supports literacy instruction in all classes
- encouraging the use of data to improve teaching and student achievement.

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

The major initiatives of the LLT this year will be to provide mentoring to particular groups of students within our lowest 25% in reading and math. Each member of the team will be responsible for a specific group assigned to them from the beginning of the year and it will be their responsibility to monitor their attendance, behavior, grades, and progress on their school based as well as district based assessments.

Once finalized, the 2010-2011 K-12 Comprehensive Research-Based Reading Plan will be disseminated to all of the staff prior to the Opening of School meeting. At the Opening of School meeting, the principal will explain this document explicitly to the entire staff. The principal will reference the K-12 CRRP, monitor and review it throughout the year at regularly scheduled staff meetings.

## Public School Choice

Supplemental Educational Services (SES) Notification  
[View uploaded file](#) (Uploaded on 10/11/2012)

## \*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.

## \*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.



The teaching of reading is a critical element for all subject area and elective teachers at Riviera Middle School. To ensure that teaching reading is the responsibility of every teacher several components have been put in place, including but not limited to:

- One day of subject specific reading assignments in all elective classes.
- Implementation of CRISS strategies in all science and social studies classes.
- The infusion of writing across the curriculum.
- The infusion of reading instruction as part of the social studies curriculum.

### \*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:	The results of the 2011-2012 FCAT Reading Test indicate that 27% of students achieved Level 3 proficiency.  Our goal for the 2012-2013 school year is to increase level 3 student proficiency by 5 percentage points to 32 %.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% (213)	32% (250)

#### 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	1a.1. Results from the 2012 FCAT Reading suggest that the area offering the greatest opportunity for improvement is Reporting Category 2 – Reading Application  Students struggle to read and comprehend complex literary and informational texts independently and proficiently.	1a.1. Teachers will analyze the structure of the texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., chapter, section, and stanza) relate to each other and to the whole.	1a.1. MTSS/RtI Team	1a.1. Classroom walkthroughs; interim and other assessment data will be disaggregated by both social studies and language arts teachers to determine effectiveness of reading benchmark instruction in content area.	1.1. Formative: Student work, teacher feedback, Reading Plus reports, Interim Assessments and Benchmark Mini Assessments, Reading theme tests  Summative: 2013 FCAT 2.0 Reading Assessment
2	An area of deficiency as noted on the 2011 administration of the FCAT Reading Test was Reporting Category 1- Vocabulary	School wide words of the week emphasizing prefixes, suffixes, root words, synonyms, and antonyms	Principal, APC, Reading Coach, RtI Team, and Media Specialist	Students will be assessed on vocabulary words monthly during advisement	1.1 Formative Monthly Words and Phrases in Context assessments during advisement.  Interims  Summative Results from 2012 FCAT Reading Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.  Reading Goal #1b:	The results of the 2012 Florida Alternate Assessment Reading Test indicate that 32% of students achieved Level 4, 5, and 6 proficiency.  Our goal for the 2012-2013 school year is to increase Level 4, 5, and 6 student proficiency by 5 percentage point to 37 %.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
32%(17)	37% (20)

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>Trend data indicates that the percentage of students scoring above proficiency declines when the students transition from elementary to middle school, particularly in Reporting Category 4 – Informational Text/Research Process.</p> <p>Students who consistently meet benchmarks require enrichment activities to ensure an appropriate level of challenge.</p>	<p>1.1. Students require multiple reads of a selection prior to responding to comprehension questions and researching information.</p>	<p>1.1. Department Chair MTSS/RtI Team</p>	<p>1.1. Classroom walkthroughs; other assessment data will be disaggregated to determine effectiveness of reading benchmark instruction in content area.</p>	<p>1.1. Formative: Student work, teacher feedback</p> <p>Summative: 2013 Florida Alternate Assessment</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.	The results of the 2011-2012 FCAT Reading 2.0 Test indicate that 24% of students achieved levels 4 and 5 proficiency.
Reading Goal #2a:	Our goal for the 2012-2013 school year is to increase levels 4 and 5 students' proficiency by 2 percentage point to 26%.

2012 Current Level of Performance:	2013 Expected Level of Performance:
24% (191)	26% (203)

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>A lag analysis of FCAT trend data indicates that the percentage of students scoring above proficiency declines when the students transition from elementary to middle school, particularly in Reporting Category 4 – Informational Text/Research Process.</p> <p>Students who consistently meet benchmarks require enrichment activities to ensure an appropriate level of challenge.</p>	<p>Teachers will integrate and evaluate content presented in diverse formats and media.</p> <p>In addition teachers will use real-world documents (articles, brochures, web sites) to interpret and organize information.</p> <p>Use instructional Strategies that include:</p> <ul style="list-style-type: none"> <li>• Reciprocal teaching</li> <li>• Opinion proofs</li> <li>• Question-and-answer relationships</li> <li>• Note-taking skills</li> <li>• A minimum of 30 minutes of silent reading per day</li> </ul>	<p>MTSS/RtI Leadership Team</p>	<p>Review ongoing Classroom assessments/observations focusing on students' ability to complete assignments as teachers' become facilitators guiding students to become independent learners.</p> <p>Rubrics will be developed to assess student learning.</p>	<p>Formative: Student work samples utilizing rubrics, benchmark mini assessments, Reading Plus Reports</p> <p>Summative: 2013 FCAT 2.0 Reading Assessment</p>

		Also, encourage these students to use the Reading Plus program and provide more explicit thematic components (to complement our magnet offerings)			
2	An area of deficiency as noted on the 2011 administration of the FCAT Reading Test was Reporting Category 2-Reading Application.	Independent reward activities for Reading Plus and Accelerated Reader.	Principal, APC, Reading Coach and Department Chairs	Student reading data as demonstrated by AR and RP	Formative STAR, Reading Plus Interims  Summative Results from 2012 FCAT Reading Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading.  Reading Goal #2b:	he results from the 2011-2012 Florida Alternate Assessment indicate that 30% of students achieved above Level 7.  Our goal for the 2012-2013 school year is to increase level 7 student proficiency by 3 percentage point to 33%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (16)	33% (17)

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	The area of deficiency as noted on the 2012 administration of the Florida Alternate Assessment Reading Test was Vocabulary  Students who consistently meet benchmarks require enrichment activities to ensure an appropriate level of challenge.	Vocabulary should be introduced to students with pictures and print as well as guiding them to read fiction, nonfiction and informational text to identify the differences.	Vocabulary should be introduced to students with pictures and print as well as guiding them to read fiction, nonfiction and informational text to identify the differences.	Classroom walkthroughs; other assessment data will be disaggregated to determine effectiveness of reading benchmark instruction in content area	Formative: Student work, teacher feedback  Summative: 2013 Florida Alternate Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in reading.  Reading Goal #3a:	The results of the 2011-2012 FCAT Reading Test indicate that 65% of students made learning gains.  Our goal for the 2012-2013 school year is to increase student achieving learning gains by 5 percentage points to 70%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
65% (459)	70% (494)

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	Results from the 2012 FCAT Reading suggest that the area offering the greatest opportunity for improvement is Reporting Category 2- Reading Application	Students will utilize technology to increase reading proficiency. Reading Plus and FCAT Explorer will be used to provide individualized and differentiated practice in reading.	MTSS/ Rtl Team Principal, Department Chairperson	Analysis of FAIR and Interim Assessment results; review flexible reading groups frequently and ensure that groups are redesigned to target the needs of students based on assessment results.	Formative: Student work samples , interims, benchmark mini-assessments  Summative: 2013 FCAT 2.0 Reading Assessment
2	An area of deficiency as noted on the 2011 administration of the FCAT Reading Test was Reporting Category 2- Reading Application	Develop an Instructional Focus Calendar for Reading and Language Arts classes	Principal, APC, Bilingual Chair, Rtl Team and Department Chairs	Administration will be aware of the IFC's upcoming focus and monitor implementation through classroom walkthroughs	Formative Interim Assessments  Summative Results from 2012 FCAT Reading Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.  Reading Goal #3b:	The results from the 2011-2012 Florida Alternate Assessment indicate that 67% of students made learning gains.  Our goal for the 2012-2013 school year is to increase student achievement learning gains by 5 percentage points to 72%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
67%(30)	72%(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	The area of deficiency as noted on the 2012 administration of the Florida Alternate Assessment Reading Test was Vocabulary	Students should be given the opportunity to make choices using concrete objects, real pictures and symbols paired with words.	Department Chair MTSS/RTI Team, Intensive Reading Teachers, Itinerant Reading Coach	Classroom walkthroughs; other assessment data will be disaggregated to determine effectiveness of reading benchmark instruction in content area.	Formative: Student work, teacher feedback  Summative: 2013 Florida Alternate Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.  Reading Goal #4:	The results of the 2011-2012 FCAT Reading Test indicate that 65% of students in the lowest 25% made learning gains.  Our goal for the 2012-2013 school year is to increase in the lowest 25% achieving learning gains by 5 percentage points to 70%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
65% (123)	70% (132)

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>Inconsistent implementation of differentiated instruction has hindered progress.</p> <p>Students need additional support in Reading Category 2 – Reading Application</p>	<p>Students will receive intervention through Intensive Reading classes.</p> <p>Students will benefit from intervention and practice critically analyzing text. Teacher will emphasize instruction by including strategies such as: reciprocal teaching, question-answer relationships, opinion proofs, note-taking and summarizing skills, questioning the author and by encouraging students to read from a wide variety of texts. A more rigorous implementation of the nonfiction materials and publications available through Voyager, as well as regular use of supplemental periodicals to locate, identify and analyze a variety of text structures and features, to aid in the development of students' understanding of said literary features.</p> <p>Students will participate in Reading Plus, a web-based tutorial to emphasize text features, titles, subtitles, headings and word analysis. Students will participate in small group differentiated instruction to emphasize reciprocal teaching strategies, question-answer relationships</p>	MTSS/RtI Team	Regular review of Voyager Data Summary Reports	<p>Formative: Student Voyager Reading Benchmark test, SOLO, student artifacts, FAIR testing, Reading Plus reports, Interim Assessments</p> <p>Summative: 2013 FCAT 2.0 Reading Assessment</p>
2	An area of deficiency as noted on the 2011 administration of the FCAT Reading Test was Reporting Category 2- Reading Application	<p>Plan supplemental instruction/ intervention for students not responding to core instruction. Focus of instruction is determined by review of FAIR data.</p> <p>Before and After School Tutoring Title I, SES Tutoring, Reading Plus Home Learning Implementation.</p>	Reading Coach RtI Team	Student progress is assessed using FAIR OPM every 20 days for all students receiving Tier 2 supplemental instruction. Percent of students making adequate progress toward benchmark is calculated.	<p>4.1. Formative FAIR Interims</p> <p>Summative Results from 2012 FCAT Reading Assessment</p>

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Reading Goal # The goal of AMO-2 is to reduce the % of non-proficient by 50% over six years.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	56	60	64	68	72	

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 reading.  Reading Goal #5B:	The FCAT results of the 2011-2012 FCAT 2.0 Reading Test indicate that 60% of students in the White subgroup achieved proficiency.  Our goal is to increase student proficiency by 15 percentage points to 75%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 60% Black: 50% Hispanic: 54% Asian: n/a American Indian: n/a	White: 75% Black: 52% Hispanic: 58% Asian: n/a American Indian: 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
1	The area of deficiency as noted on the 2012 FCAT 2.0 Reading Assessment was: Reading Application (Reporting Category 2.)	Teachers will establish the practice of justifying answers by going back to the text for support and help students use graphic organizers to see patterns and summarize the main points. Students will practice analyzing the author's perspective, choice of words, style, and technique to understand how these elements influence the meaning of text.	MTSS/RtI Leadership Team	Evaluate and monitor weekly assessment data reports to guarantee that the teaching strategies in place are effective and students are showing progress. Furthermore, if modifications need to be made, then teachers will modify their strategies as needed.	Formative: Reports from , Reading Plus, Riverdeep and FCAT Explorer. In addition, data reports from district-wide formative assessments such as FAIR, and Interim Assessments.  Summative: Results from the 2013 FCAT 2.0 state assessment.
2	Hispanic:  An area of deficiency as noted on the 2011 administration of the FCAT Reading Test was Reporting Category 4- Informational Text/Research Process	Social Studies teachers will explicitly infuse the reading benchmarks in lesson plans and instructional delivery	Principal, APC, Reading Coach, RtI Team and Department Chairs	When visiting Social Studies classrooms, administrators will focus their attention on the frequency of explicitly teaching to the reading benchmarks in social studies	Formative Interim  Summative Results from 2012 FCAT Reading Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in reading.  Reading Goal #5C:	The results of the 2011-2012 FCAT 2.0 Reading Test indicate that 29% of English Language Learners achieved proficiency.  Our goal is to increase student proficiency by 14 percentage points to 43%.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
29%(37)	43%(55)

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	The area of deficiency as noted on the 2012 FCAT 2.0 Reading Assessment was: Literary Analysis: Fiction and Nonfiction (Reporting Category 3.)	Teachers will teach students to graphically depict comparison-and-contrast relationships to help understand them. Students will also practice identifying the methods of development, as well as multiple patterns within a single passage. Students will be given more experience with problem-and-solution-finding activities. Teachers will emphasize identifying words and clue words that signal relationships. Students will practice reducing textual information to key points so that comparisons can be made across texts; students will also become more familiar with comparing and contrasting in and across a variety of genres. More emphasis should be placed on reading closely to identify relevant details that support comparison and contrast. Emphasis will be placed on recognizing implicit meaning or the details within a text that support inferencing (i.e., while providing increasingly more challenging practice in making inferences). Useful instructional strategies include: graphic organizers; concept maps; open compare/contrast; signal or key words (e.g., since, because, after, while, both, however); and encouraging students to read from a wide variety of texts	MTSS/RtI Leadership Team	Evaluate and monitor weekly assessment data reports to guarantee that the teaching strategies in place are effective and students are showing progress. Furthermore, if modifications need to be made, then teachers will modify their strategies as needed.	Formative: Reports from , Reading Plus, Riverdeep and FCAT Explorer. In addition, data reports from district-wide formative assessments such as FAIR, and Interim Assessments.  Summative: Results from the 2013 FCAT 2.0 state assessment.
2	An area of deficiency as noted on the 2011 administration of the FCAT Reading Test was Reporting Category 2-Reading Application	Utilize Teen Biz 3000 Program through before and after-school Title III Tutoring.	Principal, APC, Reading Coach, RtI Team and Department Chairs	Monitor weekly progress using Teen Biz 3000.	5B.1. Formative Teen Biz 3000 Interims  Summative Results from 2012 FCAT Reading Assessment



Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading.  Reading Goal #5D:	The results of the 2011-2012 FCAT 2.0 Reading Test indicate that n41% of Students With Disabilities achieved proficiency.  Our goal is to increase student proficiency by n percentage points to 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
41% (55)	43% (57)

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	The area of deficiency as noted on the 2012 FCAT 2.0 Reading Assessment was: Literary Analysis: Fiction and Nonfiction (Reporting Category 3.)  There is inconsistent implementation of small group instruction during the reading instructional block in the resource classes.	Implement a rotation scheduled for small group instruction during the Language Arts instructional block; provide tailored instruction utilizing graphic organizers, summarization activities, text marking, and concept maps to enhance students' use of figurative/descriptive language.	MTSS/RtI Leadership Team	Progress monitoring used to ensure fluency goals are being met and to adjust intervention as needed on order to see and ensure academic growth.  RtI Team members will monitor and adjust academic goals utilizing teacher feedback on student skill attainment and mini assessments from informal and tutorial assessments.	Formative: Weekly/monthly Reading Plus Reports.  State and District mandated assessments such as Interim Assessments and 2013 FCAT Assessment
2	An area of deficiency as noted on the 2011 administration of the FCAT Reading Test was Reporting Category 3- Literary Analysis	Implement supplemental instruction/ intervention for students not responding to core instruction. Focus of instruction is determined by review of FAIR data.	Reading Coach and RtI Team	Student progress is assessed using FAIR OPM every 20 days for all students receiving Tier 2 supplemental instruction. Percent of students making adequate progress toward benchmark is calculated	Formative FAIR Interims  Summative Results from 2012 FCAT Reading Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in reading.  Reading Goal #5E:	The results of the 2011-2012 FCAT 2.0 Reading Test indicate that 52% of Economically Disadvantaged achieved proficiency.  Our goal is to increase student proficiency by 6 percentage points to 58%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
52% (345)	58% (385)

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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1	The area of deficiency as noted on the 2012 FCAT 2.0 Reading Assessment was: Reading Application (Reporting Category 2.)	Teachers will establish the practice of justifying answers by going back to the text for support and help students use graphic organizers to see patterns and summarize the main points. Students will practice analyzing the author's perspective, choice of words, style, and technique to understand how these elements influence the meaning of text.	MTSS/RtI Leadership Team	Evaluate and monitor weekly assessment data reports to guarantee that the teaching strategies in place are effective and students are showing progress. Furthermore, if modifications need to be made, then teachers will modify their strategies as needed.	Formative: Reports from , Reading Plus, Riverdeep and FCAT Explorer. In addition, data reports from district-wide formative assessments such as FAIR, and Interim Assessments. Summative: Results from the 2013 FCAT 2.0 state assessment.
2	An area of deficiency as noted on the 2011 administration of the FCAT Reading Test was Reporting Category 2- Reading Application	Student Achievement Chats will be conducted with all students during homeroom following Interim assessments.	Principal, APs, Reading Coach, RtI Team and Counselors	Administrators will review log for Student Achievement Chats during walkthroughs.	Formative Interims  Summative Results from 2012 FCAT Reading Assessment

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
Literacy Across the Curriculum	6-8	LLT Team	6-8 Reading and Content Area Teachers	October 5, 2012 December 13, 2012 January 17, 2013 February 14, 2013 May 2, 2013	Interim Assessment Reports	MTSS/RtI Leadership Team
AR/STAR/Edusoft	6-8 Language Arts and Reading	Media Specialist and Reading Coach	Language Arts, Reading, Math, Science Teachers	October 5, 2012 December 13, 2012 January 17, 2013 February 14, 2013 May 2, 2013	AR/STAR Data Chats/ Edusoft reports	Principal, APC, Reading Coach
Data Analysis	6-8 Language Arts and Reading	Language Arts Chairperson	Language Arts and Reading Teachers	9/10/12-5/31/13	Student Assessment Data Folders	Principal, APC LA Department Chair
Reading Plus Training/follow-up trainings	6-8	District / Region Professional Development Trainers, Reading Coach	Reading and Language Arts Teachers	October 5, 2012 December 13, 2012 January 17, 2013 February 14, 2013 May 2, 2013	Data provided with mini-assessments and student work folders	MTSS/RtI Leadership Team

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
1a.1, 1.1, 2a.1, 2.1, 3a.1, 3b.1, 4a.1, 4.1, 5b.1, 5c.1, 5d.1, 5e.1	Reading Plus Training	School Discretionary Budget	\$1,000.00

			Subtotal: \$1,000.00
<b>Technology</b>			
Strategy	Description of Resources	Funding Source	Available Amount
1a.1, 1.1, 2a.1, 2.1, 3a.1, 3b.1, 4a.1, 4.1, 5b.1, 5c.1, 5d.1, 5e.1	AR/STAR	School Discretionary Budget Title I Budget	\$3,000.00
			Subtotal: \$3,000.00
<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: \$4,000.00</b>

*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:		The results of the 2012 CELLA Listening /Speaking Test indicate that 40% of the students in the achieved proficiency.  Our goal is to increase student proficiency by 3 percentage points to 43%			
2012 Current Percent of Students Proficient in listening/speaking:					
40% (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
1	An area of deficiency in the 2012 CELLA test was in Listening and Speaking.	The ELL teacher will incorporate modeling, Teacher Lead Groups, Brainstorming and Think Alouds to reinforce skills needed for higher student performance in this area.	ELL Teachers, MTSS/RtI Leadership Team	Classroom walkthroughs; Administrative team and teachers will disaggregate and analyze student data and in-class assessment to determine effectiveness of strategies implemented.	Formative: Student work samples , interims, benchmark mini-assessments  Summative: 2013 CELLA

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:	The results of the 2012 CELLA Reading Test indicate that 23% of the students achieved proficiency.  Our goal is to increase student proficiency by 3 percentage points to 26%

2012 Current Percent of Students Proficient in reading:

23% (30)

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	An area of deficiency in the 2012 CELLA test was in Reading.	The ELL teacher will incorporate Strategies to improve student reading proficiency through the use of Read Alouds, Task Cards, Cooperative Learning, and Graphic Organizers.	ELL Teachers Administration Department Chair	Classroom walkthroughs; Administrative team and teachers will disaggregate and analyze student data and in-class assessment to determine effectiveness of strategies implemented.	Formative: Student work samples , interims, benchmark mini-assessments  Summative: 2013 CELLA

Students write in English at grade level in a manner similar to non-ELL students.

3. Students scoring proficient in writing.

The results of the 2012 CELLA Writing Test indicate that 24% of the students achieved proficiency.

CELLA Goal #3:

Our goal is to increase student proficiency by 3 percentage points to 27%

2012 Current Percent of Students Proficient in writing:

24% (29)

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	An area of deficiency in the 2012 CELLA test was in Writing.	The ELL teacher will incorporate strategies to improve student writing which include Illustrating and labeling, Process Writing, Summarizing, and Spelling Strategies to improve student performance in writing.	ELL Teachers Administration Department Chair	Classroom walkthroughs; Administrative team and teachers will disaggregate and analyze student data and in-class assessment to determine effectiveness of strategies implemented.	Formative: Student work samples , interims, benchmark mini-assessments  Summative: 2013 CELLA

CELLA 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
<b>Technology</b>			
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 CELLA Goals*

## 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.  Mathematics Goal #1a:	The results of the 2011- 2012 FCAT Mathematics Test indicates that 24% of students achieved Level 3 in proficiency.  Our goal for the 2012-2013 school year is to increase Level 3 student proficiency by 6 percentage points to 30%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
24% (187)	30% (233)

### 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	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test was the reporting category of Geometry and Measurement.  The students lack the ability to determine a missing dimension and compare, contrast and convert units of measurement. This is due to limited classroom opportunities to develop exploration and inquiry activities.	Implement the use of grade level planning as an opportunity for teachers to plan and share best practices, plan for the integration of links to learning from geometry software and manipulative. Students will be given the opportunity to develop exploration and inquiry activities in order to maintain and or increase understanding.	MTSS/RtI Leadership Team and Mathematics department chairperson	Review formative bi-weekly assessment data reports to make certain that there is academic growth and mastery by students.  Conduct grade level meetings to gather information from teachers to discuss which strategies have been effective and share best practices	Formative bi-weekly assessments and data reports  Summative 2013 FCAT 2.0 Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.  Mathematics Goal #1b:	The results of the 2011-2012 FCAT Mathematics Test indicate that 43% of students achieved Level 4, 5 and 6 in mathematics proficiency.  Our goal for the 2012-2013 school year is to increase Levels 4, 5, and 6 student proficiency by 5 percentage points to 48%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
43% (23)	48% (25)

### 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
	The area of deficiency as	with opportunities to	Department Chair	Classroom walkthroughs;	Formative:

1	<p>noted on the 2012 administration of the FCAT 2.0 Mathematics Test was the reporting category of Geometry and Measurement.</p> <p>The students lack the ability to determine a missing dimension and compare, contrast and convert units of measurement. This is due to limited classroom opportunities to develop exploration and inquiry activities.</p>	<p>learn concepts using manipulatives visuals, number lines and assistive technology as well as providing repetition for long term learning math concepts such as rote counting, fact fluency and tools for measurement.</p>	<p>Administration MTSS/Rti</p>	<p>other assessment data will be disaggregated to determine effectiveness of reading benchmark instruction in content area.</p>	<p>Student work, teacher feedback</p> <p>Summative: 2013 Florida Alternate Assessment</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 mathematics.	<p>The results of the 2011-2012 FCAT 2.0 Mathematics Test indicate that 21% of students achieved proficiency (Level 4 and 5).</p> <p>Our goal for the 2012-2013 school year is to maintain and/or increase student proficiency by 2 percentage points to 23%.</p>
Mathematics Goal #2a:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
21% (160)	23% (178)

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	The lowest scoring area was in the Reporting Category of Geometry and Measurement	Infusion of higher-order, interdepartmental, collaborative projects	Principal; APC; Rti Team, Mathematics, and Science Teachers and Department Chairs	Students will be evaluated on the different components of their projects, through the use of rubrics by subject-area teachers and progress will be discussed at monthly interdepartmental meetings	Formative Various rubrics, Interim assessments  Summative Results from 2012 FCAT Math Assessment
2	<p>The area of deficiency or non-improvement on the 2012 administration of the FCAT 2.0 Mathematics Test was the reporting categories of fractions, Ratios, Proportional Relationships and Statistics as well as Ratios and proportional Relationships.</p> <p>Students had difficulty solving problems that included fractions and ratios. Student's lack of memorization of multiplication tables posed difficulty in all types of fraction operations.</p>	Incorporate the use of imbedded reviews in class so that students can practice operations involving the use of fractions where knowledge of multiplicative factors is present.	MTSS/Rti Leadership Team and Mathematics department chairperson	<p>Review data reports to ensure students are making adequate progress.</p> <p>Conduct grade level discussions to attain teacher feedback and reflect on how the implementation of imbedded content is assisting students with their daily learning.</p>	<p>Formative: Data reports from Interim Assessments.</p> <p>Summative 2013 FCAT 2.0 Assessment</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:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics.  Mathematics Goal #2b:	The results of the 2011- 2012 FCAT Mathematics Test indicate that 19% of students achieved Level 7 in mathematics proficiency.  Our goal for the 2012-2013 school year is to increase Levels 7 student proficiency by 3 percentage points to 22%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
19% (10).	22% (12)

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	The area of deficiency as noted on the 2012 administration of the 2012 Florida Alternate Assessment was Number sense.  Students had difficulty solving problems that included fractions and ratios. Student's lack of memorization of multiplication tables posed difficulty in all types of fraction operations.	The teacher will provide students with opportunities to provide repetition for long term learning math concepts such as rote counting, fact fluency and tools for measurement along with using guided discussion to engage students in real life math problems.	Department Chair Administration MTSS/Rti	Classroom walkthroughs; other assessment data will be disaggregated to determine effectiveness of reading benchmark instruction in content area.	Formative: Student work, teacher feedback  Summative: 2013 Florida Alternate Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in mathematics.  Mathematics Goal #3a:	On the 2011-2012 FCAT 2.0 Mathematics Test 64% of students made learning gains.  Our goal for the 2012-2013 school year is to provide appropriate interventions, remediation, and enrichment opportunities in order to increase the percentage of students making learning gains by 5 percentage points to 69%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
64% (451)	69% (486)

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	The lowest scoring area was in the Reporting Category of Geometry and Measurement	Quarterly data chats during advisement	Principal, APC, Rti Team and Mathematics Department Chairperson	Review student grouping charts frequently and ensure groups are redesigned to target the needs of students based on assessment.	Formative Various rubrics, Interim assessments  Summative Results from 2012 FCAT Math Assessment



2	The areas of deficiencies are reporting categories 1, 2 and 3: Number Operations and Geometry & and Measurement.	Review data reports to ensure students are making adequate progress. Conduct grade level discussions to attain teacher feedback and reflect on how the implementation of technology is assisting students with their daily learning.  Provide concrete real-world examples through the mathematics instructional block.	MTSS/RtI Leadership Team and Mathematics department chairperson	Review of weekly assessments to adjust instruction as needed to ensure progress is being made and students are making learning gains.  Conduct grade-level discussions to attain teacher feedback on student progress and strategies used.	Formative: Weekly assessments and student-generated work.  Summative: Results from 2013 FCAT 2.0 Mathematics Assessment..
3	Students' understanding of data interpreted in various forms and formats is lacking.	Incorporate the use of graphing calculators so that students can visualize and better understand	MTSS/RtI Leadership Team and Mathematics department chairperson	Through observations/discussions ensure implementation of graphing calculator usage in the classroom.	Formative: Weekly assessments and student-generated work.  Summative: Results from 2013 FCAT 2.0 Mathematics Assessment.
4	Students' understanding of concepts in the areas above are disconnected from real-life situations.	Use of manipulatives and/or realia and real-life examples & problems will help students transfer mathematical theories to practical use.	MTSS/RtI Leadership Team and Mathematics department chairperson	Through observations/discussions ensure implementation of use of manipulatives in the classroom.	Formative: Weekly assessments and student-generated work.  Summative: Results from 2013 FCAT 2.0 Mathematics Assessment.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.  Mathematics Goal #3b:	The results of the 2011- 2012 FCAT Mathematics Test indicate that 77% of students achieved Learning Gains in mathematics proficiency.  Our goal for the 2012-2013 school year is to increase Learning Gains by 5 percentage points to 82%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
77% (35)	82% (39)

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:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.	On the 2011-2012 FCAT 2.0 Mathematics Test 52% of students in the lowest 25% made learning gains.  Our goal for the 2012-2013 school year is to provide
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Mathematics Goal #4:	appropriate interventions and remediation in order to increase the percent of students in the lowest 25% making learning gains by 10 percentage points to 62% and achieve a higher level of academic performance.
2012 Current Level of Performance:	2013 Expected Level of Performance:
52% (98)	62% (117)

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	The lowest scoring area was in the Reporting Category of Geometry and Measurement	Identify lowest performing students in all grade levels. Intensive math classes will be created to provide all level 1 and 2 students who are not in intensive reading additional math remediation. Students who have intensive reading will be provided with pullout sessions for one-hour two times per week to address deficiencies..	MTSS/RtI Leadership Team and Mathematics department chairperson	Review of weekly assessments and student work portfolios to monitor progress and provide added intervention as needed.	Formative: Weekly assessments, data reports, and review of interventions.  2013 FCAT 2.0 Mathematics Assessment.

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 # The goal of AMO-2 is to reduce the % of non-proficient by 50% over six years.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	51	55	60	64	69	

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:	<p>The results of the 2011-2012 FCAT Reading test indicate that the White subgroup had 80% of students proficient . This year we will increase 12 percentage points.</p> <p>The results of the 2011-2012 FCAT Reading test indicate that the Black subgroup had 33% of students proficient . This year we will increase 30 percentage points.</p> <p>The results of the 2011-2012 FCAT Reading test indicate that the Hispanic subgroup had 48% of students proficient . This year we will increase 6 percentage points.</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 48% Black: 33% Hispanic: 48% Asian: n/a American Indian: n/a	White: 60% Black: 63% Hispanic: 54% Asian: n/a American Indian: 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
1	As noted on the 2012 FCAT 2.0 Mathematics Test, the areas of deficiencies are reporting categories 1, 2 and 3: Number Sense, Geometry, and Measurement.  There is inconsistent implementation of small group instruction during the mathematics instructional block	Implement a schedule for differentiated instruction in a pull-out setting for small groups during the mathematics instructional block. Provide specific instruction based on areas of deficiencies and utilize hands-on materials to develop understanding of concepts	MTSS/RtI Leadership Team and Mathematics department chairperson	MTSS/RtI Team Members will monitor and adjust academic goals utilizing teacher feedback on individual assessments.	Formative: Individual assessments.  2013 FCAT 2.0 Mathematics Assessment.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics.  Mathematics Goal #5C:	The results of the 2012 FCAT 2.0 Mathematics Test indicate that 31% of English Language Learners achieved proficiency.  Our goal for the 2012-2013 school year is to increase student proficiency by 17 percentage points to 48%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
31% (39)	48% (60)

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	As noted on the 2012 FCAT 2.0 Mathematics Test, the area of deficiency is Reporting Category 3: Geometry and Spatial Sense	Provide real-life contexts for mathematical explorations and develop student understanding through the support of manipulative, small group discussions, and demonstrations during the mathematics instructional block.	MTSS/RtI Leadership Team and Mathematics department chairperson	MTSS/RtI Team Members will review and monitor weekly assessments and provide feedback on student skill attainment.	Formative: Weekly individual assessments, small group assessments.  2013 FCAT 2.0 Mathematics Assessment.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.  Mathematics Goal #5D:	The results of the 2011-2012 FCAT 2.0 Mathematics Test indicate that 33% of Students with Disabilities achieved Adequate Yearly Progress.  Our goal for the 2012-2013 school year is to increase student proficiency by 12 percentage points to 45%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (43)	45% (59)

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	As noted on the 2012 FCAT 2.0 Mathematics Test, the areas of deficiencies are reporting categories 1, 2 and 3: Number Operations and Geometry & Measurement.  There is inconsistent implementation of small group instruction during the mathematics instructional block.	Implement a schedule for differentiated instruction in a pull-out setting for small groups during the mathematics instructional block. Provide specific instruction based on areas of deficiencies and utilize hands-on materials to develop understanding of concepts.	MTSS/RtI Leadership Team and Mathematics department chairperson	MTSS/RtI Team Members will monitor and adjust academic goals utilizing teacher feedback on individual student assessments.	Formative: Individual assessments.  2013 FCAT 2.0 Mathematics Assessment.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

E. Economically Disadvantaged students not making satisfactory progress in mathematics.  Mathematics Goal E:	The results of the 2011-2012 FCAT Mathematics Test indicates that 46% of Economically Disadvantaged students achieved Adequate Yearly Progress.  Our goal for the 2012-2013 school year is to increase student proficiency by 8 percentage points to 54%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
46% (304)	54% (356)

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	As noted on the 2012 FCAT Mathematics Test, the areas of deficiencies are reporting categories 1, 2 and 3: Number Sense, Geometry, and Measurement.  There is inconsistent implementation of small group instruction during the mathematics instructional block.	Implement a schedule for differentiated instruction in a pull-out setting for small groups during the mathematics instructional block. Provide specific instruction based on areas of deficiencies and utilize hands-on materials to develop understanding of concepts.	MTSS/RtI Leadership Team and Mathematics department chairperson	MTSS/RtI Team Members will monitor and adjust academic goals utilizing teacher feedback on individual assessments.	Formative: Individual assessments.  2013 FCAT 2.0 Mathematics Assessment.

End of Middle School Mathematics Goals

## Florida Alternate Assessment High School Mathematics Goals

\* When using percentages, include the number of students the percentage represents next to the percentage (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. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.

Mathematics 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. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.  Mathematics Goal #2:	
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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:

3. Florida Alternate Assessment: Percent of students making learning gains in mathematics.  Mathematics Goal #3:	
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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				

## High School Mathematics AMO Goals

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%.	Mathematics Goal #					
	5A : <input type="text"/>					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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:					
2012 Current Level of Performance:			2013 Expected Level of Performance:		
<input type="text"/>			<input type="text"/>		
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 subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics.  Mathematics Goal #5C:					
2012 Current Level of Performance:			2013 Expected Level of Performance:		
<input type="text"/>			<input type="text"/>		
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					

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 subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.  Mathematics Goal #5D:	
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 subgroup:

E. Economically Disadvantaged students not making satisfactory progress in mathematics.  Mathematics Goal E:	
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				

End of High School Mathematics Goals

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

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

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.	The results of the 2011-2012 Algebra EOC End of Course Test indicates that 45% of students achieved a Level 3 or higher.
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Algebra Goal #1:	Our goal for the 2012-2013 school year is to increase student proficiency by 2 percentage points to 47%. 47%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
45% (62)	47% (64)

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	Students had difficulty in determining the correct operation to appropriately solve and/or simplify algebraic expressions.	Imbed discussion of Order of Operations into algebra lessons	MTSS/RtI Leadership Team and Mathematics department chairperson	Ongoing classroom assignments and assessments that target the application of the skills taught.	Interim assessments. 2013 Algebra EOC End of Course Test.
2	Students had difficulty in conceptualizing various interpretations of linear equations.	Implement use of graphing calculators during instruction.	MTSS/RtI Leadership Team and Mathematics department chairperson	Ongoing classroom assignments and assessments that target the application of the skills taught.	Formative teacher-made assessments. 2013 Algebra EOC End of Course Test.

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.	The results of the 2012 Algebra EOC End of Course Test indicates that 27% of students achieved a Level 3 or higher.
Algebra Goal #2:	Our goal for the 2012-2013 school year is to increase student proficiency by 1 percentage points to 28%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% (37)	28% (38)

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	Students had difficulty in conceptualizing various interpretations of linear equations.	Implement use of graphing calculators during instruction	MTSS/RtI Leadership Team and Mathematics department chairperson	Ongoing classroom assignments and assessments that target the application of the skills taught.	Formative teacher-made assessments. 2013 Algebra EOC End of Course Test.
2	Students had difficulty in determining the correct operation to appropriately solve and/or simplify algebraic expressions.	Imbed discussion of Order of Operations into algebra lessons.	MTSS/RtI Leadership Team and Mathematics department chairperson	Discussions with teachers and students.	Interim assessments. 2013 Algebra EOC End of Course Test.



\* 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:	
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 Geometry.  Geometry 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				

*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

Data Analysis	Mathematics 6-8					
	Mathematics 6-8					

Mathematics 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 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.  Science Goal #1a:		On the 2012-2013 administration of the Science FCAT, 30% of students achieved FCAT Level 3 proficiency. The expected level of performance for the 2013 administration is 35% achieving proficiency			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
30% (81).		35% (92)			
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
	Results of the 2012 FCAT 2.0 Science assessment indicate that students had difficulty with Reporting Category 1 – Nature of Science due	Provide opportunities to complete two article reviews, science-related reading comprehension passages, and/or case studies each nine-	MSTT Team Science Teachers Administration	Results of assessment data from article reviews, science-related reading comprehension passages, and/or case studies will be used to	Formative: School-site developed rubric; student work and interim assessments

1	to lack of lab enhancements.	week period in order to enrich the development of higher order thinking skills by researching various science fields. Students will be provided the opportunities to incorporate technology, including the use of a USB drive into different activities. Lab enhancements will be implemented with intense rigor. Implementation of a technology lab will be administered and monitored.	monitor student progress.  A rubric will be designed to measure student progress in their writing and further promote high order thinking skills and use of technology and research.	Summative: 2013 FCAT 2.0 Science Assessment
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.  Science Goal #1b:	On the 2012 administration of the Florida Alternate Assessment in science, 39% of students achieved Level 4, 5, 6 proficiency. The expected level of performance for the 2013 administration is 44% achieving proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
39% (7)	44% (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
1	Results of the 2012 Florida Alternate Assessment in Science indicate that students had difficulty with the category of Nature of Science.	Instruction must be hands on so students can manipulate and explore actions and outcomes, as well as being provided with visual choices as presented by the FAA.	MTSS/LLT SPED teacher Administration	Classroom walkthroughs; other assessment data will be disaggregated to determine effectiveness of reading benchmark instruction in content area.	Formative: Student work, teacher feedback  Summative: 2013 Florida Alternate Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science.  Science Goal #2a:	On the 2011-2012 administration of the Science FCAT, 9% of students scored at FCAT Level 4 and 5 proficiency. The expected level of performance for the 2013 administration is 11% achieving above proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
9% (24)	11% (29)

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
1	Results of the 2012 FCAT 2.0 Science assessment indicate that students had difficulty with Reporting Category 1 – Nature of Science. Students need additional support to develop independent projects using research skills.	Identify students scoring 4 or 5 in Reading and Mathematics portion of the FCAT and mentor these students in the development of independent experimental projects to increase scientific thinking, and the development and discussion of inquiry based activities that allow for testing of hypotheses, data analysis, explanation of variables, models, and various investigative methods scientists use. Use Gizmos and/or Discovery Education at least twice per grading period along with the opportunity to manipulate data	Administration, Science Department Chairperson	A school site developed rubric for the completion of technology related projects will be utilized to monitor student achievement. Adjustments will be made as necessary. Gizmos reports will be reviewed to determine student progress.	Formative: School-site developed rubric, student work and interim assessments. Summative: 2013 FCAT 2.0 Science Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science.  Science Goal #2b:	On the 2011-2012 administration of the Florida Alternate Assessment in science, 17% of students achieved Level 7 proficiency. The expected level of performance for the 2013 administration is 20% achieving proficiency.
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2012 Current Level of Performance:

2013 Expected Level of Performance:

17% (3)

20% (4)

#### 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	Results of the 2012 Florida Alternate Assessment in Science indicate that students had difficulty with the category of Nature of Science.	Students need to observe real time activities to determine outcomes as well as having continuous review/practice when learning science concepts.	MTSS/LLT SPED teacher Administration	MTSS/LLT SPED teacher Administration	Formative: Student work, teacher feedback  Summative: 2013 Florida Alternate Assessment

## Florida Alternate Assessment High School Science Goals

\* When using percentages, include the number of students the percentage represents next to the percentage (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. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.

Science 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. Florida Alternate Assessment: Students scoring at or above Level 7 in science.

Science 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				

## Biology 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 Biology.

Biology 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 Biology.  Biology 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
Data Analysis	Science 6-8	Deborah Zwolinski	Science 6-8	Weekly Departmental Meetings	Departmental Data Chats	APC, Science Department Chair
Gizmos	Science 6-8	Deborah Zwolinski	Science 6-8	September 2012	Departmental Analysis of Student Usage Logs and Student Assessment Resu	APC, Science Department Chair
Edusoft	Science 6-8	Deborah Zwolinski and Sonia Yanes	Science 6-8	October 2012	Departmental Data Chats	APC, Science Department Chair

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
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
<b>Grand Total: \$0.00</b>			

*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.		The results of the FCAT 2011-2012 FCAT Writing Test Indicate that 75% of students scored level 3.0 or higher.			
Writing Goal #1a:		Our goal for the 2012-2013 school year is to increase student proficiency by 3 percentage points to 78%			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
75% (196)		78% (203)			
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	The increased rigor being applied to the FCAT writing rubric requires additional emphasis on conventions of grammar and quality of details. Limited use of rubrics, anchor papers, and detailed conventions were a barrier to expected proficiency.	Introduce students to self editing for the purpose of teaching students to assess and monitor their own writing progress and that of their peers, utilizing both anchor papers and the FCAT writing rubric. Student work will be used as a teaching tool to familiarize students with the expectations set in the scoring rubric and will be monitored along	MTSS/RtI Leadership Team	Frequent analysis of student work to monitor progress and adjust focus.	Formative: Midyear District writing assessments; student portfolios  Summative: FCAT writing assessment.

		with detailed conventions.			
2	The area of deficiency is persuasive writing. Limited use of rubrics, anchor papers, and detailed conventions were a barrier to expected proficiency	During instruction, students will engage in writing across the curriculum that is focused on the development of main ideas and support details. Social studies classes will incorporate written responses to questions that require students to support answers with details and examples. Science teachers will engage in technical/lab writing and article reviews that require students to identify main ideas using supporting details and evidence.	MTSS/RtI Leadership Team and department chairpersons	Administer and review monthly writing prompts to monitor students' progress and to adjust instructional focus as needed.	Formative : District Baseline data and student scores on monthly writing prompts.  Summative: 2013 FCAT Writing Test

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:	The results of the 2011-2012 Florida Alternative Assessment Writing Test Indicate that 50% of students scored level 4.0 or higher.  Our goal for the 2012-2013 school year is to increase student proficiency by 5 percentage points to 55%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (9)	55% (10)

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	The areas of deficiency as demonstrated on the administration of the 2012 Florida Writing Assessment, was persuasive writing. Limited use of rubrics, anchor papers, and detailed conventions were a barrier to expected proficiency.	The teacher will incorporate strategies that include using visuals with sentences to facilitate matching them to an appropriate topic as well as having continuous repetition/practice when learning writing concepts.	Administration MTSS/RTI SPED Teacher	Administer and review writing prompts to monitor students' progress and to adjust instructional focus need.	Formative: District Baseline data and Student scores on writing prompts and post test.  Summative: 2013 Florida Alternate Assessment Writing Test

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
Writing Conventions and the use of Rubrics	6-8	Writing Liaison/ Itinerant Reading Coach	6th through 8th grade teachers LA teachers, Social Studies teachers and ESE and ELL teachers	October 5, 2012 December 13, 2012 January 17, 2013 February 14, 2013 May 2, 2013	MTSS/RTI Leadership team meets on a monthly basis to monitor student progress on monthly prompts, assessments, Writing Portfolios and classroom walkthroughs documenting the use of effective writing instruction. Vertical grammar planning between 6th, 7th, and 8th grade teachers.	MTSS/RTI Leadership Team
Writing Across the Curriculum	6-8	WLT	Department Chairs	August 2012/Monthly	Student Writing Data	WLT
Scoring FCAT Writing Prompts	Grades 6-8	WLT	Language Arts teachers	October 5, 2012 December 13, 2012 January 17, 2013 February 14, 2013 May 2, 2013	Data provided with mini-assessments and student work folders	MTSS/RTI Leadership Team
Scoring FCAT Writing Prompts	Grades 6-8	WLT	Language Arts teachers	October 5, 2012 December 13, 2012 January 17, 2013 February 14, 2013 May 2, 2013	Data provided with mini-assessments and student work folders	MTSS/RTI Leadership Team
Write Traits	6-8	WLT	Language Arts Teachers	September 2012/ Monthly	Student Writing Data	WLT

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
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
			<b>Grand Total: \$0.00</b>

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:	The goal of the 2012-2013 school year is to have 10% of the students enrolled in Civics classes and attain a Level 3 or above on the District Civics Exam
2012 Current Level of Performance:	2013 Expected Level of Performance:
0%(1)	10%(26)

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	Students need additional support in developing a better understanding of the organization and function of government, especially the Constitution, Electoral College, Legislative Branch and checks and balances system.	Institute on-going common planning sessions for Civics teachers to plan and share best practices & plan for integration of technology. Utilize District-published lesson plans with assessments aligned to tested District Civics benchmarks to maximize opportunities for students to master tested content.	MTSS/RtI Leadership Team and Social Studies Department Chair.	assessments and ongoing classroom assessment/ observation. Conduct grade-level discussions to attain teacher feedback on student progress and strategies used.	Formative: Informal assessments and District assessments.  Summative: Civics End of Course Exam
2	Analyzing and interpreting primary and secondary sources to successfully respond to DBQs (document based questions).	Teachers will provide activities that allow students to interpret primary and secondary sources of information. Utilize technology and hands on activities that expose students to a multitude of primary sources in conjunction with the Social Studies Task Cards.	MTSS/RtI Leadership Team and Social Studies Department Chair.	MTSS/RtI Leadership Team and Social Studies Department Chair.	assessments and District assessments.  Summative: Civics End of Course Exam
3	ESOL students will be a serious challenge because in addition to the language barrier, there are also cultural barriers, such as limited or non-existent exposure to democratic concepts from their home countries.	Provide real-life contexts for democratic concepts explorations (i.e. current events) and develop student understanding through small group discussions, technology resources, and demonstrations during the Civics instructional block. In addition, using vocabulary and visual flashcards to develop an understanding of the content-specific vocabulary taught in Civics.	MTSS/RtI Leadership Team and Social Studies Department Chair.	Monthly review of assessments and student work portfolios to monitor progress and provide added intervention as needed.	Formative: Monthly assessments and review of interventions.  Summative: Civics End of Course Exam

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:	The goal of the 2012-2013 school year is to have 50% of the students enrolled in Civics classes attain a Level 4 or Level 5 on the Civics EOC
--	---

2012 Current Level of Performance:		2013 Expected Level of Performance:			
new		50%			
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	Students need additional exposure to instructional strategies and activities that are linked to increased rigor through inquiry and project-based learning.	Students will be given opportunities to develop exploration and inquiry activities to increase understanding. Provide opportunities for students to participate in project-based learning activities and opportunities to discuss the values, complexities and dilemmas involved in social, political and economic issues	MTSS/RtI Leadership Team and Social Studies Department Chair.	Use teacher generated rubrics, assessments and ongoing classroom assessment/observation	Formative: Informal assessments and District assessments.  Summative: Civics End of Course Exam

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
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 Civics Goals

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

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

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 U.S. History.  U.S. History 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 U.S. History.  U.S. History 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						

U.S. History 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 U.S. History EOC 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:	Our goal for the 2012-2013 school year is to increase the average daily attendance rate to 95.84% by minimizing absences due to illnesses and truancy and to create a climate in our school where parents, students and faculty feel welcomed and appreciated.  In addition, our goal for this school year is to decrease the number of students with excessive absences (260 or less), and excessive tardiness (151 or less).
2012 Current Attendance Rate:	2013 Expected Attendance Rate:

95.34 (815)	95.92% (791)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
95.92% (791)	257
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
135	128

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	Parents and students do not have a complete understanding of the District's attendance policies	Provide Parental/Student workshops to explain District's attendance policy.  Inform parents/ legal guardians through Parent Academy workshops of the importance of attendance for student achievement	Principal, AP, CIS	Workshop logs will be used to follow up with parents for questions, answers, and clarification of issues throughout the workshop as well as resources and support on the importance of school attendance. Attendance will be closely monitored through daily attendance bulletin.	Workshop logs  Cognos  Control-D  District Attendance/Attendance bulletins

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
Attendance Policy Parent Workshops	6-8	Amarilis Zamora	Parents	October 2012	Monitor Attendance Bulletin	Hilda Brena
Attendance Policy Parent Workshops	6-8	Amarilis Zamora	Parents	October 2012	Monitor Attendance Bulletin	Hilda Brena

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
<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 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:	<p>Based on the analysis of suspension data, and reference to "Guiding Questions", the number of In-School Suspensions was 64.</p> <p>The number of In-School Suspensions will decrease to 58.</p> <p>Based on the analysis of suspension data, and reference to "Guiding Questions", the number of students suspended In-School was 54.</p> <p>The number of students suspended In-School will decrease to 49 .</p> <p>Based on the analysis of suspension data, and reference to "Guiding Questions", the number of Out-of-School Suspensions was 72.</p> <p>The number of Out-of -School Suspensions will decrease to 65.</p> <p>Based on the analysis of suspension data, and reference to "Guiding Questions", the number of students suspended Out-of School was 50 .</p> <p>The number of students suspended Out-of-School will decrease to 45.</p>
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
64	58
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
54	49
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
72	65

2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
50	45

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	Parents and students do not have a complete understanding of the District's Code of Students Conduct.	Provide students and parents with assemblies and workshops to increase awareness of the District's Code of Student Conduct	Principal, AP, and SCSJ Teacher	Monitor Suspension Reports	Suspension Data Logs

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
Code of Students Conduct Workshops	6-8	SCSJ Teacher	Parents and Students	October 2012	Utilize classroom walk through to monitor teachers' enforcement of the Student Code of Conduct. Monitor Spot Success monthly report. Review parent participation in Open House meeting and Parent Academy Workshops.	AP

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Suspension incentives	Movie Day each quarter Dance each quarter	Title I PTSA	\$1,000.00
			Subtotal: \$1,000.00
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: \$1,000.00

End of Suspension Goal(s)

## Dropout Prevention Goal(s)

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

\* When using percentages, include the number of students the percentage represents (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. Dropout Prevention				
Dropout Prevention Goal #1:				
<i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>				
2012 Current Dropout Rate:		2013 Expected Dropout Rate:		
2012 Current Graduation Rate:		2013 Expected Graduation Rate:		
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						

Dropout Prevention 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 Dropout Prevention 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:		n/a		
<i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>				
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:		
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
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						

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:	
<p>1. STEM</p> <p>STEM Goal #1:</p>	<p>Our goal for the 2012-2013 school year is to increase rigor in our Mathematics and Science programs to improve student performance on the FCAT 2.0 Science Test and FCAT 2.0 Mathematics Test.</p> <p>The results of the 2011- 2012 FCAT Mathematics Test indicates that 24% of students achieved Level 3 in proficiency.</p> <p>Our goal for the 2012-2013 school year is to increase Level 3 student proficiency by 6 percentage points to 30%.</p> <p>On the 2012-2013 administration of the Science FCAT, 30% of students achieved FCAT Level 3 proficiency. The expected level of performance for the 2013 administration is 35% achieving proficiency.</p>

				Another goal added 2012-2013 is to increase the use of technology to be upgraded to enhance the STEM through the STIR program.	
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	Students have difficulty conceptualizing difficult concepts in math and science.	Utilize manipulatives and group assignments to increase student participation and understanding of difficult concepts in math and science.	MTSS/RtI Leadership Team and Department Chairpersons	Informal Walkthroughs Lesson Plans Student Lab reports Number of Labs done per week	Authentic Assessment scores Interim Assessments
2	Students have difficulty understanding content due to limited reading proficiency	Utilize best practices to enhance reading comprehension in both science and math classes	MTSS/RtI Leadership Team and Department Chairpersons	Informal Walkthroughs Lesson Plans	Interim Assessments
3	Students were not introduced to Discovery Ed. With rigor due to limited use of technology lab.	Implement the use of Discovery Education to enhance scientific principles.	MTSS/RtI Leadership Team and Department Chairpersons	Informal Walkthroughs Lesson Plans Student Lab Login Lab Schedule per week	Discovery Ed. Progress reports

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
PLC on STEM	6-8/Science & Math	Deborah Zwolinski and Edilma Medina, Juliet Colthirst-Edwards	Science & Math Department	August 16, 2012	Review of sign-in roster and minutes	MTSS/RtI Leadership Team Department Chairpersons
Discovery Education	6-8/ Science & Math	Deborah Zwolinski and Edilma Medina, Juliet Colthirst-Edwards	Science & Math Department	August 16, 2012	Review of sign-in roster and minutes	MTSS/RtI Leadership Team Department Chairpersons

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
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 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:		Increase rigorous and relevant instruction by increasing student participation in Technology competitions by 10% especially within the STIR and MIX graphic arts programs.			
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	Increase rigorous and relevant instruction by increasing student participation in Technology competitions by 10% especially within the STIR and MIX graphic arts programs.	Technology teacher attend specific competition PD or join Teacher Competition Professional Learning Communities.  Include General Ed and CTE students.	Technology teacher attend specific competition PD or join Teacher Competition Professional Learning Communities.  Include General Ed and CTE students.	Monitor the implementation of the guidelines and timeline for teacher training and the progress of CTE student competition projects.	Data reports showing the number of student participants in CTE competitions.

## 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
21st Century classroom	6-8 All content areas	Deborah White, Timothy Birkett, Deborah Zwolinski	All content area teachers who teach in grades 6-8	November 6, 2012	Monitor the implementation of the guidelines and timeline for teacher training and the progress student related competition and projects.	MIX, STIR and technology department heads.
High School Transitioning	6-8 All Content Areas	Cynthia Guillama	All content area teachers who teach in grades 6-8	October 28, 2012	Monitor the implementation of the guidelines and timeline for teacher training and the progress student related competition and	MIX, STIR and technology department heads.

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
Technology teacher attend specific competition PD or join Teacher Competition Professional Learning Communities.	The SAC will assist Riviera Middle School with any technology needs that the EESAC can afford to fund.	The SAC will assist Riviera Middle School with any technology needs that the EESAC can afford to fund.	\$4,500.00
			Subtotal: \$4,500.00
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: \$4,500.00

End of CTE Goal(s)

## Additional Goal(s)

No Additional Goal was submitted for this school

# FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	1a.1, 1.1, 2a.1, 2.1, 3a.1, 3b.1, 4a.1, 4.1, 5b.1, 5c.1, 5d.1, 5e.1	Reading Plus Training	School Discretionary Budget	\$1,000.00
Suspension	Suspension incentives	Movie Day each quarter Dance each quarter	Title I PTSA	\$1,000.00
				Subtotal: \$2,000.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	1a.1, 1.1, 2a.1, 2.1, 3a.1, 3b.1, 4a.1, 4.1, 5b.1, 5c.1, 5d.1, 5e.1	AR/STAR	School Discretionary Budget Title I Budget	\$3,000.00
CTE	Technology teacher attend specific competition PD or join Teacher Competition Professional Learning Communities.	The SAC will assist Riviera Middle School with any technology needs that the EESAC can afford to fund.	The SAC will assist Riviera Middle School with any technology needs that the EESAC can afford to fund.	\$4,500.00
				Subtotal: \$7,500.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
				Grand Total: \$9,500.00

## 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.

[View uploaded file](#) (Uploaded on 10/18/2012)

## 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.

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
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The SAC will assist Riviera Middle School with any technology needs that the EESAC can afford to fund.	\$4,250.00
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Describe the activities of the School Advisory Council for the upcoming year

Riviera Middle School promotes a cooperative and collaborative system of leadership that includes representatives from all stakeholders to serve on its primary decision-making council, the Educational Excellence School Advisory Council (EESAC). The EESAC meets monthly to work to ensure student achievement. One of the primary goals of the Council is to prepare, monitor and evaluate the School Improvement Plan. EESAC has provided funding to support the technology in use at Riviera Middle School. Because Riviera is a technology-rich school, this support has been crucial in maintaining up-to-date technology. As a result of EESAC assistance with the funding of important school related activities, progress towards school, state, and federal school achievement goals has been very positive over the last four year

# 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

Dade School District RIVIERA MIDDLE SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	67%	57%	78%	48%	250	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	64%	61%			125	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?	71% (YES)	66% (YES)			137	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					512	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Dade School District RIVIERA MIDDLE SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	67%	63%	90%	43%	263	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	63%	62%			125	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?	54% (YES)	63% (YES)			117	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					505	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested