

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: DOOLIN/ASHE ACADEMY K-8

District Name: Dade

Principal: Eliseo Hernandez

SAC Chair: Adam Pascual

Superintendent: Alberto Carvalho

Date of School Board Approval: Pending

Last Modified on: 10/12/2012

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
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PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

School Grades Trend Data
Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data
High School Feedback Report
K-12 Comprehensive Research Based Reading Plan

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Eliseo Hernandez	Biology, B.S.; Science Education, M.S. /6-12 Biology, 6-12 Chemistry and School Principal	3	17	'12 '11 '10 '09 '08 School Grade B A A B A High Standards Rdg. 57 80 83 78 79 High Standards Math 51 81 83 83 81 Lrng Gains-Rdg. 71 65 77 64 67 Lrng Gains-Math 59 63 68 45 56 Gains-Rdg-25% 75 57 82 64 69 Gains-Math-25% 56 54 82 52 58
Assis Principal	Maria Tourino	Specialist of Science-Educational Leadership, Florida International University; Master of Science- TESOL, University of Miami; BS- Elementary Education, Florida International University.	12	16	'12 '11 '10 '09 '08 School Grade B A A A A High Standards Rdg. 57 80 82 79 76 High Standards Math 51 81 81 72 77 Lrng Gains-Rdg. 71 65 68 72 63 Lrng Gains-Math 59 63 66 56 65 Gains-Rdg-25% 75 57 58 67 60 Gains-Math-25% 56 54 66 68 67

		Certification: Elementary Education, ESOL, Educational Leadership			
Assis Principal	Marlene Iza- Rodriguez	Special Education, M.S.; Psychology, B.S./Varying Exceptionalities and Educational Leadership	7	8	'12 '11 '10 '09 '08 School Grade B B A B B High Standards Rdg. 57 65 70 68 65 High Standards Math 51 58 61 61 61 Lrng Gains-Rdg. 71 66 69 67 63 Lrng Gains-Math 59 64 67 64 69 Gains-Rdg-25% 75 69 71 71 65 Gains-Math-25% 56 64 68 62 71
Assis Principal	Christina M. Albarran	Elementary Education, B.A.; Educational Leadership, M.S. /Elementary Education, ESOL and Educational Leadership	2	4	'12 '11 '10 '09 '08 School Grade B A A A A High Standards Rdg. 57 84 84 79 76 High Standards Math 51 79 82 72 77 Lrng Gains-Rdg. 71 70 73 72 63 Lrng Gains-Math 59 69 70 56 65 Gains-Rdg-25% 75 74 71 67 60 Gains-Math-25% 56 65 63 68 67

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	Patricia Perez	Bachelor of Arts, Master of Science in TESOL, Specialist in Ed Leadership. Certification: Elementary, Reading (K-12), ESOL (K-12), Educational Leadership	12	4	'12 '11 '10 '09 '08 School Grade- B A A A A High Standards Rdg.- 57 80 80 79 76 High Standards Math- 51 81 81 72 77 Lrng Gains-Rdg.- 71 65 68 72 63 Lrng Gains-Math- 59 63 66 56 65 Gains-Rdg-25%- 75 57 58 67 60 Gains-Math-25%- 56 54 66 68 67
Reading	Marcia Samuel	Reading, Middle Grades English	14	14	'12 '11 '10 '09 '08 School Grade B B A B B High Standards Rdg. 57 65 70 68 65 High Standards Math 51 58 61 61 61 Lrng Gains-Rdg. 71 66 69 67 63 Lrng Gains-Math 59 64 67 64 69 Gains-Rdg-25% 75 69 71 71 65 Gains-Math-25% 56 64 68 62 71

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	Partnering new teachers with veteran staff members.	Assistant Principal	On-Going	
2	Soliciting referrals from current employees.	Principal	On-Going	
3	Hosting interns from local universities and partnering them with clinically certified teachers.	Assistant Principal	On-Going	
4	Conduct monthly meetings with new/beginning teachers and their mentor.	Principal and Assistant Principal	On-Going	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
2-out of field 0-less than effective	Both teachers are currently on a Waiver and are working towards their endorsement and/or certification in the required field. Additionally, both teachers are partnered with and receive support from veteran teachers within their field.

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
101	1.0%(1)	5.9%(6)	64.4%(65)	28.7%(29)	42.6%(43)	76.2%(77)	16.8%(17)	5.0%(5)	69.3%(70)

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
N/A	N/A	N/A	N/A

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

Bowman Ashe / Doolin K-8 Academy provides services to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs or summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families.

School based, Title I funded Community Involvement Specialists (CIS), serve as a bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site.

Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring.

Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete.

Other components that are integrated into the school-wide program include an extensive Parental Program; Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

Bowman Ashe/Doolin K-8 Academy does not have migrant students at this time.

Title I, Part D

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

Title II

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

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

Title III

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:

- tutorial programs (K-12)
- parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent Academy)
- professional development on best practices for ESOL and content area teachers
- coaching and mentoring for ESOL and content area teachers(K-12)
- reading and supplementary instructional materials(K-12)
- cultural supplementary instructional materials (K-12)
- purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, as well as, thematic cultural lessons is purchased for selected schools to be used by ELL students and recently arrived immigrant students (K-12, RFP Process)

The above services will be provided should funds become available for the 2012-2013 school year and should the FLDOE approve the application(s).

Title X- Homeless

- Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
 - The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
 - Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
 - The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
 - Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization.
 - Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
 - The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
- The School Social Worker shall be deemed the school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

Bowman Ashe/Doolin K-8 Academy will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida

Education Finance Program (FEFP) allocation.

Violence Prevention Programs

- The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and/or TRUST Specialists.
- Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors, and/or TRUST Specialists is also a component of this program.
- Counselors will focus on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.

Nutrition Programs

Nutrition Programs

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

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

Bowman Ashe/Doolin K-8 Academy will implement Career Day to expose students to the various career options. Additionally, seventh grade students will participate in the Career and Education Planning course through their Social Studies class. As part of the coursework, students will develop a career and education plan and discuss the following: understanding the workplace, self-awareness, exploring careers, goal setting/decision making, workplace skills, career/education planning, and job search. Additionally, as per Senate Bill 1908, middle school students are required to complete the electronic Personal Education Plan (e-PEP) before entering the ninth grade in high school. The completion of the e-PEP will begin in the seventh grade and will be updated as needed in the eighth grade prior to graduating from middle school.

Job Training

N/A

Other

Health Connect in Our Schools

- Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds.
- Teams at designated school sites are staffed by a School Social Worker (shared between schools), a Nurse (shared between schools) and a full-time Health Aide.
- HCiOS services reduces or eliminates barriers to care, connects eligible students with health insurance and a medical home, and provides care for students who are not eligible for other services.
- HCiOS delivers coordinated social work and mental/behavioral health interventions in a timely manner.
- HCiOS enhances the health education activities provided by the schools and by the health department.
- HCiOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program.

Parental

Bowman Ashe/Doolin K-8 Academy involves parents in the planning and implementation of the Title I Program and extends an open invitation to our school's parent resource center or parent area in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services. We increase parental engagement/involvement through developing (with on-going parental input) our school's Title I School-Parent Compact; our school's Title I Parental Involvement Plan; scheduling the Title I Annual Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements. We conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents' schedules. This impacts our goal to empower parents and build their capacity for involvement. Complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-12) and the Title I Parental Involvement Monthly Activities Report (FM-6913 Rev. 06-12), and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118.

Additionally, the M-DCPS Title I Parent/Family Survey, distributed to schools by Title I Administration, is to be completed by parents/families annually in May. The Survey's results are to be used to assist with revising our Title I parental documents for the approaching school year.

All-Stars Program

Bowman Ashe/Doolin K-8 Academy will continue working with the Afterschool All-Stars Program which is a partnership between MDCPS and the 21st Century Grant and The Children's Trust. This program is eligible to the first 100 students who complete the application process. It provides various after school activities such as: art, technology, debate, sports, character education, science, and homework assistance. It is conducted by a group of classroom teachers who are employed at the school. The program is from 3:10 to 6:10 p.m., Monday, Tuesday and Thursday, Wednesdays from 1:55 to 4:55 p.m., and Fridays from 3:10 to 5:10 p.m. This program is focused on enhancing academics and extracurricular activities after school and is beneficial for students who normally are left home unsupervised and may become involved in inappropriate behaviors on the streets.

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

MTSS/RtI is an extension of the school's Leadership Team, strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well being, and prevention of student failure through early intervention.

1. MTSS/RtI leadership is vital, therefore, in building our team we have considered the following:

- Administrator(s) who will ensure commitment and allocate resources;
- Teacher(s) and Coaches will extend and report on meeting the goals of the leadership team at grade level, subject area, and intervention group, problem solving

Team members who will meet to review consensus, infrastructure, and implementation of building level.

2. The school's Leadership Team will include additional personnel as resources to the team, based on specific problems or concerns as warranted, such as:

- School Reading, Mathematics, and Science Teachers
- School Behavior Specialists
- Special education personnel
- School guidance counselor
- School psychologist
- School social worker
- Member of advisory group
- Community stakeholders

3. MTSS/RtI is a general education initiative in which the levels of support (resources) are allocated in direct proportion to student needs. MTSS/RtI uses increasingly more intense instruction and interventions.

- The first level of support is the core instructional and behavioral methodologies, practices, and supports designed for all students in the general curriculum.
- The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support.
- The third level of support consists of intensive instructional and/or behavioral interventions provided in addition to and in alignment with effective core instruction and the supplemental instruction and interventions with the goal of increasing an individual student's rate of progress academically and/or behaviorally.

There will be an ongoing evaluation method established for services at each tier to monitor the effectiveness of meeting school goals and student growth as measured by benchmark and progress monitoring data. The MTSS/RtI four step problem-solving model will be used to plan, monitor, and revise instruction and intervention. The four steps are problem identification, problem analysis, intervention implementation, and response evaluation.

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 following steps will be considered by the school's Leadership Team to address how we can utilize the MTSS/RtI process to enhance data collection, data analysis, problem solving, differentiated assistance, and progress monitoring.

The Leadership Team will:

1. Use the Tier 1 Problem Solving process to set Tier 1 goals, monitor academic and behavior data evaluating progress at

least three times per year by addressing the following important questions:

- What will all students learn? (curriculum based on standards)
 - What progress is expected in each core area?
 - How will we determine if students have made expected levels of progress towards proficiency? (common assessments)
 - How will we respond when grades, subject areas, or class of, or individual students have not learned? (Response to Intervention problem solving process and monitoring progress of interventions)
 - How will we respond when students have learned or already know? (Enrichment opportunities).
2. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
 3. Hold regular quarterly meetings. Use the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
 4. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.
 5. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.
 6. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.
 7. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.
 8. Assist with monitoring and responding to the needs of subgroups within the expectations for meeting Annual Measurable Objectives.

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?

1. The Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis.
2. The Leadership Team will monitor the fidelity of the delivery of instruction and intervention.
3. The Leadership Team will provide levels of support and interventions to students based on data.
4. The leadership team will consider data the end of year Tier 1 problem solving.

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.

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

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

2. Managed data will include:

Academic

- FAIR assessment (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic Indicators, Ongoing Progress Monitoring Tools, Phonics Screening Inventory)
- Oral Reading Fluency Measures
- Voyager Checkpoints
- Voyager Benchmark Assessments
- Baseline Benchmark Assessments
- Success Maker Utilization and Progress Reports
- Interim assessments
- State/Local Math and Science assessments
- FCAT
- Student grades

- School site specific assessments

Behavior

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

Describe the plan to train staff on MTSS.

The district professional development and support will include:

1. Training for all administrators in the MTSS/RtI problem solving at Tiers 1, 2, and 3 (SST), using the Tier 1 Problem Solving Worksheet, Tier 2 Problem Solving Worksheet, and Tier 3 Problem Solving Worksheet and Intervention Plan.
2. Providing support for school staff to understand basic MTSS/RtI principles and procedures.
3. Providing a network of ongoing support for MTSS/RtI organized through feeder patterns.

Describe the plan to support MTSS.

Leadership is an integral part to successful implementation of large-scale innovations and the effective management of change. The building principal is critical to the implementation of any process introduced at the school level. The general leadership skills of building principals have been identified through school based research over many years. These general leadership skills include: effective communication, facilitation of relationships and a positive, collaborative climate, inclusion of school and community based stakeholders, and a focus on celebrating positive outcomes. The implementation of a MTSS system requires these, and additional skills, to ensure consistent implementation of the process and positive student outcomes.

Building Principal Leadership skills specific to the implementation and support of MTSS include:

1. Models a problem-solving process: understands the 4-step process and uses the process to guide staff problem solving.
2. Communicates and reinforces the expectation for data-based decision-making: guides the school staff to frame their decisions within the context of student or other relevant data.
3. Communicates and reinforces the expectation that all Tier 2/3 services will integrate Tier 1 standards for performance, instructional materials and practices to facilitate the transfer of student performance from Tiers 2/3 to Tier 1.
4. Schedules "Data Days" throughout the year to ensure that instruction/interventions are informed by student data.
5. Facilitates the development of instructional schedules based upon student needs.
6. Ensures that instructional/intervention support is provided to all staff.
7. Ensures that instruction/intervention "sufficiency" and the documentation of that sufficiency occur for all students receiving Tiers 2/3 support.
8. Establishes a system of communicating student outcomes across the professional staff and with students and their parents.
9. Creates frequent opportunities to celebrate and communicate success.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The school-based Literacy Leadership Team is composed of:

Principal: Eliseo Hernandez

General Education Teachers (Primary and Intermediate): Cindy Huss (Pre- K Grade Chair), Sherylann Plummer (1st Grade Chair), Michelle. Llama (2nd Grade Chair), Liane Suarez (3rd Grade Chair), Nannette Henriquez (4th Grade Chair), Carolyn Zabala (5th, Art, Music, PE Grade Chair), Idelsy Rodriguez (6th Grade Chair), Heather Allende (7th Grade Chair), Analin Baetz

(8th Grade Chair), Marcia Samuel, Language Arts/Reading Department Chair; Elena Monduy, Social Studies Department Chair; Melissa Ramjus, Science Department Chair; Vivian Torres, ELL Department Chair; Ana Gonzalez, Math Department Chair; Marcela Pomares, Gifted Language Arts Teacher; Beth Kirk-Kent, Social Studies Teacher and Carmen DeJesus, Language Arts/Reading Teacher, and Yvonne Campbell, Media Specialist. The majority of these individuals are also members of the school's Leadership Team and serve as a liaison between administration and teachers. Their goal is to promote school-wide literacy and ensure reading strategies are implemented in the classrooms across all content areas.

Exceptional Student Education (ESE) Teachers: Ronnit Branciforte, SPED Department Chair

Instructional Coach Reading: Patricia Perez and Marcia Samuel

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

The purpose of the Bowman Ashe/Doolin K-8 Academy Literacy Leadership Team is to build a capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. The Literacy Leadership team will meet once a month to discuss data trends and receive instructional strategies that can be implemented into the content areas. Plans are developed to create school-wide reading incentives and events to promote literacy. The meetings are collaborative efforts. Although the Reading Coach initiates these meetings and conducts them; all members are invested in the process and have the autonomy to initiate and conduct meetings with information that will be beneficial to the school. The LLT maintains a connection to the school's Multi-Tiered System of Supports/Response to Intervention process by using the MTSS/RtI problem solving approach to ensure that a multi-tiered system of reading support is present and effective.

The principal will cultivate the vision for increased school-wide literacy across all content areas by being an active participant in all Literacy Leadership Team meetings and activities. The principal will provide necessary resources to the LLT. The reading coach will share her expertise in reading instruction, and assessment and observational data to assist the team in making instructional and programmatic decisions. The reading coach will work with the Literacy Leadership Team to guarantee fidelity of implementation of the K-12 CRRP. The reading coach will provide motivation and promote a spirit of collaboration within the Literacy Leadership Team to create a school-wide focus on literacy and reading achievement by establishing model classrooms; conferencing with teachers and administrators; and providing professional development.

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

Roles/Functions

Principal/Assistant Principals: Promote the emphasis of using reading strategies in the content areas; monitor the progress of all courses and ensure that the weekly homeroom reading schedule is being followed; and assist in developing strategies that will promote reading in the school.

Reading Coach: Provides professional development for all content areas; facilitates professional sharing through all content area departments; implements the literacy plan with all content area teachers; and provides support, coaching, materials, and data to all content and elective area teachers.

Media Specialist: Manages the Accelerated Reader (AR) and STAR programs; provides data from programs that will help teachers differentiate instruction; provides incentives for students completing the AR program; and collaborates with Reading Coach to offer programs that emphasize literacy.

Department Chairs (Language Arts, Math, Reading, Social Studies, ELL, SPED): Facilitate professional sharing and best practices during department/team meetings; provide feedback on specific data trends; promote literacy through incentives for teachers and students; and actively participate in committees that promote literacy in the school.

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

The major initiatives of the LLT this year will be to:

- Identify students in subgroups who are in need of intervention and are classified as struggling readers
- Provide morning and afternoon tutoring sessions
- Utilize Diagnostic Assessments to determine progression of student learning gains
- Empower students with their own data
- Discuss interventions and strategies with students individually
- Train teachers in data disaggregation
- Provide time during faculty meetings to discuss reading best practices
- Ensure Differentiated Instruction is used effectively in the classroom
- Monitor implementation of reading strategies in all content areas

- Create professional development that focuses on student needs and teacher needs
- Provide a research based curriculum that will be effective across the curriculum
- Increase the frequency of technology as a reading instructional tool
- Provide enrichment for students performing at mastery in reading
- Encourage students to participate in several reading activities including: book clubs, literacy clubs, book fairs, Accelerated Reader and reading contests
- Work collaboratively with teachers to identify and provide targeted, customized professional development in alignment with progress monitoring data

Public School Choice

Supplemental Educational Services (SES) Notification

[View uploaded file](#) (Uploaded on 10/12/2012)

*Elementary Title I Schools Only: Pre-School Transition

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

Title I Administration assists the school by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adults.

At Bowman Ashe/Doolin K-8 Academy, all incoming Kindergarten students are assessed prior to or upon entering Kindergarten in order to ascertain individual and group needs and to assist in the development of robust instructional/intervention programs. All students are assessed within the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/Processing. Specifically, the Bracken Basic Concept Scale-Revised (BBCS-R) will be used to assess basic academic skill development and academic school readiness of incoming students. The Clinical Evaluation of Language Fundamentals-Preschool (CELF-P) assessment will be used to ascertain oral language skills of incoming students. The Developmental Skills Checklist (DSC) will be used to determine students' print/letter knowledge and level of phonological awareness/processing. In addition to academic/school readiness assessments, all incoming Kindergarten students will be assessed in the area of social/emotional development. Specifically, the Ages and Stages Questionnaire will be completed by the parent/guardian of all incoming Kindergarten students. Questionnaire results will provide valuable information regarding student development and need for instruction/intervention regarding pro-social behavior, self-regulation, self-concept, and self-efficacy.

Screening data will be collected and aggregated prior to September 8, 2012. Data will be used to plan daily academic and social/emotional instruction for all students and for groups of students or individual students who may need intervention beyond core instruction. Core Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic and/or social emotional skills identified by screening data. Social skills instruction will occur daily for 20 minutes using the Skills Streaming Curriculum and will be reinforced throughout the day through the use of a common language, re-teaching, and positive reinforcement of pro-social behavior.

Screening tools will be re-administered mid-year and at the end of the year in order to determine student learning gains in order to determine the need for changes to the instructional/intervention programs.

Establish or expand the "Welcome to Kindergarten" program to build partnership with local early education programs, including the in-school prekindergarten program. Through this joint venture, parents and children will gain familiarity with kindergarten as well as receive information relative to the registration of students at the school. The principal will also meet with the center directors of neighborhood centers and invite them to visit the school for orientation purposes.

*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.

All teachers will implement reading strategies during the homeroom 30 minute literacy block. The Reading Coach and Media Specialist will work together to provide grade-level appropriate novels, teacher resources, and activities. Professional Development on reading strategies will be provided on a continual basis to all content area teachers. All content area teachers will align lesson plans with Reading as the instructional focus and will be provided with various non-fiction content related materials to supplement Reading instruction.

*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 results of the 2011-2012 FCAT 2.0 Reading Assessment indicate that 27% of students achieved Level 3 proficiency. Our goal for the 2012-2013 school year is to increase Level 3 student proficiency by 7 percentage points to 34%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% (314)	34% (390)

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	One of the areas of deficiency for students in grades 3-5 as noted on the 2012 administration of the FCAT 2.0 Reading Assessment is Reporting Category 3: Literary Analysis: Fiction and Non-Fiction due to students' inability to properly identify and explain the purpose figurative language.	Provide students with opportunities to use real-world documents and note how authors use figurative language such as similes, metaphors, and personification.	Administrative Team, MTSS/RtI Team, Reading Coach	Weekly administrative walk-throughs. Quarterly review of Reading Plus reports, STAR reports, and Interim Assessments. Data chats will be conducted twice during the school year, after each Interim Assessment for progress monitoring. Conduct monthly Grade-level Meetings to obtain teacher feedback of effectiveness of strategies.	Formative: Interim assessments, Reading Plus, STAR Summative: 2013 FCAT 2.0 Reading Assessment
2	One of the areas of deficiency for students in grades 6-8 as noted on the 2012 administration of the FCAT 2.0 Reading Assessment is Reporting Category 4: Informational Text and Research Process due to students' inability to properly summarize information.	Students will collect, evaluate, and summarize information using a variety of techniques from multiple sources Teachers will model how to properly paraphrase in order to convey the main idea and details in a summary.	Administrative Team, MTSS/RtI Team, Reading Coach	Weekly administrative walk-throughs. Quarterly review of Reading Plus reports and Interim Assessments. Data chats will be conducted twice during the school year, after each Interim Assessment for progress monitoring. Conduct monthly Department Meetings to obtain teacher feedback of effectiveness of strategies.	Formative: Interim assessments, Reading Plus Summative: 2013 FCAT 2.0 Reading Assessment

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	The results of the 2011-2012 Florida Alternate Assessment indicate that less than 10 students in grades 6-8 achieved Level 4, 5 and 6 proficiency in Reading. Our goal for the 2012-2013 school year is to increase students in grades 6-8 Level 4, 5, and 6 student proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:

N/A		N/A			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The student's inability to read and comprehend text.	Provide student with lessons that build basic Reading skills and accelerate academic growth in phonics, phonemic awareness, fluency, oral language, vocabulary, and comprehension.	Administrative Team, Reading Coach, SPED Department Chair	Weekly Administrative walk-throughs. Quarterly review of classroom assessments for progress monitoring.	Formative: Classroom assessments Summative: 2013 Florida Alternate Assessment

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The results of the 2011-2012 FCAT 2.0 Reading Assessment indicate that 27% of students achieved Level 4 and 5 proficiency. Our goal for the 2012-2013 school year is to increase Level 4 and 5 student proficiency by 3 percentage points to 30%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% (314)	30%(344)

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	One of the areas of deficiency for students in grades 3-5 as noted on the 2012 administration of the FCAT 2.0 Reading Assessment is Reporting Category 3: Literary Analysis: Fiction and Non-Fiction due to insufficient exposure to descriptive, idiomatic, and figurative language contained in poetry for the purpose of enrichment.	Students will be provided with enrichment opportunities that require them to use poetry to practice identifying descriptive language that defines moods and provides imagery and to note how authors use figurative language such as similes, metaphors, and personification.	Administrative Team, Reading Coach	Weekly administrative walk-throughs. Quarterly review of Reading Plus reports, STAR reports and Interim Assessments. Data chats will be conducted twice during the school year, after each Interim Assessment for progress monitoring. Conduct monthly Grade-level Meetings to obtain teacher feedback of effectiveness of strategies.	Formative: Interim assessments, Reading Plus, STAR Summative: 2013 FCAT 2.0 Reading Assessment
2	One of the areas of deficiency for students in grades 6-8 as noted on the 2012 administration of the FCAT 2.0 Reading Assessment is Reporting Category 4: Informational Text and Research Process due to insufficient research projects for the purpose of enrichment.	Students will be provided with enrichment opportunities to complete research projects that require them to assess, organize, and check the validity and reliability of information.	Administrative Team, Reading Coach	Weekly administrative walk-throughs. Quarterly review of Interim Assessments. Data chats will be conducted twice during the school year, after each Interim Assessment for progress monitoring. Conduct monthly Department Meetings to obtain teacher feedback of effectiveness of strategies.	Formative: Interim assessments Summative: 2013 FCAT 2.0 Reading Assessment

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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 results of the 2011-2012 FCAT 2.0 Reading Assessment indicate that 71% of students made learning gains. Our goal for the 2012-2013 school year is to increase students achieving learning gains by 5 percentage points to 76%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
71% (649)	76% (695)

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	One of the areas of deficiency for students in grades 3-5 as noted on the 2012 administration of the FCAT 2.0 Reading Assessment is Reporting Category 3: Literary Analysis: Fiction and Non-Fiction due to students' inability to properly identify and explain the elements of story structure – character development, setting, plot, problem/solution.	Provide students with opportunities to identify and explain the elements of story, including character development, setting, plot, and problem/resolution in a variety of fictional and non-fictional texts while providing concrete examples through role play and the use of technology programs.	Administrative Team, MTSS/RtI Team, Reading Coach	Weekly administrative walk-throughs. Quarterly review of SOLO Reports, FAIR reports, Reading Plus reports, STAR reports, and Interim Assessments. Data chats will be conducted twice after each Interim Assessment for progress monitoring. Conduct monthly Grade-level Meetings to obtain teacher feedback of effectiveness of strategies.	Formative: Interim assessments, SOLO, FAIR, Reading Plus, STAR Summative: 2013 FCAT 2.0 Reading Assessment
	One of the areas of deficiency for students in grades 6-8 as noted on the 2012 administration of the FCAT 2.0 Reading Assessment is Reporting Category 4: Informational	Develop and implement a Reading plan for other content areas that infuse Reading strategies and provide teachers with content related supplemental materials in	Administrative Team, MTSS/RtI Team, Reading Coach	Weekly administrative walk-throughs. Quarterly review of SOLO Reports, FAIR reports, Reading Plus reports, STAR reports, and Interim Assessments. Data chats	Formative: Interim assessments, SOLO, FAIR, Reading Plus, STAR Summative: 2013

2	Text and Research Process due to due to infrequent implementation of Reading strategies and usage of the FCAT Middle School Question Task Cards in other content areas.	order to expose students to a variety of text. Increase the frequency of usage of the FCAT Middle School Question Task Cards in other content area classes.	will be conducted twice after each Interim Assessment for progress monitoring. Conduct monthly Department Meetings to obtain teacher feedback of effectiveness of strategies.	FCAT 2.0 Reading Assessment
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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 results of the 2011-2012 FCAT 2.0 Reading Assessment indicate that 75% of students in the lowest 25% made learning gains. Our goal for the 2012-2013 school year is to increase in the lowest 25% achieving learning gains by 5 percentage points to 80%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
75% (181)	80% (193)

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	One of the areas of deficiency for students in grades 3-5 as noted on the 2012 administration of the FCAT 2.0 Reading Assessment is Reporting Category 3: Literary Analysis: Fiction and Non-Fiction due to students' inability to properly identify and explain the elements of	Ensure Intervention is taking place following the Voyager/Passport curriculum and utilizing technology based supplemental resources in order to provide students with academic growth in the area of story structure and text features.	Administrative Team, MTSS/RtI Team, Reading Coach	Weekly administrative walk-throughs. Quarterly review of SOLO Reports, FAIR reports, Reading Plus reports, STAR reports, and Interim Assessments. Data chats will be conducted twice during the school year, after each Interim Assessment for progress monitoring. Conduct	Formative: Interim assessments, SOLO, FAIR, Reading Plus, STAR Summative: 2013 FCAT 2.0 Reading Assessment

	story structure – character development, setting, plot, problem/solution.			monthly Grade-level Meetings to obtain teacher feedback of effectiveness of strategies.	
2	One of the areas of deficiency for students in grades 6-8 as noted on the 2012 administration of the FCAT 2.0 Reading Assessment is Reporting Category 4: Informational Text and Research Process due to students' lack of overall academic growth in fluency, decoding, oral language, phonological awareness, phonics, vocabulary, and comprehension.	Ensure Intensive Reading Teachers are following the Voyager/Passport curriculum and utilizing technology based supplemental resources in order to provide students with academic growth in fluency, decoding, oral language, phonological awareness, phonics, vocabulary, and comprehension.	Administrative Team, MTSS/RTI Team, Reading Coach	Weekly administrative walk-throughs. Quarterly review of SOLO Reports, FAIR reports, Reading Plus reports, STAR reports, and Interim Assessments. Data chats will be conducted twice during the school year, after each Interim Assessment for progress monitoring. Conduct monthly Department Meetings to obtain teacher feedback of effectiveness of strategies.	Formative: Interim assessments, SOLO, FAIR, Reading Plus, STAR Summative: 2013 FCAT 2.0 Reading Assessment

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal # Our goal from 2011-2017 is to reduce the percent of non-proficient students in Reading by 50%.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	62%	66%	69%	73%	76%	

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 results of 2011-2012 FCAT 2.0 Reading Assessment indicate that 80% of students in the White subgroup achieved proficiency. Our goal for the 2012-2013 school year is to increase student proficiency in the White subgroup by 3 percentage points to 83%. The results of 2011-2012 FCAT 2.0 Reading Assessment indicate that 56% of students in the Hispanic subgroup achieved proficiency. Our goal for the 2012-2013 school year is to increase student proficiency in the Hispanic subgroup by 8 percentage points to 64%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 80% (38) Black: NA Hispanic: 56% (599) Asian: NA American Indian: NA	White: 83% (40) Black: NA Hispanic: 64% (684) Asian: NA American Indian: NA

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
	One of the areas of deficiency for students in grades 3-5 as noted on the 2012 administration of the FCAT 2.0 Reading Assessment is Reporting	White and Hispanic: Provide students with opportunities to use real-world documents to note how authors use figurative language such	Administrative Team, MTSS/RTI Team, Reading Coach	Weekly administrative walk-throughs. Quarterly review of Riverdeep Reports, Reading Plus reports, FCAT Explorer reports, and Interim	Formative: Interim Assessments, Reading Plus, Riverdeep, FCAT Explorer

1	Category 3: Literary Analysis: Fiction and Non-Fiction due to students' inability to properly identify and explain the purpose figurative language.	as similes, metaphors, and personification in fiction and non-fiction texts.		Assessments. Data chats will be conducted twice during the school year, after each Interim Assessment for progress monitoring. Conduct monthly Grade-level Meetings to obtain teacher feedback of effectiveness of strategies.	Summative: 2013 FCAT 2.0 Reading Assessment
2	One of the areas of deficiency for students in grades 6-8 as noted on the 2012 administration of the FCAT 2.0 Reading Assessment is reporting Category 4: Informational Text and Research Process due to students' limited access to technology at home in order to access on-line Reading resources and tutoring programs.	White and Hispanic: Provide students with access to a computer before/after school in order to access on-line Reading resources and tutoring programs.	Administrative Team, MTSS/RtI Team, Reading Coach	Weekly administrative walk-throughs. Quarterly review of Riverdeep Reports, Reading Plus reports, FCAT Explorer reports, and Interim Assessments. Data chats will be conducted twice during the school year, after each Interim Assessment for progress monitoring. Conduct monthly Department Meetings to obtain teacher feedback of effectiveness of strategies.	Formative: Interim Assessments, Reading Plus, Riverdeep, FCAT Explorer Summative: 2013 FCAT 2.0 Reading Assessment

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	The results of the 2011-2012 FCAT 2.0 Reading Assessment indicate that 42% of students in the ELL subgroup achieved proficiency. Our goal for the 2012-2013 school year is to increase student proficiency in the ELL subgroup by 8 percentage points to 50%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
42%(103)	50%(123)

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	One of the areas of deficiency for students in grades 3-5 as noted on the 2012 administration of the FCAT 2.0 Reading Assessment is Reporting Category 1: Vocabulary due to ELL students' limited understanding of key concepts and vocabulary words.	Provide students with opportunities during pre-reading activities to instruct students in the use of concept maps to help build their general knowledge of word meanings and relationships, the study of synonyms and antonyms, and the practice of recognizing examples and non-examples of word relationships.	Administrative Team, MTSS/RtI Team, Reading Coach	Weekly administrative walk-throughs. Quarterly review of Reading Plus reports, STAR reports and Interim Assessments. Data chats will be conducted twice during the school year, after each Interim Assessment for progress monitoring. Conduct monthly Grade-level Meetings to obtain teacher feedback of effectiveness of strategies.	Formative: Interim assessments, Reading Plus, STAR Summative: 2013 FCAT 2.0 Reading Assessment
	One of the areas of deficiency for students in grades 6-8 as noted on the 2012 administration of the FCAT 2.0 Reading Assessment is Reporting Category 1: Vocabulary	Teachers will focus on providing students with key concepts and vocabulary words presented in various context and provide specific examples	Administrative Team, MTSS/RtI Team, Reading Coach	Weekly administrative walk-throughs. Quarterly review of TeenBiz 3000 reports, Vocabulary Notebooks, and Interim Assessments. Data chats will be conducted twice	Formative: Interim assessments, TeenBiz 3000, Vocabulary Notebooks Summative: 2013

2	due to ELL students' limited understanding of key concepts and vocabulary words.	students can relate to in order to enhance vocabulary.	during the school year, after each Interim Assessment for progress monitoring. Conduct monthly Department Meetings to obtain teacher feedback of effectiveness of strategies.	FCAT 2.0 Reading Assessment
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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:

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	The results of the 2011-2012 FCAT 2.0 Reading Assessment indicate that 55% of students in the Economically Disadvantaged subgroup achieved proficiency. Our goal for the 2012-2013 school year is to increase student proficiency in the ED group by 7 percentage points to 62%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
55% (535)	62% (603)

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	One of the areas of deficiency for students in grades 3-5 as noted on the 2012 administration of the FCAT 2.0 Reading Assessment is Reporting Category 3: Literary Analysis: Fiction and Non-Fiction due to students' limited access to technology at home in order to access on-line supplemental Reading resources and tutoring	Provide students with access to a computer before/after school in order to access on-line supplemental Reading resources and tutoring programs.	Administrative Team, MTSS/RtI Team, Reading Coach	Weekly administrative walk-throughs. Quarterly review of Reading Plus reports, STAR reports, Riverdeep reports, FCAT Explorer reports, Ticket to Read reports and Interim Assessments. Data chats will be conducted twice during the school year, after each Interim Assessment for progress monitoring. Conduct monthly Grade-	Formative: Interim assessments, Reading Plus, Riverdeep, FCAT Explorer, Ticket to Read, STAR Summative: 2013 FCAT 2.0 Reading Assessment

	programs.			level Meetings to obtain teacher feedback of effectiveness of strategies.	
2	One of the areas of deficiency for students in grades 6-8 as noted on the 2012 administration of the FCAT 2.0 Reading Assessment is Reporting Category 4: Informational Text and Research Process due to students' limited access to technology at home in order to access on-line supplemental Reading resources and tutoring programs.	Provide students with access to a computer before/after school in order to access on-line supplemental Reading resources and tutoring programs.	Administrative Team, MTSS/RtI Team, Reading Coach	Weekly administrative walk-throughs. Quarterly review of Riverdeep Reports, Reading Plus reports, FCAT Explorer reports, and Interim Assessments. Data chats will be conducted twice during the school year, after each Interim Assessment for progress monitoring. Conduct monthly Department Meetings to obtain teacher feedback of effectiveness of strategies.	Formative: Interim Assessments, Reading Plus, Riverdeep, FCAT Explorer Summative: 2013 FCAT 2.0 Reading Assessment

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
RiverDeep	6-8	Riverdeep Trainer	Language Arts and Reading Teachers	September 19, 2012	Reading Coach modeling, focused walkthroughs with Administration and Reading Coach	Administration Reading Coach
Differentiated Instruction/Small Group Instruction	K -8	Professional Development Liaison, Reading Coach	School Wide	November 6, 2012	Reading Coach modeling, focused walkthroughs with Administration and Reading Coach	Administration Reading Coach
Use of Intervention Strategies such as SOLO; SuccessMaker;	K-8	Professional Development Liaison, Reading Coach	School Wide	September 26, 2012	Reading Coach modeling, focused walkthroughs with Administration and Reading Coach	Administration Reading Coach

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
Provide students with access to a computer before/after school in order to access on-line supplemental Reading resources and tutoring programs.	Hourly Funds for before/afterschool computer lab supervision	Title I	\$4,000.00

			Subtotal: \$4,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$4,000.00

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.		The results of the 2011-2012 CELLA indicate that 57% of students achieved proficiency in Listening/Speaking.			
CELLA Goal #1:					
2012 Current Percent of Students Proficient in listening/speaking:					
57% (251)					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students primarily engaging in conversations in their native language instead of English.	Teacher will use simple, direct language and provide students with opportunities in the classroom to engage in various types of conversations in their non-native language in order to provide meaningful language practice.	Administrative Team, MTTs/RtI Team, Reading Coach, ELL Department Chair	Weekly administrative walk-throughs. Quarterly review of Reading Plus reports, Teen Biz 3000 reports and Interim Assessments. Data chats will be conducted twice during the school year, after each Interim Assessment for progress monitoring. Conduct monthly Grade-level/Department Meetings to obtain teacher feedback of effectiveness of strategies.	Formative: Interim assessments, Teen Biz 3000, Reading Plus Summative: 2013 CELLA

Students read in English at grade level text in a manner similar to non-ELL students.	
2. Students scoring proficient in reading.	The results of the 2011-2012 CELLA indicate that 31% of students achieved proficiency in Reading.
CELLA Goal #2:	
2012 Current Percent of Students Proficient in reading:	

31% (139)

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	Due to their lack of confidence with the English language, students do not participate in enough read aloud activities in the classroom.	Incorporate the use of Choral Reading within the classroom during read aloud time and provide students with a variety of Reading sources in order to enhance oral practice, literacy and comprehension.	Administrative Team, MTTS/RtI Team, Reading Coach, ELL Department Chair	Weekly administrative walk-throughs. Quarterly review of Reading Plus reports, Teen Biz 3000 reports and Interim Assessments. Data chats will be conducted twice during the school, after each Interim Assessment for progress monitoring. Conduct monthly Grade-level/Department Meetings to obtain teacher feedback of effectiveness of strategies.	Formative: Interim assessments, Teen Biz 3000, Reading Plus Summative: 2013 CELLA

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

3. Students scoring proficient in writing.

CELLA Goal #3:

The results of the 2011-2012 CELLA indicate that 31% of students achieved proficiency in Writing.

2012 Current Percent of Students Proficient in writing:

31% (142)

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	Infrequent opportunities for students to engage in functional and interactive writing development.	Incorporate the use of dialogue journals in the classroom for written conversation that allow the student and teacher to communicate regularly and carry on conversations in order to provide communicative context for language and writing development.	Administrative Team, MTTS/RtI Team, Reading Coach, ELL Department Chair	Weekly administrative walk-throughs. Quarterly review of District Writing Assessments, student writing samples and journals. Conduct monthly Grade-level/Department Meetings to obtain teacher feedback of effectiveness of strategies.	Formative: District Pre/Post Writing Assessment, Scored student writing samples, Writing journals, Dialogue Journals Summative: 2013 CELLA

CELLA Budget:

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

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:	The results of the 2012 FCAT 2.0 Mathematics Assessment indicate that 25% of the students achieved Level 3 proficiency. Our goal for the 2012-2013 school year is to increase student proficiency by 14 percentage points to 39%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (291)	39% (448)

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	One of the areas of deficiency in grade 3 as noted on the 2012 administration of the FCAT 2.0 Mathematics Assessment is Reporting Category 2: Number: Fractions due to insufficient opportunities for students to develop an understanding of fractions and fraction equivalence.	Grade 3: Provide contexts for mathematical exploration and the development of student understanding of fractions by supporting the use of manipulatives and engaging opportunities for practice.	Administrative Team, MTSS/RtI Team, Mathematics Leader	Weekly administrative walk-throughs. Quarterly review of FCAT Explorer reports and Interim Assessments. Data chats will be conducted twice during the school year, after each Interim Assessment for progress monitoring. Conduct monthly Grade-level Meetings to obtain teacher feedback of effectiveness of strategies.	Formative: Interim assessments, FCAT Explorer Summative: 2013 FCAT 2.0 Mathematics Assessment
2	One of the areas of deficiency in grades 4-5 as noted on the 2012 administration of the FCAT 2.0 Mathematics Assessment is Reporting Category 3: Geometry and Measurement due to a lack of grade-level appropriate activities that promote the use of geometric knowledge to develop a foundation for understanding.	Grade 4 & 5: Provide the instructional support needed for students to reinforce attributes of shape, size, and position, dimensional geometric shapes and transitive properties in the primary grades in order to prepare and support the intermediate grades.	Administrative Team, MTSS/RtI Team, Mathematics Leader	Weekly administrative walk-throughs. Quarterly review of FCAT Explorer reports and Interim Assessments. Data chats will be conducted twice during the school year, after each Interim Assessment for progress monitoring. Conduct monthly Grade-level Meetings to obtain teacher feedback of effectiveness of strategies.	Formative: Interim assessments, FCAT Explorer Summative: 2013 FCAT 2.0 Mathematics Assessment

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal # 1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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:	The results of the 2012 FCAT 2.0 Mathematics Assessment indicate that 23% of students achieved Level 4 and 5 proficiency. Our goal for the 2012-2013 school year is to increase Level 4 and 5 student proficiency by 6 percentage points to 29%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
23% (263)	29% (333)

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	One of the areas of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Assessment is Reporting Category 2: Number: Fractions due to insufficient opportunities for students to engage in software programs for enrichment.	Develop a computer lab schedule to ensure the usage of computer assisted programs for enrichment including SuccessMaker, GIZMOS, FCAT Explorer and Compass Learning Program.	Administrative Team, Mathematics Leader	Weekly administrative walk-throughs. Quarterly review of GIZMOS reports, Compass Learning reports, SuccessMaker reports, FCAT Explorer reports and Interim Assessments. Data chats will be conducted twice during the school year, after each Interim Assessment for progress monitoring. Conduct monthly Grade-level Meetings to obtain teacher feedback of effectiveness of strategies.	Formative: Interim assessments, SuccessMaker, GIZMOS, FCAT Explorer, Compass Learning Summative: 2013 FCAT 2.0 Mathematics Assessment

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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:	The results of the 2011-2012 FCAT 2.0 Mathematics Assessment indicate that 59% of students made learning gains. Our goal for the 2012-2013 school year is to increase students achieving learning gains by 10 percentage points to 69%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
59% (538)	69% (629)

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	One of the areas of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Assessment is Reporting Category 1: Number: Operations and Problems due to students' lack of understanding and practice with basic operations and problem solving strategies.	Identify and target students not making learning gains and provide the instructional support needed for students to create strategies for solving problems and develop quick recall of addition facts and related subtraction facts, multiplication and related division facts, fluency with multi-digit addition and subtraction, and multiplication and division of whole numbers.	Administrative Team, MTSS/RTI Team, Mathematics Leader	Weekly administrative walk-throughs. Quarterly review of GIZMOS reports, Compass Learning reports, SuccessMaker reports, FCAT Explorer reports and Interim Assessments. Data chats will be conducted twice during the school year, after each Interim Assessment for progress monitoring. Conduct monthly Grade-level Meetings to obtain teacher feedback of effectiveness of strategies.	Formative: Interim assessments, SuccessMaker, GIZMOS, FCAT Explorer, Compass Learning Summative: 2013 FCAT 2.0 Mathematics Assessment

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal # 3b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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:	The results of the 2011-2012 FCAT 2.0 Mathematics Assessment indicate that 56% of students in the lowest 25% made learning gains. Our goal for the 2012-2013 school year is to increase students in the lowest 25% achieving learning gains by 10 percentage points to 66%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
56% (136)	66% (160)

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	One of the areas of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Assessment is Reporting Category 3: Geometry and Measurement due to infrequent instruction on geometric knowledge and spatial reasoning.	Provide grade-level appropriate activities that promote the use of geometric knowledge and spatial reasoning to develop foundations for understanding and remediation through the use of computer assisted programs, tutorial services, and differentiated instructional groups.	Administrative Team, MTSS/RTI Team, Mathematics Leader	Weekly administrative walk-throughs. Quarterly review of Riverdeep reports, SuccessMaker reports, FCAT Explorer reports and Interim Assessments. Data chats will be conducted twice during the school year, after each Interim Assessment for progress monitoring. Conduct monthly Grade-level Meetings to obtain teacher feedback of effectiveness of strategies.	Formative: Interim assessments, SuccessMaker, Riverdeep, FCAT Explorer Summative: 2013 FCAT 2.0 Mathematics Assessment

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal # Our goal from 2011-2017 is to reduce the percent of non-proficient students in Mathematics by 50%.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	65%	68%	72%	75%	78%	

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:

	The results of the 2011-2012 FCAT 2.0 Mathematics Assessment indicate that 50% of students in the Hispanic
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5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	subgroup achieved proficiency. Our goal is to increase proficiency in the Hispanic subgroup by 18 percentage points to 68%. The results of the 2011-2012 FCAT 2.0 Mathematics Assessment indicate that 70% of students in the White subgroup achieved proficiency. Our goal is to increase proficiency in the White subgroup by 8 percentage points to 78%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 70% (34) Black: NA Hispanic: 50%(534) Asian: NA American Indian: NA	White: 78% (37) Black: NA Hispanic: 68%(726) Asian: NA American Indian: NA

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	One of the areas of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Assessment is Reporting Category 3: Geometry and Measurement due to students' limited understanding of the Geometry and Measurement concepts.	White and Hispanic: Provide real life contexts for mathematical explorations in the area of Geometry and Measurement and develop student understanding through the supports of manipulatives, oral discussions, and demonstrations.	Administrative Team, MTSS/RtI Team, Mathematics Leader	Weekly administrative walk-throughs. Quarterly review of FCAT Explorer reports and Interim Assessments. Data chats will be conducted twice during the school year, after each Interim Assessment for progress monitoring. Conduct monthly Grade-level Meetings to obtain teacher feedback of effectiveness of strategies. Bi-weekly monitoring of the use of manipulatives in the classroom.	Formative: Interim assessments, FCAT Explorer Summative: 2013 FCAT 2.0 Mathematics Assessment

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	The results of the 2011-2012 FCAT 2.0 Mathematics Assessment indicate that 44% of students in the English Language Learner (ELL) subgroup achieved proficiency. Our goal is to increase student proficiency in the ELL subgroup by 14 percentage points to 58%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
44% (109)	58% (143)

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
	One of the areas of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Assessment is Reporting Category 3: Geometry and Measurement due to	Provide real life contexts for mathematical explorations in the area of Geometry and Measurement and develop student understanding through the supports of	Administrative Team, MTSS/RtI Team, Mathematics Leader	Weekly administrative walk-throughs. Quarterly review of FCAT Explorer reports and Interim Assessments. Data chats will be conducted twice during the school year, after each Interim	Formative: Interim assessments, FCAT Explorer Summative: 2013 FCAT 2.0 Mathematics

1	students' limited understanding of the Geometry and Measurement concepts in the English language.	manipulatives, oral discussions, and demonstrations.	Assessment for progress monitoring. Conduct monthly Grade-level Meetings to obtain teacher feedback of effectiveness of strategies. Bi-weekly monitoring of the use of manipulatives in the classroom.	Assessment
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	The results of the 2011-2012 FCAT 2.0 Mathematics Assessment indicate that 15% of students in the SWD subgroup achieved proficiency. Our goal is to increase student proficiency in the SWD subgroup by 21 percentage points to 36%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
15% (24)	36%(57)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	One of the areas of deficiency as noted on the 2012 FCAT 2.0 Mathematics administration is Reporting Category 3: Geometry and Measurement due to insufficient opportunities for SWD to explore geometric concepts.	Provide opportunities for SWD to explore and develop an understanding of geometric and measurement concepts by utilizing manipulatives and engaging opportunities for practice. During small group instruction students will utilize manipulatives and technology software to promote the use of geometric knowledge and spatial reasoning.	Administrative Team, Mathematics Leader	Weekly administrative walk-throughs. Quarterly review of FCAT Explorer reports and Interim Assessments. Data chats will be conducted twice during the school year, after each Interim Assessment for progress monitoring. Conduct monthly Grade-level Meetings to obtain teacher feedback of effectiveness of strategies. Bi-weekly monitoring of the use of manipulatives in the classroom.	Formative: Interim assessments, FCAT Explorer Summative: 2013 FCAT 2.0 Mathematics Assessment

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	The results of the 2011-2012 FCAT 2.0 Mathematics Assessment indicate that 49% of students in the Economically Disadvantaged (ED) subgroup achieved proficiency. Our goal is to increase student proficiency in the ED subgroup by 16 percentage points to 65%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
49% (476)	65%(631)

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	One of the areas of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Assessment is Reporting Category 3: Geometry and Measurement due to students' limited access to technology at home in order to access on-line Mathematics resources and tutoring programs.	Implement a computer lab schedule in order to provide students with opportunities to utilize GIZMOS and virtual manipulatives to explore and develop foundations for understanding of Geometry and Measurement concepts.	Administrative Team, MTSS/RtI Team, Mathematics Leader	Weekly administrative walk-throughs. Quarterly review of GIZMOS reports and Interim Assessments. Data chats will be conducted twice during the school year, after each Interim Assessment for progress monitoring. Conduct monthly Grade-level Meetings to obtain teacher feedback of effectiveness of strategies.	Formative: Interim assessments, GIZMOS Summative: 2013 FCAT 2.0 Mathematics Assessment

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:	The results of the 2011-2012 FCAT 2.0 Mathematics Assessment indicate that 25% of students achieved Level 3 proficiency. Our goal for the 2012-2013 school year is to increase Level 3 proficiency by 14 percentage points to 39%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (291)	39% (448)

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	One of the areas of deficiency in grade 6 as noted on the 2012 administration of the FCAT 2.0 Mathematics Assessment is Reporting Category 3: Geometry and Measurement due to students' infrequent use of graph paper to explore measurement.	Grade 6: Students will use a variety of graph paper to explore and solve area and perimeter of two-dimensional figures.	Administrative Team, MTSS/RtI Team, Mathematics Department Chair	Weekly administrative walk-throughs. Quarterly review of FCAT Explorer reports, Florida achieves reports and Interim Assessments. Data chats will be conducted twice during the school year, after each Interim Assessment for progress monitoring. Conduct monthly Department Meetings to obtain teacher feedback of effectiveness of strategies.	Formative: Interim assessments, FCAT Explorer, www.focus.florida-achieves.com Summative: 2013 FCAT 2.0 Mathematics Assessment
2	One of the areas of deficiency in grade 7 as noted on the 2012 administration of the FCAT 2.0 Mathematics Assessment is Reporting Category 1: Number: Base Ten due to students' limited knowledge of solving exponential operations with rational bases and	Grade 7: Increase the use of hands-on activities that help students understand operations with integers and provide opportunities for students to perform exponential operations with rational bases and whole number exponents including solving problems	Administrative Team, MTSS/RtI Team, Mathematics Department Chair	Weekly administrative walk-throughs. Quarterly review of FCAT Explorer reports, Florida achieves reports and Interim Assessments. Data chats will be conducted twice during the school year, after each Interim Assessment for progress monitoring. Conduct monthly Department	Formative: Interim assessments, FCAT Explorer, www.focus.florida-achieves.com Summative: 2013 FCAT 2.0 Mathematics Assessment

	whole number exponents.	in everyday contexts.		Meetings to obtain teacher feedback of effectiveness of strategies	
3	One of the areas of deficiency in grade 8 as noted on the 2012 administration of the FCAT 2.0 Mathematics Assessment is in Reporting Category 3: Geometry and Measurement due to limited opportunities for students to solve problems involving height and distance.	Grade 8: Provide the opportunities for students to use similar triangles to solve problems that include height and distances.	Administrative Team, MTSS/RtI Team , Mathematics Department Chair	Weekly administrative walk-throughs. Quarterly review of FCAT Explorer reports, Florida achieves reports and Interim Assessments. Data chats will be conducted twice during the school year, after each Interim Assessment for progress monitoring. Conduct monthly Department Meetings to obtain teacher feedback of effectiveness of strategies.	Formative: Interim assessments, FCAT Explorer, www.focus.florida-achieves.com Summative: 2013 FCAT 2.0 Mathematics Assessment

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal # 1b:	The results of the 2011-2012 Florida Alternate Assessment indicate that less than 10 students in grades 6-8 achieved Level 4, 5 and 6 proficiency in Mathematics. Our goal for the 2012-2013 school year is to increase students in grades 6-8 Level 4, 5, and 6 student proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The student is unable to comprehend abstract Math concepts and operations.	Provide student with hands-on activities involving manipulatives to help understand abstract concepts and operations.	Administrative Team, MTSS/RtI Team, Math Department Chair, SPED Department Chair	Weekly administrative walk-throughs. Quarterly review of classroom assessments for progress monitoring.	Formative: Classroom assessments Summative: 2013 Florida Alternate Assessment

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal # 2a:	The results of the 2011-2012 FCAT 2.0 Mathematics Assessment indicate that 23% of students achieved Level 4 and 5 proficiency. Our goal for the 2012-2013 school year is to increase Level 4 and 5 student proficiency by 6 percentage points to 29%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
23% (263)	29% (333)

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	One of the deficiencies as noted on the 2012 FCAT 2.0 Mathematics administration is Reporting Category 3: Geometry and Measurement due to insufficient projects as enrichment for exploring length, area and volume.	Teachers will increase the amount of projects that require students to create two-dimensional models that incorporate the use of length, area and volume.	Administrative Team, Mathematics Department Chair	Weekly administrative walk-throughs. Quarterly review of Florida achieves reports and Interim Assessments. Data chats will be conducted twice during the school year, after each Interim Assessment for progress monitoring. Conduct monthly Department Meetings to obtain teacher feedback of effectiveness of strategies.	Formative: Interim assessments, www.focus.florida-achieves.com Summative: 2013 FCAT 2.0 Mathematics Assessment

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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:	The results of the 2011-2012 FCAT 2.0 Mathematics Assessment indicate that 59% of students made learning gains. Our goal for the 2012-2013 school year is to increase the percentage of students achieving learning gains by 10 percentage points to 69%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
59% (538)	69% (629)

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
	One of the areas of deficiencies as noted on the 2012 FCAT 2.0 Mathematics administration is	Provide all Mathematics Teachers with smart boards and training to access on-line lessons and virtual manipulatives	Administrative Team, MTSS/RtI Team, Mathematics Department Chair	Weekly administrative walk-throughs. Quarterly review of FCAT Explorer reports, Florida achieves reports and Interim	Formative: Interim assessments, FCAT Explorer, www.focus.florida-achieves.com

1	Reporting Category 3: Geometry and Measurement due to students' limited opportunities to use virtual manipulatives to explore area and perimeter.	from the National Library of Virtual manipulatives in order to conduct interactive lessons with the students that involve area and perimeter.	Assessments. Data chats will be conducted twice during the school year, after each Interim Assessment for progress monitoring. Conduct monthly Department Meetings to obtain teacher feedback of effectiveness of strategies.	Summative: 2013 FCAT 2.0 Mathematics Assessment
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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:	The results of the 2011-2012 FCAT 2.0 Mathematics Assessment indicate that 56% of students in the lowest 25% made learning gains. Our goal for the 2012-2013 school year is to increase the percentage of students in the lowest 25% achieving learning gains by 10 percentage points to 66%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
56% (136)	66% (160)

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	One of the areas of deficiencies as noted on the 2012 FCAT 2.0 Mathematics administration is Reporting Category 3: Geometry and Measurement due to students' limited opportunities to use	Provide all Mathematics Teachers with smart boards and training to access on-line lessons and virtual manipulatives from the National Library of Virtual Manipulatives in order to conduct interactive lessons with the students that involve	Administrative Team, MTSS/RtI Team, Mathematics Department Chair	Weekly administrative walk-throughs. Quarterly review of FCAT Explorer reports, Florida achieves reports and Interim Assessments. Data chats will be conducted twice during the school year, after each Interim Assessment for progress	Formative: Interim assessments, FCAT Explorer, www.focus.florida-achieves.com Summative: 2013 FCAT 2.0 Mathematics Assessment

virtual manipulatives to explore area and perimeter.	area and perimeter.	monitoring. Conduct monthly Department Meetings to obtain teacher feedback of effectiveness of strategies.
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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

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

Middle School Mathematics Goal #
 Our goal from 2011-2017 is to reduce the percent of non-proficient students in Mathematics by 50%.

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	65%	68%	72%	75%	78%	

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 results of 2011-2012 FCAT 2.0 Mathematics Assessment indicate that 70% of students in the White subgroup achieved proficiency. Our goal is to increase student proficiency in the White subgroup by 8 percentage points to 78%.

The results of 2011-2012 FCAT 2.0 Mathematics Assessment indicate that 50% of students in the Hispanic subgroup achieved proficiency. Our goal is to increase student proficiency in the Hispanic subgroup by 18 percentage points to 68%.

2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 70% (34)	White: 78% (37)
Hispanic: 50% (534)	Hispanic: 68% (726)

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	One of the areas of deficiency as noted on the 2012 FCAT 2.0 Mathematics administration is Reporting Category 3: Geometry and Measurement due to students' limited access to technology at home in order to access on-line Mathematics resources and tutoring programs.	White and Hispanic: Provide students with access to a computer before/after school to utilize virtual manipulatives from the National Library of Virtual Manipulatives to explore area and perimeter of two-dimensional figures.	Administrative Team, MTSS/RtI Team, Mathematics Department Chair	Weekly administrative walk-throughs. Quarterly review of FCAT Explorer reports and Interim Assessments. Data chats will be conducted twice during the school year, after each Interim Assessment for progress monitoring. Conduct monthly Department Meetings to obtain teacher feedback of effectiveness of strategies.	Formative: Interim assessments, FCAT Explorer Summative: 2013 FCAT 2.0 Mathematics Assessment

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

5C. English Language Learners (ELL) not making	The results of the 2011-2012 FCAT 2.0 Mathematics
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satisfactory progress in mathematics. Mathematics Goal #5C:	Assessment indicate that 44% of students in in the ELL subgroup achieved proficiency. Our goal for the 2012-2013 school year is to increase student proficiency in the ELL subgroup by 14 percentage points to 58%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
44% (109)	58% (143)

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	One of the areas of deficiency as noted on the 2012 FCAT 2.0 Mathematics administration is Reporting Category 3: Geometry and Measurement due to ELL students' inability to transfer Mathematical concepts from their home language to the English language.	Provide ELL students language assistance by distributing home-language translations of Mathematical concepts as it relates to the Geometry and Measurement. ELL students will utilize the Spanish Mathematics Worktext as supplemental material.	Administrative Team, MTSS/RtI Team, Mathematics Department Chair	Weekly administrative walk-throughs. Quarterly review of FCAT Explorer reports, Florida achieves reports and Interim Assessments. Data chats will be conducted twice during the school year, after each Interim Assessment for progress monitoring. Conduct monthly Department Meetings to obtain teacher feedback of effectiveness of strategies.	Formative: Interim assessments, FCAT Explorer, www.focus.florida-achieves.com Summative: 2013 FCAT 2.0 Mathematics Assessment

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	The results of the 2011-2012 FCAT 2.0 Mathematics Assessment indicate that 15% of students in the SWD subgroup achieved proficiency. Our goal is to increase student proficiency in the SWD subgroup by 21 percentage points to 36%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
15% (24)	36% (57)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	One of the areas of deficiency as noted on the 2012 FCAT 2.0 Mathematics administration is Reporting Category 3: Geometry and Measurement due to limited opportunities to provide SWD students with small group instruction in the inclusion setting.	Increase the frequency of small group instruction for the SWD subgroup in the Inclusion Mathematics classes. During small group instruction students will utilize manipulatives to find the area and perimeters of two dimensional figures.	Administrative Team, SPED Department Chairperson, Mathematics Department Chair	Weekly administrative walk-throughs. Quarterly review of FCAT Explorer reports, Florida achieves reports and Interim Assessments. Data chats will be conducted twice during the school year, after each Interim Assessment for progress monitoring. Conduct monthly Department Meetings to obtain teacher feedback of effectiveness of strategies. Bi-weekly monitoring of	Formative: Interim assessments, FCAT Explorer, www.focus.florida-achieves.com Summative: 2013 FCAT 2.0 Mathematics Assessment

			the use of manipulatives and small group instruction in the classroom.	
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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 results of the 2011-2012 FCAT 2.0 Mathematics Assessment indicate that 49% of students in the Economically Disadvantaged subgroup achieved proficiency. Our goal is to increase student proficiency in the ED subgroup by 16 percentage points to 65%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
49% (476)	65% (631)

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	One of the areas of deficiency as noted on the 2012 FCAT 2.0 Mathematics administration is Reporting Category 3: Geometry and Measurement due to students' limited access to technology at home in order to access on-line Mathematics resources and tutoring programs.	Provide students with access to a computer before/after school to utilize virtual manipulatives from the National Library of Virtual Manipulatives to explore area and perimeter of two-dimensional figures.	Administrative Team, MTSS/RtI Team, Mathematics Department Chair	Weekly administrative walk-throughs. Quarterly review of FCAT Explorer reports and Interim Assessments. Data chats will be conducted twice during the school year, after each Interim Assessment for progress monitoring. Conduct monthly Department Meetings to obtain teacher feedback of effectiveness of strategies.	Formative: Interim assessments, FCAT Explorer Summative: 2013 FCAT 2.0 Mathematics Assessment

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:	The results of the 2011-2012 Algebra 1 EOC Assessment indicate that 50% of students enrolled in Algebra 1 achieved Level 3 proficiency. Our goal for the 2012-2013 school year is to increase Level 3 student proficiency for Algebra 1 by 2 percentage points to 52%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (35)	52% (36)

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	One of the areas of deficiency as noted on the 2012 Algebra 1 EOC Assessment is Reporting Category 2: Polynomials due to insufficient opportunities for students to practice solving polynomial equations.	Incorporate daily bell ringer activities that will provide students opportunities to practice solving polynomial equations.	Administrative Team, Mathematics Department Chair, MTSS/RtI Team	Weekly Administrative walk-throughs. Quarterly review of Florida achieves reports and EOC Assessments. Data chats will be conducted twice during the school year, after each EOC Assessment for progress monitoring. Conduct Department Meetings to obtain teacher feedback of effectiveness of strategies.	Formative: Interim assessments, www.focus.florida-achieves.com Summative: 2013 Algebra 1 EOC Assessment

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

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	The results of the 2011-2012 Algebra 1 EOC Assessment indicate that 16 % of students enrolled in Algebra 1 achieved Levels 4 and 5 proficiency. Our goal for the 2012-2013 school year is to increase Level 4 and 5 student proficiency for Algebra 1 by 1 percentage point to 17%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
16% (11)	17% (12)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	One of the areas of deficiency as noted on the 2012 Algebra 1 EOC Assessment is Reporting Category 2: Polynomials due to limited technology based Algebra enrichment opportunities in the classroom.	Incorporate technology into instructional time. Students will use several Algebra technology programs such as Geogebra that focus on activities that involve solving polynomials.	Administrative Team, Mathematics Department Chair	Weekly Administrative walk-throughs. Quarterly Florida achieves reports and EOC Assessments. Data chats will be conducted twice during the school year, after each EOC Assessment for progress monitoring. Conduct Department Meetings to obtain teacher feedback of effectiveness of strategies.	Formative: Interim assessments, www.focus.florida-achieves.com, Geogebra Summative: 2013 Algebra 1 EOC Assessment

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 # Our goal from 2011-2017 is to reduce the percent of non-proficient students in Algebra 1 by 50%. 3A :					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	65%	68%	72%	75%	78%	

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,	The results of the 2011-2012 Algebra 1 EOC Assessment
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Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. Algebra Goal #3B:	indicate that 50% of students enrolled in Algebra 1 in the Hispanic subgroup achieved proficiency. Our goal for the 2012-2013 school year is to increase student proficiency in the Hispanic subgroup for Algebra 1 by 18 percentage points to 68%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Hispanic: 50% (32)	Hispanic: 68% (44)

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	One of the areas of deficiency as noted on the 2012 Algebra 1 EOC Assessment is Reporting Category 2: Polynomials due to insufficient opportunities for students to practice solving polynomial equations.	Hispanic: Incorporate daily bell ringer activities that will provide students opportunities to practice solving polynomial equations.	Administrative Team, Mathematics Department Chair, MTSS/RTI Team	Weekly Administrative walk-throughs. Quarterly review of Florida Achieves reports and EOC Assessments. Data chats will be conducted twice after each EOC Assessment for progress monitoring. Conduct Department Meetings to obtain teacher feedback of effectiveness of strategies.	Formative: Interim assessments, www.focus.florida-achieves.com Summative: 2013 Algebra 1 EOC Assessment

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

3C. English Language Learners (ELL) not making satisfactory progress in Algebra. Algebra Goal #3C:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:

N/A		N/A		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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:	The results of the 2011-2012 Algebra 1 EOC Assessment indicate that 49% of students in the Economically Disadvantaged subgroup enrolled in Algebra 1 achieved proficiency. Our goal for the 2012-2013 school year is to increase student proficiency in the ED subgroup for Algebra 1 by 16 percentage points to 65%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
49% (25)	65% (34)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	One of the areas of deficiency as noted on the 2012 Algebra 1 EOC Assessment is Reporting Category 2: Polynomials due to insufficient opportunities for students to practice solving polynomial equations.	Incorporate daily bell ringer activities that will provide students opportunities to practice solving polynomial equations.	Administrative Team, Mathematics Department Chair, MTSS/RtI Team	Weekly Administrative walk-throughs. Quarterly review of Florida Achieves reports and EOC Assessments. Data chats will be conducted twice during the school year after each EOC Assessment for progress monitoring. Conduct Department Meetings to obtain teacher feedback of effectiveness of strategies.	Formative: Interim assessments, www.focus.florida-achieves.com Summative: 2013 Algebra 1 EOC Assessment

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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:

N/A		N/A		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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 # <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:

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:		

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				
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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		

End of Geometry EOC Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Differentiated Instruction	K-8	Mathematics Leader/Department Chair, Professional Development Liaison	School-wide	August 2012 - Ongoing	Classroom visits Model Lessons	Administration, Mathematics Leader/Department Chair
Smart Board Training	6-8	Mathematics Department Chair	Math Teachers 6-8	August 17, 2012	Classroom visits Model Lessons	Administration, Mathematics Department Chair
National Library of Virtual Manipulatives	6-8	Mathematics Department Chair	Math Teachers 6-8	October 2012	Classroom visits Model Lessons	Administration, Mathematics Department Chair

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
Provide students with access to a computer before/after school to utilize virtual manipulatives to explore area and perimeter of two-dimensional figures.	Hourly Funds for before/afterschool computer lab supervision	Title I	\$4,000.00
			Subtotal: \$4,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00

			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Grand Total: \$4,000.00			

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:		The results of the 2011-2012 FCAT 2.0 Science Assessment indicate that 29% of students in grades 5 and 8 achieved Level 3 proficiency. Our goal for the 2012-2013 school year is to increase grade 5 and 8 Level 3 student proficiency by 4 percentage points to 33%.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
29% (126)		33% (144)			
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	One of the areas of deficiency in grade 5 and 8 as noted on the 2012 administration of the FCAT 2.0 Science Assessment is Reporting Category 3: Physical Science due to limited opportunities for students to participate in lab activities that relate to Physical Science.	Grade 5: Ensure that instruction in grade 5 includes teacher-demonstrated as well as student-centered laboratory activities that apply, analyze, and explain concepts related to matter, energy, force, and motion. Grade 8: Provide opportunities for students in grade 8 to apply Physical Science concepts in real-world scenarios and conduct laboratory investigations that include calculating, manipulating, and solving problems	Administrative Team MTSS/RtI Team, Science Leader, Science Department Chair	Weekly Administrative walk-throughs. Quarterly review of Lab Reports, Formative Assessment Probes (grade 8) and Interim Assessments. Data chats will be conducted twice during the school year, after each Interim Assessment for progress monitoring. Conduct Grade-level/Department Meetings to obtain teacher feedback of effectiveness of strategies.	Formative: Interim Assessments, Lab Reports, Formative Assessment Probes (grade 8) Summative: 2013 FCAT 2.0 Science Assessment

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	Our goal for the 2012-2013 school year is to achieve student proficiency on the FAA in Science.
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2012 Current Level of Performance:			2013 Expected Level of Performance:		
N/A			N/A		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The student is unable to comprehend cause-effect relationships as it relates to Science.	Provide the student with hands-on activities involving the use of manipulatives for observation and recognition of cause-effect relationships related to a Science topic.	Administrative Team, SPED Department Chair	Weekly administrative walk-throughs. Quarterly review of classroom assessments for progress monitoring.	Formative: Classroom Assessments Summative: 2013 Florida Alternate Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	The results of the 2011-2012 FCAT 2.0 Science Assessment indicate that 13% of students in grades 5 and 8 achieved Levels 4 and 5 proficiency. Our goal for the 2012-2013 school year is to increase grade 5 and 8 Level 4 and 5 student proficiency by 2 percentage points to 15%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
13% (56)	15% (64)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	One of the areas of deficiency in grade 5 and 8 as noted on the 2012 administration of the FCAT 2.0 Science Assessment is Reporting Category 3: Physical Science due to limited opportunities for students to develop and design Science projects that relate to Physical Science.	Grade 5: Provide activities for students in grade 5 to design and develop science and engineering projects to increase scientific thinking, and the development and implementation of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design in Physical Science. Grade 8: Provide classroom and after-school opportunities for students in grade 8 to design and develop Science Fair projects to increase scientific thinking, and the development and	Administrative Team, Science Leader, Science Department Chair	Weekly administrative walk-throughs. Quarterly review of Formative Assessment Probes (grade 8) and Interim Assessments. Data chats will be conducted twice during the school year, after each Interim Assessment for progress monitoring. Conduct Grade-level/Department Meetings to obtain teacher feedback of effectiveness of strategies.	Formative: Interim Assessments, Formative Assessment Probes (grade 8) Summative: 2013 FCAT 2.0 Science Assessment

	discussion of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design as it relates to the Physical Science.		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:				
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	N/A			
2012 Current Level of Performance:	2013 Expected Level of Performance:			
N/A	N/A			
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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						

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 results of the 2011-2012 FCAT Writing Assessment indicate that 74% of students in grades 4 (Narrative: 78%) and 8 (Persuasive: 72%) scored a 3 or higher. Our goal for the 2012-2013 school year is to increase the percentage students in grades 4 and 8 scoring a Level 4 to 77%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
74% (298)	77% (308)

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	Limited opportunities for grade 4 students to write narratives based on imagined ideas, events, or observations that include characters, setting, plot, sensory details, and logical sequence of events.	Grade 4: Provide students with opportunities to use graphic organizers, strategies, timelines and storyboards as a prewriting activity that focus on one main event. During the revision process students will focus on adding supporting details, substitute active verbs for common verbs and specific words for general words.	Administrative Team, MTSS/RtI Team, Reading Coach	Weekly Administrative walk-throughs. Quarterly review of District Pre/Post Writing Assessments. Quarterly review of narrative student writing samples and writing journals. Conduct monthly Grade-level Meetings to obtain teacher feedback of effectiveness of strategies.	Formative: District Pre/Post Writing Assessment, Scored student writing samples, Writing journals Summative: 2013 FCAT 2.0 Writing Assessment
	Limited opportunities for grade 8 students to utilize persuasive techniques in their writing.	Grade 8: Teachers will review persuasive writing techniques with students and provide them with poetry, print and media advertisements, editorials, and speeches	Administrative Team, MTSS/RtI Team, Reading Coach	Weekly Administrative walk-throughs. Quarterly review of District Pre/Post Writing Assessments. Quarterly review of persuasive student writing samples and writing journals. Conduct monthly	Formative: District Pre/Post Writing Assessment, Scored student writing samples, Writing journals Summative:

2		as examples for students to evaluate persuasive techniques. Students will apply these techniques when writing persuasive text such as advertisements, posters, and/or messages.		Department Meetings to obtain teacher feedback of effectiveness of strategies.	2013 FCAT 2.0 Writing Assessment
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	Our goal for the 2012-2013 school year is to achieve student proficiency on the FAA in Writing.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The student's inability to write complete sentences and create a paragraph.	Provide the student with sentence strips for building simple sentences with proper grammar and punctuation. Student will copy these sentences in a writing journal. With teacher assistance, sentences will be placed in logical order to create a paragraph.	Administrative Team, Reading Coach, SPED Department Chair	Weekly Administrative walk-throughs. Quarterly review of student writing samples.	Formative: Student writing samples Summative: 2013 Florida Alternate Assessment

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Incorporating Writing Folders and Journals in the Classroom	2- 8	Reading Coach	Language Arts teachers	August 2012 – Ongoing	Monitor student writing folders and journals, Classroom Walkthroughs	Reading Coach, Administration

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:	Our goal for the 2012-2013 school year is to have at least 11% of students in grade 7 scoring a Level 3 or higher on the 2013 Civics District Spring Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0 % (1)	11% (22)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students limited understanding of the content-specific vocabulary taught in Civics.	Increase the number of activities which incorporate content-specific vocabulary taught in Civics. Develop interactive vocabulary word walls in all of the Civics classes.	Administrative Team, Social Studies Department Chair, MTSS/RtI Team	Weekly Administrative walk-throughs. Quarterly review of classroom assessments. Conduct monthly Department Meetings to obtain teacher feedback of effectiveness of strategies.	Formative: Classroom Assessments Summative: 2013 Civic District Spring Assessment

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

2. Students scoring at or above Achievement Levels 4 and 5 in Civics.	Our goal for the 2012-2013 school year is to have at least 11% of students in grade 7 scoring a Level 4 or
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Civics Goal #2:	higher on the 2013 Civics District Spring Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0 % (1)	11% (22)

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	Limited opportunities for students to participate in project-based learning activities.	Provide opportunities for students to work in cooperative groups in order to participate in project-based learning activities that require students to identify a problem in their community, gather and evaluate information on the problem, examine alternative solutions, develop a proposed public policy to address the problem, and create an action plan to get their policy adopted by local government.	Administrative Team, Social Studies Department Chair	Weekly Administrative walk-throughs. Quarterly review of classroom assessments. Conduct monthly Department Meetings to obtain teacher feedback of effectiveness of strategies.	Formative: Classroom Assessments Summative: 2013 Civics District Spring Assessment

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

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

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

Civics Budget:

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

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

End of Civics Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal # 1:	Our goal for 2012-2013 is to increase attendance to 96% and decrease the number of students with excessive absences (10 or more) and excessive tardies (10 or more) by 5%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
95.5% (1560)	96% (1569)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
510	485
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
211	200

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 and parent lack of familiarity with the District and school attendance policy and procedures.	Attendance: Review attendance policy and procedures with students during grade-level assemblies and provide parents with attendance policy and procedure. Identify and refer students with excessive absences to Counselor/Social Worker and contact. Provide incentives for students with perfect attendance.	Administrative Team	Daily monitoring of attendance bulletin. Quarterly monitoring of COGNOS Attendance Reports.	Attendance Bulletin, COGNOS Attendance Reports
	Student and parent lack of familiarity with	Tardies: Review tardy policy and	Administrative Team	Daily monitoring of tardy report. Quarterly	Tardy report, COGNOS

2	the school tardy policy and procedures.	procedures with students during grade-level assemblies and provide parents with tardy policy and procedures. Identify and monitor students with excessive tardies and contact parents.		monitoring of COGNOS Attendance Reports.	Attendance Report
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Attendance Procedures and School-wide Tardy Policy	ALL	Assistant Principal	All Faculty	Opening of School Faculty Meeting August 2012	Review of daily attendance bulletin and tardy report.	Administrative Team

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
Provide incentives for students with perfect attendance.	Student Incentives	EESAC	\$500.00
			Subtotal: \$500.00
			Grand Total: \$500.00

End of Attendance Goal(s)

Suspension Goal(s)

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

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

1. Suspension Suspension Goal #1:	Our goal for the 2012-2013 school year is to decrease the total number of suspensions by 10%.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
237	213
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
137	123
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
31	38
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
24	22

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	Infrequent and inconsistent utilization of the Positive Behavior Support (PBS) System in order to reinforce positive and appropriate student behaviors.	Indoor Suspension: Develop a school-wide incentive program to reward students who exhibit positive and appropriate behaviors.	Administrative Team	Monthly monitoring of COGNOS Suspension Reports and RtI-B reports. Monthly PBS Team Meetings to discuss effectiveness of strategies.	COGNOS Suspension Reports, RtI-B Reports
2	Lack of an alternative-to-suspension program within the school.	Outdoor Suspension: Develop an in school alternative –to-suspension program that educates parents and students in proper behavior and provides an alternative to outdoor suspension.	Administrative Team	Monthly monitoring of COGNOS Suspension Reports and RtI-B reports. Monthly PBS Team Meetings to discuss effectiveness of strategies.	COGNOS Suspension Reports, RtI-B 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

PBS Refresher Training	ALL	PBS Team Leader	All Faculty	Faculty Meeting October 2012	Increase in the number of SPIRIT Positive referrals	Administrative Team
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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
Develop a school-wide incentive program to reward students who exhibit positive and appropriate behaviors.	Incentives and Rewards	PBS Funds	\$1,000.00
			Subtotal: \$1,000.00
			Grand Total: \$1,000.00

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:				
1. Parent Involvement				
Parent Involvement Goal #1:		See PIP		
<i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>				
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:		
See PIP		See PIP		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

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

Parent Involvement Budget:

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:			
1. STEM STEM Goal #1:	Increase student participation in Science, Mathematics and Engineering activities.		
Problem-Solving Process to Increase Student Achievement			
		Person or	Process Used to

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Students need more opportunities to participate in inquiry-based integrated activities.	Teachers will provide opportunities and support for students to participate in activities that develop Mathematics, Science and Engineering projects.	Administrative Team, Science Department Chair, Mathematics Department Chair, Mathematics and Science Leaders	Weekly Administrative walk-throughs. Quarterly review of Interim Assessments. Data chats will be conducted twice during the school year, after each Interim Assessment for progress monitoring. Conduct Grade-level/Department Meetings to obtain teacher feedback of effectiveness of strategies.	Formative: Interim Assessments Summative: 2013 FCAT 2.0 Science and Mathematics Assessments

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						

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

Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. CTE CTE Goal #1:		Increase opportunities for the middle school CTE teacher to meet with the high school CTE teacher to discuss articulation related to CTE.			
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	Infrequent opportunities for the middle school CTE teacher to meet with the high school CTE teacher to discuss articulation related to CTE.	The middle school CTE teacher will meet with the high school CTE teacher to discuss CTE articulation, CTE program state curriculum standards and program sequence of courses. The middle school CTE teacher will attend professional development related to CTE.	Administrative Team	Monitor the number of meetings between the middle school CTE teacher and high school CTE teacher. Review the middle school CTE teacher Professional Development record to ensure completion of various trainings for instruction in certification skills and CTE state curriculum standards.	An increase in the number of students enrolled in third year CTE courses for the 2013-2014 school year.

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
Reading	Provide students with access to a computer before/after school in order to access on-line supplemental Reading resources and tutoring programs.	Hourly Funds for before/afterschool computer lab supervision	Title I	\$4,000.00
Mathematics	Provide students with access to a computer before/after school to utilize virtual manipulatives to explore area and perimeter of two-dimensional figures.	Hourly Funds for before/afterschool computer lab supervision	Title I	\$4,000.00
				Subtotal: \$8,000.00
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
Attendance	Provide incentives for students with perfect attendance.	Student Incentives	EESAC	\$500.00
Suspension	Develop a school-wide incentive program to reward students who exhibit positive and appropriate behaviors.	Incentives and Rewards	PBS Funds	\$1,000.00
				Subtotal: \$1,500.00
				Grand Total: \$9,500.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

No Attachment (Uploaded on 10/11/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business

and community citizens who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting "Yes" or "No" below.

✓ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Student Perfect Attendance Incentives	\$500.00

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

The School Advisory Council (SAC) has an important function for the success of Bowman Ashe/Doolin K-8 Academy. Listed below are some of the functions of the SAC.

- Assist in the development of the School Improvement Plan (SIP) and monitor the implementation of the SIP through ongoing data analysis
- Provide funding for student academic incentives and supplemental instructional materials
- Assist the school to create and analyze school climate surveys
- Provide input and feedback on school academic programs and services
- Provide opportunities for parental involvement

AYP DATA

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

SCHOOL GRADE DATA

No Data Found

Dade School District DR. BOWMAN FOSTER ASHE ELEMENTARY 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	80%	81%	79%	61%	301	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	65%	63%			128	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	57% (YES)	54% (YES)			111	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					540	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Dade School District DR. BOWMAN FOSTER ASHE ELEMENTARY 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	82%	81%	87%	52%	302	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	68%	66%			134	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	58% (YES)	66% (YES)			124	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					560	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested