

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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

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

School Name: MADISON COUNTY CENTRAL SCHOOL

District Name: Madison

Principal: Willie Williams

SAC Chair: Jackie Cain

Superintendent: Lou Miller

Date of School Board Approval:

Last Modified on: 9/25/2012

## 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)
Assis Principal	Willie Miles	Doctorate Degree in Educational Leadership		28	Subgroup of minoritites that moved from 49% to 79% at Tift County Schools. Overall graduation moved from 64% to 84% at Tift County High School.
Assis Principal	Yolanda Haynes	Masters Degree in Educational Leadership	11	3	2011-2012 (D AYP not met) Learning Gains in Reading 56%, High Standards in Reading 16%, Lowest 25% Reading 57%, (AYP not met) Assistant Principal at Madison County Central School for the past 3 years.
Assis Principal	Stacey Frakes	Masters Degree in Educational Leadership	8		2010-2011 while serving as reading coach at Greenville Elementary school, the school grade increased from an "F" to a "D." 2011-12 while serving as Assistant Principal at Madison County Central School, the school points earned increased from 400 points to 450 points. 2011-2012 (D AYP not met) Learning Gains in Reading 56%, High Standards in Reading 16%, Lowest 25% Reading 57%, (AYP not met)
					1F 3D's 2C' 2010-2011 while serving as Assistant

Principal	Willie Williams	Masters Degree in Educational Leadership	1	8	Principal at Madison County High School, the school grade increased from "D" to "C". 2011-12 while serving as Principal of Madison County Central School the school points earned increased from 400 points to 450 points.
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## INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s) / Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
READING	Celeste Fleming	BS Elementary Ed.; Reading Endorsement, Middle Grades Integrated Curriculum	4	1	Reading lower quartile learning gains 57%. Percentage of students scoring above Proficiency is 16%. Percentage of Students making Learning gains 56%.
SCIENCE					
MATH	Derita Pinkard	Bachelor of Business Administration/Certified Math 5-9, English 5-9, ESOL endorsement, Business Education 6-12, Economics 6-12	11	2	87% of the 8th grade math students I taught the last year I was in the classroom made AYP learning gains. 35.7% of the total students I taught the last year I was in the classroom increased one or more levels in math. The last year I was in the classroom 100% of students the lower quartile made AYP. The last year I was in the classroom 53% of the lower quartile moved from a level 1 to a Level 2 in math;  2011-2012 school year: we had 100% Algebra I EOC passage rate. Percentage of students making learning gains is 58%. Percentage of students making learning gains in the lower quartile is 65%.

## 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. Advertise with PAEC	Willie Williams	On-going	
2	2. Offer Professional Development	Willie Williams	On-going	
3	3. Re-Imbursements for Adding Certification Areas	Willie Williams	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
No data submitted	

## 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
92	6.5%(6)	13.0%(12)	27.2%(25)	47.8%(44)	16.3%(15)	93.5%(86)	7.6%(7)	4.3%(4)	5.4%(5)

## 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
Leigh McNutt	Lauren Ferchau	ESE Support District personel who works closely with Pre-K. She has previous experience in Pre-Kindergarten.	Weekly consultation, Weekly Classroom Visits, Analyzation of data Notebooks, Assistance with using resources
Lori Newman	Elizabeth Rucker	ESE veteran teacher can share expertise with teacher teaching 1st grade for the 1st time	Weekly consultation, Weekly Classroom Visits, Analyzation of data Notebooks, Assistance with using resources
Vicki O'Quinn	Stacey Rivers	A veteran teacher can share expertise with teacher teaching 2nd grade for the 1st time	Weekly consultation, Weekly Classroom Visits, Analyzation of data Notebooks, Assistance with using resources

## 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 the availability of resource teachers, software remediation and required hardware.

Title I, Part C- Migrant

Migrant Education Program's goal is to link migrant families to services and programs that support the well being and education of their children. The Migrant Services staff coordinates with Title 1 and other programs to ensure student needs are met. Migrant coordinator provides services and support to students and parents. Requirements are to coordinate with other programs to ensure student needs are met.

Title I, Part D

Title II

Part A

Funds are used to provide professional development activities for teachers, principals, and paraprofessionals to meet the mandates of becoming highly qualified under NCLB and to provide training in areas that caused the school not to make AYP.

Part D

Funds are used to provide and upgrade technology in classrooms. Professional development activities include the implementation of technology to enhance student engagement and motivation.

Title III

N/A

Title X- Homeless

Title X- Homeless

The District Homeless Liaison provides supplies and social services referrals for students identified as homeless under the McKinney -Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

SAI funds are coordinated with Title I, Part A funds to provide summer school level for Level 1 3rd grade students. SAI funds are also used to provide remediation as needed during the regular school year.

Violence Prevention Programs

The District receives funds for programs that support prevention of violence in the school. Programs include the Olweus Bullying Prevention Program, Positive Action, and Learning for Life. These programs help to prevent the use of alcohol, tobacco, drugs, while fostering a safe, drug free learning environment supporting student achievement

Nutrition Programs

The school participates in the USDA/DOE national breakfast, lunch, and afterschool snack programs.

Housing Programs

N/A

Head Start

Head Start funds will be blended with VPK funds to provide additional educational services for preschool students.

Adult Education

N/A

Career and Technical Education

Middle Grades Students receive the Introduction to Career Planning course through 7th grade Civics and 8th Grade History. MCCS is working on the CAPE plan in cooperation with the STEM program at Madison County High School.

Job Training

N/A

Other

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

School-based MTSS/RTI Team

Identify the school-based MTSS leadership team.

Identify the school-based MTSS leadership team.

Amy Barfield (Pre K – 5th) Guidance Counselor  
Lynn Brown (5th-8th Grade) Guidance Counselor  
Dale Rikards District Reading Specialist,  
Yolanda Haynes K-2 Assistant Principal  
Stacey Frakes 3-5 Assistant Principal  
Eugene Hall, Dean of Students  
Willie Williams Principal  
Lee McNutt (Staffing Specialist)  
Lori Newman (Staffing Specialist,  
Barbara Huewitt, Curriculum Coordinator  
School Psychologist (Holly Dickerson)  
Jackie Akers (School Psychologist)  
Phylliss Bailey (Speech and Language K-4th Grade)  
Georgette Martinez (Speech and Language 5th-8th Grade)  
Celeste Fleming Reading Instructional Coach  
Derita Pinkard Math Instructional Coach  
Forrest Massey Science Instructional Coach  
Denise Robinson Behavior Specialist  
Octavious Tookes Safe School Director  
Mary Giddens ESE Support Facilitator  
Gwen Smalls ESE Support Facilitator  
Missy Melvin ESE Support Facilitator  
Ketina Glover ESE Support Facilitator  
Daphne Brooks ESE Support Facilitator

Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

The function of the MTSS team is to identify students through Early Warning Systems data who need additional support to be successful. It also functions as a tool used to identify weaknesses in core instruction. The team reviews data at system and individual level: attendance, discipline, G.P.A., grades, progress monitoring data and additional metadata. The team meets once a month to review system level data on the second Friday of each month. In addition, each Assistant Principal from each of the grade level groups brings the names of students identified through Early Warning Systems Data by the grade level teams at bi-monthly data meetings for review. The names of these students are submitted to the Administration for review at the weekly Administration Meetings on Wednesdays. Guidance Counselors report out during these meetings on any information they have on the student and places him/her on the list for Multi-Tiered System Supports.

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

The MTSS leadership team meets to analyze system data and use it to provide input for the processes and functions of MTSS leadership team. In addition the team meets and uses the Problem Solving Model to determine areas in need of improvement and potential solutions. The team works to analyze and disaggregate data into Tiers I, II, and III to identify students who need support and system level problems. We use the Problem Solving Model to determine problems, process for improvement, and goals.

#### 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.

The Data sources used is as follows,

FOCUS and RtI B

Reading: FAIR assessment 3 times a year, Discovery Education assessments 3 times a year, and FCAT once a year, FCIM using Performance Matters

Math: Discovery Education 3 times a year, and FCAT, GO Math at Beginning and Midyear, FCIM using Performance Matters

Describe the plan to train staff on MTSS.

Training the staff is part of the Professional Development for all staff members within the district. Key staff members attended the year two of the PS/RTI Train the Trainers, which is a collaborative project between the Florida Department of Education and the University of South Florida. They will present the information learned to the staff with district collaboration. Administrators will provide additional Professional Development for MTSS which will include PBS and RtI to staff at MCCS.

Describe the plan to support MTSS.

Members of the MTSS Core team will monitor and follow through on initiatives of MTSS. In addition, the team will work with the Regional RTI Regional Specialist.

## Literacy Leadership Team (LLT)

### School-Based Literacy Leadership Team

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

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

Kim Graham- 8th Grade Reading Teacher  
Eddie Richie- 6th Grade Reading Teacher  
Sharon Postell-7th Grade Teacher  
Jeff Vielluex 8th Grade Teacher  
Gwen James-6th Grade Reading Teacher  
Liz Hodge-7th and 8th Reading Teacher  
Celeste Fleming- Reading Instructional Coach  
Barbara Huewitt- Curriculum Coordinator  
Jim Waller- Social Studies Teacher NGCARP  
Dale Rikards- District Reading Specialist/RtI Specialist  
Willie Miles- Assistant Principal

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

Meeting will occur every other month. Team will meet after the Write Score data is received to analyze data and make adjustments to our writing plans. Provide and assist teachers with receiving the Six Traits of Writing Training. We will also work with the District to establish a District Writing Plan and develop and align our school based Writing Plan.

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

Writing in Every Content Area is the focus for 2012-2013.  
Reading Strategies in every Content Area. Middle Grades content teachers will complete NG CAR PD.  
Implementation of Literacy Design collaborative (LDC) and Mathematics Design Collaborative (MDC)  
Work with the District on the District Writing plan and begin implementation.  
Establish Consistent Meeting Times and Agendas  
Provide Professional Development for Writing  
Analyze School Writing Data to drive direction of Writing Plan

## Public School Choice

Supplemental Educational Services (SES) Notification  
No Attachment

## \*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.

Madison County Central School houses the Voluntary Pre-K, School Readiness, Head-start, and ESE Pre-K students. All these programs work collaboratively to provide all four year olds with adequate instructional experiences to prepare them for starting kindergarten. Community parent programs along with activities during the year, prepare children and parents for the transition to school.

The curriculum used by each program has built in assessments to monitor the Pre-K student's progress throughout the year. The DIAL-R 3 is administered as a pre test / post test for progress monitoring.

The FLKRS data has been analyzed to determine the effectiveness of our Pre-K program. A referral process is in place for any

student not being successful in prekindergarten. These students are taken before the school's Child Study team for possible interventions and evaluation.

The school has six teachers, two Child Development Associates (CDA) and eight paraprofessionals meeting the needs of the preschool age students. The district has provided a Lead Teacher / Staffing Specialist with administrative skills to oversee the implementation of the program. This team provides the parents and community access to activities and information about the programs.

Programs differentiate between "orientation-to-school" and "transition-to-school." All community parents are invited to attend any parenting activities provided by the school. Students already housed at MCCS are prepared to transition to another part of the school in the spring. Kindergarten registration and open house give new students the opportunity to visit and become familiar with the school before actually starting.

Parents will be notified and invited to all transition opportunities.

School Readiness, IDEA and general revenue funds will provide and support these programs and their transition into regular school.

Student success as a kindergarten student, meeting the standards and criteria for promotion will be the evaluation data for the success of the prekindergarten program.

### \*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.

- 6th, 7th and 8th grade Social Studies, Science, and Language Arts Teachers will complete the NEXT GENERATION CONTENT AREA READING PROFESSIONAL DEVELOPMENT during the 2011-2012 school year.
- Reading strategies are included in the District "Walk-Through" forms which are monitored weekly by administrators and monthly by district personnel
- The Reading Coach assists teachers in all subject areas
- All Subject Area Teachers encourage and provide incentives to ensure that all students meet the Accelerated Reader requirement of 1 book every two weeks, and earn 50 points at 80% accuracy.

### \*High Schools Only

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

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

N/A

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

N/A

### Postsecondary Transition

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

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

N/A

## PART II: EXPECTED IMPROVEMENTS

### Reading Goals

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

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 number of students scoring at Achievement Level 3 in Reading will increase from 21% to 25% which is 29 additional students.
2012 Current Level of Performance:	2013 Expected Level of Performance:
21% (171 students)	25% (200 students)

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Instructional Time on Task	Re-structuring of master schedule	SBLT	Review/Adjustments of Master Schedule from 2011-2012.	2012-2013 Master Schedule
2	Lack of Authentic Student Engagement in Complex Content	Teachers will use Item Specifications Guides Daily in addressing Higher Order Thinking Questions	School Leadership Team	FCIM Tracking Tested Benchmarks	FCIM Mini-Assessments  Classroom Observations
3	Not enough Rigorous Classroom Instruction to accelerate these students	Enrichment Reading Classes  Ensuring Fidelity of Reading Programs for acceleration  Full Implementation of FCIM  Teachers use Data to make Instructional decisions (Data Director)	Willie Williams and Instructional Reading Coach	Data Meetings with Teachers	FAIR, Discovery Education, FCIM
4	A move to using more complex literary and informational text	Teachers will receive training on using Text Sets to encourage student independent reading  Scaffolding	Celeste Fleming AP over each grade level group	Classroom Observation	Formal Observation Tool  Text Set Check-Out from Library
5	Lack of strong vocabulary and limited background knowledge	Use of Novel Study that is appropriate and intriguing for student Pre-teach critical vocabulary	Celeste Fleming AP over each grade level group	Classroom Observation	Formal Observation Tool
6	Only 1/4 of Language Arts Teachers are returning teachers	Professional Development based on teachers' needs after classroom observation and to include Reading, and Writing in response to appropriately complex text.	Barbara Huewitt Celeste Fleming	Follow Up with teachers Write Score Data Analysis	Sign-In Sheets for Professional Development



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:	
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:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading.  Reading Goal #2a:	The percentage of students scoring at Level 4 or 5 will increase from 16% to 20% which is 34 additional students.
2012 Current Level of Performance:	2013 Expected Level of Performance:
16% (126 Students) scored Above Proficiency	20% of students will score Level 4, or 5, Reading (160 students)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of Rigorous Instruction.	Professional Development training to establish the Literacy Design Collaborative LDC team for Middle Grades from SREB	Principal Assistant Principals	Focus Walk-Throughs	Walk Through Data
2	Not enough Rigorous Classroom Instruction to accelerate these students	Enrichment Reading Classes  Ensuring Fidelity of Reading Programs for acceleration  Full Implementation of FCIM  Teachers use Data to make Instructional decisions (Data Director)	Willie Williams and Instructional Reading Coach	Data Meetings with Teachers	FAIR, Discovery Education, FCIM
3	Typically we do not require students who score at Level 4 and 5 to take a reading class.	Students who score Level 4 and 5 will take an enrichment style reading course emphasizing Novel	Barbara Huewitt Administrators	Assessment Data Analysis of FCIM lessons and other Reading Data	FCIM Assessments, FAIR data, Think Link and FCAT data

		Study.			
4					

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:	
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:

3a. FCAT 2.0: Percentage of students making learning gains in reading.  Reading Goal #3a:	The percentage of students making learning gains will increase from 56% to 60% which will be (29 students).
2012 Current Level of Performance:	2013 Expected Level of Performance:
56% of Students made learning gains (390 students)	60% of students will make learning gains (419 students)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teacher ability to provide differentiated instruction.	Teachers will work during common grade-level planning to develop instruction that meets the needs of all students.	Willie Williams School Leadership Team	FCIM Tracking Tested Benchmarks Classroom Observations	FCIM Mini-Assessments Classroom Observations
2	Lack of Authentic Student Engagement in Complex Content	Teachers will use Item Specifications Guides Daily in addressing Higher Order Thinking	Willie Williams School Leadership Team	FCIM Tracking Tested Benchmarks Classroom Observations	FCIM Mini-Assessments Classroom Observations
3	Not enough Rigorous Classroom Instruction to accelerate these students	Enrichment Reading Classes  Ensuring Fidelity of Reading Programs for acceleration	Willie Williams and Instructional Reading Coach	Data Meetings with Teachers	FAIR, Discovery Education, FCIM

		Full Implementation of FCIM  Teachers use Data to make Instructional decisions (Data Director)			
4	Lack of Authentic Student Engagement in complex text	Use of Novel Study which will generate cooperative learning and dialogue.  Literature Circles for grades 6th-8th	Celeste Fleming Willie Miles Stacey Frakes	Classroom Observation to check student engagement during literature circles and novel study	Formal Observation Form

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:	
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:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.  Reading Goal #4:	The percentage of students making learning gains in the lower quartile will increase from 57% to 60% which is 21 additional students.
2012 Current Level of Performance:	2013 Expected Level of Performance:
57% of students in the lower quartile made learning gains (398 students)	60% of students in the lower quartile will make learning gains (419 students)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers ability to provide differentiated instruction.	Teachers will work collaboratively during common grade-level planning to create differentiated lessons for instruction.	Willie Williams School Leadership Team	FCIM Tracking TEsted Benchmarks  Classroom Observations	FCIM Mini-Assessments  Classroom Observations
2	Lack of Authentic Student Engagement in Complex Content	Teachers will use Item Specifications Guides Daily in addressing Higher	Willie Williams School Leader ship Team	FCIM Tracking TEsted Benchmarks	FCIM Mini-Assessments

		Order Thinking		Classroom Observations	Classroom Observations
3	Lack of unique instructional strategies to address lower quartile students.	Common Planning for Reading teachers to discuss and develop unique instructional strategies for lower quartile students  Lesson Study	Stacey Frakes Yolanda Haynes Willie Miles Willie Williams	Observing teachers during common planning time	Sign In sheets for common planning and meeting notes and agendas

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target						
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.			Reading Goal # 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 reading.  Reading Goal #5B:	The number of White students not making satisfactory progress will decrease by 3%. (27% to 24%)  The number of Black students not making satisfactory progress will decrease by 3%. (41% to 38%)
2012 Current Level of Performance:	2013 Expected Level of Performance:
White 27% (57 students) Black 41% (174 students)	White 24% (50 students) Black 38% (160 students)

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of knowledge on how to incorporate Writing Across the Curriculum	Science Instructional Coach and 6th-8th Assistant Principal will work with Content Area Teachers on Best Practice Writing Strategies	Willie Williams  Willie Miles  Reading and Science Instructional Coach	Student Writing Folders - Conference Monthly	Writing Grades in Gradebook  Write Score
2	Lack of knowledge on how to develop and monitor Focus in Writing essays	Teacher teams participate in Lesson Study on the Writing Process and Writing Focus	Willie Williams  Willie Miles  Reading and Science Instructional Coaches	Monitor Writing Folders  Lesson Study	Write Score  Lesson Study
3	Lack of background knowledge	All Teachers will use the "Read Aloud / Think Aloud" strategy	Willie Williams  School Leadership Team	FCIM Tracking Tested Benchmarks  Classroom Observations	FCIM Mini-Assessments  Classroom Observations
4	Lack of Authentic Student Engagement in Complex Content	Teachers will use Item Specifications Guides Daily in addressing Higher Order Thinking	Willie Williams  School Leadership	FCIM Tracking Tested Benchmarks  Classroom Observations	FCIM Mini-Assessments  Classroom

			Team		Observations
5	<p>White: Students do not feel a connection to strategies they are learning</p> <p>Black: Materials presented are not interesting or relevant to them</p> <p>Hispanic:</p> <p>Asian:</p> <p>American Indian:</p>	<p>White: Increase accountability by using Student Data Notebooks so they can track progress and increase awareness</p> <p>Black: Utilize more text sets in class that are appealing to students. Bring in outside material that students relate to</p> <p>Increase new materials in the school's library based on student and teacher input</p>	<p>Teachers will be responsible for monitoring student tracking of data notebooks.</p> <p>Assistant Principals will be responsible for monitoring teacher data chats with students about their notebooks</p> <p>Heather Welch media specialist is responsible for increasing inventory in library</p> <p>Willie Williams</p>	<p>Teachers will have data chats with students once every weeks</p> <p>Assistant Principals will have data chats with teachers bi-monthly.</p> <p>Review checkout inventory from the media center to determine types of books students are choosing</p>	<p>Teacher and Student Data Notebooks</p> <p>Checkout list AR tests</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 subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in reading.  Reading Goal #5C:	
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
1	Lack of ESOL Instructional Materials	Curriculum will work with publish companies outside of Core Program to obtain ESOL materials for ELL students.	Barbara Huewitt Willie Williams	Teachers receiving of materials for instruction.	ESOL Instructional Materials
2	Lack of teachers who are ESOL certified	Teachers will receive information on how to become ESOL certified.	Willie Williams	The number of teachers who began ESOL coursework.	ESOL certification and courses completed

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 percentage of Students with a Disability not making satisfactory progress will decrease by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
38% (51 students)	35% (48 students)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of knowledge on how to incorporate Writing Across the Curriculum	Science Instructional Coach and 6th-8th Assistant Principal will work with Content Area Teachers on Best Practice Writing Strategies	Willie Williams Willie Miles Science Instructional Coach	Student Writing Folders - Conference Monthly	Writing in Gradebook Write Score
2	Lack of knowledge on how to develop and monitor Focus in Writing essays	Teacher teams participate in Lesson Study on the Writing Process and Writing Focus	Willie Williams Willie Miles Science and Reading Instructional Coaches	Monitor Writing Folders Lesson Study	Write Score MCCS Writes
3	Limited Background Knowledge	All Teachers will use the "Read Aloud / Think Aloud" strategy	Willie Williams School Leadership Team	FCIM Tracking Tested Benchmarks Classroom Observations	FCIM Mini-Assessments Classroom Observations
4	Lack of Authentic Student Engagement in Complex Content	Teachers will use Item Specifications Guides Daily in addressing Higher Order Thinking	Willie Williams School Leadership Team	FCIM Tracking Tested Benchmarks Classroom Observations	FCIM Mini-Assessments Classroom Observations
5	Core program (READ 180) was not meeting the needs of our students.	Changed our Core Reading Program to McDougal Littell for our Intensive Reading blocks.  Students will also participate in Novel Study.  Students will also use Success Maker as a supplemental resource.	Willie Miles Celeste Fleming Barbara Huewitt	We will monitor Success Maker Reports for Student Progress.  Walk throughs by Instructional Reading Coach and AP to ensure novel study is implemented and successful.	Walk through data Progress Monitoring Reports FCIM Reports

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 percentage of students not making satisfactory progress in reading who are Economically Disadvantaged will decrease from 38% to 34%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
38% (214 students)	34% (189 students)

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of knowledge on how to develop and monitor Focus in Writing essays	Teacher teams participate in Lesson Study on the Writing Process and Writing Focus	Willie Williams Willie Miles Instructional Coaches	Monitor Writing Folders Lesson Study	Write Score Lesson Study
	Limited Background Knowledge	All Teachers will use the "Read Aloud / Think	Willie Williams	FCIM Tracking Tested Benchmarks	FCIM Mini-Assessments

2		Aloud" strategy	School Leader ship Team	Classroom Observations	Classroom Observations
3	Lack of Authentic Students Engagement in Complex Content	Teachers will use Item Specifications Guides Daily in addressing Higher Order Thinking	Willie Williams School Leader ship Team	FCIM Tracking Tested Benchmarks Classroom Observations	FCIM Mini-Assessments Classroom Observations
4					
5	Lack of motivation and interest to text used for Instruction	Increase use of Text sets in classrooms to encourage independent reading that is intriguing to students.  Use of Novel Study in all Reading Classes in order to facilitate dialogue and reciprocal teaching	Assistant Principals Celeste Fleming	Lesson Plans and Walkthroughs	Walk through data Student Response Writing to Reading Text

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
Common Core	K-8	Barbara Huewitt Celeste Fleming	K-8 Teachers	Septemmmber 20, 2012 Early Release	Sign-In sheets Follow up with teachers	Barbara Huewitt Willie Williams
Imagine It!	K-5	Sue Andrews	New Staff: Sherry Sowards, Michelle Everitt, Stanley Walker, Michelle Clark, Barbara Huewitt, Celeste Fleming	September 2012.	Professional Development Calendar  Follow Up with teachers	Willie Miles Willie Williams
Using Best Practices	K-2	Yolanda Haynes	K-2 teachers, Willie Miles, Eugene Hall, Barbara Huewitt	September 2012	Sign in Sheets ePDC course registration	Yolanda Haynes Willie Williams

Reading 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 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:				
2012 Current Percent of Students Proficient in listening/speaking:				
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				

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:				
2012 Current Percent of Students Proficient in reading:				
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				



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

3. Students scoring proficient in writing.

CELLA Goal #3:

2012 Current Percent of Students Proficient in writing:

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				

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
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>

# Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics.  Mathematics Goal # 1a:	We will increase the percentage of students in Grades 3-5 who scored proficiency from 15% to 18% which is an additional 7 students.
2012 Current Level of Performance:	2013 Expected Level of Performance:
15% (44 students) scored Proficiency	18% (51 students) will Score Proficiency

### 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	Instructional Time on Task	Re-structuring of master schedule	SBLT	Review/Adjustments of Master Schedule from 2011-2012.	2012-2013 Master Schedule
2	Lack of Authentic Student Engagement in Complex Content	Teachers will use Item Specifications Guides Daily in addressing Higher Order Thinking Questions	School Leadership Team	FCIM Tracking Tested Benchmarks	FCIM Mini-Assessments  Classroom Observations
3	2012-13 school year: Teachers feel the rigor of Go Math Materials are too difficult for students to master.	Conduct mini-professional development for teachers demonstrating how to use the rigorous materials and how to scaffold effectively.	Math Instructional Coach Assistant Principals K-5	Classroom Observation	Student performance on GO Math assessments.
4	2012-13 school year: Time for data chats	Create a schedule for data chats for Instructional Coach, teachers by grade level, and Assistant Principal of each grade level.	Assistant Principal	Check the sign-in sheets from the data chat sessions and dates for regularity.	schedule and sign-in-sheet

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics.  Mathematics Goal #2a:	We will increase the percentage of students in grades 3-5 who scored Level 4 or Level 5 from 8% to 10% which is an additional 6 students.
2012 Current Level of Performance:	2013 Expected Level of Performance:
8% (22 students) scored Above Proficiency	10% (28 students) Will Score Above Proficiency

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	Lack of Rigorous Instruction.	Professional Development training to establish the Literacy Design Collaborative LDC team for Middle Grades from SREB	Principal Assistant Principals	Focus Walk-Throughs	Walk Through Data
2	2012-13 school year: Teachers fail to use Differentiated Instruction.	Go Math Enrichment Materials will be used by teachers and teachers will be allowed to visit Model Classrooms of teachers who successfully implement Differentiated Instruction.	Instructional Math Coach and Assistant Principal	Teacher Reflection on their implementation	Lesson Plans illustrating differentiated instruction  Samples of Student work from Differentiated Instruction
3					

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics.  Mathematics Goal #3a:	We will increase learning gains for 4th and 5th grade students by 10%: from 45% to 55%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
45% (45 students)Made Learning Gains in 4th and 5th grade	55% (63 students) Will make learning gains in 4th and 5th grade

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	Teacher ability to provide differentiated instruction.	Teachers will work during common grade-level planning to develop instruction that meets the needs of all students.	Willie Williams School Leadership Team	FCIM Tracking Tested Benchmarks Classroom Observations	FCIM Mini-Assessments Classroom Observations
2	Lack of Authentic Student Engagement in Complex Content	Teachers will use Item Specifications Guides Daily in addressing Higher Order Thinking	Willie Williams School Leadership Team	FCIM Tracking Tested Benchmarks Classroom Observations	FCIM Mini-Assessments Classroom Observations
3					
4	2012-13 school year: Students do not understand how to apply their knowledge and skills	Teachers will use the Common Core 8 Standards for Mathematical Practice to help students learn to apply knowledge.	Instructional Math Coach Assistant Principal	Walk throughs	Samples of Student Work and Projects  Student writing samples explaining answers to problems
5	2012-13 school year: Students lack Pre-requisite Skills	Reflex Math Computer Practice on Number Sense Fluency and/or Competitions to increase fluency in number sense	Stacey Frakes Assistant Principal and Derita Pinkard Math Coach	Reflex Math Usage Reports ,Walk-Throughs, Lesson Plans	Students scores on Progress monitoring test (Think Link)

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:	
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:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	We will increase the number of students in the lower quartile who make learning gains in elementary mathematics by 10% from 28% to 38%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (14 students) Made Learning Gains in the lower quartile in 4th and 5th grades	38% (19 students) Will make Learning Gains in the lower quartile in 4th and 5th grades

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	Teachers ability to provide differentiated instruction.	Teachers will work collaboratively during common grade-level planning to create differentiated lessons for instruction.	Willie Williams School Leadership Team	FCIM Tracking TEsted Benchmarks Classroom Observations	FCIM Mini-Assessments Classroom Observations
2	Lack of Authentic Student Engagement in Complex Content	Teachers will use Item Specifications Guides Daily in addressing Higher Order Thinking	Willie Williams School Leadership Team	FCIM Tracking TEsted Benchmarks Classroom Observations	FCIM Mini-Assessments Classroom Observations
3	2012-13 school year: lower quartile students are not receiving differentiated instruction using hands-on manipulatives.	Teachers will use AIMS (Activities Integrating Mathematics and Science) Math hands-on manipulatives and Go Math manipulatives	Assistant Principal and Math Instructional Coach	Classroom Observations by Assistant Principal and Math Coach Lesson Study Observation by Assistant Principal	Go Math Assessments FCIM (Florida Continuous Improvement Model) benchmark assessments ThinkLink progress monitoring tests Lesson Study Documentation
4	2012-2013 school year: students lack prerequisite skills in number sense	Reflex Math computer practice on number sense fluency	Assistant Principal and Math Instructional Coach	Lesson Plans, Classroom Observations and Reflex Math Usage Reports	ThinkLink Progress Monitoring Test

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%.	Elementary School Mathematics Goal #					
	5A :					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.  Mathematics Goal #5B:	The White Subgroup not making satisfactory progress in elementary grades will decrease from 59% to 53%. The Black Subgroup not making satisfactory progress in elementary grades will decrease from 53% to 47%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 59% (20 students) Black: 53% (78 students)	White: 53% (18 students) Black: 47% (69 students)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of background knowledge	All Teachers will use the "Read Aloud / Think Aloud" strategy	Willie Williams  School Leadership Team	FCIM Tracking Tested Benchmarks  Classroom Observations	FCIM Mini-Assessments  Classroom Observations
2	Lack of Authentic Student Engagement in Complex Content	Teachers will use Item Specifications Guides Daily in addressing Higher Order Thinking	Willie Williams  School Leadership Team	FCIM Tracking Tested Benchmarks  Classroom Observations	FCIM Mini-Assessments  Classroom Observations
3	2012-13 school year: Students are not reading the word problems thoroughly before answering the question. Students lack the ability to dissect word problems.	Teachers will use literacy strategies to teach students how to solve word problems such as the Larry Bell UNRAVEL. This will help students dissect the word problems.	Assistant Principal and Math Instructional Coach	Classroom Observation  Lesson Plans	Go Math Assessments  FCIM (Florida Continuous Improvement Model) benchmark assessments  ThinkLink Progress Monitoring assessments
4	2012-13 school year: Students have a lack of content area vocabulary.	Teachers will teach students how to use prefixes, suffixes, and root words to define math words.  Teachers will use interactive word walls to help students with math content vocabulary.	Assistant Principal and Math Instructional Coach	Classroom Observation of interactive word walls  Reviwing data from Go Math program assessments involving word problems.	Go Math Assessments  FCIM (Florida Continuous Improvement Model) benchmark assessments  ThinkLink Progress Monitoring assessments

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:

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	Lack of ESOL Instructional Materials	Curriculum will work with publish companies outside of Core Program to obtain ESOL materials for ELL students.	Barbara Huewitt Willie Williams	Teachers receiving of materials for instruction.	ESOL Instructional Materials
2	Lack of teachers who are ESOL certified	Teachers will receive information on how to become ESOL certified.	Willie Williams	The number of teachers who began ESOL coursework.	ESOL certification and courses completed

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:	Students with Disabilities not making satisfactory progress will decrease from 63% to 56%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
63% (27 students)	56% (24 students)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of knowledge on how to incorporate Writing Across the Curriculum	Science Instructional Coach and 6th-8th Assistant Principal will work with Content Area Teachers on Best Practice Writing Strategies	Willie Williams Willie Miles Science Instructional Coach	Student Writing Folders - Conference Monthly	Writing in Gradebook  Write Score
2	Lack of knowledge on how to develop and monitor Focus in Writing essays	Teacher teams participate in Lesson Study on the Writing Process and Writing Focus	Willie Williams Willie Miles Science and Reading Instructional Coaches	Monitor Writing Folders  Lesson Study	Write Score  MCCS Writes
3	Limited Background Knowledge	All Teachers will use the "Read Aloud / Think Aloud" strategy	Willie Williams School Leadership Team	FCIM Tracking Tested Benchmarks  Classroom Observations	FCIM Mini-Assessments  Classroom Observations
4	Lack of Authentic Student Engagement in Complex Content	Teachers will use Item Specifications Guides Daily in addressing Higher Order Thinking	Willie Williams School Leadership Team	FCIM Tracking Tested Benchmarks  Classroom Observations	FCIM Mini-Assessments  Classroom Observations
5	Whole group instruction moves at too fast of a pace for students to understand the concept	Support Facilitators will provide small group instruction	Assistant Principal and Math Coach	Support Facilitator's log and walkthrough data	FCIM assessments and ThinkLink progress monitoring test
	Students lack understanding of the	AIMS math hands-on learning using math	Assistant Principal and Math Coach	Support Facilitator log, lesson plans, walkthrough	ThinkLink progress monitoring test

6	concrete representation of math concepts	manipulatives and Go Math manipulatives will be used by the Teacher and Support Facilitators	data	and Go Math assessments
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in mathematics.  Mathematics Goal #5E:	The percentage of students who are Economically Disadvantaged in elementary not making satisfactory progress will decrease from 46% to 40%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
46% (78 students)not making satisfactory progress	40% (68 students)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of knowledge on how to develop and monitor Focus in Writing essays	Teacher teams participate in Lesson Study on the Writing Process and Writing Focus	Willie Williams Willie Miles Instructional Coaches	Monitor Writing Folders Lesson Study	Write Score Lesson Study
2	Limited Background Knowledge	All Teachers will use the "Read Aloud / Think Aloud" strategy	Willie Williams School Leadership Team	FCIM Tracking Tested Benchmarks Classroom Observations	FCIM Mini-Assessments Classroom Observations
3	Lack of Authentic Students Engagement in Complex Content	Teachers will use Item Specifications Guides Daily in addressing Higher Order Thinking	Willie Williams School Leadership Team	FCIM Tracking Tested Benchmarks Classroom Observations	FCIM Mini-Assessments Classroom Observations
4					
5	2012-13 school year: Students lack of interest in the content area based on their not having many real world experiences outside Madison County.	Real World videos in Go Math to enrich students' experiences of how math is used in a broader spectrum.	Assistant Principal and Math Coach	Lesson Plans and Walkthroughs	Sample of student writings of how math was used in real world videos

End of Elementary School Mathematics Goals

## Middle School Mathematics Goals

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

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:	We will increase the percentage of students in Grades 6-8 who scored level 3 from 23% to 30%.
2012 Current Level of Performance:	2013 Expected Level of Performance:



23% (117 students)			30% (149 students)		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2012-13 school year: rigor of the Big Ideas series does not match the rigor of the FCAT	Math Coach will assist teachers to increase rigor of instruction and assessments using FCAT Item Specifications, Benchmark Parallels, and Benchmark Task Cards.	Assistant Principal	DOE Math Specialist to review a sample of the assessments	ThinkLink Progress Monitoring 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 Levels 4, 5, and 6 in mathematics.  Mathematics Goal #1b:	
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:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics.  Mathematics Goal #2a:	We will increase the percentage of students in grades 6-8 scoring above proficiency from 11% to 13%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
11% (53 students) scored at or above Level 4 in middle grades math	13% (65 students)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of Rigorous Instruction.	Professional Development training to establish the Literacy Design Collaborative LDC team	Principal Assistant Principals	Focus Walk-Throughs	Walk Through Data

		for Middle Grades from SREB			
2	2012-13 school year: Lack of rigorous classroom instruction	Pre-Algebra class will be offered in 6th grade; Algebra IA will be offered in 7th grade and 8th grade; Algebra I will be offered in 8th grade with a math mobility plan. Students will be selected for these classes based on a level 3 or higher FCAT score.	Curriculum Coordinator	Class roster and list of math mobility students moved	ThinkLink progress monitoring test  Student classroom performance based on grades in FOCUS for mobility plan  FCAT test and Algebra I EOC
3					
4					

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:					
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:

3a. FCAT 2.0: Percentage of students making learning gains in mathematics.  Mathematics Goal #3a:		We will increase the percentage of students in grades 6-8 making learning gains from 51% to 55%.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
51% (255 students) made learning gains in middle grades math		55% (274 students)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teacher ability to provide differentiated instruction.	Teachers will work during common grade-level planning to develop	Willie Williams  School Leader	FCIM Tracking Tested Benchmarks	FCIM Mini-Assessments

		instruction that meets the needs of all students.	ship Team	Classroom Observations	Classroom Observations
2	Lack of Authentic Student Engagement in Complex Content	Teachers will use Item Specifications Guides Daily in addressing Higher Order Thinking	Willie Williams School Leadership Team	FCIM Tracking Tested Benchmarks Classroom Observations	FCIM Mini-Assessments Classroom Observations
3	2012-13 school year: Students do not understand the concrete model of mathematics	AIMS (Activities Integrating Mathematics and Science) hands-on activities and other manipulatives will be used in instruction	Assistant Principal and Math Instructional Coach	Lesson Plans Walkthrough data	ThinkLink Progress monitoring tests FCIM (Florida Continuous Improvement Model) benchmark assessments
4	2012-13 school year: Students do not understand how to apply their knowledge and skills	Teachers will use the Common Core 8 Standards for mathematical practice to help students learn to apply knowledge  FCIM (Florida Continuous Improvement Model) lessons will be taught to help students apply knowledge	Assistant Principal and Math Instructional Coach	Lesson plans Walkthrough data	Students written samples explaining answers to problems  FCIM (Florida Continuous Improvement Model) benchmark assessments  9 weeks exams ThinkLink progress monitoring 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:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.  Mathematics Goal #3b:	
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:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.  Mathematics Goal #4:	We will increase the learning gains in Grades 6-8 math of the lower quartile students from 21% to 25%.
2012 Current Level of Performance:	2013 Expected Level of Performance:

21% (21 students) in lower quartile made learning gains in middle grades math			25% (25 students)		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers ability to provide differentiated instruction.	Teachers will work collaboratively during common grade-level planning to create differentiated lessons for instruction.	Willie Williams School Leadership Team	FCIM Tracking TEsted Benchmarks Classroom Observations	FCIM Mini-Assessments Classroom Observations
2	Lack of Authentic Student Engagement in Complex Content	Teachers will use Item Specifications Guides Daily in addressing Higher Order Thinking	Willie Williams School Leadership Team	FCIM Tracking TEsted Benchmarks Classroom Observations	FCIM Mini-Assessments Classroom Observations
3	2012-13 school year: Lower quartile students are not receiving differentiated instruction using hands-on manipulatives.	Teachers will use AIMS (Activities Integrating Mathematics and Science) Math hands-on manipulatives and other manipulatives will be used	Assistant Principal and Math Instructional Coach	Classroom Observations by Assistant Principal & Math Coach Lesson Study observation by Assistant Principal	Lesson Study Documentation 9 weeks exams ThinkLink progress monitoring test FCIM (Florida Continuous Improvement Model) benchmark tests
4	2012-13 school year: Students lack pre-requisite Skills in number sense	Intensive Math classes with Successmaker Computer practice at least 3 times per week in the computer lab. Intensive Math classes will also provide small group instruction on current skills being taught in regular math classes.	Assistant Principal and Math Instructional Coach	Successmaker Usage Reports Classroom Walkthrough data Lesson plans	ThinkLink Progress Monitoring Tests Successmaker Reports on student progress
5					

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 #				
		5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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:	We will decrease the percentage of White students in Grades 6-8 not making satisfactory progress from 49% to 45%. We will decrease the percentage of Black students in Grades 6-8 not making satisfactory progress from 49% to 45%.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
White students not making satisfactory progress in middle school math was 49% (99 students)	White: 45% (90 students)
Black students not making satisfactory progress in middle grades math was 49% (132 students)	Black: 45% (122 students)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of background knowledge	All Teachers will use the "Read Aloud / Think Aloud" strategy	Willie Williams School Leadership Team	FCIM Tracking Tested Benchmarks Classroom Observations	FCIM Mini-Assessments Classroom Observations
2	Lack of Authentic Student Engagement in Complex Content	Teachers will use Item Specifications Guides Daily in addressing Higher Order Thinking	Willie Williams School Leadership Team	FCIM Tracking Tested Benchmarks Classroom Observations	FCIM Mini-Assessments Classroom Observations
3	White: Lack of ability to apply knowledge  Black: Lack of content area vocabulary	Teachers will use Common Core 8 Standards for Mathematical Practice to help students learn to apply their knowledge and write about how to solve the problems  Teachers will use literacy strategies such as Larry Bell UNRAVEL to teach students how to solve word problems  Teachers will teach students how to use prefixes, suffixes and root words to define math words.  Teachers will use interactive word walls to assist students with learning math vocabulary.	Assistant Principal  Math Instructional Coach	Classroom Observation  Reviewing Data from Core Big Ideas Program Assessments involving word problems.	9 weeks exams  FCIM (Florida Continuous Improvement Model) benchmark assessments  ThinkLink Progress monitoring test
4					

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:

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool
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			Monitoring	Strategy	
1	Lack of ESOL Instructional Materials	Curriculum will work with publish companies outside of Core Program to obtain ESOL materials for ELL students.	Barbara Huewitt Willie Williams	Teachers receiving of materials for instruction.	ESOL Instructional Materials
2	Lack of teachers who are ESOL certified	Teachers will receive information on how to become ESOL certified.	Willie Williams	The number of teachers who began ESOL coursework.	ESOL certification and courses completed

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:	Students with Disabilities not making satisfactory progress in middle school math will decrease from 58% to 47%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
58% (22 students) did not make satisfactory progress in Grades 6-8	47% (18 students)

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of knowledge on how to incorporate Writing Across the Curriculum	Science Instructional Coach and 6th-8th Assistant Principal will work with Content Area Teachers on Best Practice Writing Strategies	Willie Williams Willie Miles Science Instructional Coach	Student Writing Folders - Conference Monthly	Writing in Gradebook Write Score
2	Lack of knowledge on how to develop and monitor Focus in Writing essays	Teacher teams participate in Lesson Study on the Writing Process and Writing Focus	Willie Williams Willie Miles Science and Reading Instructional Coaches	Monitor Writing Folders Lesson Study	Write Score MCCS Writes
3	Limited Background Knowledge	All Teachers will use the "Read Aloud / Think Aloud" strategy	Willie Williams School Leadership Team	FCIM Tracking Tested Benchmarks Classroom Observations	FCIM Mini-Assessments Classroom Observations
4	Lack of Authentic Student Engagement in Complex Content	Teachers will use Item Specifications Guides Daily in addressing Higher Order Thinking	Willie Williams School Leadership Team	FCIM Tracking Tested Benchmarks Classroom Observations	FCIM Mini-Assessments Classroom Observations
5	2012-13 school year: Whole group instruction moves at too fast of a pace for students to understand the concept.	Support Facilitators will provide small group instruction	Assistant Principal and Math Instructional Coach	Support Facilitator's log Classroom Walkthrough data	FCIM (Florida Continuous Improvement Model) benchmark assessments ThinkLink Progress Monitoring test
6	2012-13 school year: Students lack understanding of the concrete representation of math concepts	AIMS (Activities Integrating Mathematics and Science) Math hands-on manipulatives and Go Math manipulatives will be used by the Teacher and	Assistant Principal and Math Instructional Coach	Support Facilitator's log lesson plans walkthrough data	FCIM (Florida Continuous Improvement Model) benchmark Assessments ThinkLink Progress

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 mathematics. Mathematics Goal #5E:	We will decrease our Economically Disadvantaged Students in Grades 6-8 not making satisfactory progress from 41% to 39%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
41% (164 students) not making learning gains in middle grades math	39% (154 students)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of knowledge on how to develop and monitor Focus in Writing essays	Teacher teams participate in Lesson Study on the Writing Process and Writing Focus	Willie Williams Willie Miles Instructional Coaches	Monitor Writing Folders Lesson Study	Write Score Lesson Study
2	Limited Background Knowledge	All Teachers will use the "Read Aloud / Think Aloud" strategy	Willie Williams School Leadership Team	FCIM Tracking Tested Benchmarks Classroom Observations	FCIM Mini-Assessments Classroom Observations
3	Lack of Authentic Students Engagement in Complex Content	Teachers will use Item Specifications Guides Daily in addressing Higher Order Thinking	Willie Williams School Leadership Team	FCIM Tracking Tested Benchmarks Classroom Observations	FCIM Mini-Assessments Classroom Observations
4	2012-13 school year: Students lack interest in the content area based on their not having real world experiences	STEM (Science, Technology, Engineering and Math) activities will be provided to enrich students' experiences of how math is used in real world settings	Assistant Principal Math Instructional Coach	Lesson Plans Walkthrough data	Sample of STEM work and projects from students Students sample writing explaining hands-on activities
5					

End of Middle 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. Algebra Goal #1:	We expect to continue to have no Level 1 and Level 2 students but to decrease our level 3 students by 2% so our Level 4 & 5 students will increase.
2012 Current Level of Performance:	2013 Expected Level of Performance:
52% (11)	50% (10) to increase the Level 4 or Level 5 students

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	All FCAT level 3 students will be placed in Algebra which may mean some may have difficulty with the course due to rigor.	Biweekly data chats with Teacher and Math Coach to ensure all students are understanding the concepts	Assistant Principal	Sign in sheets for data chats	Thinklink Algebra Test and 9 weeks exams

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

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	We will increase our level 4 & 5 students from 48% to 52%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
48% (10 students) scored at or above a Level 4	52% (11 students)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Functions and Linear Equations seem to be the area students struggle with	Curriculum calendar will begin with Functions in order to constantly review this skill all year  AIMS(Activities Integrating Mathematics and Science) Math hands-on learning to focus on functions and linear equations	Math Coach	Curriculum calendar and lesson plans	ThinkLink Progress monitoring Algebra Test and 9 weeks exams

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Algebra Goal # 3A : <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:

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. Algebra Goal #3B:	Note: Since 100% of our students passed the EOC, we had none to fit in the not making satisfactory progress categories.
2012 Current Level of Performance:	2013 Expected Level of Performance:



0% (no students) not making satisfactory progress	continue to have 0% (no students) not making satisfactory progress			
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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:

3C. English Language Learners (ELL) not making satisfactory progress in Algebra.  Algebra Goal #3C:	
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:

3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra.  Algebra Goal #3D:	
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:

3E. Economically Disadvantaged students not making satisfactory progress in Algebra.

Algebra Goal #3E:

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 Algebra EOC Goals

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

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

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

1. Students scoring at Achievement Level 3 in Geometry.

Geometry Goal #1:

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				

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Geometry Goal # 3A : <input type="text"/>			
Baseline data 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"/>

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:

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry.  Geometry Goal #3B:		
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:

3C. English Language Learners (ELL) not making satisfactory progress in Geometry.  Geometry Goal #3C:		
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:

3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.  Geometry Goal #3D:	
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:

3E. Economically Disadvantaged students not making satisfactory progress in Geometry.  Geometry Goal #3E:	
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
Common Core 8 Mathematical Practices	K-8th	DOE Math Specialist and D. Pinkard	All K – 8th Math Teachers	Early release day	Lesson plans and walkthrough data	Assistant Principal and Math Coach
Go Math Curriculum	K-5	Derita Pinkard	All new K-5 Teachers	During planning time and after school	Lesson plans and walkthrough data	Assistant Principal and Math Coach
Florida Continuous Improvement Model (FCIM)	3rd - 8th Grade	Derita Pinkard	All 3rd-8th Grade Teachers	After school or during planning time	Lesson plans, FCIM assessments, and walkthrough data	Assistant Principal and Math Coach
Performance Matters Training	3rd-8th	Instructional Coaches and Performance Matters Rep	All K-8th Teachers	After school or early release day	Usage during data chats	Assistant Principal and Math Coach
Successmaker	K-8	Derita Pinkard	All new K-8 math teachers	during planning time	Usage during data chats	Assistant Principal and Math Coach
Middle School Big Ideas Math	6th-8th	Derita Pinkard	New teachers in 6th-8th	During planning time	Lesson plans and walkthroughs	Assistant Principal and Math Coach
FCAT Item Specifications & Task Cards	3rd-8th	Derita Pinkard	All 3rd-8th math teachers	During planning time	Walkthroughs and assessments	Assistant Principal and Math Coach
Math Content Literacy Strategies	K-8th	District Reading Specialist and Instructional Coaches	All K-8th teachers	Early release days	Lesson plans and walkthrough data	Assistant Principal and Math Coach
Discovery Education	K-8th	Instructional Coaches	All new teachers	during planning time	usage during data chats	Assistant Principal and Math Coach

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
<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 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.		The number of students scoring proficient on FCAT Science will increase by at least 15%. The number of 5th grade students scoring proficient on FCAT science will increase by 10% (a total of 19 students).			
Science Goal #1a:		The number of 8th grade students scoring proficient on FCAT science will increase by 10% (a total of 32 students)			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
20% Proficiency ( 53 students)		35% Proficiency ( 93 students)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Instructional Time on Task	Re-structuring of master schedule	SBLT	Review/Adjustments of Master Schedule from 2011-2012.	2012-2013 Master Schedule
2	Lack of Authentic Student Engagement in Complex Content	Teachers will use Item Specifications Guides Daily in addressing Higher Order Thinking Questions	School Leadership Team	FCIM Tracking Tested Benchmarks	FCIM Mini-Assessments  Classroom Observations
3	Lack of Rigorous Instruction and Hands on activities.	Teachers will increase the number of labs and projects to increase rigor and cooperative learning.	Science Instructional Coach Stacey Frakes Willie Miles	Walk-Throughs Lesson Plan Review Common Planning for Science teachers to develop collaboratively.	Lesson Plans Student Projects

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:				
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:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science.  Science Goal #2a:	The percentage of students scoring at or above Achievement Level 4 in Science will increase from 2% to 7% which is an additional 12 students.
2012 Current Level of Performance:	2013 Expected Level of Performance:
2% Above Proficiency (5 students)	7% Above Proficiency (17 students)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of Rigorous Instruction.	Professional Development training to establish the Literacy Design Collaborative LDC team for Middle Grades from SREB	Principal Assistant Principals	Focus Walk-Throughs	Walk Through Data
2	Lack of unique and rigorous instructional strategies used to teach higher level students.	Teachers will use differentiated instruction to ensure they are better serving the needs of students at every level.	Willie Miles Stacey Frakes	Walk Throughs Lesson Plan observation	Lesson Plan Walk Through Data

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:	
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
CIS Model (Continuous Instructional Sequence)	5th-8th Grade	Dale Rikards Barbara Huewitt	5th -8th Grade Science Teachers	Teachers will receive 1st training by the end of September.	Barbara Huewitt will conduct walk-throughs to ensure teachers are using the CIS model.	Willie Miles Stacey Frakes

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
			Grand Total: \$0.00

End of Science Goals

Writing Goals

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



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

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing.  Writing Goal #1a:	The number of students achieving 3.0 or higher in writing will increase by at least 12% which will be 31 additional students.
2012 Current Level of Performance:	2013 Expected Level of Performance:
53% scored at Proficiency (137 students)	65% at Proficiency (168 students)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers need Professional Development in Imagine It! with emphasis on Blue Band.	In grades three through five, teachers will participate in professional development related to fully implementing the Imagine It! core reading program with emphasis placed on integration of the Blue Band as a tool for embedded writing instruction, grammar and usage, and spelling.	Stacey Frakes, Wille Miles, Willie Williams	Administration check Student Writing folders randomly during weekly "Walk Throughs" "Writing Across The Curriculum" scores every nine weeks	2013 Florida Writes test
2	Teachers need Professional Development on the Novel Studies Template with an emphasis on the writing.	In grades six through eight, teachers will participate in professional development related to creating engaging novel studies units. Units will include embedded writing practice in various modes, including expository and persuasive.	Willie Miles, Willie Williams	Administration check Student Writing folders randomly during weekly "Walk Throughs" "Writing Across The Curriculum" scores every nine weeks	2013 Florida Writes test
3	Monitoring of Strategies Implemented During 2011-2012 School year: Writing Across Curriculum and Writing Folders.	Administration will document on walk-throughs evidence of Writing across Curriculum and Writing Folders	Willie Williams	Walk Throughs	Walk Through Data
4	MCCS does not have a Writing Plan.	The District will work along with selected school personnel to develop a District Writing Plan Grades K-12.	Willie Williams Willie Miles	Administration will check the District Writing Plan and begin implementing at school level.	2012-2013 Completed District Writing Plan for Grades k-12

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:	
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						

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
			Grand Total: \$0.00

End of Writing Goals

Civics End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Civics.  Civics Goal #1:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	This is the first administration of EOC for Civics; therefore, both teachers and students made struggle with acclimation.	Civics Teachers will participate in EOC/Common Core Professional Development and be expected to unpack benchmarks and use item specs to drive instruction.	Barbara Huewitt Willie Miles	Walk-Throughs to determine if teachers are using item specs.  Planning/Dialogue with teachers to determine instructional strategies used during Common Planning.	Walk Through Data Meeting Minutes

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

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student Motivation concerning CIVICS	Teachers will utilize more practical and hands on projects to engage students.	Willie Miles Barbara Huewitt	Planning with the Civics teachers  Review of Student Product	Student Product Lesson Plans

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
Lesson Study	7th Grade	Willie Miles Barbara Huewitt	7th Grade Civics teachers	One entire cycle of Lesson Study will be completed by December 2012.	Observation of Lesson Study Training and Implementation through walk-throughs	Willie Miles

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

## 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:	The Attendance Rate will increase at least 2%
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
92%	95%.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
417	396
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)

206						196
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	Parent Support.	School Intervention Team will address excessive absences/tardies. Positive Behavior Support will award for attendance every nine weeks. Connect Ed Absentee messages to parents daily.	Willie Williams	Monitor Attendance and Tardies Weekly	2010-2011 Attendance Rate	

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						

Attendance Budget:

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

## Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Suspension Suspension Goal # 1:		The number of students suspended will decrease by at least 10%			
2012 Total Number of In-School Suspensions		2013 Expected Number of In-School Suspensions			
642		578			
2012 Total Number of Students Suspended In-School		2013 Expected Number of Students Suspended In-School			
398		353			
2012 Number of Out-of-School Suspensions		2013 Expected Number of Out-of-School Suspensions			
289		260			
2012 Total Number of Students Suspended Out-of-School		2013 Expected Number of Students Suspended Out-of-School			
197		177			
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	Student apathy	RTI and SIT committee Guidance Counselors Positive Action Program Learning For Life Program	Willie Williams	Monitor # of Discipline referrals and # of Suspensions for 2011-2012 school year	FOCUS Discipline Reports
2	Lack of student knowledge concerning appropriate social behaviors.	Positive Action time built into the Master Schedule in Elementary for teachers to teach Positive Action Curriculum.	Barbara Huewitt (Master Schedule) Yolanda Haynes Stacey Frakes	Ensure master schedule is developed to accommodate the instruction of Positive Action.  Walk throughs by Assistant Principals to ensure teachers are teaching Positive Action.	Walk through data Master Schedule

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Positive Behavior Support	Grades PK-8	Yolanda Haynes	Multi-Grade Level team along with administration and other staff	Team established by June 30th. Team meetings begin monthly every month.	Sign-in sheets and minutes form meetings	Willie Williams

Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
<p>1. Parent Involvement</p> <p>Parent Involvement Goal #1:</p> <p><i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i></p>	<p>We will increase Parent Involvement by at least 10%.</p>
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:

10% (180 adults unduplicated)			20% 360 adults unduplicated)		
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	Communication	- Increase the number of Connect Ed messages - Continue with annual Open House and Parent Nights - Continue information via weekly e-mail newsletter and school website - Increase number of non-academic school activities for parents to participate in so that they are comfortable in the school setting.	Willie Williams	Attendance Sign-In sheets Connect Ed Reports	Record Data from Sign In sheets and Connect Ed Reports
2	Communications and parent job responsibilities	- Increase the number of Connect Ed messages - Continue with annual Open House and Parent Nights - Continue information via weekly e-mail newsletter and school website - Increase number of non-academic school activities for parents to participate in so that they are comfortable in the school setting.	sbllt	Attendance Sign-In sheets Connect Ed Reports	Record Data from Sign In sheets and Connect Ed 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
No Data Submitted						

Parent Involvement Budget:

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



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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM STEM Goal #1:	<p>Middle Grades Exploratory classes will be offered based on the following: Information and Communication Technology Essentials I to 6th grade; Information and Communication and Technology Essentials II to 7th grade; Introduction to Technology to 8th grade; and TV production to 6th-8th grade students.</p> <p>K-8th will provide opportunities for students to participate in STEM projects and activities during the year by being a pilot school for the Bridge to STEM.</p>				
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	scheduling students into these classes based on their required core class assignments	place as many students as possible into these classes based around their core assignment classes	Curriculum Coordinator	Class roster	FOCUS gradebook grades and industry certification completion by students
2	funding sources needed for supplies	school will volunteer to be a part of the pilot program for Bridge to STEM	Principal	Bridge to STEM paperwork forms	Evidence of STEM projects with sample student work
3	Math Instructional Coach has lack of STEM knowledge to suggest projects for teachers	Math Coach will work with DOE Specialist to learn about STEM projects	Principal and Assistant Principals	PD calendar, sign-in sheets for PD and Coaching Log	Evidence of STEM projects with sample student work

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
Bridge to STEM	K-8	DOE Math Specialist	Math Coach and Math Teachers	Early Release Day or After School	Implementation of STEM projects with evidence of student work	Principal
STEM projects	K-8	DOE Math Specialist	Math Coach	during school or after school	Implementation of STEM projects with evidence of student work	Principal

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:					
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 program is in its first year of implementation and the course is generally a High School course.	Technology teacher will receive necessary Professional Development for course requirements/certifications requirements	Willie Williams	Successful completion of Professional Development by Technology Teacher.	Passing Rate of Introduction to Technology Certification.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

CTE Budget:

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

End of CTE Goal(s)

## Additional Goal(s)

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
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
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: \$0.00

## Differentiated Accountability

### School-level Differentiated Accountability Compliance

<input checked="" type="radio"/> Priority	<input checked="" type="radio"/> Focus	<input checked="" type="radio"/> Prevent	<input checked="" type="radio"/> 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 8/31/2012)

## 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.

Describe projected use of SAC funds	Amount
No data submitted	

Describe the activities of the School Advisory Council for the upcoming 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

Madison School District MADISON COUNTY CENTRAL SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	48%	37%	61%	20%	166	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	58%	51%			109	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	66% (YES)	59% (YES)			125	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					400	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					D	Grade based on total points, adequate progress, and % of students tested

Madison School District MADISON COUNTY CENTRAL SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	50%	43%	76%	23%	192	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	52%	62%			114	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	54% (YES)	67% (YES)			121	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					427	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					D	Grade based on total points, adequate progress, and % of students tested