

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: CITRUS GROVE MIDDLE SCHOOL

District Name: Dade

Principal: Emirce Ladaga

SAC Chair: Carlos Sala

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)
		Degrees: English MG English Educational Leadership			2012 School Grade: D AMO: N High Standards Rdg: 29 High Standards Math: 22 High Standards Science: 25 Learning Gains : Rdg: 66 Learning Gains : Math: 57 Gains-Rdg 25%: 74 Gains- Math 25%: 66  2011 School Grade: C AYP: N High Standards Rdg: 41 High Standards Math: 35 Learning Gains - Rdg: 60 Learning Gains - Math: 58 Gains-Rdg 25%: 74 Gains- Math 25%: 71  2010 School Grade: D

Principal	Emirce Ladaga	Certifications: English 5-9 English 6-12 Exceptional Student Education Educational Leadership School Principal	7	12	AYP: N High Standards Rdg: 40 High Standards Math: 38 Learning Gains - Rdg: 57 Learning Gains - Math: 60 Gains-Rdg 25%: 64 Gains- Math 25%: 64  2009 School Grade: C AYP: N High Standards Rdg: 38 High Standards Math: 37 Learning Gains - Rdg: 61 Learning Gains - Math: 59 Gains-Rdg 25%: 76 Gains- Math 25%: 69  2008 School Grade: C AYP: N High Standards Rdg: 39 High Standards Math: 38 Learning Gains - Rdg: 60 Learning Gains - Math: 62 Gains-Rdg 25%: 73 Gains- Math 25%: 68
Assis Principal	Ivette Martinez	Degrees: Educational Leadership Elementary Education English for Speakers of Other Languages.	7	7	2012 School Grade: D AMO: N High Standards Rdg: 29 High Standards Math: 22 High Standards Science: 25 Learning Gains : Rdg: 66 Learning Gains : Math: 57 Gains-Rdg 25%: 74 Gains- Math 25%: 66  2011 School Grade: C AYP: N High Standards Rdg: 41 High Standards Math: 35 Learning Gains - Rdg: 60 Learning Gains - Math: 58 Gains-Rdg 25%: 74 Gains- Math 25%: 71  2010 School Grade: D AYP: N High Standards Rdg: 40 High Standards Math: 38 Learning Gains - Rdg: 57 Learning Gains - Math: 60 Gains-Rdg 25%: 64 Gains- Math 25%: 64  2009 School Grade: C AYP: N High Standards Rdg: 38 High Standards Math: 37 Learning Gains - Rdg: 61 Learning Gains - Math: 59 Gains-Rdg 25%: 76 Gains- Math 25%: 69  2008 School Grade: C AYP: N High Standards Rdg: 39 High Standards Math: 38 Learning Gains - Rdg: 60 Learning Gains - Math: 62 Gains-Rdg 25%: 73 Gains- Math 25%: 68
					2012 School Grade: D AMO: N High Standards Rdg: 22 High Standards Math: 20 High Standards Science: 24 Learning Gains : Rdg: 53 Learning Gains : Math: 58 Gains-Rdg 25%: 61 Gains- Math 25%: 64  2011 School Grade: A AYP: N

Assis Principal	Madelyn Almeida	<p>Degrees: Psychology Educational Leadership</p> <p>Certifications: Elementary Ed. K-6 ESOL Endorsed English Middle Grades Educational Leadership</p>	1	1	<p>High Standards Rdg: 82 High Standards Math: 74 Learning Gains - Rdg: 72 Learning Gains - Math: 66 Gains-Rdg 25%: 75 Gains- Math 25%: 68</p> <p>2010 School Grade: A AYP: N High Standards Rdg: 81 High Standards Math: 76 Learning Gains - Rdg: 72 Learning Gains - Math: 68 Gains-Rdg 25%: 66 Gains- Math 25%: 68</p> <p>2009 School Grade: A AYP: N High Standards Rdg: 83 High Standards Math: 88 Learning Gains - Rdg: 62 Learning Gains - Math: 59 Gains-Rdg 25%: 56 Gains- Math 25%: 56</p> <p>2008 School Grade: A AYP: Y High Standards Rdg: 83 High Standards Math: 87 Learning Gains - Rdg: 76 Learning Gains - Math: 68 Gains-Rdg 25%: 71 Gains- Math 25%: 82</p>
-----------------	-----------------	--	---	---	---

## 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)
Science	Maria De la Rosa	<p>Degrees: Elementary Education</p> <p>Certifications: Elementary Education</p>	16	3	<p>2012 School Grade: D AMO: N High Standards Rdg: 29 High Standards Math: 22 High Standards Science: 25 Learning Gains : Rdg: 66 Learning Gains : Math: 57 Gains-Rdg 25%: 74 Gains- Math 25%: 66</p> <p>2011 School Grade: C AYP: N High Standards Rdg: 41 High Standards Math: 35 Learning Gains - Rdg: 60 Learning Gains - Math: 58 Gains-Rdg 25%: 74 Gains- Math 25%: 71</p> <p>2010 School Grade: D AYP: N High Standards Rdg: 40 High Standards Math: 38 Learning Gains - Rdg: 57 Learning Gains - Math: 60 Gains-Rdg 25%: 64 Gains- Math 25%: 64</p> <p>2009 School Grade: C AYP: N High Standards Rdg: 38 High Standards Math: 37 Learning Gains - Rdg: 61</p>

					<p>Learning Gains - Math: 59 Gains-Rdg 25%: 76 Gains- Math 25%: 69</p> <p>2008 School Grade: C AYP: N High Standards Rdg: 39 High Standards Math: 38 Learning Gains - Rdg: 60 Learning Gains - Math: 62 Gains-Rdg 25%: 73 Gains- Math 25%: 68</p>
Mathematics	Melba Rodriguez	<p>Degrees: Economics</p> <p>Certifications: Mathematics 6-12 Spanish K-12</p>	2	2	<p>2012 School Grade: D AMO: N High Standards Rdg: 29 High Standards Math: 22 High Standards Science: 25 Learning Gains : Rdg: 66 Learning Gains : Math: 57 Gains-Rdg 25%: 74 Gains- Math 25%: 66</p> <p>2011 School Grade: C AYP: N High Standards Rdg: 41 High Standards Math: 35 Learning Gains - Rdg: 60 Learning Gains - Math: 58 Gains-Rdg 25%: 74 Gains- Math 25%: 71</p>
Reading	Esperanza Delgado	<p>Degrees: Exceptional Student Education Reading (K-12) Educational Leadership</p> <p>Certifications: Varying Exceptionalities Reading (K-12) Educational Leadership</p>	13	3	<p>2012 School Grade: D AMO: N High Standards Rdg: 29 High Standards Math: 22 High Standards Science: 25 Learning Gains : Rdg: 66 Learning Gains : Math: 57 Gains-Rdg 25%: 74 Gains- Math 25%: 66</p> <p>2011 School Grade: C AYP: N High Standards Rdg: 41 High Standards Math: 35 Learning Gains - Rdg: 60 Learning Gains - Math: 58 Gains-Rdg 25%: 74 Gains- Math 25%: 71</p> <p>2010 School Grade: D AYP: N High Standards Rdg: 40 High Standards Math: 38 Learning Gains - Rdg: 57 Learning Gains - Math: 60 Gains-Rdg 25%: 64 Gains- Math 25%: 64</p> <p>2009 School Grade: C AYP: N High Standards Rdg: 38 High Standards Math: 37 Learning Gains - Rdg: 61 Learning Gains - Math: 59 Gains-Rdg 25%: 76 Gains- Math 25%: 69</p> <p>2008 School Grade: C AYP: N High Standards Rdg: 39 High Standards Math: 38 Learning Gains - Rdg: 60 Learning Gains - Math: 62 Gains-Rdg 25%: 73 Gains- Math 25%: 68</p>

## 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. Soliciting referrals from current employees, college campus job fairs and universities.	Principal, Assistant Principal, Leadership Team	On-going	
2	2. Provide highly qualified teachers with additional leadership opportunities, such as mentoring and facilitating professional development activities	Principal, Assistant Principal, Leadership	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
12% (8)	<ul style="list-style-type: none"> <li>•Teachers will be encouraged to take subject-area exam</li> <li>•Teacher scheduled may be changed to instruct in area of certification.</li> </ul>

### 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
6	0.0%(0)	200.0%(12)	533.3%(32)	416.7%(25)	400.0%(24)	716.7%(43)	216.7%(13)	16.7%(1)	316.7%(19)

### 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
Joseph Luc	Mery Jean Cruz	As the Language Arts Department Chairperson, Mr. Luc can provide Ms. Cruz with immediate feedback and knowledge regarding Language Arts curriculum.	Lesson Planning Classroom Modeling Monthly meetings
Jacqueline Silva	Janelle Collazo	Ms. Silva has worked in the SPED Department for over 5 years. Her expertise with Special Education students and	Lesson Planning Classroom Modeling Monthly meetings

		documentation of SPED services makes her an ideal mentor	
Lourdes Gomez-Barrio	Anna Fano	Ms. Gomez-Barrio is an experienced teacher with a wealth of knowledge in the area of Special Education. Ms. Gomez-Barrio will have the opportunity to work closely with her mentee as she models lessons and facilitates learning.	Lesson Planning Classroom Modeling Monthly meetings
María De la Rosa	Cecilia Hernandez-Rojas	As the Science Coach and Science Department Chairperson, Ms. De la Rosa has vast experience in modeling, sharing and assisting teachers. Her expertise make her an ideal mentor.	Lesson Planning Modeling

## ADDITIONAL REQUIREMENTS

### Coordination and Integration

**Note: For Title I schools only**

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

#### Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (after-school programs, Saturday Academy or summer school). Support services are provided to the students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

#### Title I, Part C- Migrant

Citrus Grove Middle provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning opportunities (after-school, and summer school) by the Title I, Part C, and Migrant Education Program.

#### Title I, Part D

Citrus Grove Middle and the district receive funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.

#### Title II

Citrus Grove Middle and the district use supplemental funds for improving basic education as follows:

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

#### Title III

At Citrus Grove Middle, Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and immigrant students by providing funds to provide pull-out ELL tutoring. Services are provided to parents of ELL student via parent outreach activities (workshops offered in native language). Citrus Grove Middle and the district provide support such as education materials and personnel to improve the education of immigrant and English Language Learners.

#### Title X- Homeless

At Citrus Grove Middle, homeless assistance is provided by Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.

#### Supplemental Academic Instruction (SAI)

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

#### Violence Prevention Programs

Citrus Grove Middle offers a peer mediation program spearheaded by the School Counseling team. In addition, the use of a "Bully Box" assists with the anonymous reporting of students that may be engaging in aggressive behaviors. The Counselors focus on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence and other crises.

#### Nutrition Programs

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

#### Housing Programs

N/A

#### Head Start

N/A

#### Adult Education

N/A

#### Career and Technical Education

N/A

#### Job Training

N/A

## Other

### Other - Parental

Involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center or parent area in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services. Increase parental engagement/involvement through developing (with on-going parental input) our school's Title I School- Parent Compact; our school's Title I Parental Involvement Plan; scheduling the Title I Annual Meeting; and other

Documents /activities necessary in order to comply with dissemination and reporting requirements. Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc... with flexible times to accommodate our parents' schedules. This impacts our goal to empower parents and build their capacity for involvement.

Complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-12) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-12), and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118. Additionally, the M-DCPS Title I Parent/Family Survey, distributed to schools by Title I Administration, is to be completed by parents/families annually in May. The Survey's results are to be used to assist with revising our Title I parental documents for the approaching school year.

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

### School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Identify the school-based MTSS leadership team.

- School Social Worker
- School Counselor
- School Psychologist
- Reading Department Chairperson
- Mathematics Department Chairperson
- ELL Department Chairperson
- SPED Department Chairperson
- Assistant Principal

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

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

- Administrator(s) who will ensure commitment and allocate resources;
- Teacher(s) and coaches who share the common goal of improving instruction for all
- Students; and
- Team members who will work to build staff support, internal capacity, and sustainability over time.

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

concerns as warranted, such as:

- School reading, math, science, and behavior specialists
- Member of advisory group
- Community stakeholders

The following steps will be considered by the school's MTSS Leadership Team to address how we can utilize the MTSS process to

enhance data collection, data analysis, problem solving, differentiated assistance, and progress monitoring.

The MTSS Leadership Team will:

1. Monitor academic and behavior data and evaluating progress by addressing the following important questions:
2. Hold monthly team meetings. Use the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.



3. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.
4. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.
5. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.
6. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.

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

1. The Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis.
2. The Leadership Team will monitor the fidelity of the delivery of instruction and intervention.
3. The Leadership Team will provide levels of support and interventions to students based on data.

### MTSS Implementation

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

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

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

2. Managed data will include:

#### Academic

- FAIR assessment
- Interim assessments (Edusoft reports)
- State/Local Math and Science assessments
- FCAT (WSPI data)
- Student grades
- School site specific assessments
- PMRN

#### Behavior

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

2. Managed data will include:

#### Academic

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

#### Behavior

- Student Case Management System
- Detentions
- Suspensions/expulsions
- Referrals by student behavior, staff behavior, and administrative context
- Office referrals per day per month

- Climate surveys
- Attendance
- Referrals to special education programs

Describe the plan to train staff on MTSS.

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

Describe the plan to support MTSS.

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, and school
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. Sufficient availability of coaching supports to assist teacher and staff problem-solving efforts.
6. Ongoing data-driven professional development activities that align to core student goals and staff needs.
7. 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).

Emirce Ladaga – Principal  
 Madelyn Almeida – Assistant Principal  
 Carolina Zaragoza – Media Specialist  
 Carlos Sala – Social Science  
 Jorge Euceda – ESOL  
 Donna Dorfman – SPED  
 Maria Ochoa – Language Arts  
 Sue Lee– Electives  
 Pamela Arnold – Mathematics  
 Derrick Harding – Reading  
 Adam Mack – Science  
 Pamela Arnold – Mathematics  
 Esperanza Delgado – Reading Coach  
 Penelope Ferguson – Reading Coach  
 Johnny Junes – Science

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

The LLT meets on a monthly basis and is guided by an agenda. Meetings are spearheaded by an administrator who leads the team with ideas to brainstorm. The function of each team member is to address issues of concern, such as:

- Remediation or acceleration of students.
- How to increase reading capacity.
- Engage in detailed discussions about assessments and the use of data to drive instruction.
- Disaggregate data based on current testing information.

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

The Literacy Leadership Team's initiatives for the 2012-2013 school year are to implement school-wide initiatives as follows:

- Ensuring the use of complex texts across the curriculum.
- Professional Development activities across the curriculum to work on a greater infusion of vocabulary development throughout our grade levels.
- Implementation of the Florida Administrative Reading Walk Through (RWT) tool in order view indicators of effective classroom reading instruction through brief classroom visits.
- Development of Lesson Studies to focus on developing and implementing instructional routines that use complex text and incorporate text dependent questions.
- Encourage and emphasize the development of lessons that provide students with opportunities for research and incorporate writing throughout.

## 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.

## \*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.

Reading strategies are implemented across all content areas. All staff is afforded the opportunity to participate in professional development. The Literacy Leadership Team monitors the implementation of school-wide literacy strategies across the curriculum, such as, Pre-reading strategies: Anticipation Guides, Brainstorming, Making Predictions and Recalling Experiences, During-Reading Strategies: Graphic Organizers, Paired Reading, Vocabulary Building and After Reading Strategies: Retelling, Think-Pair-Share, and Reciprocal Teaching.

## \*High Schools Only

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

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

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

## Postsecondary Transition

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

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

## PART II: EXPECTED IMPROVEMENTS

### Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading.  Reading Goal #1a:	Results of the 2011-2012 FCAT 2.0 Reading Test indicate that 21 % of students achieved FCAT Level 3 proficiency in Reading. Our goal for the 2012-2013 FCAT 2.0 is for 28% of students to achieve level 3 proficiency in Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
21% (200)	28% (271)

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1A.1. The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test were the following:  6th grade and 7th grade: Category 2, Reading Application  8th grade: Category 3, Literary Analysis Fiction/Non Fiction	1A.1. Utilize graphic organizers, reciprocal teaching, text marking and summarization activities to assist students in organizing and analyzing information read.  Increase the implementation of informational text to help students process, analyze, evaluate and summarize text using the before, during and after reading strategies.  Teachers will provide a variety of instructional strategies through the implementation of differentiated groups to reinforce: Concept Maps Open Compare/Contrast Signal of Key Words  Implementation of common planning sessions to unwrap benchmarks.  Implementation of the Common Core State Standards.	1A.1. Reading Coach Administration	1A.1. Administrative walkthroughs  Monitoring lesson plans  Provide instructional feedback	1A.1. Formative: Interim Assessments, mini assessments using Florida FOCUS Achieves  Summative: Results from 2013 FCAT 2.0 Reading Assessments
	As noted on the administration of the 2011 FCAT Reading Test, the number of students achieving proficiency remained at 25% . The	The Reading Coaches will administer the FAIR assessment and the Interim assessments to monitor student progress.	Administration and Literacy Leadership Team	Review FAIR and Interim assessment data reports.	Formative: FAIR and EDUSOFT reports. Interim Assessments

2	<p>area of deficiency was Reporting Category 1- Vocabulary</p> <p>Limited use of higher order questioning techniques, and effective use of vocabulary implementation in lessons.</p>	<p>Implement the use of the Instructional Focus Calendar to increase exposure to words and phrases through the use of context clues, vocabulary and word mapping activities to learn how to determine meaning through the use of diversified texts in order to increase our students' reading fluency.</p> <p>Include higher order questions in lesson planning and effective implementation of vocabulary.</p>		<p>Classroom walkthrough log and focused walkthroughs to determine usage frequency of higher order questions.</p> <p>Summative:</p> <p>2012 FCAT Assessment</p>
---	--	---	--	---

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

<p>1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.</p> <p>Reading Goal #1b:</p>	<p>The results of the 2012 Florida Alternate Assessment indicate that 35% of students scored at Levels 4, 5 and 6 in Reading.</p> <p>Our goal of the 2012-2013 school year is to increase the number of students scoring Levels 4, 5 and 6 in Reading by 5%.</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>35% (18)</p>	<p>40% (20)</p>

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the Florida Alternate Assessment Reading Test was in the area of literacy.	Students will be provided with continuous repetition and visuals in order to better comprehend choices as presented in the Florida Alternate Assessment (FAA).	Reading Coach Administration MTSS/RtI Team SPED Department Chair	<p>Administrative walkthroughs</p> <p>Monitoring lesson plans</p> <p>Provide instructional feedback</p> <p>Results of progress monitoring assessment data reports will be reviewed on an ongoing basis to ensure progress is being made and to make adjustments to instruction as needed.</p>	<p>Formative: Student work samples, technology programs data reports, teacher feedback and teacher generated tests.</p> <p>Summative: 2013 Florida Alternate Assessment</p>

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

<p>2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading.</p> <p>Reading Goal #2a:</p>	<p>The results of the 2012 FCA T Reading test indicate that 8% of students achieved Levels 4 and 5 in Reading.</p> <p>Our goal of the 2012-2013 school year is to increase the number of students scoring Levels 4 and 5 by 3 percentage points to 11%.</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>

8%  
(74)

11%  
(106)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As noted on the administration of the 2012 FCAT 2.0 Reading Test, the area of greatest difficulty was Reporting Category 4: Informational Text and Research Process.	<p>Include and implement higher order questions in lesson plans and translate these into instruction during whole and small group DI sessions.</p> <p>Teachers will provide students with practice in locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions. Teachers will emphasize instruction that helps build stronger arguments to support their answers.</p> <p>Teachers will provide a variety of instructional strategies through differentiated groups to reinforce: Reciprocal Teaching Encouraging students to read from a wide variety of texts Summarization Skills</p>	Reading Coach Administration Literacy Leadership Team	<p>Administrative walkthroughs</p> <p>Monitoring lesson plans</p> <p>Provide instructional feedback</p>	<p>Formative: Student work samples, benchmark assessments (multiple choice), chapter tests and student written responses</p> <p>Summative: 2013 FCAT 2.0 Reading Assessment</p>
2	<p>As noted on the administration of the 2011 FCAT Reading Test, the number of students achieving above proficiency remained at 8%. The area of deficiency was Reporting Category 2- Reading Application</p> <p>Limited use of higher order questioning techniques and enrichments activities that require students to practice making inferences, drawing conclusions, and identifying implied main idea and author's purpose.</p>	<p>The Reading Coaches will implement the FAIR assessment and Interim assessments to monitor student progress. Students will have exposure to words and phrases through the use of context clues, vocabulary and word mapping activities to learn how to determine meaning through the use of diversified texts in order to increase our students' reading fluency.</p> <p>Include higher order questions in lesson planning. Increase use of graphic organizers, summarization activities, anchoring conclusions back to the text, and activities that address author's perspective or point of view.</p>	Administration and Literacy Leadership Team	<p>Review FAIR and Interim assessment data reports.</p>	<p>Formative: FAIR and EDUSOFT reports and Interim Assessments</p> <p>Summative: 2012 FCAT Assessment</p>

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading.  Reading Goal #2b:	The results of the 2012 Florida Alternate Assessment indicate that 29% of students scoring at or above Level 7 in Reading.  Our goal of the 2012-2013 school year is to increase the number of students scoring at or above Level 7 in Reading by 3 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (15)	32% (16)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As noted on the administration of the 2012 Florida Alternate Assessment Reading Test, the area of greatest difficulty was the complexity of the reading selection.	Provide explicit instruction and hands on opportunities in order to make real world connections. Select text at the student's instructional level and provide continuous review/practice when learning reading concepts.  Provide skill based individualized instruction in a small group setting.	Reading Coach Administration MTSS/RTI Team	Administrative walkthroughs  Monitoring lesson plans  Provide instructional feedback  (observe the effectiveness of the recommended strategies)  Results of progress monitoring assessment data reports will be reviewed on an ongoing basis to ensure progress is being made and to make adjustments to instruction as needed.	Formative: Student work and teacher feedback  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 FCA T Reading test indicate that 66% of students made Learning Gains in Reading.  Our goal of the 2012-2013 school year is to increase the number of students making Learning Gains in Reading by 5 percentage points to 71%. The results of the 2012 FCA T Reading test indicate that 66% of students made Learning Gains in Reading.  The results of the 2012 FCA T Reading test indicate that 66% of students made Learning Gains in Reading.  The results of the 2012 FCA T Reading test indicate that 66% of students made Learning Gains in Reading.  Our goal of the 2012-2013 school year is to increase the number of students making Learning Gains in Reading by 5 percentage points to 71%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
66% (554)	71% (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	As noted on the administration of the 2012 FCAT 2.0 Reading Test, the area of greatest difficulty was Reporting Category 3: Literary Analysis: Fiction/Nonfiction	Analyze and maintain a consistent tracking system to monitor student progress and provide regularly checkups to ensure student needs are met.  Teachers will encourage students to put more emphasis on reading closely to identify relevant details that support comparison and contrast and recognizing implicit meaning or the details within a text that support the use of inference.  Teachers will provide a variety of instructional strategies to reinforce: Concept Maps Open Compare/Contrast Signal of Key Words	Reading Coach Administration Literacy Leadership Team	Administrative walkthroughs  Ongoing review of interim and other assessment data in order to make adjustments to instruction	Formative: Student work samples, benchmark assessments (multiple choice), chapter tests and project based learning.  Summative: 2013 FCAT 2.0 Reading Assessment
2	The percentage of students making learning gains on the 2010-2011 FCAT Reading Test increased by 3 percentage points. The area of deficiency was Reporting Category 1- Vocabulary  Limited use of higher order questioning techniques, and effective use of vocabulary implementation in lessons.	The Reading Coaches will implement the FAIR assessment and the Interim assessments to monitor student progress.  words and phrases through the use of context clues, vocabulary and word mapping activities to learn how to determine meaning through the use of diversified texts in order to increase our students' reading fluency.  Teachers should emphasize placing questions in context by rereading to review what preceded and what followed the passage, paragraph, or sentence in question. Students should be able to distinguish literal from figurative interpretations.  Include higher order questions in lesson planning and effective implementation of vocabulary.	Administration, Reading Coaches, Language Arts Department Chairperson	Review lesson plans, attend department meetings and conduct classroom visits	Formative: FAIR, EDUSOFT reports and Interim Assessments.  Classroom walkthrough log and focused walkthroughs to determine usage frequency of higher order questions.  Summative: 2012 FCAT 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.

The results of the 2012 Florida Alternate Assessment indicate that 53% of students made Learning Gains in Reading.

Our goal of the 2012-2013 school year is to increase the



Reading Goal #3b:	number of students making Learning Gains in Reading by 10 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
53% (23)	63% (23)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As noted on the administration of the 2012 Florida Alternate Assessment Reading Test, the area of greatest difficulty was Reporting Category 1: Vocabulary.	Students should be given the opportunity to make choices using concrete objects, real pictures and symbols paired with words.  Training in the use of Unique Learning Systems	Reading Coach Administration MTSS/RtI Team SPED Department Chair	Administrative walkthroughs  Observations of student work	Formative: Student work, teacher feedback, teacher generated assessments  Summative: 2013 Florida Alternate Assessment

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.  Reading Goal #4:	The results of the 2012 FCA T Reading test indicate that 74% of students made Learning Gains in Reading.  Our goal of the 2012-2013 school year is to increase the number of students making Learning Gains in Reading by 5 percentage points to 79%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
74% (161)	79% (171)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As noted on the administration of the 2012 FCAT 2.0 Reading Test, the Lowest 25% students did not make satisfactory progress in Reporting Category 1, Vocabulary.	Provide students with evidence based vocabulary instruction with the implementation of interactive theme charts and or word walls.  Teachers will provide students more practice with prefixes, suffixes, root words, synonyms, antonyms, and the use of context clues to distinguish the correct meaning of words that have multiple meanings.  Teachers will provide a variety of instructional strategies and activities utilizing: Vocabulary Word Maps	Reading Coach Administration MTSS/RtI Team	Administrative walkthroughs  Observations of student work  Review lesson plans, attend department meetings and conduct classroom visits.  Teachers will use their individual baseline and FAIR data at the monthly data chats	Formative: FAIR, Interim Assessments, student work samples, benchmark assessments (multiple choice) Florida FOCUS Achieves  Summative: 2013 FCAT 2.0 Reading Assessment

		Personal Dictionaries Engaging in affix or root word activities			
2	<p>As noted on the administration of the 2011 FCAT Reading Test, the number of students in the lowest 25 % making learning gains increased by 10 percentage points. The area of deficiency was Reporting Category 1- Vocabulary</p> <p>Early identification of Tier 2 and Tier 3 intervention students will ensure their placement in intensive reading courses.</p> <p>Using effective instructional strategies to increase vocabulary comprehension.</p>	<p>The school will implement and follow the Comprehensive Reading Plan along with the District's Pacing Guide.</p> <p>The school will expand the current school wide homeroom reading plan to address deficiencies and implement reading through content areas.</p> <p>Identify Tier 2 and Tier 3 intervention students in order to place them in correct intensive reading courses.</p> <p>Useful instructional strategies include: vocabulary word maps; word walls; personal dictionaries; instruction in different levels of content-specific words (shades of meaning);</p>	Administration, RTI Team, Reading Coaches	<p>Review lesson plans, attend department meetings and conduct classroom visits.</p> <p>Teachers will use their individual baseline data at the monthly data chats</p>	<p>Formative: FAIR, PMRN, Interim Assessments and EDUSOFT reports.</p> <p>Classroom walkthrough log and focused walkthroughs to determine usage frequency of higher order questions.</p> <p>Summative: 2012 FCAT Assessment</p>

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 in six years is to increase the proportion of students scoring at levels 3 and above and to reduce the proportion of students scoring at level 1 and 2 by 50% to 65. 5A :					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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

<p>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.</p> <p>Reading Goal #5B:</p>	<p>Results of the 2011-2012 FCAT 2.0 Reading Test indicate that 32% of students in the Hispanic subgroup made satisfactory progress in Reading. Our goal for the 2012-2013 school year is to increase student proficiency by 9 percentage points to 41%.</p> <p>Results of the 2011-2012 FCAT 2.0 Reading Test indicate that 38% of students in the White subgroup made satisfactory progress in Reading. Our goal for the 2012-2013 school year is to increase student proficiency by 7 percentage points to 44%.</p> <p>Results of the 2011-2012 FCAT 2.0 Reading Test indicate that 35% of students in the Black subgroup made satisfactory progress in Reading. Our goal for the 2012-2013 school year is to increase student proficiency by 23 percentage points to 58%.</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:
Hispanic: 32%	Hispanic: 41% (368)

(287)

White:  
38%  
(4)

Black:  
35%  
(19)

White:  
44%  
(4)

Black:  
58%  
(31)

Hispanic:

42% (354)

Problem-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	Hispanic: As noted on the administration of the 2012 FCAT 2.0 Reading Test the Hispanic subgroup did not make satisfactory progress in Reporting Category 2, Reading Application.	Guarantee the awareness of students' needs and areas of deficiencies to accommodate needs through tailored instruction for students during whole group and small group DI sessions.  Utilizing data to identify Tier 2 and Tier 3 intervention of students and place in appropriate interventions. Student progress will be continuously monitored.	Administration MTSS/RtI Team ELL Department Chair	The MTSS/RtI Team will meet monthly in order to monitor student progress and the effectiveness of the programs that have been initiated. Data will be reviewed from intervention assessments	Formative:  CAP-Computer Assisted Program reports from FCAT Explorer and Achieve 3000 District Interim Assessments FAIR  Summative: 2013 FCAT 2.0 Reading Assessment
2	White: As noted on the administration of the 2012 FCAT 2.0 Reading Test the White subgroup did not make satisfactory progress in Reporting Category 2, Reading Application.	Guarantee the awareness of students' needs and areas of deficiencies to accommodate needs through tailored instruction for students during whole group and small group DI sessions.  Utilizing data to identify Tier 2 and Tier 3 intervention of students and place in appropriate interventions. Student progress will be continuously monitored.	Administration MTSS/RtI Team ELL Department Chair	The MTSS/RtI Team will meet monthly in order to monitor student progress and the effectiveness of the programs that have been initiated. Data will be reviewed from intervention assessments.	Formative:  CAP-Computer Assisted Program reports from FCAT Explorer and Achieve 3000 District Interim Assessments FAIR  Summative: 2013 FCAT 2.0 Reading Assessment
3	Black: As noted on the administration of the 2012 FCAT 2.0 Reading Test the Black subgroup did not make satisfactory progress in Reporting Category 2, Reading Application.	Guarantee the awareness of students' needs and areas of deficiencies to accommodate needs through tailored instruction for students during whole group and small group DI sessions.  Utilizing data to identify Tier 2 and Tier 3 intervention of students and place in appropriate interventions. Student progress will be continuously monitored.	Administration MTSS/RtI Team ELL Department Chair	The MTSS/RtI Team will meet monthly in order to monitor student progress and the effectiveness of the programs that have been initiated. Data will be reviewed from intervention assessments.	Formative:  CAP-Computer Assisted Program reports from FCAT Explorer and Achieve 3000 District Interim Assessments FAIR  Summative: 2013 FCAT 2.0 Reading Assessment
4	Hispanic:  As noted on the administration of the 2011 FCAT Reading Test, the Hispanic subgroup did not make AYP. The area of deficiency was Reporting Category 1: Vocabulary	Utilizing data identify tier 2 and tier 3 intervention students, place in appropriate interventions within the first two weeks of the 2011-2012 school year and monitor student progress monthly.	RtI Team Administration	RtI Team will meet monthly to monitor student progress and the effectiveness of program delivery using data from prescribed intervention assessments.	Formative:  FAIR, District and school-site assessment data, Interim Assessments and PMRN.  Summative:

Lack of useful implementation of Interventionists to address strategies in vocabulary comprehension.	Provide PD opportunity for training in RtI .  Interventionists to implement strategies in vocabulary comprehension		2012 FCAT 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:	Results of the 2011-2012 FCAT 2.0 Reading Test indicate that 12 % of students in the English Language Learners subgroup achieved satisfactory progress. Our goal for the 2012-2013 school year is to increase student proficiency by 16 percentage points to 28%. Results of the 2010-2011 FCAT Reading Test indicate that 18 % of students in the English Language Learners subgroup achieved Adequate Yearly Progress. Our goal for the 2011-2012 school year is to increase student proficiency by 8 percentage points to 26%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
12% (27)	28% (64)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As noted on the administration of the 2012 FCAT 2.0 Reading Test ELL students did not make satisfactory progress. Students have a language barrier.	Utilize data (FCAT, FAIR, CELLA) to identify student needs and place students in appropriate Tier 1 and Tier 2 interventions, differentiate instruction and utilize targeted benchmark materials, monitor students' progress continuously.  Provide and promote the use of Achieve 3000 to help build and accelerate academic growth.	Administration MTSS/RtI Team ELL Department Chair/Teachers	Administrative walkthroughs  Monitoring lesson plans  Provide instructional feedback  (observe the effectiveness of the recommended strategies)	Formative: FAIR, District and school-site assessment data, intervention assessments Achieve 3000 reports  Summative: 2013 FCAT 2.0 Reading Assessment
2	As noted on the administration of the 2011 FCAT Reading Test, the English Language Learner subgroup did not make AYP. The area of deficiency was Reporting Category 1: Vocabulary  Appropriate and timely placement of students in interventions has been an obstacle.	Utilizing data identify Tier 2 and Tier 3 intervention students, place in appropriate interventions within the first two weeks of the 2011-2012 school year and monitor student progress monthly.  Provide PD opportunity for training in RtI.	RtI Team Administration	RtI Team will meet monthly to monitor student progress and the effectiveness of program delivery using data from prescribed intervention assessments	Formative: FAIR, Interim Assessments, PMRN and EDUSOFT reports.  Classroom walkthrough log and focused walkthroughs to determine usage frequency of higher order questions.  Summative: 2012 FCAT 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:	Reading Goal #5D: Results of the 2011-2012 FCAT 2.0 Reading Test indicate that 27% of students in the subgroup made satisfactory progress in reading. Our goal for the 2012-2013 school year is to increase student proficiency by 10 percentage points to 37%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% (39)	37% (53)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As noted on the administration of the 2012 FCAT 2.0 Reading Test, SWD subgroup did not make satisfactory progress.	Utilize data (FCAT, FAIR) to identify student needs and place students in appropriate Tier 1 and Tier 2 interventions, differentiate instruction and utilize targeted benchmark materials, monitor students' progress continuously.  Provide and promote the use of Achieve 3000 to help build and accelerate academic/lexile growth.	Reading Coach Administration MTSS/RtI Team SPED Department Chair	MTSS/RtI Team will monitor student progress and the effectiveness of intervention program delivery using data from prescribed intervention assessment.	Formative: FAIR, District and school-site assessment data, intervention assessments, Achieve 3000 reports  Summative: 2013 FCAT 2.0 Reading Assessment
2	As noted on the administration of the 2011 FCAT Reading Test, the Student with Disabilities subgroup did not make AYP. The area of deficiency was Reporting Category 1: Vocabulary  Aligning general education core curriculum with individual interventions has been an obstacle due to need for additional training in intervention strategies	Use instructional focus to plan lessons that incorporate differentiated instructional practices.  Plan targeted intervention for students not responding to core supplemental instruction.  Provide SPED teachers with PD opportunities in intervention strategies.  Language! And Voyager training for Intensive Reading and Intensive Reading Plus for SPED Reading teachers.	Reading Coaches, Language Arts Department Chairperson, Administration and SPED Department Chairperson	Student progress is assessed using FAIR and Content Mastery.  Percent of students making adequate progress toward benchmark is calculated	Formative: FAIR data and Content Mastery will be used to determine progress.  Summative: 2012 FCAT 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:	Results of the 2011-2012 FCAT 2.0 Reading Test indicate that 32% of students in the Economically Disadvantaged subgroup made satisfactory progress in reading. Our goal for the 2012-2013 school year is to increase student proficiency by 10 percentage points to 42%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
32% (300)	42% (394)

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	As noted on the administration of the 2012 FCAT 2.0 Reading Test, the ED students did not make satisfactory progress.	Utilize data (FCAT, FAIR) to identify student needs and place students in appropriate Tier 1 and Tier 2 interventions, differentiate instruction and utilize targeted benchmark materials, monitor students' progress continuously.	Reading Coach Administration MTSS/RtI Team SPED Department Chair	MTSS/RtI Team will monitor student progress and the effectiveness of intervention program delivery using data from prescribed intervention assessment.	Formative: FAIR, District and school-site assessment data, intervention assessments  Summative: 2013 FCAT 2.0 Reading Assessment
2	As noted on the administration of the 2011 FCAT Reading Test, the Economically Disadvantaged subgroup did not make AYP. The area of deficiency was Reporting Category 1: Vocabulary  Appropriate and timely placement of students in interventions has been an obstacle.	Utilizing data identify Tier 2 and Tier 3 intervention students, place in appropriate interventions within the first two weeks of the 2011-2012 school year and monitor student progress monthly.  Provide PD opportunity for training in RtI. providing support for school staff to understand basic RtI principles and procedures	RtI Team Administration	RtI Leadership Team will meet monthly to monitor student progress and the effectiveness of program delivery using data from prescribed intervention assessments.	Formative: FAIR and EDUSOFT reports.  Classroom walkthrough log and focused walkthroughs to determine usage frequency of higher order questions.  Summative: 2012 FCAT 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
Bell to Bell Instruction for Block Scheduling	6-8	Administrator	6-8 Reading/LA Teachers	Common Planning	Bell to Bell Instruction for Block Scheduling	Administrators
Webb's Depth of Knowledge/Higher Order Level Strategies	6-8	Language Arts Department Chairperson	6-8 Reading/LA Teachers	November 6, 2012	Lesson Plans, CBC, Student work folders, Classroom Walkthroughs	Administrators
Common Core State Standards	6-8	District/Reading Coaches/Department Chair	6-8 Reading/LA Teachers	Common Planning (Ongoing)	Student work folders	Administrators
Unwrapping the Benchmarks	6-8	ETO CSS	6-8 Reading/LA Teachers	Common Planning	Unwrapping the Benchmarks	Administrators
Utilizing Data to Drive Small Group Instruction	6-8	Reading Coach / Language Arts Department Chairperson	6-8 Reading/LA Teachers	November 6, 2012	Lesson Plans, CBC, Student work folders, Classroom Walkthroughs	Administrators
Unique Learning Systems	6-8	District	6-8 InD/ASD Teachers	January 25, 2012	Lesson Plans, CBC, Student work folders, Classroom Walkthroughs	Administrators

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Increase academic growth in reading	Personal student dictionaries (class set)	EESAC	\$300.00
Increase academic growth in reading	Classroom sets of novels	EESAC	\$500.00
			Subtotal: \$800.00
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: \$800.00

End of Reading Goals

## Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking.		Results of the 2012 CELLA indicate that 20% of students were proficient on the Listening/Speaking test.			
CELLA Goal #1:					
2012 Current Percent of Students Proficient in listening/speaking:					
20% (39)					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	As noted on the administration of the 2012 CELLA, ELL students lack multi-sensorial experiences and language practice to expand their knowledge of the language.	Ensure the teacher demonstrate to the learner explicitly how to do a task and utilizes think alouds on how to work through a task.  The teacher models language patterns and structure used in the natural course of a classroom conversation.	Reading Coach Administration ELL Department Chair	Administrative walkthroughs  Monitoring lesson plans  Provide instructional feedback  (observe the effectiveness of the recommended strategies, monitor the	Formative: Teacher made assessments, "Inside" Core Text assessments.  Summative: Results from 2013 CELLA Assessment

1		<p>Utilize CELLA data to implement teacher-led groups which include whole-class, small group, and individual instruction</p> <p>Utilize visuals, illustrations/diagrams to teach readers about the topic and provide essential information to activate prior knowledge as well as to stimulate interest.</p>	<p>implementation of explicit teaching of reading benchmarks and strategies as well as small group instruction and rotations)</p> <p>Results of progress monitoring assessment data reports will be reviewed on an ongoing basis to ensure progress is being made and to make adjustments to instruction as needed.</p>	
---	--	--	---	--

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

2. Students scoring proficient in reading.

CELLA Goal #2:

Results of the 2012 CELLA indicate that 18% of students were proficient on the Reading test.

2012 Current Percent of Students Proficient in reading:

18%  
(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	<p>As noted on the administration of the 2012 CELLA, ELL students need explicit teaching of reading comprehension strategies and strategic skill based instruction.</p>	<p>Utilize various modes of reading; for example, Read Aloud, Choral Reading, Reader's Theater, etc.</p> <p>Implement the Reciprocal Teaching reading strategy to improve text based comprehension.</p> <p>Reinforce the explicit teaching of reading benchmarks and strategies using graphic organizers such as: two column notes, Venn diagrams, marginal note taking, etc.</p> <p>Ensure that assessment data is analyzed in a timely and regular manner by teachers, students, and administration.</p> <p>Continue to utilize assessment data to develop, and adjust small group skill based instruction that provides remediation, maintenance and enrichment</p>	<p>Reading Coach Administration ELL Department Chair</p>	<p>Administrative walkthroughs</p> <p>Monitoring lesson plans</p> <p>Provide instructional feedback</p> <p>(observe the effectiveness of the recommended strategies, monitor the implementation of explicit teaching of reading benchmarks and strategies as well as small group instruction and rotations)</p> <p>Results of progress monitoring assessment data reports will be reviewed on an ongoing basis to ensure progress is being made and to make adjustments to instruction as needed</p>	<p>Formative: Teacher made assessments, "Inside" Core Text assessments.</p> <p>Summative: Results from 2013 CELLA Assessment.</p>



opportunities.

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

3. Students scoring proficient in writing.

CELLA Goal #3:

Results of the 2012 CELLA indicate that 18% of students were proficient on the Writing test.

2012 Current Percent of Students Proficient in writing:

18%  
(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	As noted on the administration of the 2012 CELLA, ELL students lack the ability to utilize proper grammar when sharing and responding to Writing.	Implement Writing Journals where students practice process writing: planning, drafting, revising, editing, and publishing, as well as, sharing and responding to writing. In addition, exemplar texts will be used to give ELL students ideas that will motivate them into the process of writing.  Implement daily grammar practice to assist ELL students in producing a writing sample with the proper conventions.	Reading Coach Administration ELL Department Chair	Administrative walkthroughs  Monitoring lesson plans  Provide instructional feedback  (observe the effectiveness of the recommended strategies, monitor the implementation of explicit teaching and strategies as well as small group instruction and rotations)	Formative: Teacher made assessments, "Inside" Core Text assessments.  Summative: 2013 FCAT Writing 2.0!

CELLA Budget:

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

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

*End of CELLA Goals*

## 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:	Results of the 2011-2012 FCAT Mathematics Test indicate that 15% of students achieved Level 3 proficiency.  Our goal for the 2012-2013 school year is to increase Level 3 student proficiency by 10 percentage points to 25%.
--	---

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

15% (142)	25% (240)
--------------	--------------

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As noted on the administration of the 2012 FCAT 2.0 Mathematics Test, the area of greatest difficulty in 6th grade was Reporting Category 1: Fractions, Ratios/Proportional Relationships & Statistics.	Infuse the Step-It-Up Problem Solving Protocol into daily instruction to equip students with strategies to solve real-world application based problems.  Training in Common Core Standards	Mathematics Coach, Mathematics Department Chairperson, Administrators, Classrooms Teachers.	Administrative classroom walk-throughs, review assessment data reports to ensure progress is being made and adjust instruction as needed.	Formative: Effectiveness will be determined through in-house assessment data, FCAT FOCUS, classroom walk-throughs as well as Interim Assessments.  Summative : 2013 FCAT 2.0 Mathematics Assessment
2	As noted on the administration of the 2012 FCAT 2.0 Mathematics Test, the areas of greatest difficulty in 7th grade were Reporting Category 1: Number Base: Ten, Reporting Category 3: Geometry and Measurement and Category 4: Statistics & Probability and Reporting	Infuse the Step-It-Up Problem Solving Protocol into daily instruction to equip students with strategies to solve real-world application based problems.  Develop hands on activities that help students to understand operations with integers.  Training in Common Core Standards	Mathematics Coach, Mathematics Department Chairperson, Administrators, Classrooms Teachers.	Administrative classroom walk-throughs, review assessment data reports to ensure progress is being made and adjust instruction as needed.	Formative: Effectiveness will be determined through in-house assessment data, FCAT FOCUS, classroom walk-throughs as well as Interim Assessments.  Summative : 2013 FCAT 2.0 Mathematics Assessment
3	Although there was an increase in proficiency of 2%. The area of greatest difficulty in 8th grade was Reporting Category 3: Geometry & Measurement	Math Coach will facilitate and model lessons as well as re-teaching strategies through bell ringers and provide in-house professional development.  Provide students with opportunities to engage in mathematics vocabulary terms/concepts through direct and systematic vocabulary instruction	Mathematics Coach, Mathematics Department Chairperson, Administrators, Classrooms Teachers.	Administrative classroom walk-throughs, review assessment data reports to ensure progress is being made and adjust instruction as needed.	Formative: Effectiveness will be determined through in-house assessment data, FCAT FOCUS, classroom walk-throughs as well as Interim Assessments.  Summative : 2013 FCAT 2.0 Mathematics Assessment

	(i.e. interactive word walls)		
	Training in Common Core Standards		

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:	Results of the 2011-2012 Florida Alternate Assessment Mathematics Test indicate that 43% of students achieved proficiency Level 4, 5 and 6.  Our goal for the 2012-2013 school year is to increase student proficiency by 5 percentage points to 48%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
43% (22)	48% (24)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As noted on the administration of the 2012 Florida Alternate Assessment Mathematics Test, the area of greatest difficulty was use of instructional technology and hands-on activities.	Increase use of hands-on activities (flannel boards, tiles) to explore abstract mathematical concepts, visuals and assistive technology.  The students must be provided with visual choices as presented in the Florida Alternate Assessment.  Teacher training in Unique Learning Systems computer-based program.	SPED Chairperson, Administrators, Classrooms Teachers.	Administrative classroom walk-throughs focusing on use of visual representations, review in-class and teacher-made assessments to ensure progress is being made and adjust instruction as needed, lesson plans focusing on use of Access Points	Formative: Effectiveness will be determined through in-house assessment data, walk-throughs.  Summative : 2013 Florida Alternate Assessment Mathematics Test.

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics.  Mathematics Goal #2a:	Results of the 2011-2012 FCAT Mathematics Test indicate that 7% of students achieved proficiency Level 4 and 5. Our goal for the 2012-2013 school year is to increase student proficiency by 4 percentage points to 11 %.
2012 Current Level of Performance:	2013 Expected Level of Performance:
7% (63)	11% (106)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	As noted on the administration of the	Implement and monitor use of higher-order	Mathematics Coach,	Administrative classroom walk-throughs, review	Formative: Effectiveness will

1	2012 FCAT 2.0 Mathematics Test, the area of greatest difficulty was Reporting Category 4: Statistics and Probability	questioning strategies to promote critical, independent and creative thinking for a deeper understanding of content. -Webb's Depth Of Knowledge, focus on "Apply Its" and small group instruction.  Training in Common Core Standards.	Mathematics Department Chairperson, Administrators, Classrooms Teachers.	assessment data reports to ensure progress is being made and adjust instruction as needed.	be determined through in-house assessment data, FCAT FOCUS, classroom walk-throughs as well as Interim Assessments.  Summative : 2013 FCAT 2.0 Mathematics Assessment  Summative : 2011 FCAT 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:	Results of the 2011-2012 Florida Alternate Assessment indicate that 18 % of students achieved Level 7 proficiency or above.  Our goal for the 2012-2013 school year is to increase Level 7 student proficiency by 3 percentage points to 21%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
18% (9)	21% (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	As noted on the administration of the 2012 Florida Alternate Assessment Mathematics Test, the area of greatest difficulty was using hands-on activities.	The students must be provided with visual choices as presented in the Florida Alternate Assessment.  Increase use of hands-on activities (flannel boards, tiles) to explore abstract mathematical concepts, visuals and assistive technology.  Training in Unique Learning Systems.	SPED Chairperson, Administrators, Classrooms Teachers.	Administrative classroom walk-throughs focusing on use of visual representations, review in-class and teacher-made assessments to ensure progress is being made and adjust instruction as needed, lesson plans focusing on use of Access Points	Formative: Effectiveness will be determined through in-house assessment data, classroom walk-throughs.  Summative: 2013 Florida Alternate Assessment Mathematics Test.

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics.  Mathematics Goal #3a:	Results of the 2011-2012 FCAT Mathematics Test indicate that 57% of students made learning gains.  Our goal for the 2012-2013 school year is to increase the percentage of students making learning gains by 10 percentage points to 67%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
57%	67%

(478)						(561)
Problem-Solving Process to Increase Student Achievement						
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1	As noted on the administration of the 2012 FCAT 2.0 Mathematics Test, the area of greatest difficulty was Reporting Category 3: Geometry and Measurement	Math Coach will model and assist teachers in providing appropriate interventions and remediation via classroom-based or web-based instruction (i.e. FCAT Explorer)  Training in Common Core Standards	MTSS/RtI Team, Mathematics Coach, Mathematics Department Chairperson, Administrators, Classrooms Teachers.	Administrative classroom walk-throughs, review assessment data reports to ensure progress is being made and adjust instruction as needed.	Formative: Effectiveness will be determined through in-house assessment data, FCAT FOCUS, classroom walk-throughs as well as Interim 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 group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.  Mathematics Goal #3b:	Results of the 2011-2012 Florida Alternate Assessment indicate that 48% of students made learning gains.  Our goal for the 2012-2013 school year is to increase the percentage of students making learning gains by 10 percentage points to 58%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
48% (21)	58% (26)

Problem-Solving Process to Increase Student Achievement						
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1	As noted on the administration of the 2012 Florida Alternate Assessment Mathematics Test, the area of greatest difficulty was use of manipulatives and/or hands-on activities provided during core instruction.	Increase use of hands-on activities (flannel boards, tiles) to explore abstract mathematical concepts, visuals and assistive technology.	SPED Chairperson, Administrators, Classrooms Teachers.	Administrative classroom walk-throughs focusing on use of visual representations, review in-class and teacher-made assessments to ensure progress is being made and adjust instruction as needed, lesson plans focusing on use of Access Points	Formative: Effectiveness will be determined through in-house assessment data, classroom walk-throughs.  Summative: 2013 Florida Alternate Assessment Mathematics Test.	

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.  Mathematics Goal #4:	Results of the 2010-2011 FCAT Mathematics Test indicate that 71% of students made learning gains. Our goal for the 2011-2012 school year is to provide appropriate interventions in order to increase the percent of students in the lowest 25% making gains by 5 percentage points to 76 %.
2012 Current Level of Performance:	2013 Expected Level of Performance:

71% (161)			76 % (173)		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As noted on the administration of the 2012 FCAT 2.0 Mathematics Test, the area of greatest difficulty was Reporting Category 3: Geometry and Measurement	Provide students with the opportunities to evaluate real world data to determine the appropriateness of generalizations made about the data (i.e. using their personal FCAT scores, classroom grades.  Training in Common Core Standards.	MTSS/RtI Team, Mathematics Coach, Mathematics Department Chairperson, Administrators, Classrooms Teachers.	Administrative classroom walk-throughs, review assessment data reports to ensure progress is being made and adjust instruction as needed.	Formative: Effectiveness will be determined through in-house assessment data, FCAT FOCUS, classroom walk-throughs as well as Interim Assessments.  Summative : 2013 FCAT 2.0 Mathematics Assessment

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target						
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.			Middle School Mathematics Goal # Results of the 2010-2011 FCAT Mathematics test indicate that 25 % of students achieved high standards. In the next six years Citrus Grove Middle School will reduce our achievement gap by 50% and increase the percentage of high			
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.  Mathematics Goal #5B:	Results of the 2011-2012 FCAT Mathematics Test indicate that 25% of students in the Hispanic subgroup were proficient.  Our goal for the 2012-2013 school year is to increase student proficiency by 12 percentage points to 37%.  Results of the 2011-2012 FCAT Mathematics Test indicate that 27% of students in the Hispanic subgroup were proficient.  Our goal for the 2012-2013 school year is to increase student proficiency by 26 percentage points to 53%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Hispanic: 25% (223)	Hispanic: 37% (330)
Black 27% (14)	Black: 53% (28)

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	Hispanic:  As noted on the administration of the 2012 FCAT 2.0 Mathematics Test, the area of greatest difficulty was need for increased use of technology and vocabulary instruction to develop increased comprehension of abstract concepts.	Increase use of educational technology, such Discovery Education to increase dynamics of instruction.  Provide students with opportunities to engage in mathematics vocabulary terms/concepts through direct and systematic vocabulary instruction (i.e. interactive word walls)	MTSS/RTI Team, Mathematics Coach, Mathematics Department Chairperson, Administrators, Classrooms Teachers.	Administrative classroom walk-throughs, review assessment data reports to ensure progress is being made and adjust instruction as needed.	Formative: Effectiveness will be determined through in-house assessment data, FCAT FOCUS, classroom walk-throughs as well as Interim Assessments.  Summative : 2013 FCAT 2.0 Mathematics Assessment
2	Black:  As noted on the administration of the 2012 FCAT 2.0 Mathematics Test, the area of greatest difficulty was need for increased use of technology and vocabulary instruction to develop increased comprehension of abstract concepts.	Increase use of educational technology, such Discovery Education to increase dynamics of instruction.  Provide students with opportunities to engage in mathematics vocabulary terms/concepts through direct and systematic vocabulary instruction (i.e. interactive word walls)	MTSS/RTI Team, Mathematics Coach, Mathematics Department Chairperson, Administrators, Classrooms Teachers.	Administrative classroom walk-throughs, review assessment data reports to ensure progress is being made and adjust instruction as needed.	Formative: Effectiveness will be determined through in-house assessment data, FCAT FOCUS, classroom walk-throughs as well as Interim 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:	Results of the 2011-2012 FCAT Mathematics Test indicate that 12% of students in the English Language Learner subgroup achieved proficiency.  Our goal for the 2012-2013 school year is to increase student proficiency by 16 percentage points to 28%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
12% (27)	28% (64)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As noted on the administration of the 2012 FCAT 2.0 Mathematics Test, the ELL subgroup has not made satisfactory progress in mathematics. The area of greatest difficulty was lack of consistent use of appropriate vocabulary integration.	Provide students with opportunities to engage in mathematics vocabulary terms/concepts through direct and systematic vocabulary instruction (i.e. interactive word walls)	MTSS/RTI Team, Mathematics Coach, ELL Department Chairperson, Administrators, Classrooms Teachers.	Administrative classroom walk-throughs, display of word walls as well as its use, review assessment data reports to ensure progress is being made and adjust instruction as needed.  assessments.	Formative: Effectiveness will be determined through in-house assessment data, classroom walk-throughs as well as Interim 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:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.  Mathematics Goal #5D:	Results of the 2011-2012 FCAT Mathematics Test indicate that 21% of students in the Student with Disabilities subgroup did achieved proficiency.  Our goal for the 2012-2013 school year is to increase student proficiency by 12 percentage points to 33%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
21% (30)	33% (47)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As noted on the administration of the 2012 FCAT 2.0 Mathematics Test, the SWD subgroup has not made satisfactory progress in mathematics. The area of greatest difficulty was surface-level instruction has not allowed for student exposure to higher-order and more complex mathematical concepts.	Increase the number of real-world connection/application problems to increase students' conceptual and analytical understanding of mathematics.  Ensure that co-teachers in general education mathematics classes are differentiating instruction.	Mathematics Coach, SPED Department Chairperson, Administrators, Classrooms Teachers.	Administrative classroom walk-throughs, evidence of DI, display of word walls as well as its use, review assessment data reports to ensure progress is being made and adjust instruction as needed.	Formative: Effectiveness will be determined through in-house assessment data, classroom walk-throughs as well as Interim 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:

5E. Economically Disadvantaged students not making satisfactory progress in mathematics.  Mathematics Goal #5E:	Results of the 2011-2012 FCAT Mathematics Test indicate that 25% of students in the Economically Disadvantaged subgroup achieved proficiency in mathematics.  Our goal for the 2012-2013 school year is to increase student proficiency by 13 percentage points to 38%
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (234)	38% (355)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As noted on the administration of the 2012 FCAT 2.0 Mathematics Test, the Economically Disadvantaged subgroup has not made satisfactory progress in mathematics. The area of greatest difficulty was lack of consistent use of appropriate vocabulary integration and small	Provide students with opportunities to engage in mathematics vocabulary terms/concepts through direct and systematic vocabulary instruction (i.e. interactive word walls).  Use small group instruction to differentiate instruction	Mathematics Coach, Department Chairperson, Administrators, Classrooms Teachers.	Administrative classroom walk-throughs, evidence of DI, display of word walls as well as its use, review assessment data reports to ensure progress is being made and adjust instruction as needed.	Formative: Effectiveness will be determined through in-house assessment data, classroom walk-throughs as well as Interim Assessments.  Summative : 2013 FCAT 2.0 Mathematics

## 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:	Results of the 2012 Algebra 1 EOC Assessment indicate that 63% of students made satisfactory progress. Our goal for the 2012-2013 school year is to increase student proficiency by 1 percentage points to 64 %.
2012 Current Level of Performance:	2013 Expected Level of Performance:
63% (24)	64% (24)

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As noted on the administration of the 2012 Algebra 1 EOC Assessment, the area of greatest difficulty was need for additional training on re-teaching mathematical concepts and using effective strategies for integrating technology in their lesson designs.	Math Coach will facilitate and model lessons as well as re-teaching strategies through bell ringers and provide in-house professional development.  Training in Florida FOCUS Achieves Assessment Resources and The Common Core Standards.	Mathematics Coach, Mathematics Department Chairperson, Administrators, Classrooms Teachers.	Administrative classroom walk-throughs, review assessment data reports to ensure progress is being made and adjust instruction as needed.	Formative: Effectiveness will be determined through in-house assessment data, classroom walk-throughs as well as Interim Assessments.  Summative : 2013 Algebra 1 EOC Assessment

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

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	Results of the 2012 Algebra I EOC Assessment indicate that 16% of students achieved proficiency Level 4 and 5. Our goal for the 2012-2013 school year is to maintain 16% proficiency in this category.
2012 Current Level of Performance:	2013 Expected Level of Performance:
16% (6)	16% (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
	As noted on the administration of the 2012 Algebra 1 EOC Assessment, the area of greatest	Use graphing calculators or computers with compatible software to explore slopes, graphs, and tables of linear	Mathematics Coach, Mathematics Department Chairperson,	Administrative classroom walk-throughs, review assessment data reports to ensure progress is being made and adjust	Formative: Effectiveness will be determined through in-house assessment data,

1	difficulty was student need for exposure and practice in solving varied forms of linear equations.	functions.	Administrators, Classrooms Teachers.	instruction as needed.	FCAT FOCUS, classroom walk-throughs as well as Interim Assessments.  Summative : 2013 Algebra 1 EOC Assessment
---	--	------------	--------------------------------------	------------------------	--

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Algebra Goal # Results of the 2012- Algebra 1 EOC Assessment indicate that 79% of students achieved high standards . In the next six years Citrus Grove Middle School will reduce our achievement gap and increase the percentage of high				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra.  Algebra Goal #3B:	Results of the 2012 Algebra 1 EOC Assessment indicate that 25 % of students in the Hispanic subgroup made satisfactory progress. Our goal for the 2012-2013 school year is to increase student proficiency by percentage points to 37 %.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Hispanic:  25% (9)	Hispanic:  37% (13)

**Problem-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	Hispanic:  As noted on the administration of the 2012 Algebra 1 EOC Assessment, the area of greatest difficulty was need for increase in level of complexity and academic rigor to enhance student performance.	Infuse the Step-It-Up Problem Solving Protocol into daily instruction to equip students with strategies to solve real-world application based problems.  Provide inductive reasoning strategies that include discovery learning activities	Mathematics Coach, Mathematics Department Chairperson, Administrators, Classrooms Teachers.	Administrative classroom walk-throughs, review assessment data reports to ensure progress is being made and adjust instruction as needed.	Formative: Effectiveness will be determined through in-house assessment data, classroom walk-throughs as well as Interim Assessments.  Summative : 2013 Algebra 1 EOC Assessment

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

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

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra.  Algebra Goal #3D:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

3E. Economically Disadvantaged students not making satisfactory progress in Algebra.  Algebra Goal #3E:	Results of the 2012 Algebra 1 EOC Assessment indicate that 25% of students in the Economically Disadvantaged subgroup made satisfactory progress. Our goal for the 2012-2013 school year is to increase student proficiency by 13 percentage points to 38%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (9)	38% (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	As noted on the administration of the 2012 Algebra 1 EOC Assessment, the area of greatest difficulty was need for increase in level of	Infuse the Step-It-Up Problem Solving Protocol into daily instruction to equip students with strategies to solve real-world application based problems.	Mathematics Coach, Mathematics Department Chairperson, Administrators,	Administrative classroom walk-throughs, review assessment data reports to ensure progress is being made and adjust instruction as needed.	Formative: Effectiveness will be determined through in-house assessment data, classroom walk-throughs as well as

complexity and academic rigor to enhance student performance.	Provide inductive reasoning strategies that include discovery learning activities	Classrooms Teachers.	Interim Assessments.  Summative : 2013 Algebra 1 EOC Assessment
---	---	----------------------	---

End of Algebra EOC Goals

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

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

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

1. Students scoring at Achievement Level 3 in Geometry.  Geometry Goal #1:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.  Geometry Goal #2:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Geometry Goal # 3A : <input type="text"/>			
Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry.  Geometry Goal #3B:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

3D. Students with Disabilities (SWD) not making	
---	--

satisfactory progress in Geometry. Geometry Goal #3D:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

3E. Economically Disadvantaged students not making satisfactory progress in Geometry. Geometry Goal #3E:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

*End of Geometry EOC Goals*

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Reading and Writing Across the Curriculum	6-8 Mathematics	Math Coach & Reading Coach	6-8 Teachers	December 13, 2012 Early Release	Evidence of interactive word walls, lesson plans, classroom walk-through	Administrators

Training in Common Core Standards	6-8 Mathematics	Math Department Chairperson	6-8 Teachers	Common Planning Ongoing	Grade-level planning sessions, Common planning sessions	Administrators
STEP it UP	6-8 Mathematics	Math Department Chair / Math Coach	6-8 Teachers	October 25, 2012 Early Release	Evidence of strategies in lesson plan and classroom walk-throughs	Administrators
FCAT FOCUS (FCAT Explorer)	6-8 Mathematics	Math Department Chairperson	6-8 Teachers	August 17, 2012	Grade level Planning sessions, Reports from Computer Assisted Program (CAP)	Administrators
Re-teaching Strategies	6-8 Mathematics	Math Coach	6-8 Teachers	Individual sessions Weekly basis	Modeling, work samples, small groups evident	Math Coach, Administrators
Unique Learning Systems	6-8 ASD/InD	District	6-8 ASD/InD Teachers	January 17, 2012	Evidence and use of technology based learning in classroom	Administrators

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Use of graphic calculators in mathematics	Manipulatives	EESAC	\$200.00
			Subtotal: \$200.00
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: \$200.00

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:	Results of the 2012 administration of the FCAT Science Test indicate that 23% of students achieved proficiency (FCAT Level 3).  The expected level of performance for 2013 is to increase proficiency by 5 percentage points to 28%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
23% (76)	28% (94)



Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As noted on the administration of the 2012 FCAT 2.0 Science Test and trend data, the area of greatest difficulty was Reporting Category 2: Earth and Space Science.	Consistent implementation of GIZMOS inquiry-based learning, specifically in the 7th grade.  Use project-based learning to provide students with challenging questions and problems that involve students' problem solving, decision-making and investigative skills.	Administration, Science Coach, Classroom Teachers	Administrative classroom walk-throughs, review assessment data reports to ensure progress is being made and adjust instruction as needed.	Formative: Effectiveness will be determined through in-house assessment data, classroom walk-throughs as well as Interim Assessments.  Summative: 2013 FCAT Science Assessment
2		Emphasis on written elaboration during Essential Labs. Teachers to provide feedback on reports using Base Explanation Rubric (Claim, Evidence and Reasoning).  Challenge students to think with greater depth as they read using Complex Coding (i.e. Cause and Effect and Compare and Contrast)	Administration, Science Coach, Classroom Teachers	Administrative classroom walk-throughs, review assessment data reports to ensure progress is being made and adjust instruction as needed	Formative: Effectiveness will be determined through in-house assessment data, classroom walk-throughs as well as Interim Assessments.  Summative: 2013 FCAT Science Assessment

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.  Science Goal #1b:	Results of the 2012 administration of the Florida Alternate Assessment Science Test indicate that 44% of students achieved proficiency Level 4, 5, and 6.  The expected level of performance for 2012 is to increase proficiency by 5 percentage points to 49%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
44% (8)	49% (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	As noted on the administration of the 2012 Florida Alternate Assessment Science Test the area of greatest difficulty was need additional assistance in implementing Access Points and relating academic assessments	Train teachers to effectively implement Access Points.  The students must be provided with visual choices as presented in the Florida Alternate Assessment.	SPED Chairperson, Administrators, Classrooms Teachers.	Administrative classroom walk-throughs focusing on use of visual representations, review in-class and teacher-made assessments to ensure progress is being made and adjust instruction as needed, lesson	Formative: Effectiveness will be determined through in-house assessment data, walk-throughs.  Summative : 2013 Florida Alternate

to the Florida Alternate Assessment.		plans focusing on use of Access Points	Assessment Science Test
--------------------------------------	--	--	-------------------------

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science.  Science Goal #2a:	Results of the 2012 administration of the Science FCAT indicate that 2% of students achieved proficiency Level 4, 5, and 6.  The expected level of performance for 2012 is to increase proficiency by 2 percentage points to 4%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
2% (6)	4% (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	As noted on the administration of the 2012 FCAT 2.0 Science Test and trend data, the area of greatest difficulty was Reporting Category 1: Nature of Science. Students need to develop higher order thinking skills in order to increase levels of proficiency	Use of Explore Learning GIZMOS inquiry-based learning and Discovery For virtual simulations of science concepts that are not easily replicable in the classroom.  Challenge students to think with greater depth as they read by Complex Coding using text marking (i.e. Cause and Effect and Compare and Contrast)	Administration, Science Coach, Classroom Teachers	Administrative classroom walk-throughs, review assessment data reports to ensure progress is being made and adjust instruction as needed	Formative: Effectiveness will be determined through in-house assessment data, classroom walk-throughs as well as Interim Assessments.  Summative: 2013 FCAT Science Assessment

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science.  Science Goal #2b:	Results of the 2012 administration of the Florida Alternate Assessment Science Test indicate that 11% of students scored at or above Level 7 science.  The expected level of performance for 2012 is to increase proficiency by 3 percentage points to 14%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
11% (2)	14% (3)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	As noted on the administration of the 2012 Florida Alternate Assessment Science Test and trend data,	Use guided discussion to engage students in real life math problems.	SPED Chairperson, Administrators, Classrooms	Administrative classroom walk-throughs focusing on use of visual representations,	Formative: Effectiveness will be determined through in-house assessment

1	the area of greatest difficulty was need to make real-life connections to science exercises as well as provide examples related to the Florida Alternate Assessment.	The students must be provided with visual choices as presented in the Florida Alternate Assessment.	Teachers.	review in-class and teacher-made assessments to ensure progress is being made and adjust instruction as needed, lesson plans focusing on use of Access Points	data, classroom walk-throughs. Summative: 2013 Florida Alternate Assessment Mathematics Test.
---	--	---	-----------	---	--

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
ExploreLearning GIZMOS	6-8 Science	Adam Mack Science Teacher	6-8 Science	Common Planning (Ongoing)	Lesson plans, classroom walk-throughs, GIZMOS reports	Administrators
Scientific Writing for Lab Activities	6-8 Science	Science Coach	6-8 Science	August 17, 2012	Rubric present in lesson plans and student lab reports.	Administrators
Complex Coding / Text Marking	6-8 Science	Science Coach	6-8 Science	October 25, 2012 Early Release	Classroom walkthroughs, lesson plans	Administrators

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Project-based learning	Whitye presentation boards	EESAC	\$800.00
			Subtotal: \$800.00
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: \$800.00

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:	Based on the 2012 FCAT Writing Test 58% of the students scored 3.0 or higher.  Our goal for the 2012-2013 school year is to increase the percentage of students achieving at or above proficiency by 5% points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
58% (190)	63% (204)

Problem-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 2012 FCAT Writes show a significant decline in the areas of Conventions and Support. Students lack the necessary foundational conventional skills and the skills needed for elaboration (e.g., sentence structures, word choice, figurative language, etc.).</p> <p>Students lack prior knowledge with the writing process</p>	<p>Utilize the data from Write Score to determine student needs and for grouping for small group DI writing sessions.</p> <p>Students will develop and maintain a Writer's Notebook that includes student's evidence of the process of writing.</p> <p>Implementation of "Creative Writing" elective class offered to 8th grade students (three open courses being offered)</p> <p>Increase explicit instruction in writing to ensure effective writing instruction.</p> <p>Connect reading to writing to increase non formal writing samples and have students expand and apply skills taught into their responses.</p> <p>Utilize writing rubrics to conduct peer sharing and editing, as well as student –teacher writing conferences</p>	<p>Reading Coach Administration Literacy Leadership Team Language Arts Department Chair</p>	<p>Administrative walkthroughs</p> <p>Monitoring lesson plans</p> <p>Provide instructional feedback</p> <p>(observe the effectiveness of the recommended strategies)</p> <p>Writing teachers will review writing data after each writing common assessment to determine the increase in the percent of students scoring 4.0 or higher.</p>	<p>Formative-District and Baseline Writing tests and school-wide monthly writing prompts</p> <p>Summative-2013 FCAT Writing Test</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 4 or higher in writing.  Writing Goal #1b:	<p>The results of the 2012 Florida Alternate Assessment Writing Test Indicate that 63% of students scored level 4.0 or higher.</p> <p>Our goal for the 2012-2013 school year is to Increase proficiency by 5 percentage points to 68%.</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:

63% (12)						68% (13)
Problem-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 noted on the 2012 administration of the Florida Alternate Assessment is the understanding and comprehension of the concepts being presented.	Allow students to dictate written responses, use picture cards to create sentences and paragraphs on topic and use visuals to facilitate matching to the appropriate topic.  Provide skill based individualized instruction in a small group setting.	Reading Coach Administration Literacy Leadership Team Language Arts Department Chair	Administrative walkthroughs  Monitoring lesson plans  Provide instructional feedback  (observe the effectiveness of the recommended strategies)	Formative: Teacher Generated assessments  Summative: Results from 2013 Florida Alternate Assessment.	

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Reading & Writing Across the Curriculum	6-8	Reading Coach/LA Department Chairperson	School-Wide	December 13, 2012 Early Release	Monitor writing notebooks to ensure all steps of the Writing Process are being covered by students and feedback is given.	Administration/Language Arts Department Chair.
Effective Writing Techniques with Rubrics and Anchor Papers	6-8	Reading Coach/LA Department Chairperson	6-8 Language Arts	October 25, 2012 Early Release	Monitor writing notebooks and writing prompts.	Administration/Language Arts Department Chair.
Writer's Notebooks	6-8	Reading Coach	6th-8th Grade Language Arts	Common Planning (Ongoing)	Classroom Walkthroughs and Writer's Notebooks	Reading Coach and Administration

Writing Budget:

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

			Subtotal: \$0.00
<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 Writing Goals

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

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

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

1. Students scoring at Achievement Level 3 in Civics.  Civics Goal #1:	2012 Baseline Data indicates that 0 % of students in the 7th grade achieved Level 3 proficiency.  Our goal for the 2012-2013 school year is to increase proficiency to 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	10% (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	The anticipated barrier will be the limited understanding and knowledge of Social Science topics and the ability to interpret text features.	Implement on-going common planning session for Civics teachers to ensure that the Civics curriculum is taught with fidelity and is paced to address all of the State and District Benchmarks and curricular requirements.	Reading Coach Social Studies Department Chair Administration	Administrative walkthroughs  Monitoring lesson plans  Provide instructional feedback  (observe the effectiveness of the recommended strategies)	Monthly Assessments  Chapter/unit assessments  Post-test
2		Provide opportunities for students to strengthen their abilities to read and interpret graph, charts, maps, timelines, political cartoons, and other graphic representations.	Reading Coach Social Studies Department Chair Administration	Administrative walkthroughs  Monitoring lesson plans  Provide instructional feedback  (observe the effectiveness of the recommended strategies)	Monthly Assessments  Chapter/unit assessments  Post-test
		Provide activities that allow students to interpret primary and secondary sources of information.	Reading Coach  Social Studies Department Chair	Administrative walkthroughs  Monitoring lesson plans	Monthly Assessments  Chapter/unit assessments

3			Administration	Provide instructional feedback  (observe the effectiveness of the recommended strategies)	Post-test
---	--	--	----------------	---	-----------

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

2. Students scoring at or above Achievement Levels 4 and 5 in Civics.  Civics Goal #2:	2012 Baseline Data indicates that 0 % of students in the 7th grade achieved Level 4 and 5.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	0% (0)

Problem-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 anticipated barrier will be the limited understanding and knowledge of Social Science topics and the ability to interpret text features.	Implement on-going common planning session for Civics teachers to ensure that the Civics curriculum is taught with fidelity and is paced to address all of the State and District Benchmarks and curricular requirements.	Reading Coach  Social Studies Department Chair  Administration	Administrative walkthroughs  Monitoring lesson plans  Provide instructional feedback  (observe the effectiveness of the recommended strategies)	Monthly Assessments  Chapter/unit assessments  Post-test
2	Limited understanding of how text features and attributes aid readers understanding of text.	Provide opportunities for students to strengthen their abilities to read and interpret graph, charts, maps, timelines, political cartoons, and other graphic representations.	Reading Coach  Social Studies Department Chair  Administration	Administrative walkthroughs  Monitoring lesson plans  Provide instructional feedback	Monthly Assessments  Chapter/unit assessments  Post-test

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Primary Source Documents	6-8 Social Science	PD Liaison/ Department Chairperson	Social Science Teachers	Common Planning (Ongoing)	Student work samples Interim Assessment Reports	Administration

Reading and Writing Across the Curriculum	6-8 Social Science	PD Liaison/ Department Chairperson	Social Science teachers	December 13, 2012 Early Release	Student work samples Interim Assessment Reports	Administration
End of Course Exams	6-8 Social Science	PD Liaison/ Department Chairperson	Social Science teachers	Common Planning (Ongoing)	Student work samples Interim Assessment Reports	Administration
Using Data to Drive Instruction	6-8 Social Science	PD Liaison/ Department Chairperson	Social Science teachers	November 6, 2012	Student work samples Interim Assessment Reports	Administration

Civics Budget:

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

End of Civics Goals

## Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal # 1:	Our goal this year is to increase attendance to 94.83% by minimizing absences due to illness, and truancy.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
93.83% (1025)	94.83% (1036)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
491	466



2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
349	332

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Due to the transient population of students that attend our school, many times students tend to accrue excessive absences due to lack of parental presence in the morning hours when students are to report to school.	<p>Identify and refer students who are demonstrating patterns of nonattendance to student services and the Community Involvement Specialist for intervention strategies.</p> <p>Students will continue to receive Connect Ed attendance messages.</p> <p>Discuss student intervention strategies and hold parent conferences during grade level team meetings.</p> <p>Hold grade level orientations to share attendance expectations as well as the Student Code of Conduct policies and procedures.</p> <p>Infuse wellness program within the school.</p> <p>Implement health education and health prevention strategies throughout the school.</p> <p>Provide parents with information regarding KidCare via Connect-Ed, flyers and parent meetings</p>	Community Involvement Specialist, Truancy Teacher/Counselor Administration	Weekly updates from the Truancy Teacher/Counselor and to the entire faculty during faculty meetings. Level 1 and Level 2 truancy meetings.	Logs, attendance rosters, team meeting minutes, COGNOS reports,

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

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

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

Student Conduct / Attendance policies and procedures	6-8	Counselor and Grade Level Team Leaders	All faculty and paraprofessionals	August 16, 2012	Classroom visits and informal student queries	Administrator
--	-----	--	-----------------------------------	-----------------	---	---------------

Attendance Budget:

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

End of Attendance Goal(s)

## Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal # 1:	Our goal for the 2012-2013 school year is to decrease the total number of suspensions by 21.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
209	188
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
146	131
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
299	269
2012 Total Number of Students Suspended Out-of-	2013 Expected Number of Students Suspended Out-

School	of-School				
186	167				
Problem-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 majority of both in-door and out-door suspension are incurred by a relatively small number of students who repeat behavioral violations.	Implement PBS (Positive Behavior Support) school-wide where students are recognized for positive behavior. PBS includes monthly incentive activities, PBS bucks, contracts, etc.  Implement district-wide Alternate to Suspension program.  Referral of habitual offenders to the MTSS/RtI-B process in order to conduct Functional Assessment of Behavior and Behavior Intervention Plan.	Administrator, PBS Coordinator/Team  MTSS/RtI Team	Monitor COGNOS for indoor/outdoor suspension rates.  Reduction in the suspension rate  Increase in the number of students that participate in the Positive Behavior Support incentives  Number of referrals to Alternate to Suspension program.  Progress on Behavior Intervention Plans	Monitor participation logs of monthly PBS events.  Monthly 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
Positive Behavioral System (PBS)	6-8	PBS Coordinator and team	All faculty and paraprofessionals	Opening of school faculty meeting	PBS will follow up via grade level team meetings and PBS team meetings	PBS Coordinator
Alternate to Suspension	6-8	Guidance Dept	School Counselors and Social Worker	December, 2012	Implementation of Alternate to Suspension	Counselors

Suspension Budget:

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

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

End of Suspension Goal(s)

## Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Parent Involvement  Parent Involvement Goal #1:  <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	During the 2010-2011 school year, parent participation in school wide activities was 30%. Our goal for the 2011-2011 school year is to increase parent participation by 10% from 30% to 40 %.				
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:				
30% (315)	40% (420)				
Problem-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	1.1. Lack of participation in school wide activities by parents is often related to parental fears regarding language barriers	1.1. Mentors fluent in parent's home language call new families to invite them to attend PTA meetings, parent and EESAC meetings.	1.1 Administrators Community Involvement Specialist and Counselors	1.1. Review Parent Sign In Sheet/log to determine if there has been an increase in parental attendance at school functions	1.1. Parent Sign-In Sheets.

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

Parent Involvement Budget:

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM					
STEM Goal #1:					
Problem-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 number of students currently at Level 3-5 based on 2012 FCAT Mathematics data.	Identify students at Level 3-5 Math level based on 2012 FCAT Data and register for Algebra 1 Honors.  Use Coaching Cycle to monitor implementation of STEM courses as well as to model for STEM teacher.	Administrators	Master Schedule	COGNOS

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

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

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

STEM Budget:

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

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. CTE					
CTE Goal #1:					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	CTE teacher is not certified with industry certification	CTE teacher attends Professional Development Institute (PDI) sessions during	Administrators	Program enrollment, certification	Industry certification for CTE teacher.

		summer and fall training for instruction in certification skills.		
--	--	---	--	--

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
Industry Certification	6-8	State	CTE teacher	August 2013	Obtaining Industry Certification	Administrators

CTE Budget:

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

End of CTE Goal(s)

## Additional Goal(s)

No Additional Goal was submitted for this school



# FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Increase academic growth in reading	Personal student dictionaries (class set)	EESAC	\$300.00
Reading	Increase academic growth in reading	Classroom sets of novels	EESAC	\$500.00
Mathematics	Use of graphic calculators in mathematics	Manipulatives	EESAC	\$200.00
Science	Project-based learning	Whitye presentation boards	EESAC	\$800.00
				Subtotal: \$1,800.00
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
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
				Grand Total: \$1,800.00

## Differentiated Accountability

### School-level Differentiated Accountability Compliance

<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent	<input type="checkbox"/> NA
-----------------------------------	--------------------------------	----------------------------------	-----------------------------

Are you a reward school:  Yes  No

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

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

## 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
2- Classroom resources	\$2,100.00

1- Student incentives

\$2,900.00

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

The School Advisory Council will meet bi-monthly to monitor implementation of the SIP and make recommendations for modifications if necessary.

# 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 CITRUS GROVE MIDDLE SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	41%	35%	76%	24%	176	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	60%	58%			118	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	74% (YES)	71% (YES)			145	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					439	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested

Dade School District CITRUS GROVE MIDDLE SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	40%	38%	79%	18%	175	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	57%	60%			117	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	64% (YES)	64% (YES)			128	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					420	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					D	Grade based on total points, adequate progress, and % of students tested