FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: RUTH OWENS KRUSE EDUCATION CENTER

District Name: Dade

Principal: Dr. Angel L. Rodriguez

SAC Chair: Mrs. Lorraine Schaub

Superintendent: Alberto Carvalho

Date of School Board Approval: pending

Last Modified on: 10/29/2012

Gerard Robinson, Commissioner
Florida Department of Education
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PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Dr. Angel L. Rodriguez	Biology Middle Grades School Principal Exceptional Student Education Ed.D. Organizational Leadership and Instructional Leadership	7	15	'12 '11 '10 '09 '08 School Grade N/G N/G N/G N/G N/G High Standards Rdg. N/A N/A N/A N/A N/A High Standards Math N/A N/A N/A N/A N/A Lrng Gains-Rdg. N/A N/A N/A N/A N/A Lrng Gains-Math N/A N/A N/A N/A N/A Gains-Rdg-25% N/A N/A N/A N/A N/A Gains-Math-25% N/A N/A N/A N/A N/A Note: As a Specialized Center school for EBD students the school is not graded
Assis Principal	Cathleen McGinnis	El Ed Gifted ESOL School Principal	1	15	'12 '11 '10 '09 '08 School Grade D C B A D High Standards Rdg No No No Yes No High Standards Math No No No Yes No Lrng Gains-Rdg No Yes Yes Yes No Lrng Gains-Math No Yes Yes Yes No Gains-Rdg-25% No Yes Yes Yes No Gains-Math-25% No Yes Yes Yes No

INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Summer Tie Shue	Emotionally Handicapped, (grades K - 12) Reading	9	2	'12 '11 '10 '09 '08 School Grade N/G N/G N/G N/G N/G High Standards Rdg. N/A N/A N/A N/A N/A High Standards Math N/A N/A N/A N/A N/A Lrng Gains-Rdg. N/A N/A N/A N/A N/A Lrng Gains-Math N/A N/A N/A N/A N/A Gains-Rdg-25% N/A N/A N/A N/A N/A Gains-Math-25% N/A N/A N/A N/A N/A

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Regular meetings of new teachers with the Administration	Principal	Aug- 2012 - June 2013	
2	2. Partnering new teachers with veteran staff	Assistant Principal	Aug- 2012 - June 2013	
3	3. Soliciting referrals from current employees	Principal	Aug- 2012 - June 2013	

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
Less than effective - 0 Out of Field – 10	Teachers are acquiring the necessary credentials to obtain certification or endorsements in the required areas.

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
48	0.0%(0)	10.4%(5)	31.3%(15)	58.3%(28)	47.9%(23)	100.0%(48)	8.3%(4)	6.3%(3)	31.3%(15)

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
Peggy Slott	Kathleen Smith	20 years experience with EBD populations	Weekly meetings; lesson collaboration; class observations

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

ROK will provide additional academic support services to ensure students requiring additional remediation are assisted through after-school Supplemental Educational Services (SES) programs and summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to secondary students. Curriculum Coaches Develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered “at risk;” assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school-wide program include an extensive Parental Program; Title I CHESS (as appropriate); Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

Migrant Liaison provides services and support to students and parents. The liaison coordinates with Title I and other programs to ensure student needs are met. The school provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met.

Title I, Part D

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

Title II

The District uses supplemental funds for improving basic education as follows:
• training to certify qualified mentors for the New Teacher (MINT) Program
• training for add-on endorsement programs, such as Reading, Gifted, ELL
• training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols

Title III

N/A

Title X- Homeless

ROK is aware of the Title X- Homeless provisions and refers any students and their family that are in need.
The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community. Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students.
The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
Project Upstart provides a homeless sensitivity and awareness campaign to all the schools-each school is provided a video and curriculum manual and a contest is sponsored by the homeless trust-a community organization.
Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
Project Upstart will be implementing a summer academic enrichment camp for students in four homeless shelters in the community.

The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.

Supplemental Academic Instruction (SAI)

This school will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

ROK offers a non-violence and anti-drug program to students that incorporate field trips, community service, and counseling.

Nutrition Programs

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

Housing Programs

N/A

Head Start

Head Start programs are co-located in several Title I schools and/or communities. Joint activities, including professional development and transition processes are shared. Through affiliating agreements, the Summer VPK program is provided at Head Start sites.

Adult Education

High school completion courses are available to all eligible ROK students in the evening based on the senior high school's recommendation. Courses can be taken for credit recovery, promotion, remediation, or grade forgiveness purposes.

Career and Technical Education

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

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

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

Readiness for postsecondary will strengthen with the integration of academic and career technical components and a coherent sequence of courses.

Job Training

A partnership with a nearby vocational skills center will provide students with a job skills program that will allow students the opportunity.
This will provide students the opportunity to learn how to create a resume, dress for success, and perform well during a job interview.

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The school's RtI leadership team is also known as the Leadership Cadre (LC). The LC is made up of Principal, Assistant Principal, clinicians, teacher leaders, student service personnel, and paraprofessionals. All students who attend ROK are SWD students.

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?

One hundred percent of the students who attend ROK are SWD requiring intensive instructional and behavioral support. Ongoing evaluation and assessment is conducted to address the individual needs of the students in addition to district wide progress monitoring. Decisions about the student's academic and behavioral needs are addressed through the IEP process. All members of the LC participate in all aspects of this process.

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

The RtI at ROK using the LC model will provide the valuable input in the development and implementation of the school improvement plan. The school's LC will meet with the Educational Excellence School Advisory Council (EESAC) and will help monitor the delivery of instruction and other intervention processes.

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.

With the assistance of the LC tiered data will be analyzed. This will include data from FCAT 2.0, Florida Alternate Assessment (FAA), End of Course (EOC), FAIR Assessment, Interim Assessments, and other site based diagnostic and formative assessments. Student behaviors will be monitored through the use of functional assessments of behavior (FAB) and behavior intervention plans (BIP). The data obtained will assist in adjusting the delivery of instruction to meet specific needs of the students.

Describe the plan to train staff on MTSS.

District Professional Development (PD) will be provided to train the member of the LC. The entire staff will receive ongoing support from the LC throughout the school year.

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Angel L. Rodriguez. Principal
Cathleen McGinnis, Assistant Principal
Anna Mendez-Londono, Program Specialist
Summer Tie Shue, Reading Coach
Roger Griffin, Elective Dept. Chair
Lorraine Schaub, LA Dept. Chair
Adriel Lantigua, Math Dept. Chair
Nora Lopez-Pena, SS Dept. Chair
Kieaita Brown, Science Dept. Chair
Tiffany Jones, Elem. Team Leader
Teresa Carey, Middle School Team Leader
Joy Anteen, High School Team Leader
Karen Betancourt, Special Diploma Team Leader
Carmen-Fernandez-Valle, STRIVE Team Leader
Rita Duren, Staffing Specialist
Christie Castellano, Clinical Social Worker
Roy Corley, Paraprofessional
Cindy Boza, Principal's Secretary
Annette Waring, Cafeteria Manager
Aurora Torres, Head Custodian

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

The principal selects a cross section of the highly qualified faculty and administration to meet monthly to discuss and create a school-wide focus on literacy and reading achievement. The principal actively participates by cultivating the vision and supporting the Literacy Leadership Team by providing convenient meeting times, Master Plan Points and necessary resources. The reading coach serves as a member of the team to guarantee fidelity of implementation of the K-12 CRRP, while providing motivation, conferencing with teachers and administrators and conducting professional development throughout the school year.

The principal will promote the Reading Literacy Team (RTL) as an integral part of the school literacy reform to promote a culture of reading by: • including representation from all curricular areas on the RLT •selecting team members who are skilled and committed to improving literacy • offering professional growth opportunities for team members •creating a collaborative environment that fosters sharing and learning •developing a school wide organizational model that supports literacy instruction in all classes •encouraging the use of data to improve teaching and student achievement

The principal selects team members for the Reading Leadership Team (RLT) based on a cross section of the faculty and administrative team that represents highly qualified professionals who are interested in serving to improve literacy instruction across the curriculum. The Reading Coach must be a member of the Reading Leadership Team. The team will meet monthly throughout the school year. School Reading Leadership Teams may choose to meet more often. Additionally, the principal may expand the RLT by encouraging personnel from various sources such as District and Regional support staff to join.

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

The major initiatives of the Literacy Leadership Team will be to promote a school-wide focus on literacy and reading achievement. Staff will focus instruction using the Next Generation Sunshine State Standards as aligned with the CRRP and the Florida Alternate Assessment Next Generation Access Points that will be monitored by administration.
The major initiatives will also involve reviewing progress monitoring data at the grade level and classroom level to identify students who are meeting or exceeding benchmarks and students at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the LLT will identify professional development and resources needed to (1) enhance the academic performance of those students at moderate or high risk and (2) provide enrichment for students meeting or exceeding benchmarks. The LLT will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The LLT will further facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

Public School Choice

Supplemental Educational Services (SES) Notification
View uploaded file (Uploaded on 10/9/2012)

*Elementary Title I Schools Only: Pre-School Transition

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

Title I Administration assists the school by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adults. In selected school communities, the Title I Program further provides assistance for preschool transition through the Home Instruction for Parents of Preschool Youngsters (HIPPY) Program. HIPPY provides in-home training for parents to become more involved in the educational process of their three- and four-year old children.

*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.

Title I Administration assists the school by providing supplemental funds beyond the State of Florida funded programs. Funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. This will assist with providing 6-12 grade students with a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adults. Reading instruction is incorporated into core and elective classes through the implementation of the Next Generation Sunshine State Standards and Alternate Assessment Next Generation Access Points.

*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?

Title I Administration assists the school by providing supplemental funds beyond the State of Florida funded programs. Funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. This will assist with providing high school students with a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adults. Students are offered applied and integrated courses in Careers and Computers that assist them in preparing for post secondary studies.

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?

Students academic and career planning is a collaborative effort with the South Dade Skills Center, Project Victory and Project Search. Our school curriculum paired with the work experience and training received through these other programs gives them exposure to a variety of fields of study that meet the interests of our students.

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

The school issues both standard and special diplomas to students who successfully complete all required courses. Ruth Owens Kruse' Educational Center's graduates complete college prep curriculum, are enrolled in Algebra I course before 9th grade, and complete at least one level 3 high school math course. Historically, student grades and scores are below the district and State averages. Additionally, students are offered applied and integrated courses in Careers and Computers that assist them in preparing for post secondary studies. Partnerships with Glades Middle, Miami Killian Senior, South Dade Skills Center, Project Victory and Project Search help offer career preparation and work-related experiences in a variety of fields.

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The results of the 2012 FCAT 2.0 Reading Assessment indicate that 5% of students achieved level 3 proficiency. Our goal for the 2012-13 school year is to increase level 3 student proficiency by 18 percentage points to 23%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
5% (4)	23% (17)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2011 FCAT Reading Assessment was Reporting Category 1 Vocabulary. Students are in need of the necessary tools to be successful in using context clues, advanced word meanings and relationships and determining multiple meanings in context.	During the Comprehensive Literacy Block students will engage in activities that build vocabulary through implementation of Daily Vocabulary Development Strategies.	MTSS Leadership Team, Literacy Leadership Team, Department Chairs	Bi-weekly assessments focusing on word meanings and relationship, context clues and multiple meanings.	Formative: Bi-weekly mini-assessments, Quarterly district interim assessments Summative: 2013 FCAT 2.0 Reading Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	The results of the 2012 FAA Reading Assessment indicate that 31% of students achieved level 4,5, & 6 proficiency. Our goal for the 2012-13 school year is to maintain level proficiency at 31%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
31% (14)	31% (14)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	The area of deficiency as noted on the 2012 FAA administration was content standard: Reading Process,	Students will be provided opportunities to read a variety of texts that help a reader gain an understanding of what is	MTSS Leadership Team, Principal, Literacy Leadership Team, Department Chairperson	Monthly Literacy Leadership Team Reviews; Classroom walkthroughs; Lesson plan check	Formative: Student work portfolios, formal and informal assessments,

1	Comprehension. FAA students demonstrated difficulty in the reading process including determining the main idea or essential message in text, identifying explicit cause/effect relationships in stories	being read using modifications such as auditory tapes or web-based text. Some students will learn to access literature through traditional reading (comprehending written text), and others will gain access through shared or recorded literature, specially designed text, or the use of technology. Students will be guided to use background knowledge of the subject and text features (e.g. title, illustrations, graphics, table of contents, headings) to make and confirm predictions of content of reading selections, identify persons, objects, actions, and settings in read-aloud narrative and informational text., use the who, what, where, when, how, and what happened. method to determine relevant details and facts, and use graphic organizers (to identify main idea, author's purpose) such as Content Frame QAR (Question, Answer, Relationship) Problem solving, graphic organizers, One sentence summarizers, Story maps, & Author's intent chart			sample work products, teacher observational data. Summative: 2013 FAA

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The results of the 2012 FCAT 2.0 Reading Assessment indicate that 0% of students achieved levels 4 & 5. Our goal for the 2012-2013 school year is to increase and maintain the level 4 and 5 student proficiency by 8 percentage points to 8%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (1)	8% (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
	Reporting Category 1 Vocabulary. Students lack the necessary tools to be successful in using context clues, advanced word meanings and	During the Comprehensive Literacy Block students will engage in activities that build vocabulary through implementation of Daily Vocabulary Development	MTSS Leadership Team, Administration, Literacy Leadership Cadre Team, and Department Chairs	Bi-weekly assessments focusing on word meanings and relationship, context clues and multiple meanings	Formative: Weekly mini-assessments , Quarterly district interim assessments Summative: 2013

1	relationships and determining multiple meanings in context.	Strategies. Use of real-world documents such as, how to articles, brochures, fliers, and websites will be use to increase vocabulary.			FCAT 2.0 Reading Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	The results of the 2012 FAA Reading Assessment indicate that 64% of students scored at or above Level 7. Our goal for the 2012-2013 school year is to maintain the Level 7 or above student proficiency at64%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
64%(29)	64%(29)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 FAA administration was content standard Literary Analysis. Students demonstrated difficulty identifying, analyzing, and applying knowledge of story elements of fiction, nonfiction, informational, and expository texts to demonstrate an understanding of the information presented. Students also demonstrated difficulty with identifying literary devices, story elements, theme, similarities and differences in characteristics of various genres of literature & differences in vocabulary and language used in contemporary and historical texts.	The following instructional strategies will be utilized to support Literary Analysis. Students will be provided many opportunities to read a wide variety of texts including fiction, nonfiction, on-line, informational, internet resources, & instructional manuals. They will be guided to read fiction, poetry, drama, nonfiction, and informational text to: locate specific information provided in text features (e.g. table of contents, charts, subheadings, and maps, text styles, index, glossary), organize information to show an understanding (e.g. using graphic organizers, guided retelling), identify basic characteristics of variety of nonfiction text (e.g. reference materials, dictionary, newspaper, magazines, instructions, manuals with diagrams), use information from nonfiction text to identify the main idea and supporting details, identify story elements (e.g. character, setting, plot, problem/ solution, tone) in stories and drama, identify examples	MTSS Leadership Team, Principal, Literacy Leadership Team, SPED Department Chairperson	Monthly Literacy Leadership Team Reviews	Monthly review of student work portfolios, formal and informal assessments, sample work products, teacher observational data. Summative: 2013 FAA

		of literary devices (e.g. figurative language, illustrations, fonts, word placement) that convey meaning in poetry, & identify examples of literary devices (expression, tone) in literature. Students will use assistive devices like: Events and Reactions Chart Text Feature Charts Mood words Text feature chart Narrative Arch Turning Point Graphic Character charts Readers Theatre			

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The results of the 2012 FCAT 2.0 Reading Assessment indicate that 43% of students made Learning Gains in reading. Our goal for the 2012-2013 school year is to increase students making Learning Gains in reading proficiency by 10 percentage points to 53%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
43% (18)	53% (23)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Reporting Category 3 Vocabulary. Students lack the necessary tools to be successful in using context clues, advanced word meanings and relationships and determining multiple meanings in context.	During the Comprehensive Language Arts classes students will engage in activities that build vocabulary through implementation of Daily Vocabulary Development Strategies.	MTSS Leadership Team, Literacy Leadership Team, Department Chairs	Bi-weekly assessments focusing on word meanings and relationship, context clues and multiple meanings	Formative: Bi-weekly mini-assessments, District interim data assessments Summative: 2013 FCAT 2.0 Reading Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	The results of the 2012 FAA Reading Assessment indicate that 62% of students made learning gains. Our goal for the 2012-2013 school year is to increase the number of students making learning gains by 6 percentage points to 67%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
62% (16)	67% (17)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FAA was content standard Vocabulary in the Reading Process. Students demonstrated difficulty using multiple strategies to develop grade appropriate vocabulary, listen to, read, and discuss stories and informational text, identifying the correct meaning of a word with multiple meanings in context, determine the meaning of a word with multiple meanings (e.g. homographs) in text, use phonics skills to decode unknown words, determine the meaning of unknown words using a dictionary and digital tools.	Students will be provided opportunities to listen to, read, and discuss a variety of text, use context clues and graphics to determine the meaning of unknown words, identify new vocabulary that is introduced and taught directly, categorize key vocabulary, recognize and use prefixes, suffixes, and root words, identify word relationships (e.g. common analogies) and their meaning. The following strategies and graphic organizers will be used to assist with vocabulary development: Context Clue method, Concept of Definition Maps, Frayer model, Word-Learning Strategies, Contextual Analysis, Read-Aloud Method, Semantic Feature Analysis, Semantic Maps, Word-Meaning Recall, Greek and Latin Root Words, and Morphemic Analysis, Word Arrays, Multiple Meaning Chart, Isabel Beck's Three Tiered Vocabulary, and Spectrum of a Word Method.	MTSS Leadership Team, Principal, Literacy Leadership Team, Department Chairperson	Monthly Literacy Leadership Team Reviews of portfolios & student work.	Student work portfolios, formal and informal assessments, sample work products, teacher observational data. Summative: 2013 FAA

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	The results of the 2012 FCAT 2.0 Reading Assessment indicate that 51 % of students in Lowest 25% made learning gains in reading. Our goal for the 2012-2013 school year is to increase percentage of students in Lowest 25% making learning gains in reading by 10 percentage points to 61%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
51% (NA)	61% (NA)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	The area of deficiency as noted on the 2012 FCAT 2.0 Reading Assessment was Reporting Category 1 Vocabulary. Students lack the	Language Arts classes will include: vocabulary word maps; word walls; personal dictionaries; instruction in different levels of content-specific	MTSS Leadership Team, Literacy Leadership Team, Department Chairs	Bi-weekly assessments focusing on word meanings and relationship, context clues and multiple meanings.	Formative:Weekly mini-assessments, District interim assessments Summative: 2013

1	necessary tools to be successful in using context clues, advanced word meanings and relationships and determining multiple meanings in context.	words (shades of meaning); reading from a wide variety of texts; instruction in differences in meaning due to context; and engaging in affix or root word activities.			FCAT 2.0 Reading Assessment

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

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

Reading Goal #

5A : Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading Performance Target will increase proficiency by 26 percentage points to 63% by 2016.

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	42	48	53	58	63	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	The results of the 2012 FCAT 2.0 Reading Assessment indicates that 41% of the White, 45% of the Black, & 40% of the Hispanic students achieved proficiency. Our goal is to increase student proficiency by 2%, 6%, & 9% percentage points respectively to attain 43% for White students, 51% for Black students, & 49% for Hispanic students.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 41% (6) Black: 45% (9) Hispanic: 40% (16)	White: 43% (6) Black: 51% (11) Hispanic: 49% (20)

Problem-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	Scores indicate that the Black & Hispanic students struggled with complex texts. Reporting Category 1 Vocabulary was a clear area of deficiency. Students lack the necessary skills using context clues, advanced word meanings and relationships and determining multiple meanings in context.	During the Comprehensive Language Arts classes identified students will engage in activities that build vocabulary through implementation of Daily Vocabulary Development Strategies.	MTSS Leadership Team, Literacy Leadership Team, Department Chairs	Bi-weekly assessments focusing on word meanings and relationship, context clues and multiple meanings	Formative: Bi-weekly mini-assessments, Quarterly District interim assessments Summative: 2013 FCAT 2.0 Reading Assessment

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	N/A

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

Problem-Solving Process to Increase Student Achievement

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

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	The results of the 2012 FCAT 2.0 Reading Assessment indicate that 42% of the students in the subgroup Students with Disabilities (SWD) achieved proficiency. Our goal is to increase student proficiency by 6 percentage points to 48%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
42% (32)	48% (36)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency was Reporting Category 1 Vocabulary. Students lack the necessary tools to be successful in using context clues, advanced word meanings and relationships and determining multiple meanings in context.	During the Comprehensive Literacy Block students will engage in activities that build vocabulary through implementation of Daily Vocabulary Development Strategies.	MTSS Leadership Team, Literacy Leadership Team, Department Chairs	Bi-weekly assessments focusing on word meanings and relationship, context clues and multiple meanings	Formative: Bi-weekly mini-Assessments, District interim assessments Summative: 2013 FCAT Reading Assessment

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	The results of the 2012 FCAT 2.0 Reading Assessment indicate that 42% of the students in the subgroup Economically Disadvantaged achieved proficiency. Our goal is to increase student proficiency by 6 percentage points to 48%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
42% (26)	48% (30)

Problem-Solving Process to Increase Student Achievement

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

1	The area of deficiency as noted on the 2012 FCAT 2.0 Reading Assessment was Reporting Category 1 Vocabulary. Students lack the necessary tools to be successful in using context clues, advanced word meanings and relationships and determining multiple meanings in context.	During the Comprehensive Literacy Block students will engage in activities that build vocabulary through implementation of Daily Vocabulary Development Strategies.	MTSS Leadership Team, Literacy Leadership Team, Department Chairs	Bi-weekly assessments focusing on word meanings and relationship, context clues and multiple meanings	Formative: Biweekly mini-assessments, District interim assessments Summative: 2013 FCAT 2.0 Reading Assessment

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

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

PD Content / Topic and / or PLC Focus	Grade Level / Subject	PD Facilitator and / or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up / Monitoring	Person or Position Responsible for Monitoring
Vocabulary Development	1-12	Reading Coach Language Arts Department Chair	Grade 1-12 Language Arts Teachers	Early Release PD Days: 10/25/12, 12/13/12, 1/17/13, 2/14/13, 5/2/13 Department Meetings beginning 9/4/12 through 6/4/13	Monthly grade level planning sessions/classroom walkthroughs	Administrator Reading Coach Language Arts Department Chair
Reading Application with content focus on main idea, inferences and relevant details.	1-12	Reading Coach Language Arts Department Chair	Grade 1-12 Language Arts Teachers	Monthly Department Meetings beginning 9/4/12 through 6/4/13	Monthly review of teacher sign in logs from monthly department meetings	Administrator Reading Coach Language Arts Department Chair
District Best Practices Leadership Training	Elementary, Middle, Senior	District Staff	Reading Coach, Grade Level Representatives	Quarterly PD sessions beginning Sept 2012 through June 2013	Monthly sharing at Department Meetings; classroom walkthroughs	Administrators

Reading Budget:

Evidence-based Program(s) / Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Supplemental software program	SuccessMaker	Title 1 through District	$2,000.00
			Subtotal: $2,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Use of computers to support instruction	10 new desktop computers and 15 Netbooks	Title 1	$7,500.00
			Subtotal: $7,500.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount

School-developed PD	Online and district materials	Local discretionary	$500.00
			Subtotal: $500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $10,000.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	ELL students must continue to receive intensive instruction to increase listening & speaking skills.
2012 Current Percent of Students Proficient in listening/speaking:	
NA	

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the CELLA Assessment was Listening/Speaking. ELL Students lack the necessary tools to be successful in using context clues, advanced word meanings and relationships and determining multiple meanings in context.	During the Comprehensive Literacy Block, ELL students will engage in activities that build vocabulary and listening comprehension skills. Daily vocabulary development and read-alouds will be beneficial.	MTSS Leadership Team, Literacy Leadership Team, Department Chairs	Bi-weekly assessments focusing on word meanings and relationship, context clues and multiple meanings.	Formative: Bi-weekly mini-assessments, District quarterly interim assessments Summative: 2013 FCAT 2.0 Reading Assessment

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:	ELL students must receive intensive instruction to increase reading comprehension skills.
2012 Current Percent of Students Proficient in reading:	
NA	

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	The greastest area of deficiency as noted on the CELLA Assessment was reading comprehension. ELL Students struggle using context clues, advanced word meanings and relationships and determining multiple meanings in context	During the Comprehensive Literacy Block ELL students will engage in activities that build comprehension through think-pair-share and classroom discourse.	MTSS Leadership Team, Literacy Leadership Team, Department Chairs	Bi-weekly assessments focusing on word meanings and relationship, context clues and multiple meanings.	Formative: Bi-weekly mini-assessments , District interim assessments Summative: 2013 FCAT 2.0 Reading Assessment

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	ELL students must receive intensive instruction to increase writing skills.
2012 Current Percent of Students Proficient in writing:	
NA	

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students struggle with understanding of the 4 elements of writing in English: focus, organization, support, and conventions.	During the Comprehensive Literacy Block ELL students will engage in activities that build vocabulary and promote the development of writing skills through daily journal writing and proofing their own work.	MTSS Leadership Team, Literacy Leadership Team, Department Chairs	Bi-weekly assessments focusing on word meanings and relationship, context clues and multiple meanings.	Formative: Bi-weekly mini-assessments and Quarterly district interim assessments Summative: 2013 FCAT 2.0 Reading Assessment

CELLA Budget:

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

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

End of CELLA Goals

Elementary School Mathematics Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	The result of the 2012 FCAT 2.0 Mathematics test indicates 4% of the students achieved Level 3 proficiency. Our goal for the 2012 school year is to increase Level 3 student proficiency by 13 percentage points to 17%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
4% (2)	17% (9)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Grade 3: Students struggle with fractions Grade 4: Students struggle with base ten and fractions Grade 5: Students struggle with expressions, equations, and statistics	Use manipulatives in tandem with hands-on activities to reinforce measurement concepts. Students will be given opportunities to explain and justify procedures for add, subtract, multiply, use fractions and integers. Students will use number lines and circle graphs to model the concept of dividing fractions as well as mixed numbers. Students will be given opportunities to develop exploration and inquiry activities to increase number concepts and apply to solve real-life problems.	MTSS Leadership Team, Literacy Leadership Team, Department Chairs	Quarterly review of District interim assessment data reports to ensure progress is being made and adjust instruction as needed. Monthly department meetings to obtain teacher feedback on effectiveness of manipulative usage with students.	District Baseline and interim data assessment reports. Student authentic work. Summative: Results from 2013 FCAT 2.0 Mathematics Assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	An analysis of the 2012 FAA Mathematics Test data indicate that 42% of students' achieved at levels 4, 5, and 6 in mathematics. The goal for the 2012-2013 school year is to increase the percentage of students achieving at levels 4, 5, and 6 by 5 percentage points to 47%
2012 Current Level of Performance:	2013 Expected Level of Performance:
42% (19)	47% (21)

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	Big Idea 1(NUMBER OPERATIONS) is an area of deficiency. Students demonstrated difficulty identifying, analyzing, and applying knowledge of recalling multiplication facts and related division facts with whole number multiplication.	Students will be provided with instructional support needed to develop quick recall of addition facts and related subtraction facts, and multiplication and related division facts, and fluency with multi-digit addition and subtraction, and multiplication and division of whole numbers, as well as addition and subtraction of fractions and decimals.	MTSS Leadership Team, Administration, Math Departmental Chairperson, and Program Specialist	Monthly monitoring of student portfolios, lesson plans, and data derived from computer-based programs to measure progress and make instructional adjustments as needed.	Formative: Bi-weekly mini-assessment using Learning Today (Smart Tutor). Summative: 2013 Florida Alternate Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	The results of the 2012 FCAT 2.0 Mathematics test indicate the 0% of students achieved proficiency (Level 4 and 5). Our goal is to increase the student proficiency by 6 percentage points to 6%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	6% (3)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Grade 3: greatest deficiency is fractions Grade 4: greatest deficiency is in base ten and fractions Grade 5: greatest deficiency is expressions, equations, and statistics	Students will be given the opportunity to explain and justify procedures for add, subtract, multiply fractions, integers. Students will use number lines and circle graphs to model the concept of dividing fractions as well as mixed numbers. Students will be given opportunities to develop exploration and inquiry activities to maintain and increase understanding of skills through hands-on experiences with grade-level appropriate number concepts and apply to solve real-life problems.	MTSS Leadership Team, Literacy Leadership Team, Department Chairs	Quarterly review of classroom assignments and assessments that target application of the skills taught	Formative: Student authentic work, monthly assessments ; Quarterly District Baseline and interim data assessment reports Summative: Results from 2013 FCAT 2.0 Mathematics Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	An analysis of the 2012 FAA Mathematics Test data indicate that 51% of students' achieved at or above level 7 in mathematics. The goal for the 2012-2013 school year is to increase the percentage of students achieving at level 7 by 3 percentage points to 54%.

2012 Current Level of Performance:	2013 Expected Level of Performance:
51% (21)	54% (24)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Big Idea 3 is an area of deficiency. Students had difficulty identifying, analyzing, and relating to two-dimensional shapes.	Students will be provided with opportunities to engage in appropriate activities that promote the composing and decomposing of; describing, analyzing, comparing, and classifying; and building, drawing, and analyzing models that develop measurement concepts and skills through experiences in analyzing attributes and properties of two-and three-dimensional shapes/objects.	MTSS Leadership Team, Administration, Math Departmental Chairperson, and Program Specialist	Monthly monitoring of student Portfolios, teacher lesson plans, and data derived from computer-based programs to measure progress and make instructional adjustments as needed.	Formative: Bi-weekly mini-assessments. Summative: 2013 Florida Alternate Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	On the 2012 FCAT 2.0 Mathematics Test 57% of students made learning gains. Our goal for the 2012-2013 school year is to provide appropriate interventions, remediation and enrichment opportunities in order to increase the percentage of students making learning gains by 10 percentage points to 67%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
57% (21)	67% (25)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need to have more time in class to analyze tables, graphs and equations to describe linear functions and other simple relations is Algebraic Thinking.	Provide students with opportunities to construct and analyze tables, graphs and equations to describe linear functions and other simple relations using both common language and algebraic notation. Use hands-on experiences to facilitate the conceptual learning and understanding of algebraic concepts and apply the learning to solve real-world problems; hands-on experiences should	MTSS Leadership Team, Literacy Leadership Team, Department Chairs	Quarterly review District Interim Assessments to adjust instruction as needed to ensure progress is being made and students are making learning gains. Monthly grade level discussions to attain teacher feedback on effectiveness of strategy.	Formative: Bi-weekly teacher created assessments; Student generated work in math notebooks; Quarterly District Baseline and interim data assessment reports Summative: Results from 2013 FCAT 2.0 Mathematics Assessment

		include the use of tangible manipulatives such as tiles, pattern blocks and connecting cubes.			

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:	An analysis of the 2011-2012 FAA Mathematics Test data indicate that 70% of students' made learning gains in mathematics. The goal for the 2012-2013 school year is to increase the percentage of students making learning gains by 5 percentage points to 75%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
70% (18)	75% (20)

Problem-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	Big Idea1 (Number Operations) is an area of deficiency. Students demonstrated difficulty identifying, analyzing, and applying knowledge of recalling multiplication facts and related division facts with whole number multiplication.	Provide contexts for mathematical exploration and the development of student understanding of number and operations through the use of manipulatives and engaging opportunities for hands-on practice.	MTSS Leadership Team, Administration, Math Departmental Chairperson, and Program Specialist	Monthly monitoring of student portfolios, lesson plans, and data derived from computer-based programs to measure progress and make instructional adjustments as needed.	Formative: Bi-weekly mini-assessment using Leaning Today (Smart Tutor). Summative: 2013 Florida Alternate Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	On the 2012 FCAT 2.0 Mathematics Test students in the lowest 25% require interventions and remediation to increase proficiency in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students struggle with number sense concepts, exploration, and inquiry activities.	Identify the lowest performing students in all grade levels based on assessment scores. Target students who need opportunities to develop exploration and inquiry activities to maintain and increase	MTSS Leadership Team, Literacy Leadership Team, Department Chairs	Quarterly review District interim assessments as well as intervention assessments to ensure progress is being made and adjust intervention as needed.	Formative: Quarterly Intervention Assessment data reports Teacher created assessments, District Baseline and interim data

		understanding of skills through hands-on experiences with grade-level appropriate number concepts and apply to solve real-life problems in number sense concepts.			assessment reports Summative: 2012 FCAT 2.0 Mathematics Assessment

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target						
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.			Elementary School Mathematics Goal # 5A : Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Mathematics Performance Target proficiency will increase by 23 percentage points to 60% by 2017.			
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	37	43	48	54	60	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	The results of the 2012 FCAT 2.0 Mathematics Assessment indicates that 40% of the White, 46% of the Black, & 39% of the Hispanic students achieved proficiency. Our goal is to increase student proficiency by 3%, 7%, & 9% percentage points respectively to attain 43% for White students, 53% for Black students, & 48% for Hispanic students.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 40% (4) Black: 46% (7) Hispanic: 39% (11)	White: 43% (4) Black: 53% (8) Hispanic: 48% (13)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students struggle most with interpreting word problems and using number operations.	Students will be provided opportunities to solve everyday problems using number operations. Mathematics software programs will be used to support intruction.	MTSS Leadership Team, Literacy Leadership Team, Department Chair	Quarterly monitoring of teacher assessments, student portfolios, results of quaterly interim assessments	Formative: Bi-weekly teacher created assessments and tutorial assessments; quarterly District baseline and interim assessments Summative: 2013 FCAT 2.0 Mathematics Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	NA

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	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:	The results of the 2012 FCAT 2.0 Mathematics Test indicate that 42% of the students in the Students with Disabilities (SWD) did not achieve proficiency. Our goal is to increase student proficiency by 6 percentage points to 48%
2012 Current Level of Performance:	2013 Expected Level of Performance:
42% (23)	48% (26)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students struggle most with number operations and interpreting word problems.	Use small group instruction during the instructional block; Provide additional hands on practice for students utilizing manipulatives; Reinforce the use of math terminolgy and vocabulary	MTSS Leadership Team, Literacy Leadership Team, Department Chairs	Quarterly MTSS Team monitoring of teacher assessments; Monitor tutorial assessments.	Formative: Bi-weekly teacher created assessments and tutorial assessments; District baseline and interim assessments Summative: 2013 FCAT 2.0 Mathematics Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	The results of the 2012 FCAT 2.0 Mathematics Test indicate that 42% of students in the Economically Disadvantaged subgroup did not achieve proficiency. Our 2012-2013 goal is to increase student proficiency by 6 percentage points to 48%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
42% (20)	48% (23)

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Students struggle with base gemetric concepts.	Students will be provided appropriate activities that promote the use geometric knowledge and spatial reasoning to develop foundations for understanding perimeter, area, volume, and surface area; these activities will include the selection of appropriate units, strategies, and tools to solve problems involving measurements.	MTSS Leadership Team, Administrators, Department Chair	Monthly monitoring of student Portfolios, teacher lesson plans, and data derived from computer-based programs to measure progress and make instructional adjustments as needed.	Formative: Teacher created assessments and tutorial assessments District Baseline and interim data assessment reports Summative: 2013 FCAT 2.0 Mathematics Assessment

End of Elementary School Mathematics Goals

Middle School Mathematics Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	The result of the 2012 FCAT 2.0 Mathematics test indicates 4% of the students achieved Level 3 proficiency. Our goal for the 2012 school year is to increase Level 3 student proficiency by 13 percentage points to 17%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
4% (2)	17% (9)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The greatest area of deficiency for middle school students was fractions, ratios, and proportional relationships.	Ensure manipulatives are being utilized in tandem with hands-on activities to reinforce math concepts applied to real-world scenarios.	MTSS Leadership Team, Literacy Leadership Team, Department Chairs	Quarterly review District interim assessment data reports to ensure progress is being made and adjust instruction as needed. Monthly review use of Gizmos technology via user reports. Monthly grade level meetings to obtain teacher feedback on effectiveness of manipulative usage with students.	District Baseline and interim data assessment reports. Student authentic work. Summative: Results from 2013 FCAT 2.0 Mathematics Assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	An analysis of the 2012 FAA Mathematics Test data indicate that 42% of students' achieved at levels 4, 5, and 6 in mathematics. The goal for the 2012-2013 school year is to increase the percentage of students achieving at levels 4, 5, and 6 by 5 percentage points to 47%

2012 Current Level of Performance:	2013 Expected Level of Performance:
42% (19)	47% (21)

Problem-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	Big Idea1 (NUMBER OPERATIONS) is an area of deficiency. Students demonstrated difficulty identifying, analyzing, and applying knowledge of recalling multiplication facts and related division facts with whole number multiplication.	Students will be provided with instructional support needed to develop quick recall of addition facts and related subtraction facts, and multiplication and related division facts, and fluency with multi-digit addition and subtraction, and multiplication and division of whole numbers, as well as operations of fractions and decimals.	MTSS Leadership Team,Administration, Math Departmental Chairperson, and Program Specialist	Monthly monitoring of student Portfolios, teacher lesson plans, and data derived from computer-based programs to measure progress and make instructional adjustments as needed.	Formative: Bi-weekly mini-assessment using Learning Today (Smart Tutor). Summative: 2013 Florida Alternate Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	The results of the 2012 FCAT 2.0 Mathematics test indicate the 0% of students achieved proficiency (Level 4 and 5). Our goal is to increase the student proficiency by 6 percentage points to 6%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0%(0)	6%(3)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The Level 4 and 5 students showed an area of deficiency in Number Sense as noted on the 2012 administration of the FCAT 2.0 Mathematics Test.	Students will be given the opportunity to explain and justify procedures for add, subtract, multiply fractions, integers. Students will use number lines and circle graphs to model the concept of dividing fractions as well as mixed numbers. Students will be given opportunities to develop exploration and inquiry activities to maintain and increase understanding of skills through hands-on experiences with grade-level appropriate number concepts and apply to solve real-life problems.	MTSS Leadership Team, Literacy Leadership Team, Department Chairs	Quarterly review District interim assessment data reports to ensure progress is being made and adjust instruction as needed. Monthly review use of Gizmos technology via user reports.	Formative: Student authentic work, Monthly assessments District Baseline and interim data assessment reports Summative: Results from 2013 FCAT 2.0 Mathematics Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	An analysis of the 2012 FAA Mathematics Test data indicate that 51% of students' achieved at or above level 7 in mathematics. The goal for the 2012-2013 school year is to increase the percentage of students scoring at or above level 7 by 3 percentage points to 54%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
51% (23)	54% (24)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Big Idea 3 is an area of deficiency. Students found it difficult to identify, analyze, and apply geometric concepts including area, two-dimensional, and complex shapes.	Students will be provided with opportunities to engage in appropriate activities that promote the composing and decomposing of; describing, analyzing, comparing, and classifying; and building, drawing, and analyzing models that develop measurement concepts and skills through experiences in analyzing attributes and properties of two-and three-dimensional shapes/objects.	MTSS Leadership Team, Administration, Math Departmental Chairperson, and Program Specialist	Monthly monitoring of student Portfolios, teacher lesson plans, and data derived from computer-based programs to measure progress and make instructional adjustments as needed.	Formative: Bi-weekly mini-assessment using Success Maker. Summative: 2013 Florida Alternate Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	On the 2012 FCAT 2.0 Mathematics Test 57% of students made learning gains. Our goal for the 2012-2013 school year is to provide appropriate interventions, remediation and enrichment opportunities in order to increase the percentage of students making learning gains by 10 percentage points to 67%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
57%(21)	67%(25)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students need to have more time in class to analyze tables, graphs and equations to describe and justify using algebraic rules.	Provide students with opportunities to construct and analyze tables, graphs and equations to describe linear functions and other simple relations using both common language	MTSS Leadership Team, Literacy Leadership Team, Department Chairs	Quarterly review of District Interim Assessments to adjust instruction as needed to ensure progress is being made and students are making learning gains.	Formative: Teacher created assessments; Student generated work in math notebooks, District Baseline and interim data

1		and algebraic notation. Use hands-on experiences to facilitate the conceptual learning and understanding of algebraic concepts and apply the learning to solve real-world problems; hands-on experiences should include the use of tangible manipulatives such as tiles, pattern blocks and connecting cubes.		Monthly grade level discussions to attain teacher feedback on effectiveness of strategy.	assessment reports. Bi-weekly mini-assessment using Success Maker. Summative: Results from 2013 FCAT 2.0 Mathematics Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	An analysis of the 2011-2012 FAA Mathematics Test data indicate that 70% of students' made learning gains in mathematics. The goal for the 2012-2013 school year is to increase the percentage of students making learning gains by 5 percentage points to 75%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
70% (18)	75% (20)

Problem-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	Big Idea1 (Number Operations) is an area of deficiency. Students demonstrated difficulty identifying, analyzing, and applying knowledge of number operations.	Provide contexts for mathematical exploration and the development of student understanding of number and operations through the use of manipulatives and engaging opportunities for problem solving.	MTSS Leadership Team, Administration, Math Departmental Chairperson, and Program Specialist	Monthly monitoring of student Portfolios, teacher lesson plans, and data derived from computer-based programs to measure progress and make instructional adjustments as needed.	Formative: Bi-weekly mini-assessment using Learning Today (Smart Tutor). Summative: 2013 Florida Alternate Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement

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

1	NA	NA	NA	NA	NA

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 : Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Mathematics Performance Target proficiency will increase by 21 percentage points to 64% by 2016.			
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	43	48	54	59	64	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	The results of the 2012 FCAT 2.0 Mathematics Assessment indicates that 40% of the White, 46% of the Black, & 39% of the Hispanic students achieved proficiency. Our goal is to increase student proficiency by 3%, 7%, & 9% percentage points respectively to attain 43% for White students, 53% for Black students, & 48% for Hispanic students.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 40% (4) Black: 46% (7) Hispanic: 39% (11)	White: 43% (4) Black: 53% (8) Hispanic: 48% (13)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students struggle most with ratios and proportional relationships.	Students will be provided opportunities to use manipulatives and technology to reinforce fractions, proportions, ratios, and related mathematical operations.	MTSS Leadership Team, Literacy Leadership Team, Department	Monthly monitoring of student Portfolios, teacher lesson plans, and data derived from computer-based programs to measure progress and make instructional adjustments as needed.	Formative: Teacher created assessments and tutorial assessments, Quarterly district interim assessments Summative: 2013 FCAT 2.0 Mathematics Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	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:	The results of the 2012 FCAT 2.0 Mathematics Test indicate that 42% of the students in the Students with Disabilities (SWD) did not achieve proficiency. Our goal is to increase student proficiency by 6 percentage points to 48%
2012 Current Level of Performance:	2013 Expected Level of Performance:
42% (23)	48% (26)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	SWD students struggle with data analysis and statistics	Students will be provided opportunities for the evaluation of reasonableness of a sample to determine the appropriateness of generalizations made about the population. Use interactive computer software to construct and analyze histograms, stem-and-leaf plots, and circle graphs.	MTSS Team, Administrators, Department Chair	Monthly monitoring of student Portfolios, teacher lesson plans, and data derived from computer-based programs to measure progress and make instructional adjustments as needed.	Formative: Teacher created assessments and tutorial assessments District Baseline and interim data assessment reports Summative: 2013 FCAT 2.0 Mathematics Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	The results of the 2012 FCAT 2.0 Mathematics Test indicate that 42% of students in the Economically Disadvantaged subgroup did not achieve proficiency. Our 2012-2013 goal is to increase student proficiency by 6 percentage points to 48%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
42% (20)	48% (23)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students struggle most with number operations, especially fractions.	Students will be offered opportunities to solve real world problems using	MTSS Leadership Team, Literacy Leadership Team,	Quarterly MTSS Team monitoring of teacher assessments and adjust	Formative: Bi-weekly teacher created

1		number operations. Math terms will be infused throughout lessons in Math and Science to help students make the connections.	Department Chairs	academic goals utilizing teacher feedback on student skill attainment from informal and tutorial assessments.	assessments and tutorial assessments District Baseline and interim data assessment reports Summative: 2013 FCAT 2.0 Mathematics Assessment

End of Middle School Mathematics Goals

Florida Alternate Assessment High School Mathematics Goals

** When using percentages, include the number of students the percentage represents next to the percentage (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. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1:	An analysis of the 2012 FAA Mathematics Test data indicate that 42% of students' achieved at levels 4, 5, and 6 in mathematics. The goal for the 2012-2013 school year is to increase the percentage of students achieving at levels 4, 5, and 6 by 5 percentage points to 47%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
42% (19)	47% (21)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students struggle most with solving word problems involving two, three dimensional objects	Students will be provided with opportunities to utilize manipulatives, technology, and other tools that will help increase visual spatial skills. They will also practice math vocabulary terms to acquire greater proficiency with word problems.	MTSS Leadership Team, Administration, Teachers, Math Departmental Chairperson, and Program Specialist	Monthly monitoring of student Portfolios, teacher lesson plans, and data derived from computer-based programs to measure progress and make instructional adjustments as needed.	Formative: Bi-weekly mini-assessment using Learning Today (Smart Tutor) and Unique Learning. Summative: 2013 Florida Alternate Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics. Mathematics Goal #2:	An analysis of the 2012 FAA Mathematics Test data indicate that 51% of students' achieved at or above level 7 in mathematics. The goal for the 2012-2013 school year is to increase the percentage of students achieving at Level 7 or above by 3 percentage points to 54%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
51% (23)	54% (24)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The greatest challenge for students was identifying equivalent shapes and expressing relationships using fractions.	Students will be provided opportunities to compose and decompose; describe, analyze, compare, and classify; build, draw, and analyze models that develop measurement concepts and skills through experiences in analyzing the properties of two- and three-dimensional shapes/objects.	MTSS Leadership Team, Administration, Teachers, Math Departmental Chairperson, and Program Specialist	Monthly monitoring of student Portfolios, teacher lesson plans, and data derived from computer-based programs to measure progress and make instructional adjustments as needed.	Formative: Bi-weekly mini-assessment using Learning Today (Smart Tutor) and Unique Learning. Summative: 2013 Florida Alternate Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3. Florida Alternate Assessment: Percent of students making learning gains in mathematics. Mathematics Goal #3:	An analysis of the 2012 FAA Mathematics Test data indicate that 70% of students' made learning gains in mathematics. The goal for the 2012-2013 school year is to increase the percentage of students making learning gains by 5 percentage points to 75%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
70% (18)	75% (20)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students struggle with identifying shapes, making simple measurements, and expressing mathematical relationships among objects in space.	Provide opportunities for students to use two and three-dimensional manipulatives to correctly identify shapes, make associations to real-life objects, and express relationships using fractions.Ask students to describe shapes from different perspectives and orientations, describe their geometric attributes, and determine how they are alike and different; and develop the background for measurement.	MTSS Leadership Team, Administration, Math Departmental Chairperson, and Program Specialist	Monthly monitoring of student Portfolios, teacher lesson plans, and data derived from computer-based programs to measure progress and make instructional adjustments as needed.	Formative: Bi-weekly mini-assessment using Learning Today (Smart Tutor) and Unique Learning. Summative: 2013 Florida Alternate Assessment

High School Mathematics AMO Goals

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	5A : Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Mathematics Performance Target will increase proficiency by 21 percentage points to 64% by 2016.

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	43	48	54	59	64	

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

Problem-Solving Process to Increase Student Achievement

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	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:	The result of the 2012 EOC Mathematics Algebra 1 Baseline Assessment test indicates 42% of the Students with Disabilities (SWD) proficiency. Our goal for the 2012-2013 school year is to increase SWD student proficiency by 6 percentage points to 48%.

2012 Current Level of Performance:	2013 Expected Level of Performance:
42% (5)	48% (5)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students struggle with the abstract concepts of algebra and their correlation to the real world.	Provide opportunities for students to explore and apply the use of a system of equations in the real-world; Provide all students opportunities to graph linear equations and inequalities in two variables with and without graphing technology; Develop mathematical vocabulary for all students; Provide inductive reasoning strategies that include discovery learning activities	MTSS Leadership Team, Literacy Leadership Team, Department Chairs	Quarterly review District interim assessment data reports to ensure progress is being made and adjust instruction as needed. Monthly review use of Gizmos technology via user reports. Monthly grade level meetings to obtain teacher feedback on effectiveness of manipulative usage with students.	Quarterly district interim assessments. Weekly student authentic work. Summative: 2013 EOC Algebra 1 Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement

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

End of High School Mathematics Goals

Algebra End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	The results of the 2012 EOC Mathematics Algebra 1 Baseline Assessment test indicate students need higher proficiency in Algebra. Our goal for the 2012-2013 school year is to increase Level 3 student proficiency by 16 percentage points to 16%.

2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	16% (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	Students struggle with the abstract concepts of algebra and their correlation to the real world.	Provide opportunities for students to explore and apply the use of a system of equations in the real-world; Provide all students opportunities to graph linear equations and inequalities in two variables with and without graphing technology; Develop mathematical vocabulary for all students; Provide inductive reasoning strategies that include discovery learning activities	MTSS Leadership Team, Literacy Leadership Team, Department Chairs	Quarterly review of District interim assessment data reports to ensure progress is being made and adjust instruction as needed. Monthly review use of Gizmos technology via user reports. Conduct monthly grade level meetings to obtain teacher feedback on effectiveness of manipulative usage with students.	Quarterly district interim assessments. Weekly student authentic work. Summative: 2013 EOC Algebra 1 Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	The result of the 2012 EOC Mathematics Algebra 1 Baseline Assessment indicate students need higher proficiency in Algebra.. Our goal for the 2012-2013 school year is to increase Level 4 and 5 student proficiency by 7 percentage points to7%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	7% (1)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students struggle with inductive and deductive reasoning skills and multi-step processes to solve everyday problems.	Provide all students with more practice in solving real-world problems involving relations and functions; practice in solving multi-step problems with several rate parameters; practice in finding the pattern, writing the rule, and determining the function for a given sequence of numbers; practice in converting linear measures to cubic measures and non-typical rates to a unit rate in order to	MTSS Leadership Team, Department Chairs, Administrators	Quarterly review of District interim assessment data reports to ensure progress is being made and adjust instruction as needed. Monthly review use of Gizmos technology via user reports. Monthly grade level meetings to obtain teacher feedback on effectiveness of manipulative usage with students.	Quarterly district interim assessments. Weekly student authentic work. Summative: 2013 EOC Algebra 1 Assessment

		represent and solve real-world applications that involve functions and relations.			

End of Algebra EOC Goals

Geometry End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1:	The result of the 2012 EOC Mathematics Geometry Baseline Assessment test indicates 0% of the students achieved Level 3 proficiency. Our goal for the 2012-2013 school year is to increase Level 3 student proficiency by 7 percentage points to 7%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	7% (1)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students struggle with measuring two and three dimensional shapes. They have difficulty identifying shapes in the natural surroundings and describing shapes using mathematical terminology.	Instruction will be modified to address identified needs. Students will be provided opportunities to create and analyze two and three dimensional models. Gizmo and SMART Board technology software will be used to enhance lessons.	MTSS Leadership Team, Literacy Leadership Team, Department Chairs	Quarterly review District interim assessment data reports to ensure progress is being made and adjust instruction as needed. Monthly review use of Gizmos technology via user reports. Monthly grade level meetings to obtain teacher feedback on effectiveness of manipulative usage with students.	Quarterly district interim assessments. Weekly student authentic work. Summative: 2013 EOC Geometry Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	The result of the 2012 EOC Mathematics Geometry Baseline Assessment test indicates o% of the students achieved Level 4 and 5 proficiency. Our goal for the 2012-2013 school year is to increase Level 4 and 5 student proficiency by 3 percentage points to 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	3% (1)

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Students struggle with using and interpreting equations to express gemetric relationships	Provide students with practice in using coordinate geometry to find slopes, parallel lines, perpendicular lines, and equations of lines; provide inductive reasoning strategies that include discovery learning activities; practice exploring geometric properties to justify measures and characteristics of quadrilaterals.	MTSS Leadership Team, Literacy Leadership Team, Department Chairs	Quarterly review District interim assessment data reports to ensure progress is being made and adjust instruction as needed. Monthly review use of Gizmos technology via user reports. Monthly grade level meetings to obtain teacher feedback on effectiveness of manipulative usage with students.	Quarterly district interim assessments. Weekly student authentic work. Summative: 2013 EOC Geometry Assessment

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
Algebraic Thinking (New Generation State Standards)	Grades 1-12	MathematicsDepartment Chair	Grade 1-12 Math Teachers	Early Release PD Days: 10/25/12, 12/13/12, 1/17/13, 2/14/13, 5/2/13 Monthly Dept Mtgs Sept 2012-May 2013	Bi-weekly grade level planning sessions/classroom walkthroughs; PD Logs	Administrators; Mathematics Department Chair
Discovery Learning	Grades 6-12	Discovery Staff	Grade 6-12 Math Teachers	Dec 13, 2012	Bi-weekly grade level planning sessions/classroom walkthroughs; PD Logs	Administrators; Mathematics Department Chair
Math Manipulative Training	Grades 1-12	MathematicsDepartment Chair	Grade 1-12 Math Teachers	Early Release PD Days: 10/25/12, 12/13/12, 1/17/13, 2/14/13, 5/2/13 Monthly Dept Mtgs Sept 2012-May 2013	Bi-weekly grade level planning sessions/classroom walkthroughs; PD Logs	Administrators; Mathematics Department Chair

Mathematics Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
Use projectors and white boards to enhance lessons	Projectors	Title 1 & Discretionary	$2,000.00
			Subtotal: $2,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Discovery Learning PD Training	Training Materials; Software	Discretionary Substitute funds	$600.00
			Subtotal: $600.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $2,600.00

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:	An analysis of the 2012 FAA Science Test data indicate that 48% of students' achieved at levels 4, 5, and 6 in science. The goal for the 2012-2013 school year is to increase the percentage of students achieving at levels 4, 5, and 6 by 4 percentage points to 52%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
48% (8)	52% (9)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5th Grade: Students struggled most with describing the physical and chemical attributes of matter. 8th Grade: Students struggled most describing matter using scientific terminology.	Teachers will enhance lessons by creating hands-on labs that demonstrate properties of matter and how matter interacts. Students will use science logs, lab reports, and classroom discussions to explain relationships among objects using scientific terminology.	MTSS Team, Administrators Science Department Chairperson	Bi-weekly review of lesson plans to ensure labs and other activities link science instruction to real world phenomena.	Formative: Quarterly district interim assessments. Weekly student authentic work; lab reports. Summative: 2013 Science FCAT 2.0
	Students struggle describing complex biological processes.	Teachers will enhance lessons by providing vocabulary extension exercises. Students will use science logs, lab reports, and classroom	MTSS Leadership Team, Administrators, Reading Coach, Literacy Leadership Team	Quarterly collection of data from the Unique Learning System Program and IEP Science Goals.	Quarterly review of IEP Science Goals. Bi-weekly mini-assessments using the Unique Learning System Curriculum.

2		discussions to explain relationships among living things using scientific terminology. Students will be able to use Smart Board Technology to access the content related to science objectives.			Summative: 2013 Science FAA

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:	An analysis of the 2012 FAA Science Test data indicate that 36% of students' achieved at levels 7 in science. The goal for the 2012-2013 school year is to increase the percentage of students achieving at level 7by 2 percentage points to 38%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
36% (6)	38% (6)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students struggle with describing complex physical science phenomena using appropriate terminology.	Teachers will help enhance lessons by creating hands-on labs that demonstrate how familiar objects possess physical and chemical properties. Students will use science logs, lab reports, and classroom discussions to explain relationships among objects using scientific terminology.	MTSS Leadership Team, Administrators, Reading Coach	Quarterly collection of data from the Unique Learning System Program and IEP Science Goals.	Quarterly review of IEP Science Goals. Bi-weekly mini-assessments using the Unique Learning System Curriculum. Summative: 2013 Science FAA
2	Students struggle with describing complex biological processes.	Teachers will help enhance lessons by creating hands-on labs that demonstrate how living things function. Students will use science logs, lab reports, and classroom discussions to explain relationships among living things using scientific terminology. Students will be able to use Smart Board Technology to access the content related to science objectives.	MTSS Leadership Team, Administrator, Reading Coach	Quarterly collection of data from the Unique Learning System Program and IEP Science Goals.	Quarterly review of IEP Science Goals. Bi-weekly mini-assessments using the Unique Learning System Curriculum. Summative: 2013 Science FAA

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	On the administration of the 2012 FCAT 2.0 Science

Achievement Level 4 in science. Science Goal #2a:	Test 0% of students achieved Level 4 and 5 proficiency. Our goal for the 2012-2013 school year is to increase Level 4 and 5 student proficiency by 3 percentage points to 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	3% (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	5th Grade: Students struggle with complex physical science concepts. 8th Grade: Students struggle with complex physical science concepts.	Teachers will help enhance lessons by creating hands-on labs that demonstrate how familiar objects possess physical and chemical properties. Students will use science logs, lab reports, and classroom discussions to explain relationships among objects using scientific terminology.	MTSS Team, Administrators Science Department Chairperson	Bi-weekly review of lesson plans to ensure labs and other activities link science instruction to real world phenomena.	Formative: Quarterly district interim assessments. Weekly student authentic work. Summative: 2013 Science FCAT 2.0

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	An analysis of the 2012 FAA Science Test data indicate that 35% of students' achieved at 7 in science. The goal for the 2012-2013 school year is to increase the percentage of students achieving at levels 7 by 3 percentage points to 38%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
35% (6)	38% (6)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students struggle with describing scientific phenomena using appropriate terminology.	Teachers will help enhance lessons by creating hands-on labs that demonstrate how familiar objects possess physical and chemical properties. Students will use science logs, lab reports, and classroom discussions to explain relationships among objects using scientific terminology.	MTSS Leadership Team, Principal, Assistant Principal, Reading Coach, Literacy Leadership Team	Quarterly collection of data from the Unique Learning System Program and IEP Science Goals.	Quarterly review of IEP Science Goals. Bi-weekly mini-assessments using the Unique Learning System Curriculum. Summative: 2013 Science FAA

Florida Alternate Assessment High School Science Goals

** When using percentages, include the number of students the percentage represents next to the percentage (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. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1:	An analysis of the 2012 FAA Science Test data indicate that 48% of students' achieved at levels 4, 5, and 6 in science. The goal for the 2012-2013 school year is to increase the percentage of students achieving at levels 4, 5, and 6 by 4 percentage points to 52%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
48% (8)	52% (9)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students struggle describing complex biological processes.	Teachers will enhance lessons by providing vocabulary extension exercises. Students will use science logs, lab reports, and classroom discussions to explain relationships among living things using scientific terminology. Students will be able to use Smart Board Technology to access the content related to science objectives.	MTSS Leadership Team, Administrators, Reading Coach, Literacy Leadership Team	Quarterly collection of data from the Unique Learning System Program and IEP Science Goals.	Quarterly review of IEP Science Goals. Bi-weekly mini-assessments using the Unique Learning System Curriculum. Summative: 2013 Science FAA

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. Florida Alternate Assessment: Students scoring at or above Level 7 in science. Science Goal #2:	An analysis of the 2012 FAA Science Test data indicate that 36% of students' achieved at levels 7 in science. The goal for the 2012-2013 school year is to increase the percentage of students achieving at level 7by 2 percentage points to 38%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
36% (6)	38% (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
	Students struggle with	Teachers will help	MTSS Leadership	Quarterly collection of	Quarterly review

1	describing complex biological processes.	enhance lessons by creating hands-on labs that demonstrate how living things function. Students will use science logs, lab reports, and classroom discussions to explain relationships among living things using scientific terminology. Students will be able to use Smart Board Technology to access the content related to science objectives.	Team, Administrator, Reading Coach	data from the Unique Learning System Program and IEP Science Goals.	of IEP Science Goals. Bi-weekly mini-assessments using the Unique Learning System Curriculum. Summative: 2013 Science FAA

Biology 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 Biology. Biology Goal #1:	The result of the 2012 EOC Biology Baseline Assessment test indicates 10% of the students achieved Level 3 proficiency. Our goal for the 2012-2013 school year is to increase Level 3 student proficiency by 6 percentage points to 16%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
10% (1)	16% (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	Students struggle most with describing relationships among organisms in their ecosystem.	Science teachers will utilize technology such as Gizmos to reinforce topics in biology. Special emphasis will be placed on the topics of organisms, populations, and ecosystem. A recycling campaign will be established lead by student leaders to raise awareness of the impact humans have on their environment.	MTSS Team, Administrators, Science Department Chairperson	Bi-weekly review of lesson plans and grade-books to ensure hands-on instruction and real world topics are addressed. Monthly review of recycling activity log.	Formative: Quarterly interim assessment , and biweekly mini-assessments. Summative: 2013 EOC Science Biology Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Biology. Biology Goal #2:	The result of the 2012 EOC Biology Baseline Assessment test indicates 0% of the Students scoring at or above Achievement Levels 4 and 5 in Biology proficiency. Our goal for the 2012-2013 school year is to increase Level 4 and 5 student proficiency by 3 percentage points to

	3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0%(0)	3%(1)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students struggle most with describing relationships among organisms in their ecosystem. Students also struggle with writing descriptions using scientific terminology.	Science teachers will utilize technology such as Gizmos to reinforce topics in biology. Special emphasis will be placed on the topics of organisms, populations, and ecosystem. Science vocabulary word walls will be used to reinforce terminology. A recycling campaign will be established lead by student leaders to raise awareness of the impact humans have on their environment.	MTSS Team, Administrators Science Department Chairperson	Bi-weekly review of lesson plans and grade-books to ensure hands-on instruction and real world topics are addressed. Monthly review of recycling activity log.	Formative: Quarterly interim assessment , and biweekly mini-assessments. Summative: 2013 EOC Science Biology Assessment

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Discovery Education Training	Grades 6 through 12	Discovery Trainer	6 -12 Science Teachers	December 2012	Classroom Walkthroughs & Teacher Observations	Administrators Science Department Chairperson
Professional Learning Communities in Science	Grades 1 through 12	Science Department Chairperson	Grade Level Chairs Science Teachers	Monthly Department Meetings Early Release PD Days: 10/25/12, 12/13/12, 1/17/13, 2/14/13, 5/2/13 Monthly Dept Mtgs Sept 2012- May 2013	PLC Logs & Meeting Agendas	Administrators Science Department Chairperson

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
Discovery Learning Training for teachers	Software, trainers, substitutes	Discretionary	$600.00
			Subtotal: $600.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $600.00

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	The results of the 2012 FCAT 2.0 Writing Assessment indicate that 47% of the students achieved a score of 3 or higher. Our goal is to increase student proficiency by 5 percentage points to 52%
2012 Current Level of Performance:	2013 Expected Level of Performance:
47% (14)	52% (16)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The greatest areas of deficiency as noted on the administration of the 2012 FCAT Writing Test was support & elaboration. Students are in need of skills to create writing that will bring precision and interest through the vivid expression of ideas and the use of varied language techniques.	Teachers will design lessons that allow students to engage in the first two steps of the writing process (plan, draft) through journal writing and other authentic writing activities based on state released topics/prompts.	MTSS Team. Administrators, Reading Coach	Teachers will meet with the Reading Coach to review and score student writing samples on a monthly basis. Bi-weekly review of lesson plans and grade-books to ensure writing activities are taking place.	Formative: Monthly Writing Assessments, District interim assessments Summative: 2013 FCAT 2.0 Writing Test

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	The results of the 2012 Florida Alternate Assessment in Writing indicate that 91% of the students achieved a score of 4 or higher. Our goal is to increase student proficiency by 5 percentage points to 96%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
91% (21)	96% (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	The greatest area of deficiency for students was the use of complex vocabulary to support and elaborate ideas in writing	Provide opportunities for students to utilize picture communication symbols, picture exchange communication systems, and real objects for the development of vocabulary, expressive and receptive language, and basic writing concepts. Utilizing SmartBoard Technology to enhance writing skills.	MTSS Leadership Team, Principal, Assistant Principal, Reading Coach	Quarterly collect assessment data from the Unique Learning System Program. Biweekly Bi-weekly review of lesson plans and grade-books to ensure writing activities are taking place.	Quarterly review of IEP Writing Goals. Bi-weekly assessment using Unique Learning System Curriculum. Summative: 2013 Writing FAA

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
Next Generation Sunshine State Standards & The Writing Process (NGSSS)	Gr. 1-10	Reading Coach	Language Arts & Elective Teachers	Early Release PD Days: 10/25/12, 12/13/12, 1/17/13, 2/14/13, 5/2/13 Monthly Dept Mtgs Sept 2012- May 2013	Monthly Writing Assessment Results, Monthly Department Meeting Minutes	Administrators Reading Coach
Monthly Reading Leadership Meetings	Gr 1-10	District Staff	Reading Leaders	Monthly - Aug 2012 - May 2013	Monthly Writing Assessment Results, Monthly Department Meeting Minutes	Administrators

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:	The result of the 2012 Baseline Assessment test indicates 0% of the students achieved a level of proficiency. Our goal for the 2012-2013 school year is to increase student proficiency by 5 percentage points to 15%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	20% (1)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students struggle with describing Constitutional rights and their impact on citizens.	Provide opportunities for students to strengthen their abilities to interpret the Bill of Rights and express opinions in written form and in classroom discussions.	MTSS Leadership Team, PBS Leadership Team, Department Chairs	Quarterly review of District Baseline and Interim assessment data reports.	Quarterly district interim assessments. Student authentic assessments. Summative: 2013 EOC Civics Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Civics. Civics Goal #2:	The result of the 2012 Baseline Assessment test indicates 0% of the students achieved a level of proficiency. Our goal for the 2012-2013 school year is to increase student proficiency by 5 percentage points to 15%.

2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	20% (1)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students struggle with describing complex social and political relationships within society and what factors affect them.	Provide students with opportunities to discuss the values, complexities, and dilemmas involved in social, political, and economic issues; assist students in developing well-reasoned positions on issues.	MTSS Leadership Team, Leadership Team, Literacy Leadership Team, Department Chairs	Quarterly review of District Baseline and Interim assessment data reports.	Quarterly district interim assessments. Student authentic assessments. Summative: 2013 EOC Civics Assessment

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Problem solving and inquiry-based learning PLC; Social Studies & Language Arts	Gr 1-12	Social Studies and Language Arts Department Chairs	Social Studies & Language Arts Teachers	Early Release PD Days: 10/25/12, 12/13/12, 1/17/13, 2/14/13, 5/2/13 Monthly Dept Mtgs	Monitor student Portfolios, teacher lesson plans, and fidelity data derived from computer-based programs.	Department Chairperson, Administration

Civics Budget:

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

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

End of Civics Goals

U.S. History End-of-Cource (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 U.S. History. U.S. History Goal #1:	The result of the 2012 Baseline Assessment test indicates 0% of the students achieved a level of proficiency. Our goal for the 2012-2013 school year is to increase student proficiency by 5 percentage points to 15%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	15% (1)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students struggle with describing the causes, course, and consequences wars.	Provide opportunities for students to research and write about wars and their causes. Increase the amount discourse on the topic of war and other social dilemmas during class time.	MTSS Leadership Team, Literacy Leadership Team, Department Chair	Bi-weekly review of classroom assessments, student journals.	Quarterly interim assessments. Bi-weekly student authentic assessments. Summative: 2013 EOC U.S. History Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History. U.S. History Goal #2:	The result of the 2012 Baseline Assessment test indicates0% of the students achieved a level of proficiency. Our goal for the 2012-2013 school year is to increase student proficiency by 15 percentage points to 15%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	15% (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
	Students struggle with describing the causes,	Provide opportunities for students to	MTSS Leadership Team, Literacy	Quarterly review of gradebooks and student	Quarterly district interim

1	course, and consequences of wars and citing examples from history with supporting details.	research and write about wars and their causes. Increase the amount discourse on the topic of war and other social dilemmas during class time. Allow students opportunities to collaborate on projects using research tools.	Leadership Team, Department Chair	assessments.	assessments. Student authentic assessments. Summative: 2013 EOC U.S. History Assessment

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Discovery Learning	Gr 6-12	Discovery Learning Trainer	Gr 6-12 Social Studies Teachers	Dec 2012	Lesson plans, Student portfolios	Department Chairperson Administration

U.S. History 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 U.S. History EOC 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:	During the 2011-2012 school year 71% of the students enrolled had excessive absences and tardies (10 or more). Our goal for the 2012-2013 school year is to reduce the percentage of excessively absent students by 3 percentage points to 74%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
77%(149)	74%(147)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
133	126
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
29	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	Although the average daily attendance has improved over the last four years, the attendance rate continues to hover between 74% and 75%. Incorrect student information prevents parent contact to advivse of student attendance issues and tardies.	Faculty and staff members must identify and refer students in a timely manner when they develop a pattern of non-attendance. The Truancy Child Study Team will be consulted for intervention services.	Administrators, Community Involvement Specialist (CIS), Dade Partners	Administrators will review Truancy Reports, as well as CIS Logs on a bi-weekly basis.	Formative; School Daily Attendance Roster, Cognos reports Summative: District Truancy Reports

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

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

PD Content / Topic and / or PLC Focus	Grade Level / Subject	PD Facilitator and / or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up / Monitoring	Person or Position Responsible for Monitoring
Attendance Reporting Procedures	Gr 1-12	District Attendance Office Staff	Registrar & Attendance Clerk	September 2012	Review teacher attendance records via electronic grade-book	Administrator
Truancy Prevention	Gr 1-12	Student Services Staff	Teachers & Case Managers	Team Meetings September 2012 through June 2013	School administrators, the school's CIS, and the Student Services Chairperson will monitor student attendance reports.	Administrators CIS Student Services Chair

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:	During the 2011-2012 school year there were 212 incidents that warranted an in-school or out-of-school suspension. Our goal for the 2012-2013 school year is to reduce the number of incidents by 21 to 191 total suspensions.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
93	84
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
48	43
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
119	107
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
57	51

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Due to unique traits of students with emotional and behavioral disabilities, many of our students find it difficult to comply with school rules and their behaviors warrant exclusion from class.	Implement and monitor the school's Positive Behavior Support program with fidelity. Maintain a 4 level behavior management system that includes rewards and recognition. Reward students for good behavior using Do the Right Thing, and PBS announcements.	Administrators Case Managers PBS Coach	Administrators and Student Services will monitor m reports: SWIS Data, Case Management Summary Reports, & ESE Suspension Reports	Formative: Monthly District Suspension Report, SPOT Success Summary Summative: 2013 End of Year COGNOS Suspension Reports

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PBS Strategies	Gr 1-12	Administrators, PBS Team	All Teachers, Paraprofessionals, Support Staff	Monthly Staff Meetings August 2012 through June 2012; PD Days: 11/6/2012 & 2/1/2013	School Administrators will review of SCM's being entered, Student Services Logs, and Student Participation Rosters. Classroom walkthrough will also be conducted on a weekly basis in order to ensure the enforcement of the school's Behavior Management Plan. Monthly PBS Team Meetings will take place to review reports and strategies.	Administrators
LEAPS & Anti-Bullying Curriculum	Gr 1-12	Administrators, LEAPS Facilitator	All Teachers, Paraprofessionals, Support Staff	Team Meetings August 2012 through June 2012; PD Days: 11/6/2012 & 2/1/2013	LEAPS log of interventions	Administrators, LEAPS Facilitator

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Utilize the school-wide Positive			

Behavior Support program with support from USF to help monitor student behaviors and reduce suspension rates.	Certificates, trophies, school supplies, technology	Local & SAC funds	$1,500.00
			Subtotal: $1,500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Good behavior incentives	Items for ROK Shop	Donations from supporters	$600.00
			Subtotal: $600.00
			Grand Total: $2,100.00

End of Suspension Goal(s)

Dropout Prevention Goal(s)

Note: Required for High School - F.S., Sec. 1003.53

** 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. Dropout Prevention Dropout Prevention Goal #1: **Please refer to the percentage of students who dropped out during the 2011-2012 school year.*	The 2011-2012 graduation rate was 4.3%. Our goal for the 2012-2013 school year is to increase graduation rate by 2 percentage points to 6.3%.
2012 Current Dropout Rate:	2013 Expected Dropout Rate:
NA	NA
2012 Current Graduation Rate:	2013 Expected Graduation Rate:
4.3% (1)	6.3 (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	At-risk students lack motivation to remain in school.	Identify and meet with at-risk students and their parents to discuss the Student Progression Plan, credit recovery programs, Florida Virtual classes and enroll	MTSS Leadership Team, PBS , Case Managers, Administration	Administrators will monitor attendance rate for high school students and monitor case management logs	Quarterly report cards, Quarterly grades analysis, Quarterly interim assessments

		students as needed. Implement a School-wide PBS program.			

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

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

PD Content / Topic and / or PLC Focus	Grade Level / Subject	PD Facilitator and / or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up / Monitoring	Person or Position Responsible for Monitoring
Positive Behavior Support Strategies; Motivating Students	Gr 1-12	Positive Behavior Support Team	Teachers, Student Services Staff, Paraprofessionals	August 16, 2012 August 17, 2012 PD Days: 11/6/2012 & 2/1/2013	School Administrators will review of monthly SCM reports, Student Services Logs, and Student Participation Rosters. Classroom walkthrough will also be conducted on a weekly basis in order to ensure the enforcement of the school's Behavior Management Plan.	Administrators

Dropout Prevention 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 Dropout Prevention 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.*	Please refer to the schools Parent Involvement Plan (PIP)
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Cross-Curricular STEM Unit Lesson Plans	Gr 1-12	Science & Math Dept Chairs	Science, Math, & Vocational Teachers; Paraprofessionals	Early Release PD Days: 10/25/12, 12/13/12, 1/17/13, 2/14/13, 5/2/13 Monthly Dept Meetings	Review meeting minutes and agendas	Administrators

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:	Students are in need of additional opportunities to integrate science, technology, engineering, and mathematics skills in cross-curricular activities.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have difficulty identifying the overarching impact and relevance of STEM-related concepts.	The Science, Math, and Vocational teachers will create a cross-curricular PLC and collaborate to develop unit lesson plans integrating STEM topics and emphasizing hand-on activities, measurement, design, and scientific inquiry.	MTSS Leadership Team, Administrators Science & Math Department Chairperson	Bi-weekly review of lesson plans and student porfolios	Formative: Bi-weekly assessments, quarterly district interim assessments , and student authentic assessments Summative: 2013 Science & Math FCAT 2.0

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
STEM PLC Initiative	Gr 1-12	Math, Science, & Voc Dept Chairs	Math, Science, & Elective Teachers	Monthly department meetings; August 2012 - May 2013	Meeting agendas & minutes	Administrators

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:	By promoting Career Pathways and Programs of Study 100% students seeking a Special Diploma will participate as members of the STRIVE academy program. Some students will work in school-created enterprises, enroll in the culinary arts academy, or participate as shared-time students with South Dade Skills Center seeking industry certification.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students struggle with completing tasks and maintaining a regular schedule.	Identify eligible students and determine which program they will participate in. Modify IEPs to include the CTE goals. Work with transitional specialists to ensure all students have opportunities beyond grade 12 to career and technical education. Establish a Community Based Instruction (CBI) and Community Based Vocational Education (CBVE) programs.	MTSS Leadership Team, Administration Program Specialist, Transitional Specialist, Case Managers	Weekly monitoring of student enrollment and assignment completion in any of the three CTE options: school-based enterprises, Culinary Arts Academy, or STRIVE Academy Program	Weekly authentic assessments Weekly Employment Rosters Annual Industry Certification Assessments

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

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

				Target Dates		

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)	(e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up / Monitoring	Person or Position Responsible for Monitoring
DCTH implementationStrategies	Gr 9-12	District Staff	DCTH Teachers	Oct 2012, January 2013, May 2013	Students schedules; Employment records	Administrators
CTE Training	Gr 9-12	District Liaison	STRIVE Teachers	Monthly Sept 2012 - May 2013	Students schedules; Ensure IEP reflects CTE activities and goals	Administrators; STRIVE Team Leader

CTE Budget:

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

End of CTE Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Supplemental software program	SuccessMaker	Title 1 through District	$2,000.00
Suspension	Utilize the school-wide Positive Behavior Support program with support from USF to help monitor student behaviors and reduce suspension rates.	Certificates, trophies, school supplies, technology	Local & SAC funds	$1,500.00
				Subtotal: $3,500.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Use of computers to support instruction	10 new desktop computers and 15 Netbooks	Title 1	$7,500.00
Mathematics	Use projectors and white boards to enhance lessons	Projectors	Title 1 & Discretionary	$2,000.00
				Subtotal: $9,500.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	School-developed PD	Online and district materials	Local discretionary	$500.00
Mathematics	Discovery Learning PD Training	Training Materials; Software	Discretionary Substitute funds	$600.00
Science	Discovery Learning Training for teachers	Software, trainers, substitutes	Discretionary	$600.00
				Subtotal: $1,700.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Suspension	Good behavior incentives	Items for ROK Shop	Donations from supporters	$600.00
				Subtotal: $600.00
				Grand Total: $15,300.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

Priority	Focus	Prevent	NA

Are you a reward school: Yes No

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

No Attachment (Uploaded on 10/10/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting "Yes" or "No" below.

☑ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
The SAC funds will be used to help reduce suspensions and motivate students. Funds will be used to purchase awards and other incentives linked to the PBS initiative.	$850.00

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

The SAC members will meet monthly to discuss the progress of SIP.
The SAC members will participate in district training as needed to help support the SIP process.

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
No Data Found
No Data Found