

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: DAVID LAWRENCE JR. K-8 CENTER

District Name: Dade

Principal: Bernard Osborn

SAC Chair: D. Goodman / M. Gonzalez

Superintendent: Alberto M. 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  
325 West Gaines Street  
Tallahassee, Florida 32399

## PART I: CURRENT SCHOOL STATUS

### STUDENT ACHIEVEMENT DATA

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

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

### ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Bernard Osborn	B.A. - Political Science M.A. - Educational Leadership	7	20	School Grades A A A A B AYP N/A N N N N HghStds-Rdg 58% 70% 67% 69% 70% HghStds-Math 57% 69% 69% 74% 67% LrngGns-Rdg 68% 67% 66% 69% 69% LrngGns-Math 72% 63% 68% 70% 71% Gns-Rdg25% 71% 68% 64% 74% 61% Gns-Math25% 73% 67% 67% 62% 67%
Assis Principal	Blanca Correa-Cespedes	B. S. - Middle School Education M.S. -Educational Leadership	7	7	School Grades A A A A B AYP N/A N N N N HghStds-Rdg 58% 70% 67% 69% 70% HghStds-Math 57% 69% 69% 74% 67% LrngGns-Rdg 68% 67% 66% 69% 69% LrngGns-Math 72% 63% 68% 70% 71% Gns-Rdg25% 71% 68% 64% 74% 61% Gns-Math25% 73% 67% 67% 62% 67%

Assis Principal	Valerie Gilchrist	B. S. - Middle School M.S. -Educational Leadership B.A.-Psychology M.S.- Education	2	7	'12 '11 '10 '09 '08 School Grades A C A A D AYP N/A N N N N HghStds-Rdg 58% 60% 74% 69% 51% HghStds-Math 57% 62% 70% 74% 58% LrngGns-Rdg 68% 55% 69% 69% 61% LrngGns-Math 72% 49% 66% 70% 59% GnsRdg-25% 71% 60% 61% 74% 70% Gns-Math-25% 73% 56% 59% 62% 67%
Assis Principal	Modesto Gutierrez	English Educational Leadership	1	10	'12 '11 '10 '09 '08 School Grades X B A A A AYP X N Y N N HghStds-Rdg X 42% 41% 73% 71% HghStds-Math X 80% 77% 78% 75% LrngGns-Rdg X 49% 48% 52% 71% LrngGns-Math X 80% 76% 80% 71% GnsRdg-25% X 47% 46% 76% 74% Gns-Math-25% X 79% 71% 78% 79%

## 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	Katina Bauer	B.S - Elementary Education, Certifications - Elementary Education (1-6), Reading Endorsed (6-12), ESOL Endorsed	3	4	'12 '11 '10 '09 '08 '07 SchGrds A X A B C C AYP N/A X N N N N HghStsRdg 58% X 67% 57% 44% N/A HghStdsMth 57% X 69% 61% 51% N/A LrgGainsRdg 68% X 66% 63% 60% N/A LrgGainsMth 72% X 68% 68% 58% N/A GainsRdg25% 71% X 64% 60% 57% N/A GainsMth25% 73% X 67% 59% 79%N/A

## EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Mentoring program pairing new teachers with experienced teachers	Principal	On-going	
2	2. Solicit referrals from current teachers	Principal	On-going	
3	3. Solicit referrals from University Interns	Principal	On-going	
4	4. Monthly meetings with new teachers to provide support	Administrator	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
22% [37]	Instructors have been given out-of-field waivers and are currently working to complete Subject Area Endorsements to become Highly Qualified.

## 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
103	7.8%(8)	35.0%(36)	37.9%(39)	19.4%(20)	50.5%(52)	64.1%(66)	7.8%(8)	3.9%(4)	45.6%(47)

## 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
Molly Brannon	Jennifer Poletto	Exceptional Education Teacher, Rookie Teacher of the Year, 5 years teaching experience, Highly Qualified	Weekly meetings with mentor to discuss evidence-based strategies for each IPEGS area.
Ching Chong	Shanna Nazinitsky	Grade-Level chair, 21 years teaching experience, Highly Qualified, ESOL endorsed	Weekly meetings with mentor to discuss evidence-based strategies for each IPEGS area.
Aida Montes-De-Oca	Danielle Goodman	Grade-Level chair, 5 years teaching experience, Highly Qualified, ESOL and Gifted Endorsed	Weekly meetings with mentor to discuss evidence-based strategies for each IPEGS area.
Mariely Sanchez	Ana Amenabar	Grade-Level chair, 10 years teaching experience, Highly Qualified, ESOL and Gifted Endorsement	Weekly meetings with mentor to discuss evidence-based strategies for each IPEGS area.

## 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

David Lawrence Jr. K-8 Center provides services to ensure students requiring additional remediation are assisted through afterschool programs and/or summer school. The district coordinates with Title II and Title III in ensuring that our staff development needs are provided. Our Curriculum Coaches develop, lead, and evaluate school core content standards/programs and identify and analyze existing literature on researched-based curriculum/behavior assessment and

intervention approaches. They also identify systematic patterns of student's needs 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 considered "at risk"; assist in the design of 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. Other components that are integrated into our school-wide program include Supplemental Educational Services and special support services for special needs population such as homeless, neglected and delinquent students.

#### Title I, Part C- Migrant

N/A

#### Title I, Part D

The District receives funds to support our Educational Alternative Outreach program. Services are coordinated with district Drop-Out Prevention programs.

#### Title II

The District uses supplemental funds for improving basic education in our school 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 at each school focusing on Professional Learning Community development and facilitation as well as Lesson Study Group implementation and protocols.

#### Title III

Title III funds are used to supplement and enhance our programs for English Language Learner (ELL) and immigrant students by allowing us to implement an after school tutorial program focusing on improving reading and comprehension skills.

#### Title X- Homeless

- The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students.
- The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
- Project Upstart provides a homeless sensitivity, 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.
- Project Upstart will be proposing a 2011 summer academic enrichment camp for students in several homeless shelters in the community, pending funding.
- The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
- Each school will identify a 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)

David Lawrence Jr. K-8 Center will receive funding from supplemental Academic Instruction as part of its Florida Education Finance Program (FEFP) allocation.

#### Violence Prevention Programs

The David Lawrence Jr. K-8 Center Bullying Prevention Program is a comprehensive, school-wide initiative that supports the District's "Policy against Bullying and Harassment." In an effort to provide a safe learning environment in which bullying, harassment, and intimidation will not be tolerated, we are committed to providing awareness, prevention and education. The Safe and Drug-Free School Program addresses violence, drug prevention and intervention services for students through curriculum implemented by our classroom teachers, counselors and the TRUST specialist. The TRUST Specialist focuses on counseling students to solve problems related to drugs, alcohol, stress, suicide, isolation, family violence and other issues. Additionally, counseling services are provided to families as an alternative to suspension.

#### Nutrition Programs

David Lawrence Jr. K-8 Center adheres to and implements the nutrition requirements stated in the District Wellness Policy. Nutrition education, as per state statute, is taught through physical education. The School Food Service Program, school breakfast, school lunch, and after care program follow the Healthy Food and Beverage Guidelines as adopted in the District's

Wellness Policy.

#### Housing Programs

N/A

#### Head Start

N/A

#### Adult Education

N/A

#### Career and Technical Education

By promoting Career Pathways and Programs of Study students will become academy program completers and have a better understanding and appreciation of the postsecondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities.

Articulation agreements allow students to earn college and postsecondary technical credits in high school and provide more opportunities for students to complete 2 and 4 year postsecondary degrees.

Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and other industry certifications.

David Lawrence Jr. K-8 Center middle school students are exposed to career and technical education opportunities through a partnership with Alonzo and Tracy Mourning Senior High School, our feeder pattern high school. Students visit the high school to preview the programs offered and participate in activities when appropriate.

#### Job Training

N/A

#### Other

David Lawrence Jr. K-8 Center aims to involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's Parent Resource Center. Information is provided to parents in the three languages regarding available programs, their rights under No Child Left Behind Act and other referral services. In addition, the school works to increase parental engagement/involvement through developing our Title I School-Parent Compact, our school's Title I Parental Involvement Policy, scheduling the Title I Orientation Meeting and other documents/activities necessary in order to comply with dissemination and reporting requirements.

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

#### School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The MTSS Leadership Team is comprised of the principal, assistant principals, school counselors, reading coach and media specialist.

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 team meets once a month to engage in the following activities: review screening data and identify alignment to instructional decisions; progress monitoring data is analyzed to identify students who are meeting/exceeding benchmarks and/or at moderate or high risk for not meeting benchmarks. The RtI Leadership Team collaborates with the School Support Team, the SPED and ESOL chairs, the school psychologist and grade level/department chairs to make informed instructional decisions based on student data, develop an instructional focus and identify professional development opportunities. Information decided during the RtI Leadership meetings will be delivered to teachers and staff at faculty and/or grade-level meetings.

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

The RtI Leadership Team will ensure the alignment of instructional decisions to the School Improvement Plan goals. As the team collaborates they will continuously problem solve, identify/implement interventions, and evaluate the effectiveness of the implementation process while simultaneously monitoring teaching and learning.

## MTSS Implementation

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

The District Baseline Benchmark Assessments and FAIR data will be utilized to identify student performance at each Tier for Reading, Writing Math and Science. Data will be managed/accessed via the Progress Monitoring and Reporting Network (PMRN) and Edusoft. Student performance at each Tier, (specifically Tier 2 and Tier 3) will be continuously monitored utilizing the FAIR, District Interim Assessments, SuccessMaker, Compass Learning Odyssey, end of chapter assessments and FCAT simulations.

The school wide discipline plan, classroom expectations, counselor interventions and parental support will be utilized to manage student behavior at each Tier.

Describe the plan to train staff on MTSS.

Professional development will be provided during teachers' common planning time, grade-level meetings, and faculty meetings. Additional professional development will be provided as needed.

Describe the plan to support MTSS.

Based upon the information from [http://www.florida-rti.org/educatorResources/MTSS\\_Book\\_ImplComp\\_012612.pdf](http://www.florida-rti.org/educatorResources/MTSS_Book_ImplComp_012612.pdf), but not limited to the following:

1. Effective, actively involved, and resolute leadership that frequently provides visible connections between a MTSS framework with district & school mission statements and organizational improvement efforts.
2. Alignment of policies and procedures across classroom, grade, building, district, and state levels.
3. Ongoing efficient facilitation and accurate use of a problem-solving process to support planning, implementing, and evaluating effectiveness of services.
4. Strong, positive, and ongoing collaborative partnerships with all stakeholders who provide education services or who otherwise would benefit from increases in student outcomes.
5. Comprehensive, efficient, and user-friendly data-systems for supporting decision-making at all levels from the individual student level up to the aggregate district level.
6. Sufficient availability of coaching supports to assist school team and staff problem-solving efforts.
7. Ongoing data-driven professional development activities that align to core student goals and staff needs.
8. Communicating outcomes with stakeholders and celebrating success frequently.

## Literacy Leadership Team (LLT)

### School-Based Literacy Leadership Team

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

The Literacy Leadership team is comprised of the following faculty and staff. Valerie Gilchrist (Administrator), Katrina Haskins (Reading Coach), Marcella Bruns (ELL teacher), Alta Dustin (Special Education), Michele Lam (Media Specialist), Ching Chong, Jackie Blumstein, Janet Kelly, Marina Lantsman, Mariely Sanchez, Michelle Provitch (Department Head Chairs).

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

The Literacy Leadership team meets once a month to monitor and support school-wide literacy across all content areas. The principal collaborates with the team to assess grade and subgroup reading performance, share best practices and provide resources. The Reading Coach assures fidelity of the implementation of the K-12 CRRP.

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

The Literacy Leadership team will focus on supporting and improving literacy across all content areas and with all subgroups. This includes providing professional development trainings for teachers as well as developing and facilitating school-wide reading initiatives such as Accelerated Reader to increase student exposure to reading and literacy. The group will meet once every grading period to discuss cross-curricular progress of student performance as evident through subject area assessments.

## 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 Prekindergarten Program (VPK). David Lawrence Jr. K-8 Center utilizes Title I Funds to provide extended support through a full time highly qualified teacher and paraprofessional. The Pre K program assists in providing young children with a variety of meaningful learning experiences in an environment that gives opportunities to create knowledge through initiatives that are shared with supportive adults. Additionally, parents of Pre-Kindergarten students are invited to participate in a workshop specifically designed to assist with transitioning from Pre-K to Kindergarten. Core Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided and independent practice of all academic and/or social emotional skills identified by screening data. Social skills 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 to determine student learning gains in order to make the necessary changes to the instructional/intervention programs.

### \*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.

Teaching reading strategies is the responsibility of every teacher. To ensure that every teacher is teaching various, pertinent, and effective reading strategies, the reading coach will train teachers on how to incorporate a wide variety of reading strategies, such as reciprocal teaching, the use of foldables, and C.R.I.S.S strategies into reading lessons. In addition, the reading coach will train teachers on how to incorporate these reading strategies across all content areas. To further ensure that reading strategies are being taught by all teachers, a classroom library with a variety of texts from different genres will be provided to each classroom teacher. Students will have the opportunity to use these reading strategies within the context of the classroom at the classroom library. Sharing of best practices during grade level meetings will also help to ensure that teachers are utilizing various reading strategies across all subject areas.

### \*High Schools Only

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

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

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 2012 FCAT Reading Test indicate that 26% of students achieved a Level 3 Proficiency. Our goal for the 2012-2013 school year is to increase Level 3 student proficiency by 5 percentage points to 31%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
26% (269)	31% (318)

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2011 administration of the FCAT Reading Test was Reporting Category 2, Reading Application. Students have difficulty identifying Main Idea/Message (stated and implied) as well as recognizing the various Text Structures.	Teachers will utilize a variety of Assessments, (Baseline, FAIR and Interim Assessments) to determine specific weaknesses, within Reporting Category 2 on an individual basis in their classes. Students' specific needs will then be addressed in Differentiated Instruction during the Reading Block.	Administration, Reading Coach, LLT	Data from Interim and classroom assessments will be used to determine whether students are making progress within Reporting Category 2, Reading Application.	Formative: Ongoing classroom assessments, student work samples  Summative: Results from 2012 FCAT Reading Assessment
2	The area of deficiency as noted on the 2011 administration of the FCAT Reading Test was Reporting Category 4, Informational Text/ Research Process. Students have difficulty interpreting graphical information (text features) while reading nonfiction text.	Students will be exposed more frequently to nonfiction texts such as Time for Kids Magazine, Scholastic News Magazine, and supplemental materials. In addition, students will utilize non-fiction texts found in the newspaper, Internet, and various magazines. Using these resources will greatly increase students' knowledge in locating, interpreting and organizing information found in nonfiction text. Teachers will also utilize the FCAT Item Specifications to give students more opportunities to become successful with the type of questions within	RtI Leadership Team	Data from Interim and classroom assessments will be used to determine whether students are making growth in Informational Text/ Research Process.	Formative: Ongoing classroom assessments  Summative: Results from 2012 FCAT Reading Assessment

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.  Reading Goal #1b:	The results of the 2012 FCAT Reading Test indicate that 6% of students achieved level 4, 5 or 6 on the FAA. Our goal for the 2012-2013 school year is to increase this proficiency by 5 percentage points to 11%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (300)	31% (318)

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 require multiple reads of a selection prior to responding to comprehension questions.	Utilize read alouds, auditory tapes and text readers that provide print with visuals and/or symbols, picture walks and pre-reading picture walks.	Administration, Reading Coach, LLT	Administrator Review; Data Chats	Formative: Ongoing classroom assessments, student work samples  Summative: Results from 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 2012 FCAT Reading Test indicate that 29% of students achieved a 4 or 5 proficiency level. Our goal for the 2012-2013 school year is to increase Level 4 and 5 student proficiency by 2 percentage points to 31%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (300)	31% (318)

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	High achieving students require more enrichment activities.	Teachers will provide enrichment assignments during small group instruction with potentially	Administration, Reading Coach, LLT	The MTSS/RTI team will review data bi-weekly and make recommendations based on needs assessments.	Formative: Ongoing classroom assessments, student work samples
	The area of deficiency as noted on the 2011 administration of the FCAT Reading Test was Reporting Category 1, Vocabulary. Students lack the oral language development to be successful within this	Use of definition word mapping will increase students' knowledge in vocabulary. Focus will be on word parts, such as prefix, suffix and root words, multiple meaning words and context clues.	Administration and Reading Coach	Ongoing classroom assessments/observations focusing on students' knowledge of word meaning and relationships.	Formative: Student work samples, mini-assessments.  Summative: 2012 FCAT Assessments

2	Reporting Category:	During center rotations, teachers will utilize activities found on the Florida Center for Reading Research Website in order to increase student performance within this Reporting Category. Teachers will also use supplemental materials to stimulate FCAT like passages.		
---	---------------------	--	--	--

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:	The results of the 2012 FCAT Reading Test indicate that 82% of students achieved level 7 or above on the FAA. Our goal for the 2012-2013 school year is to increase this proficiency by 3 percentage points to 85%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
82% (14)	85% (14)

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	FAA students have difficulty distinguishing between fiction, nonfiction and informational texts.	Students will be guided to read fiction, nonfiction and informational text to identify the differences. Reading selections will be taught at a level that does not frustrate the student (high interest low readability).  Students will be provided with continuous review / practice when learning reading concepts.	Administration, Reading Coach, LLT	Administrator Review; Data Chats	Formative: Ongoing classroom assessments, student work samples  Summative: Results from 2013 Florida Alternate Assessment

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

3a. FCAT 2.0: Percentage of students making learning gains in reading.  Reading Goal #3a:	The results of the 2012 FCAT Reading Test indicate that 68% 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 73%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
68% (522)	73% (561)

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	Teachers need to increase the frequency of interventions for non-proficient students.	Increase the frequency of interventions for non-proficient students.	Reading Coach MTSS/RTI, Leadership Team	The MTSS/RTI team will review data bi-weekly and make recommendations based on needs assessments.	Formative: Ongoing classroom assessments, student work samples  Summative: Results from 2013 Florida Alternate Assessment
2	Students need to increase the time spent reading for enjoyment outside of the reading block.	Provide incentives to increase usage of Accelerated Reader program in order to increase the amount of time spent reading outside of the reading block.	Administrators, Reading Coach, Media Specialist	Administrators will monitor Quarterly Accelerated Reader Reports	Formative: SuccessMaker Reports, Kid Biz/Achieve 3000 reports, Reading Plus Reports and the Interim assessments.  Summative: 2013 FCAT 2.0 Assessment

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.  Reading Goal #3b:	The results of the 2012 FCAT Reading Test indicate that 84% of students Made learning gains on the FAA. Our goal for the 2012-2013 school year is to increase this proficiency by 5 percentage points to 89%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
84% (10)	89% (11)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers need to increase visual presentations and repetitive practice with materials during instruction.	Teachers will increase the use of visuals and repetition during instruction.	Administration, Department Chair	Weekly student work samples; Lesson Plans; Administrator Walk-throughs;	Formative: Ongoing classroom assessments, student work samples  Summative: Results from 2013 Florida Alternate Assessment

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.  Reading Goal #4:	The results of the 2012 FCAT Reading Test indicate that 71% of students in the lowest 25% made learning gains. Our goal for the 2012-2013 school year is to increase learning gains for this subgroup by 5 percentage points to 76 %.
2012 Current Level of Performance:	2013 Expected Level of Performance:

71% (143)

76% (153)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need to increase their reading vocabulary In order to comprehend fiction and non-fiction texts.	Increase the use of SuccessMaker and Reading Plus software with targeted students to remediate students' areas of deficiency and continue to differentiate instruction.	Administrators, Reading Coach	The MTSS/RTI team will review data bi-weekly and make recommendations based on needs assessments.	Formative: SuccessMaker and Reading Plus Reports, Biweekly Mini-Assessment/Data Reports  Summative: 2013 FCAT 2.0 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 by 50%. 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	58	62	66	69	73	

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:	Our goal is to reduce the percent of non-proficient students in each subgroup.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 78 Black: 50 Hispanic: 57 Asian: 66 American Indian: N/A	White: 80 Black: 54 Hispanic: 61 Asian: 69 American Indian: N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students require early placement in interventions.	Tier 2 and 3 students will be placed in appropriate interventions within the first 2 weeks of the 2012-2013 school year. Students' progress will be monitored monthly.	MTSS/RTI Leadership; Administrators; Reading Coach	Weekly Lesson Plans; Monthly Data Chats MTSS/RTI and Leadership Team will meet monthly to monitor student progress and the effectiveness of program delivery. Administrative walk-throughs will also ensure that interventions are taking place.	Formative: FAIR, District, and School site assessment data.  Summative: 2013 FCAT 2.0 Assessment

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	The result of the 2012 FCAT Reading Test indicate that 22% of students in the ELL subgroup achieved proficiency. Our goal is to increase student proficiency by 7 percentage points to 29 %.
2012 Current Level of Performance:	2013 Expected Level of Performance:
22%	29%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	ELL students require background knowledge and prior experiences which can help them to connect meaning to text.	Teachers will utilize texts contain non-fiction leveled passages which draw on students' prior experiences to ultimately target vocabulary, fluency, and comprehension in addition to building students background knowledge.	MTSS/RTI Leadership Team	MTSS/RTI Leadership Team will meet monthly to monitor data reports from Kid Biz and Achieve 3000.	Formative: FAIR, District, and School –site assessment data, Intervention Assessments. Data reports from Kid Biz and Achieve 3000. Summative: 2013 FCAT 2.0 Assessment

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	The results of the 2012 FCAT Reading Test indicate that 29% of Students With Disabilities achieved proficiency. Our goal is to increase student proficiency by 6 percentage points to 35 %.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29%	35%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A
2	Students need to be exposed to grade level texts in small sections at a time to ensure comprehension.	Teachers will present reading passages to students in small chunks.	Administrators Department Chair	Weekly Lesson Plan Checks, Data Chats	Formative: Ongoing classroom assessments, student work samples  Summative: Results from 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 subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in reading.  Reading Goal #5E:	The results of the 2012 FCAT Reading Test indicate that 46% of Economically disadvantaged students achieved proficiency. Our goal is to increase student proficiency by 5 percentage points to 51%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
46%	51%

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need more individualized instruction each week.	Teachers will increase the frequency of small group instruction for students in this subgroup.	Administrators; MTSS/RTI Leadership Team	Monthly Data Chats; Monthly monitoring by MTSS/RTI Leadership Team	Formative: FAIR, District, and School –site assessment data, Summative: 2013 FCAT 2.0 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
Access Points	K-8	Department Chair	Special Education Teachers	September 2012	Effective Implementation of Access Points for FAA students	Administration, Department Chair
SuccessMaker Training	K-5	Bauer	Classroom teachers, grade K-5	October 2012	Use of fidelity with program	Administration, LLT, Reading Coach

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Materials needed to run off reports and make copies for tutoring and small-group instruction.	Paper/Ink/Toner	SAC Funds	\$300.00
Supplemental reading materials for small-group instruction and tutoring.	Workbooks	SAC Funds	\$1,500.00
			Subtotal: \$1,800.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount

No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
Provide refresher trainings on programs from District partners such as SuccessMakaer, Reading Plus and KidBiz.	Vendor provided trainers	Vendors will provide free services	\$0.00
			Subtotal: \$0.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$1,800.00</b>

End of Reading Goals

## Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking.		The results of the 2012 CELLA Test indicate that 58% of English language learner students were proficient in Listening / Speaking.			
CELLA Goal #1:					
2012 Current Percent of Students Proficient in listening/speaking:					
58% (176)					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need more opportunities to respond in complete sentences in order to increase their comfort level in speaking English.	Teachers will provide meaningful language practice through Total Physical Response (TPR), Teacher-Led Groups. Students will be required to make weekly classroom presentations and answer peer questions in complete sentences in order to increase their use of the English language.	Administrators	Daily Classroom Walk-throughs, Daily Lesson Plan Review	Formative: FAIR, District, and School –site assessment data,  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 2012 CELLA Test indicate that 40% of English language learner students were proficient in Reading.
CELLA Goal #2:	
2012 Current Percent of Students Proficient in reading:	



40% (88)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need to increase their literary vocabulary.	Expose ELL students to more texts with figurative language and provide direct instruction in this area. Utilize reader's theater activities to give students authentic practice using figurative language. Provide ELL students with weekly practice in fully utilizing translation dictionaries	Administrators; Department Chair; Reading Coach	Classroom Walk-throughs, Daily Lesson Plan Review	Formative: FAIR, District, and School –site assessment data,  Summative: 2013 CELLA Assessment

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 2012 CELLA Test indicate that 23% of English language learner students were proficient in Writing.

2012 Current Percent of Students Proficient in writing:

23% (71)

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	ELL students need increased opportunities to write in complete sentences and paragraphs and be provided with specific feedback on their writing.	Increase the daily writing required by all students with teacher feedback on organization, clarity, conventions and vocabulary. Utilize dialogue journals, response journals and graphic organizers to improve ELL students' writing skills.	Administrators; Department Chair; Reading Coach	Classroom Walk-throughs, Daily Lesson Plan Review	Formative: FAIR, District, and School –site assessment data,  Summative: 2013 CELLA Assessment

CELLA Budget:

Evidence-based Program(s)/Material(s)

Strategy	Description of Resources	Funding Source	Available Amount
----------	--------------------------	----------------	------------------

Reading Coach will provide workshops on the effective use of the strategies referenced (choral reading, chunking, response and dialogue journals, readers' theater, etc.)	District lesson plans, trade books and magazines, copy paper	SAC Funding	\$500.00
Department Chair will provide training on administering the CELLA	District will provide materials	District	\$0.00
			Subtotal: \$500.00
<b>Technology</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$500.00

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 Mathematics Test indicate the 26% of students achieved Level 3 proficiency. Our goal for the 2012-2013 school year is to increase Level 3 student proficiency by 3 percentage points to 29%.
---	---

2012 Current Level of Performance:	2013 Expected Level of Performance:
------------------------------------	-------------------------------------

26% (269)	29% (298)
-----------	-----------

### 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 require more hands-on activities to increase their proficiency in the following Reporting Categories:  Grade 3: Fractions  Grades 4-8: Geometry and Measurement	Students will utilize manipulatives during whole group and small group mathematical instructions and use Brain Pop to help build a greater understanding of Fractions, Geometry and Measurement.	Administrators; MTSS/RTI Leadership Team	Review formative bi-weekly assessment data reports to ensure progress is being made and adjust instruction as needed. Conduct grade level meetings to obtain teacher feedback on effectiveness of manipulative usage with students.	Formative: Bi-weekly assessments; District Interim data reports; Student authentic work. Summative: Results from 2013 FCAT 2.0 Mathematics Assessment.

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	The results of the 2012 FAA Mathematics Test indicate that 29% of students achieved level 4-6 on the FAA. Our goal for the 2012-2013 school year is to increase this proficiency by 5 percentage points to 34%.
---	---

2012 Current Level of Performance:	2013 Expected Level of Performance:
------------------------------------	-------------------------------------

29% (5)	34% (6)
---------	---------

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need increased continuous review and practice when learning math concepts and skills such as rote counting, fact fluency and using tools for measurement.	Provide repetition for long term learning math concepts such as rote counting, fact fluency and tools for measurement.	Administration, Department Chair	Review Weekly Lesson Plans, Data Chats	Formative: Ongoing classroom assessments, student work samples  Summative: Results from 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 2012 FCAT Mathematics test indicates that 29% of students achieved proficiency (Level 4 and 5). Our goal is to maintain increase student proficiency by 3 percentage points to 31%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (303)	31% (319)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Mathematics Test was Geometry and Measurement.  There is a need for a variety of enriching and inquiry based activities to support the students' understanding of  Reporting Category: Geometry and Measurement.	Teachers will incorporate inquiry-based projects across grade levels as well as engage students through the use of technology such as Discovery Education, Gizmos and SuccessMaker to enhance Geometrical skills.	MTSS/RTI Leadership Team	Review ongoing classroom instruction, assignments and lesson plans to ensure application of the skills taught.  Classroom Observations	Formative: Student authentic work; District Interim assessments, Inquiry based projects, Score reports from SuccessMaker and Gizmos  Summative: Results from 2013 FCAT 2.0 Mathematics Assessment.

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics.  Mathematics Goal #2b:	The results of the 2012 FAA Mathematics Test indicate that 59% of students achieved level 7 or higher on the FAA. Our goal for the 2012-2013 school year is to increase this proficiency by 3 percentage points to 62%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
59% (10)	62% (11)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need to transfer learned concepts and skills to long term memory.	Use repeated guided discussion to engage students in real life math problems.	Administration, Department Chair	Teacher Observations and Anecdotal, Lesson Plans	Formative: Ongoing classroom assessments, student work samples  Summative: Results from 2013 Florida Alternate Assessment

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics.  Mathematics Goal #3a:	On the 2012 FCAT Mathematics Test 72% of students made learning gains. Our goal for the 2012-2013 school year is to increase the percentage of students making learning gains by 5 percentage points to 77%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
72% (557)	77% (596)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need more exposure to accountable talk in order to master fractions, geometry and measurement concepts.	Utilize Brain Pop, and SuccessMaker daily to build students' mastery of multiplication and division facts.	Administrators; MTSS/RTI Leadership Team	Monthly Data Chats; Weekly Lesson Plan Review;	Formative: Student work folders; Monthly Assessments; District Interim Assessment.  Summative: Results from 2013 FCAT 2.0 Mathematics Assessments

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.  Mathematics Goal #3b:	The results of the 2012 FAA Mathematics Test indicate that 68% of students made learning gains on the FAA. Our goal for the 2012-2013 school year is to increase this proficiency by 5 percentage points to 73%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
68% (8)	73% (9)

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 must be familiar with visual choices as presented in the FAA.	Provide students with opportunities to learn concepts using manipulatives, visuals and assistive technology.	Administration, Department Chair	Teacher Observations and Anecdotal, Lesson Plans	Formative: Ongoing classroom assessments, student work samples  Summative: Results from 2013 Florida Alternate Assessment

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.  Mathematics Goal #4:	On the 2011 FCAT Mathematics Test 67% (123) of students made learning gains. Our goal for the 2011-2012 school year is to provide appropriate interventions and remediation in order to increase the percent of students in the lowest 25% making learning gains by 5 percentage points to 72% (132).
2012 Current Level of Performance:	2013 Expected Level of Performance:
67% (123)	72% (132)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	On the 2011 FCAT Mathematics administration, the performance of this group has remained consistent. The area of deficiency in Numbers, Operations and Problems is due to lack of consistent attendance with the tutorial program.	After school tutoring will be offered along with incentives to attend. Additionally, provide Tier 3 students with small group instruction	Rtl Team, Leadership Team	Review student work folders, formative bi-weekly assessment data reports as well as intervention assessments to ensure progress is being made and adjust intervention as needed.	Formative: Bi-weekly assessment data reports; intervention assessments. Summative: 2012 FCAT 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 by 50%.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	56	60	64	68	72	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.  Mathematics Goal #5B:	Our goal is to increase the percentage of proficient students in each subgroup in alignment with our AMO goal.
2012 Current Level of Performance:	2013 Expected Level of Performance:
2012 Current Level of Performance: * White: 77% Black: 45% Hispanic: 58% Asian: 66% American Indian: NA	White: 79% Black: 50% Hispanic: 62% Asian: 69% American Indian: NA

Problem-Solving Process to Increase Student Achievement

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

			Monitoring	Strategy	
1	Students need more hands-on instruction in order to master grade level concepts and skills.	Teachers will increase the number of hands-on lessons provided each week.	Administrators; MTSS/RTI Leadership Team	Administrator Walk Throughs; Weekly Lesson Plans; Monthly Data Chats	Formative: Bi-Weekly Grade level assessments; Monthly assessments;  Summative: 2013 FCAT 2.0 Mathematics Assessment
2	Students need more small group instruction in order to master grade level concepts and skills.	Teachers will increase the frequency of small group instruction each week.	Administrators; MTSS/RTI Leadership Team	Administrator Walk Throughs; Weekly Lesson Plans; Monthly Data Chats	Formative: Bi-Weekly Grade level assessments; Monthly assessments;  Summative: 2013 FCAT 2.0 Mathematics Assessment
3	Students need more access to technology outside of the mathematics block instruction in order to master grade level concepts and skills.	Students will be given access to SuccessMaker and GIZMOs outside of the mathematics block.	Administrators; MTSS/RTI Leadership Team	Administrator Walk Throughs; Weekly Lesson Plans; Monthly Data Chats	Formative: Bi-Weekly Grade level assessments; Monthly assessments;  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 2012 FCAT Mathematics Test indicate the 58% of students in the English Language Learners (ELL) subgroup achieved proficiency. Our goal is to increase student proficiency by 4 percentage points to 62%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
58%	62%

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	ELL students need additional support to gain the background knowledge, language and skills needed to understand real-world problem solving skills.	Utilize ELL strategies to support students understanding of math concepts. In addition, cooperative grouping will be utilized to support the ELL students' understanding and comprehension of Math vocabulary. Teachers will also provide ELL learners with the opportunity to utilize math manipulatives when learning new mathematical concepts.	Administrators; MTSS/RTI Leadership Team	Administrator Walk Throughs; Weekly Lesson Plans; Monthly Data Chats .	Formative: Interim Assessments, teacher-made tests, formal teacher-made observations  Summative: 2013 FCAT 2.0 Mathematics Assessments

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	The results of the 2012 FCAT Mathematics Test indicate the 34% of Students with Disabilities achieved proficiency. Our goal is to increase student proficiency by 6 percentage points to 40%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
34%	40%

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 with Disabilities need more hands-on activities in order to master mathematics concepts and skills.	Teachers will increase the number of hands-on activities provided each week.	Administrators; Department Chair	Weekly Lesson Plan Review; Daily Classroom Walk-throughs; Monthly Data Chats	Formative: Interim Assessments, teacher-made tests, formal teacher-made observations  Summative: 2013 FCAT 2.0 Mathematics Assessments

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	The results of the 2012 FCAT Mathematics Test indicate the 50% of Economically Disadvantaged students achieved proficiency. Our goal is to increase student proficiency by 4 percentage points to 54%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50%	54%

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	Economically Disadvantaged students need greater access to technology and tutoring services.	Small group after school tutoring provided by SES will be strongly encouraged. Students will have additional access to computers after school, differentiated instruction, and direct instruction	MTSS/RTI Leadership Team	MTSS/RTI Leadership Team members will monitor monthly assessments and adjust academic goals utilizing teacher feedback on student skill attainment.	Formative: Mini-assessments; assessments from math tutoring.  Summative: 2013 FCAT 2.0 Mathematics Assessment

## 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 2012 FCAT Mathematics Test indicate the 26% of students achieved Level 3 proficiency. Our goal for the 2012-2013 school year is to increase Level 3 student proficiency by 3 percentage points to 29%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
26% (269)	29% (298)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The areas of deficiency as noted on the 2012 administration of the FCAT Mathematics were Geometry and Measurement .	Students will utilize manipulatives during whole group and small group mathematical instructions and use Discovery Education and Gizmos to help build a greater understanding of Geometry and Measurement.	MTSS/RTI Leadership Team	Review formative bi-weekly assessment data reports to ensure progress is being made and adjust instruction as needed. Conduct grade level meetings to obtain teacher feedback on effectiveness of manipulative usage with students.	Formative: Bi-weekly assessments; District Interim data reports; Student authentic work.  Summative: Results from 2013 FCAT 2.0 Mathematics Assessment.

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	The results of the 2012 FAA Mathematics Test indicate that 29% of students achieved level 4-6 on the FAA. Our goal for the 2012-2013 school year is to increase this proficiency by 5 percentage points to 34%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (5)	34% (6)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students require continuous review and practice when learning math concepts and skills such as rote counting, fact fluency and using tools for measurement.	Provide repetition for long term learning math concepts such as rote counting, fact fluency and tools for measurement.	Administration, Department Chair	Teacher Observations and Anecdotal, Lesson Plans	Formative: Ongoing classroom assessments, student work samples  Summative: Results from 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 2012 FCAT Mathematics test indicates that 29% of students achieved proficiency (Level 4 and 5). Our goal is to maintain increase student proficiency by 3 percentage points to 31%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (303)	31% (319)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Mathematics Test was Geometry and Measurement.  There is a need for a variety of enriching and inquiry based activities to support the students' understanding of Reporting Category: Geometry and Measurement.	Teachers will incorporate inquiry-based projects across grade levels as well as engage students through the use of technology such as Discovery Education, Gizmos and SuccessMaker to enhance Geometrical skills.	MTSS/RTI Leadership Team	Review ongoing classroom instruction, assignments and lesson plans to ensure application of the skills taught. Classroom Observations	Formative: Student authentic work; District Interim assessments, Inquiry based projects, Score reports from SuccessMaker and Gizmos Summative: Results from 2013 FCAT 2.0 Mathematics Assessment.

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	The results of the 2012 FAA Mathematics Test indicate that 59% of students achieved level 7 or higher on the FAA. Our goal for the 2012-2013 school year is to increase this proficiency by 3 percentage points to 62%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
59% (10)	62% (11)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have difficulty transferring learned concepts and skills to long term memory.	Use repeated guided discussion to engage students in real life math problems.	Administration, Department Chair	Teacher Observations and Anecdotal, Lesson Plans	Formative: Ongoing classroom assessments, student work samples Summative: Results from 2013 Florida Alternate Assessment

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

of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in mathematics.  Mathematics Goal #3a:	On the 2012 FCAT Mathematics Test 72% of students made learning gains. Our goal for the 2012-2013 school year is to provide appropriate interventions, remediation and enrichment opportunities in order to increase the percentage of students making learning gains by 5 percentage points
2012 Current Level of Performance:	2013 Expected Level of Performance:
72% (557)	77% (596)

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 lack a strong foundation in multiplication and division, therefore have difficulty mastery fractions, geometry and measurement concepts.	Utilize Brain Pop, and SuccessMaker daily to build students' mastery of multiplication and division facts.	MTSS/RTI Leadership Team	Review mid-chapter assessment reports to ensure progress is being made and adjust instruction as needed to ensure students are making learning gains. Grade level discussions to attain teacher feedback on effectiveness of strategy.	Formative: Student work folders; Monthly Assessments; District Interim Assessment.  Summative: Results from 2013 FCAT 2.0 Mathematics Assessments.

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.  Mathematics Goal #3b:	The results of the 2012 FAA Mathematics Test indicate that 68% of students made learning gains on the FAA. Our goal for the 2012-2013 school year is to increase this proficiency by 5 percentage points to 73%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
68% (8)	73% (9)

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 must be familiar with visual choices as presented in the FAA.	Provide students with opportunities to learn concepts using manipulatives, visuals and assistive technology.	Administration, Department Chair	Teacher Observations and Anecdotal, Lesson Plans	Formative: Ongoing classroom assessments, student work samples  Summative: Results from 2013 Florida Alternate Assessment

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.  Mathematics Goal #4:	On the 2012 FCAT Mathematics Test 73% of the lowest 25% made learning gains. Our goal for the 2011-2012 school year is to increase the percent of students in the lowest 25% making learning gains by 5 percentage points to 78%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
73% (148)	78% (158)

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	On the 2012 FCAT Mathematics administration, the performance of this group has remained consistent. The area of deficiency is Reporting Category: Numbers, Operations and Problems.	Tier 3 students will be provided with small group instruction in number sense.  After school tutoring targeting numbers, operation and problems will be offered along with incentives to attend.	MTSS/RTI Leadership Team	Review student work folders, formative bi-weekly assessment data reports as well as intervention assessments to ensure progress is being made and adjust intervention as needed.	Formative: Bi-weekly assessment data reports; intervention assessments. Summative: 2013 FCAT 2.0 Mathematics

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 by 50%.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	56	60	64	68	72	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.  Mathematics Goal #5B:	The results of the 2012 FCAT Mathematics Test indicates that 45% of students in the Black subgroup achieved proficiency. Our goal is to increase student proficiency by 5 percentage points to 50% .  Students in the Hispanic subgroup achieved xxx proficiency. Our goal is to increase student proficiency by 3 percentage points to xxx student proficiency by providing appropriate interventions and remediation.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 77% Black: 45% Hispanic: 58% Asian: 66% American Indian: NA	White: 79% Black: 50% Hispanic: 62% Asian: 69% 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
	Students need more	Teachers will increase	Administrators;	Administrator Walk	Formative: Bi-

1	hands-on instruction in order to master grade level concepts and skills.	the number of hands-on lessons provided each week.	MTSS/RTI Leadership Team	Throughs; Weekly Lesson Plans; Monthly Data Chats	Weekly Grade level assessments; Monthly assessments; Summative: 2013 FCAT 2.0 Mathematics Assessment
2	Teachers will increase the frequency of small group instruction each week.	Administrators; MTSS/RTI Leadership Team	Administrator Walk Throughs; Weekly Lesson Plans; Monthly Data Chats	Formative: Bi-Weekly Grade level assessments; Monthly assessments; Summative: 2013 FCAT 2.0 Mathematics Assessment	Formative: Bi-Weekly Grade level assessments; Monthly assessments; Summative: 2013 FCAT 2.0 Mathematics Assessment
3	Students will be given access to SuccessMaker and GIZMOs outside of the mathematics block.	Administrators; MTSS/RTI Leadership Team	Administrator Walk Throughs; Weekly Lesson Plans; Monthly Data Chats	Formative: Bi-Weekly Grade level assessments; Monthly assessments; Summative: 2013 FCAT 2.0 Mathematics Assessment	Formative: Bi-Weekly Grade level assessments; Monthly assessments; 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 2012 FCAT Mathematics Test indicate the 58% of students in the English Language Learners (ELL) subgroup achieved proficiency. Our goal is to increase student proficiency by 4 percentage points to 62%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
58%	62%

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	ELL students need additional support to gain the background knowledge, language and skills needed to understand real-world problem solving skills.	Utilize ELL strategies to support students understanding of math concepts. In addition, cooperative grouping will be utilized to support the ELL students' understanding and comprehension of Math vocabulary. Teachers will also provide ELL learners with the opportunity to utilize math manipulatives when learning new mathematical concepts.	Administrators; MTSS/RTI Leadership Team	Administrator Walk Throughs; Weekly Lesson Plans; Monthly Data Chats	Formative: Interim Assessments, teacher-made tests, formal teacher-made observations  Summative: 2013 FCAT 2.0 Mathematics Assessments

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	The results of the 2012 FCAT Mathematics Test indicate the 34% of Students with Disabilities achieved proficiency. Our goal is to increase student proficiency by 6 percentage points to 40%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
34%	40%

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 with Disabilities need more hands-on activities in order to master mathematics concepts and skills.	Teachers will increase the number of hands-on activities provided each week.	Administrators; Department Chair	Weekly Lesson Plan Review; Daily Classroom Walk-throughs; Monthly Data Chats	Formative: Interim Assessments, teacher-made tests, formal teacher-made observations  Summative: 2013 FCAT 2.0 Mathematics Assessments

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	The results of the 2012 FCAT Mathematics Test indicate the 50% of Economically Disadvantaged students achieved proficiency. Our goal is to increase student proficiency by 4 percentage points to 54%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50%	54%

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	Economically Disadvantaged students need greater access to technology and tutoring services.	Small group after school tutoring provided by SES will be strongly encouraged. Students will have additional access to computers after school, differentiated instruction, and direct instruction	MTSS/RTI Leadership Team	MTSS/RTI Leadership Team members will monitor monthly assessments and adjust academic goals utilizing teacher feedback on student skill attainment.	Formative: Mini-assessments; assessments from math tutoring.  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 2012 Algebra End-of-Course (EOC) indicate that 5% of students achieved Level 3 proficiency. Our goal for the 2012-2013 school year is to maintain this level of proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
5% (1)	5% (1)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students require more hands-on activities in math lessons in order to connection concepts being taught to the real world.	Students will utilize manipulatives during whole group and small group mathematical instructions and use Brain Pop to help build a greater understanding.	Administrators; MTSS/RTI Leadership Team	Daily Classroom Walk-throughs; Weekly Lesson Plans; Monthly Data Chats	Formative: Student authentic work; District Interim assessments, Inquiry based projects, Score reports from SuccessMaker and Gizmos  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:

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	The results of the Algebra End-of-Course (EOC) indicate that 95% of students achieved proficiency (Level 4 and 5). Our goal is to maintain this level of student proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
95% (18)	95% (18)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need to maintain their high level of mastery of Algebra concepts	Increase the use of Gizmos and hands-on activities and projects provided.	Administrators; MTSS/RTI Leadership Team	Daily Classroom Walk-throughs; Weekly Lesson Plans; Monthly Data Chats	Formative: Student authentic work; District Interim assessments, Inquiry based projects, Score reports from SuccessMaker and Gizmos  Summative: 2013 FCAT 2.0 Mathematics 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 # N/A 3A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	N/A	N/A	N/A	N/A	N/A	

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

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

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:	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				

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:	The results of the 2012 Geometry End-of-Course (EOC) indicates that 100% of students achieved proficiency. Our goal for the 2012-2013 school year is to maintain this level of proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:

100% (11)			100% (11)		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need visual stimulus to develop their spatial sense.	Provide students with hands on opportunities to investigate geometric properties.  Differentiate instruction for students.	MTSS/RTI Leadership Team	Review ongoing classroom instruction, assignments and lesson plans to ensure application of the skills taught. Classroom Observations	Formative: Student authentic work; District Interim assessments, Inquiry based projects, Score reports from SuccessMaker and Gizmos Summative: Results from 2013 FCAT 2.0 Mathematics Assessment.

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

2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.  Geometry Goal #2:	The results of the Geometry End-of-Course (EOC) indicates that 100% of students achieved proficiency (Level 4 and 5). Our goal is to maintain this level of student proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (11)	100% (11)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need more hands-on activities in order to make connections between the concepts taught and the real world.	Develop hands on activities that help students to understand operations with integers. Develop thematic projects (model scale construction) that help students to understand the relative size of numbers Teach students to use technology to manipulate and graphically demonstrate, explore, and practice multiplying fractions.	MTSS/RTI Leadership Team; Administrators	Review ongoing classroom instruction, assignments and lesson plans to ensure application of the skills taught. Classroom Observations	Formative: Student authentic work; District Interim assessments, Inquiry based projects, Score reports from SuccessMaker and Gizmos  Summative: Results from 2013 FCAT 2.0 Mathematics Assessment.

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

3A. Ambitious but Achievable	Geometry Goal # _____
------------------------------	-----------------------

Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		N/A			
3A :					
Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	N/A	N/A	N/A	N/A	

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:	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:

3C. English Language Learners (ELL) not making satisfactory progress in Geometry.  Geometry 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 Geometry.	N/A
--	-----

Geometry Goal #3D:				
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 Geometry.		N/A		
Geometry Goal #3E:				
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				

*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
SuccessMaker Training	Grade 3-5	District	Teachers, Grades 3-5	September 2012	Student work folders	MTSS/RtI Leadership Team, Assistant Principal
Focus Training	Grade 3-8	Math Chair	All 3-8 Mathematics Teachers	August 2012	Training Agendas; Sign-in Sheets	MTSS/RtI Leadership Team
Discovery Education	Grade 6-8	District	Teacher, Grades 6-8	September 2012	Student work folders	MTSS/RtI Leadership Team, Assistant Principal

Differentiated Instruction Workshop/Traini	All (K-8)	Math Chair	All K-8 Mathematics Teachers	Fall, 2012	Student work folders/Classroom visits	MTSS/RtI Leadership Team, Assistant Principal
Go Math Training	Mathematics	District	All Mathematics Teachers	Ongoing	Independent activities and classroom observations (both formal/informal)	Administration/Facilitator, Math Chairpersons
Data Analysis	Mathematics	Administration	All Mathematics Teachers	Ongoing	Data Chats, Planning Meetings	Administration, Math Chairs
Best Practices in using manipulatives to enhance student learning	Mathematics Grades 3-8	Mathematics Teachers	Mathematics Teachers in Grades 3-8	Ongoing	Classroom observations	Administration, Math Chairs

Mathematics Budget:

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

End of Mathematics Goals

## Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal # 1a:	On the 2011 administration of the Science FCAT, 30% (98) of students achieved proficiency. Expected level of performance for 2012 is 34% (111) achieving proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (98)	34% (111)
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>The results of the 2012 administration of the Science FACT indicate that students in 5th Grade had the most difficulty with the Earth/Space.</p> <p>Students in 8th Grade had the most difficulty with the Nature of Space.</p>	<p>Weekly hands-on labs for all students.</p> <p>Review topics daily at the beginning of each science class (DO-NOW) to reinforce student's retention. Earth /Space and Scientific Thinking will be the focus in both 5th and 8th Grades.</p> <p>Teachers will utilize technology through programs such as Brain Pop and Gizmo to reinforce scientific concepts in both 5th and 8th Grades. The science component of SuccessMaker will also be made available to students in 5th Grade.</p> <p>Special events with a science theme will be offered to students to reinforce the real-world connections of science. This includes Science Night and a scientific scavenger hunt at Home Depot. These events will focus on the Earth/Space and Scientific Thinking benchmarks.</p>	Leadership Team Science Chairperson	<p>Science teachers will review the results of school site assessment data and lab reports to monitor student progress. This will be done quarterly.</p> <p>Administrators will monitor teacher lesson plans and observe classroom instruction on a weekly basis.</p>	<p>Formative: school-site quarterly assessments.; District Baseline and Interim Assessments</p> <p>Summative: 2013 FCAT 2.0</p>

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:				
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.		N/A		
Science Goal # 1b:				
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 science.  Science Goal #2a:	On the 2012 administration of the Science FCAT, 16% of students achieved proficiency level of 4 or 5. Expected level of performance for 2013 is 18% proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
16% (53)	18% (58)

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 require challenges above the required curriculum to extend their scientific knowledge.	Identify students scoring 4 or 5 on the Reading and Mathematics portion of the FCAT and mentor those students in the development of independent projects.  Scientific skills and principles will be reinforced through interdisciplinary/ cross-curricular activities. These include, but are not limited to, reading literature with scientific themes.	Leadership Team Department Chairpersons	Science projects will be a required part of these students assessment. They will be reviewed using a rubric.  Literature and math projects which include scientific information and skills will be assessed by teachers in the disciplines involved in the assignment or project.	Formative: School developed rubrics  Summative: 2013 FCAT 2.0

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
Professional Learning Communities for Science: Focus on Life/Environmental Science and Earth Space Science	Grades 3-8	Science Chair	PLC leaders and members	Last Wednesday of every other month	Interim Testing	Administrators, Science Chair
District workshops on implementing hands-on science in the classroom	Grades 3-8	District Science Trainers	3rd -5th Grade Teachers	Pending District schedule	Classroom walk-throughs Lesson Plans	Administrators
District workshops on Science Fair Projects	Grades 3-8	District Science Trainers	3rd – 8th Grade Trainers	October	Participation in the Science Fair	Administrators Science Chairs

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Offer Special science events to reinforce real world connections to science.	Science materials and incentives for Science Night.	SAC Funds	\$2,000.00
			Subtotal: \$2,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$2,000.00

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:		Results of the 2012 administration of FCAT Writing indicate that 83% of students made were proficient. Our goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency by 1 percentage point to 84%.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
83% (260)		84% (266)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need additional support to effectively incorporate sensory details and elaborate upon ideas presented in their writing.	During writing instruction students will learn a variety of strategies to help them expand and elaborate ideas in their writing by incorporating supporting details, sensory details, concrete examples, writing creativity skills, show-don't-tell, etc., to better elaborate their writing.	Administrators, Reading Coach	Monthly scored writing prompts; Monthly Data Chats	Formative: Students' scores on writing assessments every two months.  Summative: 2013 FCAT 2.0 Writing 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 4 or higher in writing.  Writing 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					

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
Best Practices in Writing Instruction	Grades K-8	Writing Teachers	Writing Teachers Grades K-8	November 6, 2012	Review of Bi-Monthly (every other month) Writing Assessment Data	Administrators, Reading Coach
Holistic Scoring Writing Rubric Training	Writing Grades 4 and 8	Writing Teachers	Writing Teachers Grades 4 and 8	September 2012	Independent activities and review of students' writing portfolios / notebooks	Administrators, Grade Level/Dept Chairs

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide writing workshops for teachers	Copy paper, writing folder and binders	SAC Funds	\$500.00
			Subtotal: \$500.00
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: \$500.00

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:	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 Civics. Civics Goal #2:	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						

Civics Budget:

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

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

*End of Civics Goals*

## Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Attendance Attendance Goal #1:		Our goal for the 2012-2013 school year is to increase attendance from 95.79% to 96.29% .			
2012 Current Attendance Rate:		2013 Expected Attendance Rate:			
95.79% (1623)		96.29% (1631)			
2012 Current Number of Students with Excessive Absences (10 or more)		2013 Expected Number of Students with Excessive Absences (10 or more)			
419		398			
2012 Current Number of Students with Excessive Tardies (10 or more)		2013 Expected Number of Students with Excessive Tardies (10 or more)			
235		223			
<b>Problem-Solving Process to Increase Student Achievement</b>					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	A small percentage of students and families habitually demonstrate irregular attendance.	Parents of absent students will be contacted in writing after 3 unexcused absences.  Parents of students with 5 or more unexcused absences will be required to attend an Attendance Review Committee Meeting.	Teachers and Attendance Review Committee Members.	Monitor Daily Attendance Report	Daily Attendance Percentage Report
	A small percentage of	A daily attendance	Teachers and	Monitor Student	Daily Attendance

2	individual students are not motivated to attend school every day.	incentive plan will be implemented to acknowledge and reward classrooms with consistently high attendance rates.	Administrators	Unexcused Absences Report	Percentage Report
3	Students with excessive tardies frequently miss the school bus and have to walk to school.	Parents of students with 5 or more tardies will be contacted in writing.  Parents of students with 10 or more tardies will be required to attend an Attendance Review Committee Meeting.	Teachers and Administrators	Monitor Daily Attendance Report	Daily Attendance Percentage Report

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
Faculty Meetings: School staff will learn about the attendance policy and various strategies which will help to monitor attendance and communicate concerns to parents.	K-8/ Attendance	School Counselor/ Attendance Clerk	All teachers, Counselor, and Attendance Clerk	August 2012: Teacher Planning Day  October 2012: Monthly Faculty Meeting  November 2012: Monthly Faculty Meeting	The attendance clerk will follow up with any teachers who are not monitoring and initialing the daily attendance bulletin. Teachers of students with excessive unexcused absences will also show evidence of verbal and/or written communication to parents regarding attendance.	Administration/ Counselor

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide student incentives for excellent attendance.	Student incentives	SAC Funds	\$1,000.00
			Subtotal: \$1,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$1,000.00

End of 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		Our goal for the 2012-2013 school year is to reduce the total number of indoor and outdoor suspensions from 72 to 65.			
Suspension Goal #1:					
2012 Total Number of In-School Suspensions		2013 Expected Number of In-School Suspensions			
5		5			
2012 Total Number of Students Suspended In-School		2013 Expected Number of Students Suspended In-School			
4		4			
2012 Number of Out-of-School Suspensions		2013 Expected Number of Out-of-School Suspensions			
115		104			
2012 Total Number of Students Suspended Out-of-School		2013 Expected Number of Students Suspended Out-of-School			
72		65			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parents and students are not familiar with the consequences associated with violations of the Student Code of Conduct.	Ensure that homeroom teacher review the Student Code of Conduct with all students and document student participation in discussion of the Code.	Administrators; Counselors	Monitor the number of students referred to the main office for disciplinary action.	COGNOS Suspension Report
2	Parents and students are not familiar with the consequences associated with violations of the Student Code of Conduct.	Parents will be contacted whenever a student's misbehavior results in a referral to the main office. Students will receive counseling following a referral to the main	Administrators; Counselors	Monitor COGNOS Suspension Report	COGNOS Suspension Report

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
School-wide Discipline Plan	All Staff	Administration/Counselor	School Wide Participation	August 20, 2012 - Ongoing	Classroom walkthroughs and both formal and informal observations will be used to ensure that teachers utilize the Student Code of Conduct with fidelity.	MTSS/School Leadership Team
Character Education	All Staff	Administration/Counselor	School Wide Participation	August 20, 2012 - Ongoing	Pre/Posttests Character Lesson Plans	MTSS/School Leadership Team
Student Code of Conduct	All Staff	Administration/Counselor	School Wide Participation	August 20, 2012 - Ongoing	Ensure that faculty and staff are enforcing the Student Code of Conduct through drop-in formal and informal observations within the classroom and school grounds.	MTSS/School Leadership Team

Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

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

1. Parent Involvement Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	Title I School – Refer to On-line PIP Plan
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

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

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

Parent Involvement Budget:

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



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

End of 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:			Provide opportunities for STEM applied learning by providing opportunities for students to participate in CTSO career and technical skill competitions.		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need more exposure to Project Based Learning instructional activities.	Align curriculum to appropriate CTSO, and/or other competitions, such as: Miami- Dade County Fair, NFTE, Fairchild Challenge or other district-approved competition curriculum.	Administrators; Reading Coach; Math and Department Chair.	Monitor the implementation of the guidelines and timeline for the teacher training and the progress of the CTE student competition projects.	Increased number of student entries in Mathematics and Science competitions

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
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			
<b>Technology</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
Subtotal: \$0.00			
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
Project Based Learning instructional activities for teachers	Props, arts and crafts materials, stationery supplies	SAC Funds	\$500.00
Subtotal: \$500.00			
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
Subtotal: \$0.00			
<b>Grand Total: \$500.00</b>			

*End of STEM Goal(s)*

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

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

Based on the analysis of school data, identify and define areas in need of improvement:				
1. CTE		N/A		
CTE Goal #1:		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						

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)

N/A Goal:

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

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

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

Budget:

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

End of N/A Goal(s)

# FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Materials needed to run off reports and make copies for tutoring and small-group instruction.	Paper/Ink/Toner	SAC Funds	\$300.00
Reading	Supplemental reading materials for small-group instruction and tutoring.	Workbooks	SAC Funds	\$1,500.00
CELLA	Reading Coach will provide workshops on the effective use of the strategies referenced (choral reading, chunking, response and dialogue journals, readers' theater, etc.)	District lesson plans, trade books and magazines, copy paper	SAC Funding	\$500.00
CELLA	Department Chair will provide training on administering the CELLA	District will provide materials	District	\$0.00
Mathematics				\$0.00
Science	Offer Special science events to reinforce real world connections to science.	Science materials and incentives for Science Night.	SAC Funds	\$2,000.00
Writing	Provide writing workshops for teachers	Copy paper, writing folder and binders	SAC Funds	\$500.00
Attendance	Provide student incentives for excellent attendance.	Student incentives	SAC Funds	\$1,000.00
Suspension				\$0.00
				Subtotal: \$5,800.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Provide refresher trainings on programs from District partners such as SuccessMakaer, Reading Plus and KidBiz.	Vendor provided trainers	Vendors will provide free services	\$0.00
STEM	Project Based Learning instructional activities for teachers	Props, arts and crafts materials, stationery supplies	SAC Funds	\$500.00
				Subtotal: \$500.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
				Grand Total: \$6,300.00

## Differentiated Accountability

School-level Differentiated Accountability Compliance

Priority

Focus

Prevent

NA

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 10/12/2012)

## 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
Attendance Incentives	\$1,000.00
Reading/Writing supplemental materials	\$2,300.00
CELLA supplemental materials	\$500.00
Science supplemental materials	\$2,000.00
STEM training materials	\$500.00

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

The EESAC has an important function for the success of David Lawrence Jr. K-8 center. Listed below are some of the functions of the EESAC.

- Reach out to community to obtain more partners
- Review the School Improvement Plan
- Check the status of progress with SIP Goals
- Partner with PTSA to create and implement student incentives
- Determine how to utilize SAC monies

# 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 DAVID LAWRENCE JR. K-8 CENTER 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	70%	69%	85%	47%	271	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	67%	63%			130	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	68% (YES)	67% (YES)			135	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					536	
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 DAVID LAWRENCE JR. K-8 CENTER 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	67%	69%	88%	46%	270	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	66%	68%			134	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	64% (YES)	67% (YES)			131	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					535	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested