FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: OCEANWAY SCHOOL

District Name: Duval

Principal: Terrence Connor

SAC Chair: Andy Morlock

Superintendent: Ed Pratt-Dannals

Date of School Board Approval: Pending

Last Modified on: 10/19/2012

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
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PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Terry Connor	Educational Leadership	9	5	2011-12Grade: B, Reading Mastery: 57% Math: 48% Writing: 85% Science: 47%. Did not make AYP for any student subgroup (White, Black, SWD, and SES). Reading Gains for lowest 25% (70), Math Gains for lowest 25% (58)
Assis Principal	Juanita Church	Educational Leadership	6	9	2011-12Grade: B, Reading Mastery: 57% Math: 48% Writing: 85% Science: 47%. Did not make AYP for any student subgroup (White, Black, SWD, and SES). Reading Gains for lowest 25% (70), Math Gains for lowest 25% (58)
Assis Principal	Shannon Judge	Educational Leadership	2	10	2011-12Grade: B, Reading Mastery: 57% Math: 48% Writing: 85% Science: 47%. Did not make AYP for any student subgroup (White, Black, SWD, and SES). Reading Gains for lowest 25% (70), Math Gains for lowest 25% (58)
Assis Principal	Megan Green	Educational Leadership	6	2	2011-12Grade: B, Reading Mastery: 57% Math: 48% Writing: 85% Science: 47%. Did not make AYP for any student subgroup (White, Black, SWD, and SES). Reading Gains for lowest 25% (70), Math

					Gains for lowest 25% (58)
Assis Principal	Kimberly Copeland		1		2011-12Grade: B, Reading Mastery: 57% Math: 48% Writing: 85% Science: 47%. Did not make AYP for any student subgroup (White, Black, SWD, and SES). Reading Gains for lowest 25% (70), Math Gains for lowest 25% (58)

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)
Instructional Coach for Core Subject	Caren Walrath	Mentally Handicapped (K-12)	7	7	2010-11 Grade: B, Reading Mastery: 71% Math: 60% Writing: 87% Science: 56% Did not make AYP with any subgroups in Reading. Did not make AYP with Any subgroups in Math.

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. Participate in District Tans-fair Administration May 2013			
2	1.School actively participates in all district recruitment fair activities (as available)	Administrators	Ongoing	
3	2. Vacant faculty positions posted on District Website Administration Ongoing			
4	3. Committee of current faculty participate in Interview process Admin./Faculty Ongoing			
5	4. Highly qualified/effective teachers rewarded with Leadership Positions Admin./Faculty June 2013			
6				

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
None out of field	PLC process, ongoing professional development onsite, Early release day trainings, Peer observations, Department meetings, CAST observations.

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
67	11.9%(8)	34.3%(23)	56.7%(38)	41.8%(28)	46.3%(31)	67.2%(45)	11.9%(8)	4.5%(3)	32.8%(22)

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
Jacqueline Cinotti	Carolyn Lebet	Foreign Language Teachers /Former Teacher of the year	MINT program participation, Monthly PDF mtg., Focus Observations of experienced teachers, Formative Observations by mentor, Consultation with Dist. Cadre.
Janet Vaine	Travis Hayes	Expertise in Creative Writing/Highly experienced in mentoring novice teachers.	MINT program participation Monthly PDF mtg., Focus Observations of experienced teachers, Formative Observations by mentor, Consultation with Dist. Cadre.
Odessa Mayer	Hannah Russell	AVID teachers on same team/Experience in Mentoring novice teachers	MINT program participation Monthly PDF mtg., Focus Observations of experienced teachers, Formative Observations by mentor, Consultation with Dist. Cadre.
Bill Moredock	Dawan Bronson	Prior experience with Intensive Math/Effectiveness with using Technology in the classroom.	MINT program participation, Monthly PDF mtg., Focus Observations of experienced teachers, Formative Observations by mentor, Consultation with Dist. Cadre.
Lindsey Schaeffer	Tori Gordon	Effectiveness in teaching ELA curriculum	MINT program participation, Monthly PDF mtg., Focus Observations of experienced teachers, Formative Observations by mentor, Consultation with Dist. Cadre.
Joan Gavin	Joseph Yoo	Prior experience with effective social studies Instruction	Monthly PDF mtg., Focus Observations of experienced teachers, Formative Observations by mentor, Consultation with Dist. Cadre, MINT
Yvonne Tolbert	Rebekkah Link	Prior experience with effective social studies instruction	Alternative Cert. Participant, Consultation with dist. Cadre, Monthly mtg. with PDF. Frequent informal/formal consultation with mentor,
Crystal Emery	LaShay Hill	Math Department Lead/Effective Math instructor.	Alternative Cert. Participant, Consultation with dist. Cadre, Monthly mtg. with PDF. Frequent informal/formal consultation with mentor,

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

N/A

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

N/A

Title III

N/A

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

N/A

Nutrition Programs

N/A

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

N/A

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The MTSS team members are: Yvonne Tolbert, Shirley Blue, LaShay Hill, Patrina Lawrence, Odessa Mayer, Joann Simon, Linda Timmons, Caren Walrath, Caroline Lebet, Tanya Drell, Megan Green (Administrator).

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 team functions in a collective effort to reach every child. The team meets with grade level teams to assess current students who may be exhibiting “red flag” behavior in academics and behavior.

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

The team will utilize designated documentation to keep track of the progress made with students and individual grade level teams. The Problem Solving process will guide the team in deciding the type of intervention that is best suited for the individual child. This process will correlate with the School Improvement Plan.

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.

Teachers will utilize formative assessments in the form of Knowledge Tickets or Exit Slips to gauge student understanding and mastery of the benchmarks in reading, mathematics, science, and writing. Teachers will use Team Referrals to document and intervene when students are displaying Class I offenses in behavior.

Describe the plan to train staff on MTSS.

The MTSS team will meet with grade level teams to discuss how the formative assessments are gauging student understanding. During this time, supplemental and intensive support will be discussed and implemented when necessary in the form of pull out time, small group instruction, and conferencing.

Describe the plan to support MTSS.

Meetings/Trainings will be held on Monday mornings with grade level teams to discuss current deficiencies in academics and behavior.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Sara Skutt, Rebecca Boehm, Andy Francis, Lindsay Schaeffer, Tori Gordon, Susan Radugge, Betty McClendon, Jennifer Crouch, Jeffrey Haimowitz, B. Williams.

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

The LLT meets in conjunction with the MTSS Team, especially if the concern revolves around the child’s literacy. The team meets as needed throughout the school year.

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

The major initiative for the LLT this year is to have at least 75% of all students reading and performing on grade level through novel studies each quarter in ELA classes.

Public School Choice

Supplemental Educational Services (SES) Notification

No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

*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.

Every PLC is expected to utilize specific reading strategies within their lessons when possible. Reading strategies are reviewed during early release faculty trainings, and during planning periods or PLC meetings. Also, during instructional planning meetings teachers discuss how they implement reading strategies in their content areas. All teachers are required to have reading strategies posted in the classroom as they are taught, so students can refer to them as necessary. Specific focus walks are conducted by the administrative staff to observe the use of reading strategies throughout all content areas.

*High Schools Only

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

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

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:	Students achieving level 3 in reading will increase proficiency on the grade level NGSS/CC standards in Reading through the use of technology.
2012 Current Level of Performance:	2013 Expected Level of Performance:
32% (370)	42% (407)

Problem-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. Time restraints 2. Parents level of education. 3. Making reading a priority school-wide. 4. Reading strategies inconsistently taught through all contents. 5. Access to high interest, appropriate lexile level books. 6. Validity of data due to the frequency of testing. 7. Availability of computers for all students.	1. Reading strategies explicitly taught through content classes. 2. Sustained silent reading the first fifteen minutes during P.E. class. 3. Weekly PLC collaborations. 4. Data chats regarding current assessment results. 5. Adjust instruction based on data. 6. Celebrations for meeting reading goals. 7. Weekly	1. Administrators 2. District Coach 3. RtI Team 4. ELA PLC 5. Steering Committee Members	1. Administer baseline and post test for each unit via LSAs. 2. Disaggregate data during weekly PLC meetings. 3. Monitor progress towards monthly reading goals via ELA classes.	1. Benchmark testing 2. Learning Schedule Assessments 3. Progress Monitoring Assessments 4. Informal Assessments.
2					

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

			Monitoring	Strategy	
1	*DNA				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	Students achieving level 4 and higher in reading will increase proficiency on the grade level NGSS/CC standards in Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
26% (230)	30% (237)

Problem-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. Time restraints 2. Parents level of education. 3. Making reading a priority school-wide. 4. Reading strategies inconsistently taught through all contents. 5. Access to high interest, appropriate lexile level books. 6. Validity of data due to the frequency of testing. 7. Availability of computers for all students.	1. Reading strategies explicitly taught through content classes. 2. Sustained silent reading the first fifteen minutes during P.E. class. 3. Weekly PLC collaborations. 4. Data chats regarding current assessment results. 5. Adjust instruction based on data. 6. Celebrations for meeting reading goals. 7. Weekly Reading log checks.	1.Administrators 2. District Coach 4. RtI Team 5. ELA PLC 6. Steering Committee Members	1. Administer baseline and post test for each unit via LSAs. 2. Disaggregate data during weekly PLC meetings. 3. Monitor progress towards monthly reading goals via ELA classes.	1. Benchmark testing 2. Learning Schedule Assessments 3. Progress Monitoring Assessments 4. Informal Assessments.
2	Providing enrichment activities to push higher achieving students beyond what they already have mastered.	During Team Time use a school-wide system of enrichment for students who have mastered essential outcomes to further increase achievement levels.	Administrators Action Teams RtI Team Steering Committee Chairpersons	Common assessment data District Benchmark Data FCAT Data	Assessment data
3	Reading strategies not implemented across all content areas consistently.	Implement "Read-it-Forward Jax" reading strategies across all content areas. Reading strategies must be posted in all classrooms and consistently referenced by teacher.	Grade Level Administrators Appropriate Action Teams	Informal Walk-through Peer Teacher Observation	Improved Fluency Scores

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The number of students making learning gains in Reading will increase.
2012 Current Level of Performance:	2013 Expected Level of Performance:
68% (775)	73% (813

Problem-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. Instructional time constraints 2. Parents level of education. 3. Making reading a priority school-wide. 4. Reading strategies inconsistently taught through all contents. 5. Access to books that are high interest, appropriate lexile level. 6. Validity of data due to the frequency of testing. 7. Availability of computers for all students.	1. Student conferencing 2. Implement Super Six reading strategies across core content classes. 3. Instructional grouping based on skill levels	1.Administrators 2. District Coach 4. RtI Team 5. ELA PLC 6. Steering Committee Members 7. Action Team Members	1. Administer baseline and post test for each unit via LSAs. 2. Disaggregate data during weekly PLC meetings. 3. Monitor progress towards monthly reading goals via ELA classes.	1. Benchmark testing 2. Learning Schedule Assessments 3. Progress Monitoring Assessments 4. Informal Assessments
2	Instructional time due to shorter day. Funding/class size issues.	Use team time to implement a school-wide system of intervention for students struggling with essential outcomes.	Administrators Action Teams RtI Team Steering Committee Chairpersons.	Common assessment data District Benchmark Data FCAT Data	Assessment data
3					
	Students experiencing test taking anxiety and/or not seriously applying themselves during testing.	Provide the same testing conditions during common assessment (reading) testing as are provided during FCAT testing so students will be familiar	Classroom Teacher House Administrator	Close Monitoring during testing. Common Assessment Data	Grade Cam Testing Reports

4		and comfortable in the setting. Counsel students regarding the consequences of rushing through or "Christmas Treeing" a test.			

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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:	Students in the lowest quartile will increase learning gains in Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
70% (196)	75%(206)

Problem-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. Reading strategies inconsistently taught through all contents. 2. Access to high interest, appropriate lexile level books. 3. Validity of data due to the frequency of testing. 4. Availability of computers for all students. 5. Less instructional time	1. School-wide intervention plan for struggling readers 2. Morning Tutoring 3. Team-Up program 4. Monthly Buc pass for lexile level increases. 5. Student of the week recognition for meeting monthly reading goals. 6. Grade level celebrations for meeting school reading goals.	Administrators 2. District Coach 4. RtI Team 5. ELA PLC 6. Steering Committee Members 7. Action Team	1. Administer baseline and post test for each unit via LSAs. 2. Disaggregate data during weekly PLC meetings. 3. Monitor progress towards monthly reading goals via ELA classes.	1. Benchmark testing 2. Learning Schedule Assessments 3. Progress Monitoring Assessments 4. Informal Assessments.

	due to budget constraints	7. Intensive Reading double blocked.	Members		
2	Shorter regular school day; losing instructional time Students lacking motivation to achieve at a higher level due to peer pressure.	Using a school-wide system of intervention for students struggling with essential outcomes. Use "Read-it-Forward Jax" Reading Strategies across all content areas.	Administrators Leadership Team RtI Team	Common assessment data District Benchmark Data FCAT Data	Assessment data and Grade Cam Reports.
3	Students experiencing test taking anxiety and/or not seriously applying themselves during testing.	Provide the same testing conditions during common assessment (reading) testing as are provided during FCAT testing so students will be familiar and comfortable in the setting. Counsel students regarding the consequences of rushing through or "Christmas Treeing" a test.	Classroom Teachers Administrators	Close Monitoring during testing. Common Assessment Data	Assessment data and Grade Cam Reports.
4					

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.			Reading Goal # 5A :			
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 reading. Reading Goal #5B:	Increase reading proficiency for all subgroups not making satisfactory progress in Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White:38% (282) Black:52% (148) Hispanic:39% (26) Asian: 23% (6) American Indian: N/A	White:(33%)(268 Black:45% (133) Hispanic:34% (25) Asian: 18% (5) American Indian: N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	1. Less instructional time due to budget constraints. 2. Access to high interest, appropriate lexile level books.	1. Students will be assigned recovery path as soon as they begin to struggle. 2. School-wide intervention plan for struggling readers	1.Administrators 2. District Coach 4. RtI Team 5. ELA PLC	1. Administer baseline and post test for each unit via LSAs. 2. Disaggregate data during weekly PLC meetings. 3. Monitor progress	1. Benchmark testing 2. Learning Schedule Assessments 3. Progress Monitoring

1	3. Validity of data due to the frequency of testing. 4. Availability of computers for all students.	3. Morning Tutoring 4. Team-Up program 5. Monthly Buc pass for lexile level increases. 6. Student of the week recognition for meeting monthly reading	6. Steering Committee Members 7. Action Team Members	towards monthly reading goals via ELA classes.	Assessments 4. Informal Assessments.
2	Shorter regular school day; losing instructional time Students lacking motivation to achieve at a higher level due to peer pressure.	Using a school-wide system of intervention for students struggling with essential outcomes. Use "Read-it-Forward Jax" Reading Strategies across all content areas.	Administrators Leadership Team RtI Team	Common assessment data District Benchmark Data FCAT Data	Assessment data
3	Students experiencing test taking anxiety and/or not seriously applying themselves during testing.	Provide the same testing conditions during common assessment (reading) testing as are provided during FCAT testing so students will be familiar and comfortable in the setting. Counsel students regarding the consequences of rushing through or "Christmas Treeing" a test.	Classroom Teachers Administrators	Close Monitoring during testing. Common Assessment Data	Assessment data and Grade Cam Reports.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	80% of our ELL students will be proficient in Listening/Speaking English
2012 Current Level of Performance:	2013 Expected Level of Performance:
75% (6 out of 8) are proficient	80% (8)

Problem-Solving Process to Increase Student Achievement

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

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:	To increase the number of students with disabilities who are making satisfactory progress in Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
61% (65)	70% (70)

Problem-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	Large range of SWD population within one class.	Co-teachers will assist the SWD population with instruction Use of supplemental resources and strategies Differentiate instruction	ESE liaison Administration teachers	Use assessments to measure growth. (Scoring 70% or higher)	Data
2	Shorter regular school day; losing instructional time Students lacking motivation to achieve at a higher level due to peer pressure.	Using a school-wide system of intervention for students struggling with essential outcomes. Use "Read-it-Forward Jax" Reading Strategies across all content areas.	Administrators Leadership Team RtI Team	Common assessment data District Benchmark Data FCAT Data	Assessment data
3	Students experiencing test taking anxiety and/or not seriously applying themselves during testing.	Provide the same testing conditions during common assessment (reading) testing as are provided during FCAT testing so students will be familiar and comfortable in the setting. Counsel students regarding the consequences of rushing through or "Christmas Treeing" a test.	Classroom Teachers Administrators	Close Monitoring during testing. Common Assessment Data	Assessment data and Grade Cam Reports.
4					

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	Economically disadvantaged students who are not making satisfactory progress in Reading will decrease.
2012 Current Level of Performance:	2013 Expected Level of Performance:
49% (290)	40%(264)

Problem-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	Possible attendance issues. Lack of parental support. Basic survival needs overriding the value of an education and/or reading.	Hold quarterly parent night workshops with dinner provided by SAC or other organizations to address their concerns and explain the importance of good attendance. School fundraiser to purchase books to	Administrators Leadership Team RtI Team	Book log check Common assessment data District Benchmark Data FCAT Data	Assessment data

	Access to books outside of school.	donate to disadvantage families. Quarterly reading goal celebration with prizes for recognitions.			
2	Shorter regular school day; losing instructional time. Students lacking motivation to achieve at a higher level due to peer pressure.	Using a school-wide system of intervention for students struggling with essential outcomes. Use "Read-it-Forward Jax" Reading Strategies across all content areas.	Administrators Leadership Team RtI Team	Common assessment data District Benchmark Data FCAT Data	Assessment data
3					
4	Students experiencing test taking anxiety and/or not seriously applying themselves during testing.	Provide the same testing conditions during common assessment (reading) testing as are provided during FCAT testing so students will be familiar and comfortable in the setting. Counsel students regarding the consequences of rushing through or "Christmas Treeing" a test.	Classroom Teachers Administrators	Close Monitoring during testing. Common Assessment Data	Assessment data and Grade Cam Reports
5					

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						

Reading Budget:

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

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

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	80% of our ELL students will be proficient in Listening/Speaking English
2012 Current Percent of Students Proficient in listening/speaking:	
75% (6 out of 8) are proficient	
Problem-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. Teacher use of prior vocabulary	.1. School wide academic vocabulary will help students increasingly complex (i.e. Word of the week, Word Wall	. Department Heads, Team Leaders and Administration	1. Lesson Plans will be review to look for evidence of academic vocabulary being infused into students learning activities	. FAIR and FCAT score improvement

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:	30% of our ELL students will be proficient in Reading
2012 Current Percent of Students Proficient in reading:	
25% (2 out of 8) are proficient.	
Problem-Solving Process to Increase Student Achievement	

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

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	55% of our ELL students will be proficient in Reading
2012 Current Percent of Students Proficient in writing:	
50% (4 out of 8) are proficient	

Problem-Solving Process to Increase Student Achievement

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

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			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:	Increase the percentage of students scoring a level 3 or above in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (572)	60% (629)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1) Fear of understanding Math due to lack of confidence. 2) Parents level of education and/or lack of involvement 3) Staff /students computer literacy skills. 4) Scheduling issues regarding student placement. 5) Access to interactive textbooks on-line. 6) Copy paper and toner supplies for Accelerated Math	1) Use Team-Up specifically for lower achieving students. These students will receive additional help and time via Compass Odyssey as well as tutoring. 2) Increase teachers' use of technology, via computer labs and in class to access Compass Odyssey, Brain Pop, 3) Provide before and after school access to students (via labs) who do not have internet at home. 4) Daily warm-ups will be used by teachers to peek student's interest in math content. 5) Student conferencing during class & team time with a focus on math targets. 7) Faculty professional development training will be conducted as necessary.	1) Teachers 2) Curriculum and Instruction Action Team. 3) RtI Action Team 4) Team -Up	1) The "Assessment Tracking Tool" will be very useful in monitoring the effectiveness of strategies. 2) Reports generated from Grade Cam are also used. 3) Teachers will use reports from INFORM and OnCourse progress reports 4) Students are encouraged to use student self-reflection while completing tasks. 5) Team time teacher observation and in-put. 6) PLC collaboration using data from baseline and post assessments.	1) Compass Odyssey and Grade Cam reports. 2) Formative and summative assessments 3) Baseline and Post Tests provided by the district and loaded into Inform 4) Knowledge tickets used for teacher and student reflection. 5) Focus Walks "look for(s)" 6) Interactive tools from textbook for student use 7) Teachers will update progress monitoring tool and make necessary adjustments to instruction after each common assessment cycle.
2	Implement Focus Lessons through the Florida Continuous Improvement Model	Administrators Leadership Team RtI Team	Administrators Leadership Team RtI Team	Classroom Walk Through	Feedback from Walk Through

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	The number of students scoring at or above Achievement Levels 4 and 5 will increase.
2012 Current Level of Performance:	2013 Expected Level of Performance:
19% (214)	24% (224)

Problem-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) Past negative experiences in learning math. 2) Parents level of education and/or lack of involvement 3) Staff /students computer literacy skills. 4) Scheduling issues regarding student placement. 5) Access to interactive textbooks on-line.	1.1. 1) Increase teachers' use of technology, via computer labs and in class to access Compass Odyssey, Brain Pop, Grade Cams and other tech programs. 2) Provide before and after school access to students (via labs) who do not have internet at home. 3) Daily warm-ups will be used by teachers to peek student's interest in math content. 4) Student conferencing during class & team time with a focus on math targets. 5) Faculty professional development training will be conducted as necessary.	1.1. 1) Teachers 2) Curriculum and Instruction Action Team. 2) RtI Action Team 3) Team -Up	1) Accelerated Math and Intensified Algebra for all Level 3. 2) Reports generated from Grade Cam 3) Teachers will use reports from Insight, Inform, and progress reports 4) Students are encouraged to use student self-reflection while completing tasks.	1) Compass Odyssey and Grade Cam reports. 2) Formative and summative assessments 3) Exit tickets used for teacher and student reflection. 4) Focus Walks “look for(s)” 5) Interactive tools from textbook for student use 6) Teachers will update progress monitoring tool and make necessary adjustments to instruction after each common assessment cycle.

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:	Increase scores by 25% on the 2012/13 FAA
2012 Current Level of Performance:	2013 Expected Level of Performance:
76% (2)	78% (2)

Problem-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	Level of Functioning Student Engagement Literacy	Lower level material fundamental skills Compass Odyssey	Ms. Simon Ms. Emery	Periodic quizzes Graded work Compass Odyssey	C.O. Reports Grades

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	The percentage of students making learning gains in mathematics will increase.
2012 Current Level of Performance:	2013 Expected Level of Performance:
62% (711)	72% (782)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	1.) Parents level of education and/or lack of involvement 2.) Staff /students computer literacy skills. 3.) Scheduling issues regarding student placement. 4.) Access to interactive textbooks on-line. 5.) Copy paper and toner supplies for Accelerated Math and Agile Mind	3A.1. 1) Use Intensive Math specifically for lower achieving students. These students will receive additional help and time via Compass Odyssey. 2) Increase teachers' use of technology, via computer labs and in class to access Compass Odyssey, Brain Pop, Agile Mind and Accelerated Math 3) Provide before and after school access to students (via labs) who do not have internet at home. 4) Daily warm-ups will be	) Teachers 2) Data and Technology Action Team. 3) RtI Action Team 4) Team -Up	1) The "Assessment Tracking Tool" will be very useful in monitoring the effectiveness of strategies. 2) Reports generated from Accelerated Math are also used. 3) Teachers will use reports from INFORM and OnCourse progress reports 4) Students are encouraged to use student self-reflection while completing tasks. 5) PLC collaboration using data from LSA baseline and post assessments.	3A.1. 1) Compass Odyssey and Accelerated Math reports. 2) Formative and summative assessments 3) Baseline and Post Tests provided by the district and loaded into Inform 4) Knowledge tickets used for teacher and student reflection. 5) Focus Walks "look for(s)"

1		used by teachers to peak students' interest in math content. 5) Student conferencing during class with a focus on math targets. 6) Faculty professional development training will be conducted as necessary. 7) Provide needed training for teachers on using Grade Cam, Accelerated Math and other classroom technologies. 8) Use AVID program and strategies to teach organizational and study skills. 9) Accelerated Math allows the students to progress at a rate appropriate for their mastery level.			6) Interactive tools from textbook for student use 7) Teachers will update progress monitoring tool and make necessary adjustments to instruction after each assessment period.
2					
3					

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	The percentage of students in the lowest 25% making learning gains in Mathematics will increase.

2012 Current Level of Performance:	2013 Expected Level of Performance:
58% (72)	63% (108)

Problem-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					
2	1) Past negative experiences in math. 2) Parents' level of education and/or lack of involvement 3) Staff /students computer literacy skills. 4) Scheduling issues regarding student placement. 5) Access to interactive textbooks on-line. 6) Copy paper and toner supplies for Accelerated Math and Agile Mind 7) Students' lack of confidence.	1) Use Intensive Math specifically for lower achieving students. These students will receive additional help and time via Compass Odyssey. 2) Increase teachers' use of technology, via computer labs and in class to access Compass Odyssey, Brain Pop, Agile Mind and Accelerated Math 3) Provide before and after school access to students (via labs) who do not have internet at home. 4) Daily warm-ups will be used by teachers to peak students' interest in math content. 5) Student conferencing during class with a focus on math targets. 6) Faculty professional development training will be conducted as necessary. 7) Provide needed training for teachers on using Grade Cam, Accelerated Math and other classroom technologies. 8) Use AVID program and	1) Teachers 2) Data and Technology Action Team. 3) RtI Action Team 4) Team -Up	1) The "Assessment Tracking Tool" will be very useful in monitoring the effectiveness of strategies. 2) Reports generated from Accelerated Math 3) Teachers will use reports from INFORM and OnCourse progress reports 4) Students are encouraged to use student self-reflection while completing tasks. 5) PLC collaboration using data from LSA baseline and post assessments.	1) Compass Odyssey and Accelerated Math reports. 2) Formative and summative assessments 3) Baseline and Post Tests provided by the district and loaded into Inform 4) Knowledge tickets used for teacher and student reflection. 5) Focus Walks "look for(s)" 6) Interactive tools from textbook for student use 7) Teachers will update progress monitoring tool and make necessary adjustments to instruction after each assessment period.
3					

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

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

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	All subgroups not making satisfactory progress in math will improve performance.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White:46% (747) Black:67% (179) Hispanic:38% (26) Asian:35% (9) American Indian:	White:40% (702) Black:62% (170) Hispanic:33% (25) Asian:30% (4) American Indian:

Problem-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					
2	1) Strong dislike of Math due to past experiences. 2) Parents' level of education and/or lack of involvement 3) Staff /students computer literacy skills. 4) Scheduling issues regarding student placement. 5) Access to interactive textbooks on-line. 6) Copy paper and toner supplies for Accelerated Math 7) Students' lack of confidence.	) Use Intensive Math specifically for lower achieving students. These students will receive additional help and time via Compass Odyssey. 2) Increase teachers' use of technology, via computer labs and in class to access Compass Odyssey, Brain Pop, and Accelerated Math 3) Provide before and after school access to students (via labs) who do not have internet at home. 4) Daily warm-ups will be used by teachers to peak students' interest in math content. 5) Student conferencing during class with a focus on math targets.	1) Teachers 2) Data and Technology Action Team. 3) RtI Action Team 4) Team -Up	) The "Assessment Tracking Tool" will be very useful in monitoring the effectiveness of strategies. 2) Reports generated from Accelerated Math 3) Teachers will use reports from INFORM and OnCourse progress reports 4) Students are encouraged to use student self-reflection while completing tasks. 5) PLC collaboration using data from LSA baseline and post assessments.	1) Compass Odyssey and Accelerated Math reports. 2) Formative and summative assessments 3) Baseline and Post Tests provided by the district and loaded into Inform 4) Knowledge tickets used for teacher and student reflection. 5) Focus Walks "look for(s)" 6) Interactive tools from textbook for student use 7) Teachers will update progress monitoring tool and make necessary adjustments to instruction after each assessment period.
3					

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	30% of our ELL students will be proficient in Mathematics
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (2 out of 8) are proficient	30% (3 out of 8) are expected to be proficient

Problem-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	5C.1. Students not enrolled in a math safety net	5C.1.* Enroll ELL students will a Level 2 or lower on the Math FCAT in Intensive Math	5C.1. AP Curriculum Teacher Counselor	5C.1.* Review grades in Intensive Math and standard math class regularly	5C.1.* Compass Odyssey
2	NA	NA	NA	NA	NA

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:	Decrease the percentage of students with Disabilities that are not making satisfactory progress in mathematics
2012 Current Level of Performance:	2013 Expected Level of Performance:
70% (76)	60% (69)

Problem-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					
2	Time Level of functioning	Accelerated Math Compass Odyssey Extra practice Tutoring	Teachers Team Up RtI Action Team	Reports from A.M. and C.O. Self reflections	Baselines Reports from C.O. and A.M.
3					

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	Economically Disadvantaged students who are not making satisfactory progress in math will improve performance.
2012 Current Level of Performance:	2013 Expected Level of Performance:

60% (584)	50% (526)

Problem-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) Strong dislike for Math due to past experiences. 2) Parents' level of education and/or lack of involvement 3) Staff /students computer literacy skills. 4) Scheduling issues regarding student placement. 5) Access to interactive textbooks on-line. 6) Copy paper and toner supplies for Accelerated Math 7) Students' lack of confidence.	1) Use Intensive Math specifically for lower achieving students. These students will receive additional help and time via Compass Odyssey. 2) Increase teachers' use of technology, via computer labs and in class to access Compass Odyssey, Brain Pop, and Accelerated Math 3) Provide before and after school access to students (via labs) who do not have internet at home. 4) Daily warm-ups will be used by teachers to peak students' interest in math content. 5) Student conferencing during class with a focus on math targets. 6) Faculty professional development training will be conducted as necessary. 7) Provide needed training for teachers on using Grade Cam, Accelerated Math and other classroom technologies. 8) Use AVID program and strategies to teach	1) Teachers 2) Data and Technology Action Team. 3) RtI Action Team 4) Team -Up	1) The "Assessment Tracking Tool" will be very useful in monitoring the effectiveness of strategies. 2) Reports generated from Accelerated Math 3) Teachers will use reports from INFORM and OnCourse progress reports 4) Students are encouraged to use student self-reflection while completing tasks. 5) PLC collaboration using data from LSA baseline and post assessments.	1) Compass Odyssey and Accelerated Math reports. 2) Formative and summative assessments 3) Baseline and Post Tests provided by the district and loaded into Inform 4) Knowledge tickets used for teacher and student reflection. 5) Focus Walks "look for(s)" 6) Interactive tools from textbook for student use 7) Teachers will update progress monitoring tool and make necessary adjustments to instruction after each assessment period.
2					
3					

End of Middle School Mathematics Goals

Algebra End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	Students scoring at Achievement Level 3 in Algebra will increase.
2012 Current Level of Performance:	2013 Expected Level of Performance:
62% (158)	67% (166)

Problem-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	) Poor study habits 2) Lack of confidence 3) Parents level of education and/or lack of involvement 4) Staff/students computer literacy skills 5) Scheduling issues regarding student placement 5) Access to internet (textbooks on-line, odyssey, FCAT explorer, gizmos…)	1) Schedule students in Intensive Algebra 2) Implement the use of Accelerated Math in all classrooms 3) Use Team-Up specifically for lower achieving students. These students will receive additional help and time via Compass Odyssey as well as tutoring. 4) Increase teachers' use of technology, via computer labs and in class to access Compass Odyssey, Brain Pop, Grade Cams and other tech programs. 5) Provide before and after school access to students (via labs) who do not have internet at home. 6) Implement a school-wide notebook modeled after the AVID notebook for all students	1) Teachers 2) Curriculum and Instruction Action Team. 2)3RTI Action Team	1) Teachers will meet weekly in their PLC's to discuss content strengths and weaknesses. 2) Teachers will use reports generated from Insight, Accelerated Math, and other tech programs to determine next steps. 3) Students are encouraged to use student self-reflection while completing tasks. 4) Intensive Algebra teacher observation and input.	1) Accelerated Math and Compass Odyssey reports 2) District developed baseline and posttests 3) Exit tickets used for teacher and student reflection. 4) Focus Walks "look for(s)" 5) Interactive tools from textbook for student use

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	The number of students scoring at or above Achievement Levels 4 and 5 in Algebra 1 will increase as measured by NGSSS/CC standards.
2012 Current Level of Performance:	2013 Expected Level of Performance:
24% (38)	29% (40)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	1) Poor study habits	1) Schedule students in Intensive Algebra	1) Teachers	1) Teachers will meet weekly in their PLC's to	1) Accelerated Math and Compass

1	2) Lack of confidence 3) Parents level of education and/or lack of involvement 4) Staff/students computer literacy skills 5) Scheduling issues regarding student placement 5) Access to internet (textbooks on-line, odyssey, FCAT explorer, gizmos…)	2) Implement the use of Accelerated Math in all classrooms 3) Use Team-Up specifically for lower achieving students. These students will receive additional help and time via Compass Odyssey as well as tutoring. 4) Increase teachers' use of technology, via computer labs and in class to access Compass Odyssey, Brain Pop, Grade Cams and other tech programs. 5) Provide before and after school access to students (via labs) who do not have internet at home. 6) Implement a school-wide notebook modeled after the AVID notebook for all students	2) Curriculum and Instruction Action Team. 2)3RTI Action Team	discuss content strengths and weaknesses. 2) Teachers will use reports generated from Insight, Accelerated Math, and other tech programs to determine next steps. 3) Students are encouraged to use student self-reflection while completing tasks. 4) Intensive Algebra teacher observation and input.	Odyssey reports 2) District developed baseline and posttests 3) Exit tickets used for teacher and student reflection. 4) Focus Walks "look for(s)" 5) Interactive tools from textbook for student use

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.			Algebra Goal # 3A :			
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:	Student subgroups not making satisfactory progress in Algebra 1 will decrease as measured by NGSS/CC
2012 Current Level of Performance:	2013 Expected Level of Performance:
White:38% (76) Black:48% (47) Hispanic:21% (4) Asian: N/A American Indian: N/A	White: 33% (72) Black:43% (45) Hispanic:16% (3) Asian: N/A American Indian: N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	1) Poor study habits 2) Lack of confidence 3) Parents level of education and/or lack of involvement	1) Schedule students in Intensive Algebra 2) Implement the use of Accelerated Math in all classrooms 3) Use Team-Up specifically for lower	1) Teachers 2) Curriculum and Instruction Action Team. 2)3RTI Action	1) Teachers will meet weekly in their PLC's to discuss content strengths and weaknesses. 2) Teachers will use	1) Accelerated Math and Compass Odyssey reports 2) District developed baseline and posttests

1	4) Staff/students computer literacy skills 5) Scheduling issues regarding student placement	achieving students. These students will receive additional help and time via Compass Odyssey as well as tutoring. 4) Increase teachers' use of technology, via computer labs and in class to access Compass Odyssey, Brain Pop, Grade Cams and other tech programs. 5) Provide before and after school access to students (via labs) who do not have	Team	reports generated from Insight, Accelerated Math, and other tech programs to determine next steps. 3) Students are encouraged to use student self-reflection while completing tasks. 4) Intensive Algebra teacher observation and input.	3) Exit tickets used for teacher and student reflection. 4) Focus Walks "look for(s)" 5) Interactive tools from textbook for student use

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:	ELL students who are not making satisfactory progress in Algebra will decrease as measured by CELLA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (3 out of 8) are not making satisfactory progress.	25% (2 out of 8) are expected to make satisfactory progress.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1) Poor study habits 2) Lack of confidence 3) Parents level of education and/or lack of involvement 4) Staff/students computer literacy skills 5) Scheduling issues regarding student placement 5) Access to internet (textbooks on-line, odyssey, FCAT explorer, gizmos…)	1) Schedule students in Intensive Algebra 2) Implement the use of Accelerated Math in all classrooms 3) Use Team-Up specifically for lower achieving students. These students will receive additional help and time via Compass Odyssey as well as tutoring. 4) Increase teachers' use of technology, via computer labs and in class to access Compass Odyssey, Brain Pop, Grade Cams and other tech programs. 5) Provide before and after school access to students (via labs) who do not have internet at home. 6) Implement a school-wide notebook modeled after the AVID notebook for all students	1) Teachers 2) Curriculum and Instruction Action Team. 2)3RTI Action Team	1) Teachers will meet weekly in their PLC's to discuss content strengths and weaknesses. 2) Teachers will use reports generated from Insight, Accelerated Math, and other tech programs to determine next steps. 3) Students are encouraged to use student self-reflection while completing tasks. 4) Intensive Algebra teacher observation and input.	1) Accelerated Math and Compass Odyssey reports 2) District developed baseline and posttests 3) Exit tickets used for teacher and student reflection. 4) Focus Walks "look for(s)" 5) Interactive tools from textbook for student use

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:	Students with Disabilities who are not making satisfactory progress in Algebra 1 will decrease as measured by NGSS/CC
2012 Current Level of Performance:	2013 Expected Level of Performance:
66% (23)	61% (22)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time Level of functioning	Accelerated Math Compass Odyssey Extra practice Tutoring	Teachers Team Up RtI Action Team	Reports from A.M. and C.O. Self reflections	Baselines Reports from C.O. and A.M.
2					
3					
4					
5					
6					
7					
8					

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:	Economically Disadvantaged students who are not making satisfactory progress in Algebra 1 as measured by the NGSS/CC
2012 Current Level of Performance:	2013 Expected Level of Performance:
59% (107)	54% (102)

Problem-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) Poor study habits 2) Lack of confidence 3) Parents level of education and/or lack of involvement	1) Schedule students in Intensive Algebra 2) Implement the use of Accelerated Math in all classrooms 3) Use Team-Up specifically for lower	1) Teachers 2) Curriculum and Instruction Action Team. 2)3RTI Action	1) Teachers will meet weekly in their PLC's to discuss content strengths and weaknesses. 2) Teachers will use	1) Accelerated Math and Compass Odyssey reports 2) District developed baseline and posttests

1	4) Staff/students computer literacy skills 5) Scheduling issues regarding student placement 5) Access to internet (textbooks on-line, odyssey, FCAT explorer, gizmos…)	achieving students. These students will receive additional help and time via Compass Odyssey as well as tutoring. 4) Increase teachers' use of technology, via computer labs and in class to access Compass Odyssey, Brain Pop, Grade Cams and other tech programs. 5) Provide before and after school access to students (via labs) who do not have internet at home. 6) Implement a school-wide notebook modeled after the AVID notebook for all students	Team	reports generated from Insight, Accelerated Math, and other tech programs to determine next steps. 3) Students are encouraged to use student self-reflection while completing tasks. 4) Intensive Algebra teacher observation and input.	3) Exit tickets used for teacher and student reflection. 4) Focus Walks "look for(s)" 5) Interactive tools from textbook for student use

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
1	1) Parents level of education and/or lack of involvement 2) Staff /students computer literacy skills. 3) Lack of computer lab to expose the students to the on-line testing environment 4) Access to interactive textbooks on-line.	1) Increase teachers' use of technology, via computer labs and in class to access Compass Odyssey, Brain Pop, Grade Cams and other tech programs. 2) Provide before and after school access to students (via labs) who do not have internet at home. 4) Daily warm-ups will be	1) Teacher 2) Curriculum and Instruction Action Team. 3) Administrator	1) Baseline and Post Testing will be very useful in monitoring the effectiveness of strategies. 2) Reports generated from Insight are also used. 3) Teachers will use reports from Limelight and OnCourse progress reports 4) Students are	1) Compass Odyssey and Grade Cam reports. 2) Formative and summative assessments 3) Knowledge tickets used for teacher and student reflection. 4) Focus Walks "look for(s)"

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:	Prepare this group to achieve a level 3 on their Geometry EOC
2012 Current Level of Performance:	2013 Expected Level of Performance:
54% (25)	64% (28)

Problem-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) Parents level of education and/or lack of involvement 2) Staff /students computer literacy skills. 3) Lack of computer lab to expose the students to the on-line testing environment 4) Access to interactive textbooks on-line.	1) Increase teachers' use of technology, via computer labs and in class to access Compass Odyssey, Brain Pop, Grade Cams and other tech programs. 2) Provide before and after school access to students (via labs) who do not have internet at home. 4) Daily warm-ups will be	1) Teacher 2) Curriculum and Instruction Action Team. 3) Administrator	1) Baseline and Post Testing will be very useful in monitoring the effectiveness of strategies. 2) Reports generated from Insight are also used. 3) Teachers will use reports from Limelight and OnCourse progress reports 4) Students are	1) Compass Odyssey and Grade Cam reports. 2) Formative and summative assessments 3) Knowledge tickets used for teacher and student reflection. 4) Focus Walks "look for(s)"

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 :

Baseline data 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 Geometry. Geometry Goal #3B:	Student subgroups who are not making satisfactory progress in Geometry will decrease as measured by the NGSS/CC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 45% (7) Black: 50% (1) Hispanic: DNA Asian: American Indian:	White: 40% (4) Black: 45% (1) Hispanic: DNA Asian: American Indian:

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	1) Parents level of education and/or lack of involvement 2) Staff /students computer literacy skills. 3) Lack of computer lab to expose the students to the on-line testing environment 4) Access to interactive textbooks on-line.	1) Increase teachers' use of technology, via computer labs and in class to access Compass Odyssey, Brain Pop, Grade Cams and other tech programs. 2) Provide before and after school access to students (via labs) who do not have internet at home. 4) Daily warm-ups will be used by teachers to peek student's interest in math content. 5) Student conferencing during class with a focus on math targets.	1) Teacher 2) Curriculum and Instruction Action Team. 3) Administrator	Baseline and Post Testing will be very useful in monitoring the effectiveness of strategies. 2) Reports generated from Insight are also used. 3) Teachers will use reports from Limelight and OnCourse progress reports 4) Students are encouraged to use student self-reflection while completing tasks.	2.1. 1) Compass Odyssey and Grade Cam reports. 2) Formative and summative assessments 3) Knowledge tickets used for teacher and student reflection. 4) Focus Walks "look for(s)" 5) Interactive tools from textbook for student use 6) Teachers will update progress monitoring tool and make necessary adjustments to instruction after each common assessment cycle.

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:	Students with Disabilities who are not making satisfactory progress in Geometry as measured by NGSS/CC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (2)	45% (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	1) Parents level of education and/or lack of involvement 2) Staff /students computer literacy skills. 3) Lack of computer lab to expose the students to the on-line testing environment 4) Access to interactive textbooks on-line.	1) Increase teachers' use of technology, via computer labs and in class to access Compass Odyssey, Brain Pop, Grade Cams and other tech programs. 2) Provide before and after school access to students (via labs) who do not have internet at home. 4) Daily warm-ups will be used by teachers to peek student's interest in math content. 5) Student conferencing during class with a focus on math targets. 6) Faculty professional development training will be conducted as necessary.	1) Teacher 2) Curriculum and Instruction Action Team.	1) Baseline and Post Testing will be very useful in monitoring the effectiveness of strategies. 2) Reports generated from Insight are also used. 3) Teachers will use reports from Limelight and OnCourse progress reports 4) Students are encouraged to use student self-reflection while completing tasks.	2.1. 1) Compass Odyssey and Grade Cam reports. 2) Formative and summative assessments 3) Knowledge tickets used for teacher and student reflection. 4) Focus Walks "look for(s)" 5) Interactive tools from textbook for student use 6) Teachers will update progress monitoring tool and make necessary adjustments to instruction after each common assessment cycle.

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:	Economically Disadvantaged students not making satisfactory progress in Geometry will decrease as measured by the NGSS/CC
2012 Current Level of Performance:	2013 Expected Level of Performance:
47% (2)	45%(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	1) Parents level of education and/or lack of involvement 2) Staff /students computer literacy skills. 3) Lack of computer lab to expose the students to the on-line testing environment 4) Access to interactive textbooks on-line.	1) Increase teachers' use of technology, via computer labs and in class to access Compass Odyssey, Brain Pop, Grade Cams and other tech programs. 2) Provide before and after school access to students (via labs) who do not have internet at home. 4) Daily warm-ups will be used by teachers to peek student's interest in math content. 5) Student conferencing during class with a focus on math targets. 6) Faculty professional development training will be conducted as necessary.	1) Teacher 2) Curriculum and Instruction Action Team.	1) Baseline and Post Testing will be very useful in monitoring the effectiveness of strategies. 2) Reports generated from Insight are also used. 3) Teachers will use reports from Limelight and OnCourse progress reports 4) Students are encouraged to use student self-reflection while completing tasks.	1) Compass Odyssey and Grade Cam reports. 2) Formative and summative assessments 3) Knowledge tickets used for teacher and student reflection. 4) Focus Walks "look for(s)" 5) Interactive tools from textbook for student use 6) Teachers will update progress monitoring tool and make necessary adjustments to instruction after each common assessment cycle.

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
No Data Submitted						

Mathematics Budget:

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

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

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	60% of all students in grade 8 will achieve proficiency 3+ on the 2013 FCAT Science Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
37% (148)	60% (252)

Problem-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					
2					
3	Lack of basic concepts by students in core areas.	1A.1. Teachers will use baseline results to pull in past concepts in current instruction. Begin vertical articulation earlier during the year. Utilize effective reading strategies in science concepts and skills. 1A.2. Teachers will meet in PLCs to discuss and	1A.1. Principal Assistant Principals Classroom Teachers 1A.2. Principal Assistant Principals Classroom Teachers	1A.1. Focused walkthroughs and observations by administration to document effective teaching. Achievement on pre & post tests as well as Benchmarks 1A.2. Focused walkthroughs and observations by administration to document effective teaching.	1A.1. Science Portfolios, Charting pre & post tests and teacher lesson plans 1A.2. Student work and INB Classroom walk through Student portfolios

		research appropriate labs, lessons, materials to teach essential questions. Utilize the 5E model of instruction, science lab activities and experiments on a regular basis		Achievements on pre & post tests as well as Benchmarks Portfolio monitoring to show grown in concepts taught	Teacher lesson plans

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	15% of all students in grade 8 will achieve proficiency 4+ on the 2013 FCAT Science Test
2012 Current Level of Performance:	2013 Expected Level of Performance:
9% (37)	15% (60)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1					
	Not fully implementing the 5E model of instruction	2A.1. Review the Essential Questions and use common assessments to be used by the team. PLC's will review common assessments	Principal Assistant Principal Teachers	Informal/Formal observations of lesson plans Pre-test evaluations Observation of INB	Pre & Post Tests Benchmarks INB checks

2		to determine direction of instruction. Modeling of 5E lessons Utilizing AVID strategies through Department meetings INB trainings through early release department meetings. PLC meetings to discuss and share ideas to increase the rigor in classrooms.			

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

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

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

Science Budget:

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

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	Increase the percentage of students achieving at least a 3 on the Writing FCAT
2012 Current Level of Performance:	2013 Expected Level of Performance:
85%(324)	90% (340)

Problem-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) Teachers' expectations not consistent across the board. 2). Using non-specific individual rubrics for scoring. 3). Lack of teacher modeling to better understanding. 3) Feedback and	1.) Develop school-wide specific rubric for grading. 2) Use writing strategies that are consistently taught across content areas. 3) Require writing strategies to be posted and referenced in all classrooms.	1) Action teams 2) Reading coach 3) All Classroom teachers 4) Instructional Coach 5.) Administrators	1) Data Tracking tool results from formal and informal assessments 2) Portfolio pieces. 3) Classroom observations 4) Students' own reflection as well as peer reviews. 5) Administrators	1) DTW and teacher assessments 2.) Student portfolios 3.) Student Data Tracking Tool

2	opportunities for practice limited.	4) Supply anchor papers and other written examples for student use. 5) Implementation of school-wide writing contests, with require 8th grade teachers to enter local/or national contests. 6.) Students must keep specific examples of the different types of writings in portfolio.		6) Contest Entries/recognition	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

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

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

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount

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

End of Writing Goals

Civics End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Civics. Civics Goal #1:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Civics. Civics Goal #2:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

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

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

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:	Decrease the number of students with 10 or more absences in a school year
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
95% (1188)	96% (1201)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
8% (104)	7% (88)
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
1% (13)	.05% (6)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1					
2	1) Recognizing the importance of attending school daily 2) Truancy meetings not attended by parents/students often 3) Students (and parents of students) who have been truant in the past do not have respect for the law regarding compulsory school attendance.	1) Use Parentlink daily to notify parents if students are absent or tardy. 2) During parent conferences, address any attendance issues that adversely affect academic performance. 3) Teachers should make contact with parents after 3 days of absences to verify that the parents are aware.	1) School Attendance Clerk 2) Assistant Principals of Student Services 3) House Secretaries 4) Guidance Counselors	1) Assistant Principals will make contact with parents of truant students 2) Guidance Counselors will keep a log of students for attendance issues 3) Guidance Counselors will facilitate AIT meetings with truant students, their parents, and the district truancy officer.	1) Ensure that teachers are taking attendance records accurately. 2) Teachers held accountable for failure to adhere to guidelines regarding attendance.

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

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

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

Attendance Budget:

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

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:	No more than 15% of students will have in-school or out-of-school suspensions for the 2011-2012 school year.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
35% (451)	15% (188)
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
465	372
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
173	138
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
173	138

Problem-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					
2					
3	1) Stakeholders often do not recognize the negative impact that any suspension has on academic performance 2) Apathy from students and parents regarding suspensions	1) Ensure that all stakeholders recognize that all suspensions from class may adversely impact academic achievement 2) Communicate with parents about potential negative impact of school suspensions. 3) Promote the use of ATOSS as a resource for parents when a student is assigned out-of –school suspension.	1) Assistant Principals for Student Services 2) House Secretaries 3) Guidance Counselors 4) SRO	1) Place students on contracts for monitoring when multiple In-School-Suspensions or Out-of –School Suspensions are assigned. 2) Monitor the number of suspensions through the use of the weekly Discipline Dashboard	1) Check to ensure that the number of suspensions is decreasing weekly during administrative meetings using the Discipline Dashboard. 2) The use of “House Referrals” as an intervention before disciplinary referrals are written.

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
Team Up Attendance Monitoring Standards Based	ALL ALL 6th & 7th	District Truancy Social worker Guidance Dept.	Team Up Coordinator /Teachers Guidance/ Administrator Guidance Counselor	Monthly Monthly Quarterly	Teachers will keep tracking sheets Guidance will schedule AIT mtgs. As needed. Standards Based Coordinator will keep data on progress of SBP students updated biweekly	Robin Harville Crooks, Eunice, Judge Crooks

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: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	Parent Involvement Goal #1: Increase parental membership and involvement with PTA and SAC meetings. As well as increase parental involvement with band, chorus, drama, and other school activities.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
377 (30%)	439 (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					
2	1.1. Lack of correct contact information in Genesis to contact parents for scheduled meetings. 1.2. Due to the reestablishment of PTA; recruiting parents that are willing to hold an office and be involved on the Board	1.1. Combine PTA and SAC meetings to bring parents to both events. Utilize School Messenger call system to inform parents of activities and parent meetings throughout the year. 1.2. Recruit parents during Student Orientation over the summer and during Open House.	1.1. Administrator PTA President SAC Chairperson	1.1. Verifying changes in contact information at PTA/SAC meetings and when parents pick-up students for early dismissal 1.2. Increase in parental attendance at monthly PTA/SAC meetings and school based activities	1.1. Parent participation in PTA/SAC activities. Sign-in attendance 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
Volunteer training	6-8	Volunteer Coordinator	School-wide	As Needed	Coordinator will report to administrator to discuss training outcomes	Administrator

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
No Data Submitted				

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

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

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

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:	Prepare students for the business workforce by way of strategically adhering to curriculum.

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	1.1. Lack of home access to computer technology.	1.1. Teacher will make available the use of their classroom computers before and during school.	1.1. Career and Technical Education teacher.	1.1. Exit Tickets to check for comprehension. Focus lessons	1.1. Applications Assessments. MOS Certification.
2	1.2. Lack of funding to purchase equipment for teacher/student use. 1.3. Student Absenteeism High	1.2. CTE Funding. School Based Funding. Apply for Grants. Donors Choose. 1.3. Parent/Teacher Conferences to determine possible solutions for this problem.	1.2. Career and Technical Education teacher & parent/guardian.	1.2. Applying for and following up requests. 1.3. Keeping and accurate attendance record. Exit tickets to check for comprehension.	

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
Business Keyboarding Business Applications I and Career Planning Business Applications II	6th 7th 8th	Sheela Allen Sheela Allen Sheela Allen	PLC PLC PLC	- Once Per Week - CTE- TDE - Collaboration w/ other CTE teachers outside of school. - Once Per Week - CTE- TDE - Collaboration w/ other CTE teachers outside of school. - Once Per Week - CTE- TDE - Collaboration w/ other CTE teachers outside of school.	Classroom Observations; Focus Walks, PLC Observations, Exit Slip Reviews; Common Lesson Plans and Common Assessment data, Common Lesson Observations; student grades and reflection logs Classroom Observations; Focus Walks, PLC Observations, Exit Slip Reviews; Common Lesson Plans and Common Assessment data, Common Lesson Observations; student grades and reflection logs Slip Reviews; Common Lesson Plans and Common Assessment data, Common Lesson Observations; student grades and reflection logs	Administrator Administrator Administrator

CTE Budget:

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

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

End of CTE Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

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

Differentiated Accountability

School-level Differentiated Accountability Compliance

( ) Priority ( ) Focus ( ) Prevent (•) NA

Are you a reward school: ( ) Yes ( ) No

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

No Attachment

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.

If NO, describe the measures being taken to Comply with SAC Requirement

Describe projected use of SAC funds	Amount
No data submitted	

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

AYP DATA

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

SCHOOL GRADE DATA

No Data Found

Duval School District OCEANWAY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	71%	60%	86%	56%	273	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%	63%			123	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	62% (YES)	66% (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					524	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Duval School District OCEANWAY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	71%	62%	90%	47%	270	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	67%	67%			134	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	67% (YES)	66% (YES)			133	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					537	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested