FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: ALLAPATTAH FLATS K-8

District Name: St. Lucie

Principal: Patricia Galloway

SAC Chair: Nicholas Spagnuolo

Superintendent: Michael Lannon

Date of School Board Approval:

Last Modified on: 10/5/2012

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	Patricia Galloway	BA Elementary Education, Florida Atlantic University; Master of Science-Educational Leadership, Florida Atlantic University; Principal Certification-		8	Appointed Principal of Allapattah Flats K-8 School as of July 2012 Principal of Village Green Environmental Studies School in 2011-2012; Grade: B, Reading Mastery: 56%, Math mastery: 50%, Science Mastery: 43%. Principal of Village Green Environmental Studies School in 2010-11; Grade: A, Reading Mastery: 76%, Math mastery: 76%, Science Mastery: 44%. AYP: 85% (Correct Action I). Hispanic and Students with Disabilities did not meet AYP in math. Principal of Village Green Elementary in 2009-2010; Grade: B, Reading Mastery: 73%, Math mastery: 73%, Science Mastery: 47%. AYP: 90% (Correct Action 1)Total, White, Hispanic, Economically Disadvantaged did not make AYP in reading; All subgroups made AYP in Math. Principal of Village Green Elementary in 2008-2009; Grade: C, Reading Mastery: 73%, Math mastery: 63%, Science Mastery: 29%. AYP: 79%, Black, ED, and SWD did not make AYP in reading; Total,

		State of Florida			Black, Hispanic, ED and SWD did not make AYP in math. 2007-2008 Assistant Principal of Lincoln Park Academy (6-12): Grade A, Reading Mastery: 78%, Math mastery: 84%, Science mastery: 66%. AYP: 100%. 2006-2007 Assistant Principal Lincoln Park Academy (6-12): Grade A. Reading mastery: 75%, math mastery 84%, science mastery: 72%. AYP: 100% 2005 - 2006 Assistant Principal Lincoln Park Academy (6-12): Grade A. Reading mastery: 77%, math 84%. AYP 100%
Assis Principal	Casandra Flores	B.S.Ed. in Mentally Handicapped K-12, and M.Ed. in Educational Leadership; Cerfications in ESE K-12, ESOL K-12, Elementary Education K-6, and Educational Leadership K-12	1	1	Assistant Principal of Allapattah Flats K-8 School 2011-2012; School Grade: B (point achievement of C); Reading Mastery: 47%; Math Mastery: 47%; Writing Mastery (3.0): 75%; Science Mastery: 33%.
Assis Principal	Ana Rodriguez	Bachelor of Arts - Elementary Education, Florida Atlantic University; Master of Education - Educational Leadership, Florida Atlantic University; Florida Certification - Educational Leadership, ESOL, and Elementary 1-6		7	Appointed Assistant Principal of Allapattah Flats K-8 School as of July 2012 Assistant Principal of Village Green Environmental Studies School in 2011-2012; Grade: B, Reading Mastery: 56%, Math mastery: 50%, Science Mastery: 43%. Assistant Principal of Village Green Environmental Studies School in 2010-11; Grade: A, Reading Mastery: 76%, Math mastery: 76%, Science Mastery: 44%. AYP: 85% (Correct Action I). Hispanic and Students with Disabilities did not meet AYP in math. Assistant Principal of Village Green Elementary in 2009-2010; Grade: B, Reading Mastery: 73%, Math mastery: 73%, Science Mastery: 47%. AYP: 90% (Correct Action 1)Total, White, Hispanic, Economically Disadvantaged did not make AYP in reading; All subgroups made AYP in Math. 2008-2009 Assistant Principal at Bayshore Elementary, Grade A, Reading mastery: 70%, math mastery: 70%, science mastery: 39%. AYP 100%. 2007-2008 Assistant Principal Bayshore Elementary, Grade A. Reading mastery: 70%, math mastery: 64%, science mastery: 34%. AYP 95% ELL did not meet AYP in reading nor in math. 2006-2007 Assistant Principal Bayshore Elementary, Grade: C. Reading proficiency 67%, math proficiency: 53%, science proficiency: 30%. AYP 90%; ED did not meet criteria in Reading; Total, Hispanic, and ED did not meet criteria in Math.

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)
Literacy	Linda Schmeer	Elementary Education 1 - 6; ESOL Reading	6	6	2011-2012; School Grade: B (point achievement of C); Reading Mastery: 46%; Math Mastery: 45%; Writing Mastery (3.0): 80%; Science Mastery: 31 2010-2011 A (90% AYP criteria met; High Standards in Reading 69, Math 65%, Writing 87, Learning Gains in Reading 63, Math Gains 69, Lowest Quartile in Reading 68, Lowest Quartile in Math 70) 2009 - 2010 B (69% criteria met; High Standards Reading 65, Math 58, Writing 88; Learning Gains in Reading 63, Math 57; Lowest Quartile in Reading 59, Math 68)

| | | | | 2008-2009 A (95% of criteria met; High Standards in Reading 70, Math 66, Writing 90; Learning Gains in Reading 72, Math 69; Lowest Quartile Gains in Reading 80, Math 68)
2007-2008 C (85% criteria met; High Standards in Reading 67, Math 60, Writing 76; Learning Gains in Reading 61, Math 56; Lowest Quartile Gains in Reading 55, Math 59) |
| Endorsement | | | | |

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	Professional Development Needs Assessment will allow teachers to identify areas wherein additional self study, formal training and/or support is needed for Professional Growth Plans	Administrators Coach Teacher Leaders Techers	October 2012 (Initally) and ongoing through the year	
2	Administrators will retain highly qualified teachers through ongoing support, implementation of New Teacher Learning Community (SHINE), and participation in district mentor/mentee activities	Administrators Coach Teacher Leaders	June 2013	
3	Use of FastTrack database to identify, interview, select, and hire highly qualified applicants to fill teaching vacancies.	Administrators	August 2012	
4	Establishing Professional Learning Communities will allow teachers to collaborate and build collegiality. This team support will build capacity and provide support amongst teachers.	Administrators	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
There are 13% (9) teachers that are teaching out of field. Nine (9) lack ESOL Endorsement and one (1) lacks Reading Endorsement.	Recommended to take at least three (3) semester hours of college credit or 60 in-service points toward the ESOL endorsement. Recommended to complete Module 5/ (formerly Module 6) of the Reading Endorsement to complete.

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
71	7.0%(5)	46.5%(33)	28.2%(20)	18.3%(13)	31.0%(22)	83.1%(59)	2.8%(2)	1.4%(1)	50.7%(36)

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
Ann Hartman	Shaunte Robinson	Both are first grade teachers. Ms. Hartman is an experienced,effective teacher/team leader; classrooms are in close proximity	Bi-weekly New Teacher Professional Learning Community; quarterly mentor/mentee meetings with assistant principal, literacy coach, and teacher leaders; mentor/mentee log activities • Monthly NEST (New Educator Support Team) meeting with school and district personnel support driven by targets specific for each new teacher. • Attend 3 District Cohort meetings to obtain needed professional development. • Utilize release time for teacher observations. • One-on-one support and coaching provided by mentor and district liaison. • Complete Pinpoint Content to deepen knowledge on district initiatives. • Observe a highly effective teacher. • Complete and document target skills/activities on log.
Ann Hartman	Rebecca Cash	Both are first grade teachers. Ms. Hartman is an experienced,effective teacher/team leader; classrooms are in close proximity	Bi-weekly New Teacher Professional Learning Community; quarterly mentor/mentee meetings with assistant principal, literacy coach, and teacher leaders; mentor/mentee log activities • Monthly NEST (New Educator Support Team) meeting with school and district personnel support driven by targets specific for each new teacher. • Attend 3 District Cohort meetings to obtain needed professional development. • Utilize release time for teacher observations. • One-on-one support and coaching provided by mentor and district liaison. • Complete Pinpoint Content to deepen knowledge on district initiatives. • Observe a highly effective teacher. • Complete and document target skills/activities on log.
		Both teachers worked together as mentor/mentee last year and have an	Bi-weekly New Teacher Professional Learning Community; quarterly mentor/mentee meetings with assistant principal, reading coach, and teacher leaders; mentor/mentee log activities • Monthly NEST (New Educator Support Team) meeting with school and district personnel support driven by targets specific for each new teacher. • Attend 3 District Cohort

Randi Pierson	Lindsey Schroeder	established relationship. Ms. Pierson is an experienced, effective teacher/team leader.	meetings to obtain needed professional development. • Utilize release time for teacher observations. • One-on-one support and coaching provided by mentor and district liaison. • Complete Pinpoint Content to deepen knowledge on district initiatives. • Observe a highly effective teacher. • Complete and document target skills/activities on log.
Randi Pierson	Pamela Owens	Both teachers worked together as mentor/mentee last year and have an established relationship. Ms. Pierson is an experienced, effective teacher/team leader.	Bi-weekly New Teacher Professional Learning Community; quarterly mentor/mentee meetings with assistant principal, reading coach, and teacher leaders; mentor/mentee log activities • Monthly NEST (New Educator Support Team) meeting with school and district personnel support driven by targets specific for each new teacher. • Attend 3 District Cohort meetings to obtain needed professional development. • Utilize release time for teacher observations. • One-on-one support and coaching provided by mentor and district liaison. • Complete Pinpoint Content to deepen knowledge on district initiatives. • Observe a highly effective teacher. • Complete and document target skills/activities on log.
Bridgette Valinote	Kathleen Villandry	Both are middle grades reading teachers. Ms. Valinote is an experience, effective teacher leader.	Bi-weekly New Teacher Professional Learning Community; quarterly mentor/mentee meetings with assistant principal, literacy coach, and teacher leaders; mentor/mentee log activities • Monthly NEST (New Educator Support Team) meeting with school and district personnel support driven by targets specific for each new teacher. • Attend 3 District Cohort meetings to obtain needed professional development. • Utilize release time for teacher observations. • One-on-one support and coaching provided by mentor and district liaison. • Complete Pinpoint Content to deepen knowledge on district initiatives. • Observe a highly effective teacher. • Complete and document target skills/activities on log.
			Bi-weekly New Teacher Professional Learning Community; quarterly mentor/mentee meetings with assistant principal, literacy coach, and teacher leaders; mentor/mentee log

			activities • Monthly NEST (New Educator Support Team) meeting with school and district personnel support driven by targets specific for each new teacher. • Attend 3 District Cohort meetings to obtain needed professional development. • Utilize release time for teacher observations. • One-on-one support and coaching provided by mentor and district liaison. • Complete Pinpoint Content to deepen knowledge on district initiatives. • Observe a highly effective teacher. • Complete and document target skills/activities on log.
Wendy Portillo	Maureen Keller	Both are middle grades reading teachers. Ms. Portillo is an experience, effective teacher leader	
Nicholas Spagnuolo	Melissa Nelson	Both are middle grades math teachers. Mr. Spagnuolo is an experienced, effective teacher/department chair.	Bi-weekly New Teacher Professional Learning Community; quarterly mentor/mentee meetings with assistant principal, literacy coach, and teacher leaders; mentor/mentee log activities • Monthly NEST (New Educator Support Team) meeting with school and district personnel support driven by targets specific for each new teacher. • Attend 3 District Cohort meetings to obtain needed professional development. • Utilize release time for teacher observations. • One-on-one support and coaching provided by mentor and district liaison. • Complete Pinpoint Content to deepen knowledge on district initiatives. • Observe a highly effective teacher. • Complete and document target skills/activities on log.
Joseph Kline	Pedro Zayas-Ramirez	Both are middle grades science teachers. Mr. Kline is an experienced, effective teacher/department chair.	Bi-weekly New Teacher Professional Learning Community; quarterly mentor/mentee meetings with assistant principal, literacy coach, and teacher leaders; mentor/mentee log activities • Monthly NEST (New Educator Support Team) meeting with school and district personnel support driven by targets specific for each new teacher. • Attend 3 District Cohort meetings to obtain needed professional development. • Utilize release time for teacher observations. • One-on-one support and coaching provided by mentor and district liaison. • Complete Pinpoint Content to deepen knowledge on district initiatives. • Observe a highly effective teacher. • Complete and document target skills/activities on log.

Joseph Kline	Felicia Cobb	Both are middle grades science teachers. Mr. Kline is an experienced, effective teacher/department chair.	Bi-weekly New Teacher Professional Learning Community; quarterly mentor/mentee meetings with assistant principal, literacy coach, and teacher leaders; mentor/mentee log activities • Monthly NEST (New Educator Support Team) meeting with school and district personnel support driven by targets specific for each new teacher. • Attend 3 District Cohort meetings to obtain needed professional development. • Utilize release time for teacher observations. • One-on-one support and coaching provided by mentor and district liaison. • Complete Pinpoint Content to deepen knowledge on district initiatives. • Observe a highly effective teacher. • Complete and document target skills/activities on log.
Stacey Mulder	Maureen Riccio	Both are middle grades teachers. Ms. Mulder is an experience, effective language arts teacher/department chair while Ms. Riccio teaches drama with emphasis on increasing common core literacy skills.	Bi-weekly New Teacher Professional Learning Community; quarterly mentor/mentee meetings with assistant principal, literacy coach, and teacher leaders; mentor/mentee log activities • Monthly NEST (New Educator Support Team) meeting with school and district personnel support driven by targets specific for each new teacher. • Attend 3 District Cohort meetings to obtain needed professional development. • Utilize release time for teacher observations. • One-on-one support and coaching provided by mentor and district liaison. • Complete Pinpoint Content to deepen knowledge on district initiatives. • Observe a highly effective teacher. • Complete and document target skills/activities on log.
Stacey Mulder	Michelle Mullins	Both are middle grades language arts teachers. Ms. Mulder is an experienced, effective teacher/department chair.	Bi-weekly New Teacher Professional Learning Community; quarterly mentor/mentee meetings with assistant principal, literacy coach, and teacher leaders; mentor/mentee log activities • Monthly NEST (New Educator Support Team) meeting with school and district personnel support driven by targets specific for each new teacher. • Attend 3 District Cohort meetings to obtain needed professional development. • Utilize release time for teacher observations. • One-on-one support and coaching provided by mentor and district liaison. • Complete Pinpoint

			Content to deepen knowledge on district initiatives. • Observe a highly effective teacher. • Complete and document target skills/activities on log.
Linda Schmeer	William Cromer	Ms. Schmeer is the Literacy Coach and an experienced effective school leader. Mr. Cromer is a first year teacher who teaches a variety of courses. Ms. Schmeer is well prepared to provide mentorship in all areas of instruction and management.	Bi-weekly New Teacher Professional Learning Community; quarterly mentor/mentee meetings with assistant principal, literacy coach, and teacher leaders; mentor/mentee log activities • Monthly NEST (New Educator Support Team) meeting with school and district personnel support driven by targets specific for each new teacher. • Attend 3 District Cohort meetings to obtain needed professional development. • Utilize release time for teacher observations. • One-on-one support and coaching provided by mentor and district liaison. • Complete Pinpoint Content to deepen knowledge on district initiatives. • Observe a highly effective teacher. • Complete and document target skills/activities on log.
Linda Schmeer	Danya Etter	Ms. Schmeer is the Literacy Coach and an experienced effective school leader with two music teacher (elementary/middle) mentees who have rooms in close proximity. Ms. Schmeer is well prepared to provide mentorship in all areas of instruction and management.	Bi-weekly New Teacher Professional Learning Community; quarterly mentor/mentee meetings with assistant principal, literacy coach, and teacher leaders; mentor/mentee log activities • Monthly NEST (New Educator Support Team) meeting with school and district personnel support driven by targets specific for each new teacher. • Attend 3 District Cohort meetings to obtain needed professional development. • Utilize release time for teacher observations. • One-on-one support and coaching provided by mentor and district liaison. • Complete Pinpoint Content to deepen knowledge on district initiatives. • Observe a highly effective teacher. • Complete and document target skills/activities on log.
		Ms. Schmeer is the Literacy Coach and an experienced effective school leader with three resource teacher mentees who	Bi-weekly New Teacher Professional Learning Community; quarterly mentor/mentee meetings with assistant principal, literacy coach, and teacher leaders; mentor/mentee log activities • Monthly NEST (New Educator Support Team) meeting with school and district personnel support driven by targets specific for each new teacher. • Attend 3 District Cohort

Linda Schmeer	John Koch	have rooms in close proximity . Ms. Schmeer is well prepared to provide mentorship in all areas of instruction and management.	meetings to obtain needed professional development. • Utilize release time for teacher observations. • One-on-one support and coaching provided by mentor and district liaison. • Complete Pinpoint Content to deepen knowledge on district initiatives. • Observe a highly effective teacher. • Complete and document target skills/activities on log.
Bridgette Valinote	Alvin Hamilton	Both are middle grades teachers with rooms in close proximity. Ms. Valinote is an experienced, effective teacher/grade levelteacher leader.	Bi-weekly New Teacher Professional Learning Community; quarterly mentor/mentee meetings with assistant principal, literacy coach, and teacher leaders; mentor/mentee log activities • Monthly NEST (New Educator Support Team) meeting with school and district personnel support driven by targets specific for each new teacher. • Attend 3 District Cohort meetings to obtain needed professional development. • Utilize release time for teacher observations. • One-on-one support and coaching provided by mentor and district liaison. • Complete Pinpoint Content to deepen knowledge on district initiatives. • Observe a highly effective teacher. • Complete and document target skills/activities on log.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through after school programs or summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided.

Title I, Part C- Migrant

The district 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.

Title I, Part D

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

Title II

The district receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement education programs. New technology in classrooms will increase the instructional strategies provided to students

and new instructional software will enhance literacy and math skills of struggling students.

Title III

Title III services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners.

Title X- Homeless

Families are surveyed annually to establish the number of families that are categorized as homeless. With the assistance of various agencies and the district level personnel identified families are connected with agencies that provide assistance and support.

Supplemental Academic Instruction (SAI)

District funds are used to support summer school programs for identified students.

Violence Prevention Programs

Allapattah's fifth grade students participate in the Too Good For Drugs program with the curriculum being presented by New Horizons prevention specialists. In collaboration with the St. Lucie County Sheriff's department, kindergarten students are taught basic skills in safety and violence prevention. Seventh grade students receive Civics instruction through the Schools Without Violence Prevention Program. We have implemented Positive Behavior Support as a framework to prevent violence and other undesired behaviors. Common school-wide behavioral expectations are employed in all settings.

Nutrition Programs

Title I part C coordinates with the local programs to provide information on how families can receive services such as Mustard Seed and Harvest Community Outreach.

Housing Programs

Title I, Part A and C coordinate with local programs that provide support for rent, utilities and other needs of families such as Image of Christ in Fort Pierce.

Head Start

Title I, Part A and the Early Learning Coalition

Adult Education

Title I, Part A and Part C coordinates with Indian River State College to provide our parents with the opportunity to get their high school diploma.

Career and Technical Education

N/A

Job Training

N/A

Other

N/A

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Randi Pierson - 3rd Grade Teacher
Melissa Nelson - Math Teacher
Patricia Galloway - Principal
Casandra Flores - Assistant Principal
Ana Rodriguez - Assistant Principal
Linda Schmeer - Literacy Coach
Linda Brabble - Elementary Guidance Counselor
Esther Guzman - Middle School Guidance Counselor
Renee Adderly-Clark - Dean
Alice Lee - Social Worker

Mary Ellen Barrett - Student Support Specialist
Karla Springer - ESE Department Chairperson
Catherine Majorossy - School Psychologist
Taina Garcia - Speech/Language Pathologist

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?

Core team meets at least 3-4 times a year to review universal screening data and progress monitoring data. Based on this information, the team will identify the professional development activities needed to create effective learning environments. After determining that effective Tier 1 – Core Instruction is in place, the team will identify students who are not meeting identified academic/behavioral targets.
Based on the data and discussion, the team will identify students who are in need of additional academic and/or behavioral support and will provide that information to the Problem Solving Teams (PST). The core team will ensure the necessary resources are available and the intervention is implemented with fidelity. Each Interventionist will have support documented in the intervention plan, and the interventionist and the support person will report back on all data collected for further discussion at future meetings.
The team will collaborate with the Building Level Planning Team, SAC, PBS team, and school literacy team. Core team members will serve as members of smaller PST and schedule PST meetings (weekly). Core teams will communicate with parents/community to facilitate the understanding of Response to Instruction/Intervention.

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 Core Team collaborates with the School Advisory Council (SAC) utilizing school-wide data from the Advanced Tiers of Quality. The Team identifies ways to increase academic rigor, particularly in the Literacy and Intervention/Enrichment Block (K-5), Intensive Reading and Math classes (6-12), and with Tier 1 behavioral instruction.
Utilizing the previous year's data, information on Tier 1, Tier 2, and Tier 3 targets and focus attention on deficient areas are discussed.
Topics for discussion include, but are not limited to, the following:
• FCAT scores and the lowest 25%
• AYP and subgroup performance
• Strengths and weaknesses of intensive academic/behavioral programs
• Mentoring, tutoring, and other services

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.

• Florida Comprehensive Assessment Test (FCAT) and End of Course exams
• FCAT Writes / Monthly School wide Writing Assessment
• Curriculum Based Measurement (Easy CBM)- Elementary and AIMS Web - Middle
• Florida Assessment for Instruction in Reading (FAIR/FLKRS)(KG)
• St. Lucie County Benchmarks
• Comprehensive English Language Learning Assessment (CELLA)
• Office Discipline Referrals
• Retentions
• Absences
The data will be triangulated and analyzed to determine students who need additional instruction with evidence based interventions.
The following databases will be utilized:
• Skyward
• PMRN
• Performance Matters
• MTSS Database
Additional data will be available through the following:
• Program Specific Reports
• Easy CBM/AIMSWeb
• Behavior Incident Reports (BIR)

Describe the plan to train staff on MTSS.

Professional Development will be provided to the faculty on designated professional development days and through job-embedded professional development. These in-services will include, but are not limited to, the following:

- Positive Behavior Support (PBS)
- CHAMPs
- Literacy Routines/Framework
- Math Routines/Framework
- Behavior Framework
- Easy CBM/AIMSWeb
- Performance Matters
- MTSS Database
- USF/FLDOE Problem Solving/Response to Instruction and Intervention Tier 1, 2, and 3
- Progress Monitoring and Graphing

Describe the plan to support MTSS.

Monthly team data meetings to discuss student progress with select Core Team attendance.
Problem Solving Team meetings at least monthly - more often as needs dictate.
Flexible grouping of students to meet changing needs.
Provision of resources to support differentiated needs of students.
Support staff in personal development toward identification and provision of differentiated needs of students.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Literacy Coach
Administrators
Media Specialist
ESE Chair
Reading Teachers (6-8)
One representative each grade (KG-5)
One representative each core adademic subject (6-8)
Guidance representative

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

The Literacy Leadership Team meets on the first Wednesday of each month. There is a recorder to capture the minutes of the meeting. These minutes are then submitted to the principal and team members who share information with their respective teams during weekly team meetings. An identified team member also attends the School Advisory Council meetings to provide a report of the progress of the team to those in attendance. The team provides collaborative leadership to promote a school-wide culture of reading through identifying literacy-based events and parent involvement opportunties. As well, the team discusses data, sets goals, monitors the progress of these goals, and works to strengthen the quality of reading instruction in classrooms, with particular focus on content area reading professional development.

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

To ensure implementation of the Common Core State Standard literacy skills into content areas.

To identify strategies to increase student accountability for independent reading including implementation of 100 Book Challenge in select grade levels.

Support implementation of core reading program, HMH Journey's, in conjunction with Literacy Routines (Gr 1-4)

Support implementation of core writing programs (KG-8)and schoolwide emphasis on informational writing.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

> There will be a series of parent trainings offered which will help parents by identifying ways in which they can promote a love for reading within their preschool children, create print-rich environments at home, and read with their children to foster literacy skills.

*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.

> Middle school content area teachers will meet monthly to analyze student data results from progress monitoring mini-assessments. The literacy coach will conduct Content Area Reading professional development, introducing these teachers to fix-up strategies and tools to assist students in comprehending subject area material. Trainings include Think Alouds, Making Connections, and Anticipation Guides. Additionally, all teachers are members of elementary grade level or middle school subject department professional learning communities wherein they will explore reading best practices and integration of Common Core State Standards literacy skills into content areas.

*High Schools Only

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

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

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

Postsecondary Transition

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	Students in grades 3-8 will be able to read with comprehension and fluency in a variety of genres as demonstrated on the 2013 FCAT.
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
26% (201) of students are reading at level 3 proficiency.	At least 31% (243) of students will demonstrate proficiency in reading at level 3 on the 2013 FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers adjusting to new Teacher Effectiveness Model of instruction and operating in a mechanical phase of understanding and professional practice.	Provide ongoing support and feedback for professional growth to be maximized.	Administrators Teacher Leaders Teachers	Instructional Rounds; Formative/Informal Obseration; Formal Observation; Professional Growth Plan action research from self reflection, feedback from peers and administrators.	Observation Instrument; Teacher Action Research Reflective Logs
2	Teachers adjusting to recently adopted curriculum materials and routines.	Provide on-going job embedded professional development for use of core program.	Administrators Coach Teacher Leaders	Instructional Rounds, Informal Observation, Formal Observation, Teacher Feedback, Formative Assessment/progress monitoring results	Observation Instrument, Teacher Leader Logs, Teacher Feedback/survey information, student achievement data
3	Implementation of Literacy Common Core State Standards into all content areas.	Provide on-going job embedded professional development and encourage the formation of learning communities amoung content teachers to gain greater depth of knowledge of the Literacy Common Core State Standards and how to integrate into content areas.	Administrators Coach Teachers	Lesson Planning, Instructional Rounds, PLC Learning Logs	Lesson Plan Review including teacher created assessments; Observation Instrument, Reflective Feedback
4	Content area teachers having limited knowledge of reading instruction for the purpose of integrating reading skills/strategies into instructional delivery of content area material.	Professional development on employing reading strategies/skills for the mastery of content area material and use of Marzano's Domain 1 Classroom Strategies and Behaviors. Implementaion of literacy Common Core State Standards into content areas.	Principal, Literacy Coach, and Reading teacher	Collaborative discussions with reading and content area teachers; analysis of results of mini-assessment and common assessments; lesson plans with CCSS; observations	Quarterly benchmark tests, chapter exams, mini-tests, review of student work; teacher feedback during data study group; observations
	Students lack motivation for reading	Implement school-wide activities to promote reading interest; ensure	Literacy Leadership Team (which includes	Student participation in reading events and books signed out from middle	Sign in rosters from school-wide events,book

		student access to high-interest books in middle school reading cafe; implementation of 100 Book Challenge, increase the number of books in classroom libraries; employ Marzano strategy based on engaging students	principal/literacy coach/media specialist	school reading cafe; teacher conferencing with students about independent reading books. (as appropriate to content area)	checkout from middle school reading cafe; teacher conferencing notes, IRLA updates (as appropriate to content area)
5					
6	Breakdown in understanding; lack of comprehension	Teachers will provide students with fix-up strategies and Marzano strategies addressing content for monitoring their comprehension (making connections, think alouds, anticipatory sets, etc; use of Thinking Maps to help students organize their thinking;	Teachers and administrators	Increased performance on comprehension activities; student responses to questions during small group and whole group reading; completed Thinking Maps; observations	Teacher-made tests, benchmark tests and mini-assessments; student work; Thinking Maps displays
7	Teachers lack experience with instruction of close reading and increased text complexity.	Provide support for CIS/NGCAT-PD to increase teacher effectiveness.	Literacy Coach District Support Administrators	Student work products, observation, lesson planning, LC participation	Student work, observation assessment, LC Logs

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:	Students in grades 3-8 will be able to read with comprehension and fluency in a variety of genres as demonstrated on the 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
* N/A Fewer than 15 students	*N/A Fewer than 15 students

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers adjusting to curriculum changes, instructional expectatons and Common Core Standards.	Provide job-embedded professional development and support to teachers to acquire increased proficiency.	Instructional Coaches Administrators	Teachers Instructional Rounds, Formal Observation; Collaborative Planning/Evaluation	Observation Instrument; Lesson Plans; Teacher Feedback/Survey
2	There are limited materials and teacher skill in differentiating instruction to meet the "just right" needs of students at all levels of proficiency.	Provide timely and appropriate Tier 2 and Tier 3 interventions using approved resources and increasing understanding and technique in differentiated instruction through participation in PLCs.	Teachers MTSS Core Team Administrators Instructional Coaches	Instructional Rounds, Collaborative Planning, and PLC participation	Observation instrument, lesson planning, PLC Logs
3	Teachers lack experience with instruction of close reading and increased text complexity.	Provide support for CIS/NGCAT-PD to increase teacher effectiveness.	Literacy Coach District Support Administrators	Student work products, observation, lesson planning, LC participation	Student work, observation assessment, LC Logs
4	Teachers lack experience with instruction of close reading and increased	Provide support for CIS/NGCAT-PD to increase teacher	Literacy Coach District Support Administrators	Student work products, observation, lesson planning, LC participation	Student work, observation assessment, LC

	text complexity.	effectiveness.			Logs

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	Students in grades 3-8 will be able to read with comprehension and fluency in a variety of genres as demonstrated by the 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
21% of students (162) scored at levels 4 or 5 on the 2012 FCAT.	26% of students (204) will achieve a level 4 or 5 as measured by the 2013 FCAT.

<table>
<tr><th colspan="6">Problem-Solving Process to Increase Student Achievement</th></tr>
<tr><th></th><th>Anticipated Barrier</th><th>Strategy</th><th>Person or Position Responsible for Monitoring</th><th>Process Used to Determine Effectiveness of Strategy</th><th>Evaluation Tool</th></tr>
<tr><td>1</td><td>Limited proficiency in strategies that promote deep, critical thinking for all students.</td><td>Continued implementation of Framework for Teacher Effectiveness with Learning Community support. Continued attention to cooperative learning structures, thinking maps and critical attributes of taxonomy complexity with fidelity.</td><td>Instructional Staff

Administrators

Teacher Leaders

Coach</td><td>Classroom observation, Instructional Rounds, Lesson Planning, Learning Community Logs</td><td>FCAT, benchmark assessments, classroom based assessment, AIMSWeb, Easy CBM, Instructional Rounds, Learning Logs (As appropriate to Subject Area)</td></tr>
<tr><td>2</td><td>Limited access to authentic learning experiences.</td><td>Use of multiple original and secondary sources to analyze, interpret and synthesize relevant details and facts in order to examine relationships, discuss observations and define conclusions</td><td>Instructional Staff

Administrators</td><td>Lesson Plans, Instructional Rounds, Student Work Samples</td><td>FCAT, benchmark assessments, classroom based assessment, AIMSWeb, Easy CBM, Instructional Rounds, Learning Logs (As appropriate to subject area)</td></tr>
<tr><td>3</td><td>Limited understanding and implementation of Common Core State Literacy Standards across the curriculum and specific Common Core Standards for specific subject area as appropriate.</td><td>Unpacking Common Core Literacy Standards across all grade levels with implementation of literacy skills across the curriculum with particular emphasis on non-fiction reading, oral discussion and daily writing. Unpacking of Common Core standards for specific subject area as appropriate.</td><td>Instructional Staff

Administrators

Coaches</td><td>Lesson Plans, Learning Community Logs, Instructional Rounds, Student Work Samples</td><td>FCAT, benchmark assessments, classroom based assessment, AIMSWeb, Easy CBM, Instructional Rounds, Learning Logs (As appropriate to subject area)</td></tr>
<tr><td>4</td><td>There are limited materials to differentiate instruction and "just right" practice for students at all levels of reading proficiency across genre of informational text.</td><td>To strengthen core and provide Tier 2 and Tier 3 intervention, use of Journeys Red Tab Intervention and Tool Box instructional tools, Read 180, Bridges and 100 Book Challenge as a supplemental resource to reach the indivicual needs of all students.</td><td>Administrators

BLPT

Literacy Coach</td><td>Daily/weekly/monthly/quarterly progress monitoring by student, classroom, grade level and school via logging, charting and online reporting</td><td>Easy CBM, AIMSWeb, IRLA, Read 180 Logs, Bridges Logs, Instructional Rounds and Celebration Reports.(As appropriate to subject area and grade level)</td></tr>
<tr><td></td><td>lack of student motivation for reading</td><td>high-interest books and regular access to books through newly established middle</td><td>Literacy Coach, Reading Teachers, and administrators</td><td>Regular visits to reading cafe; increased number of high-interest books checked out by students;classroom rubrics</td><td>Middle grades reading cafe schedule; Destiny checkout; reading</td></tr>
</table>

#	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5		school reading cafe; applying Marzano's strategyes for setting reading learning goals and tracking student progress		and individual students' progress sheets	journals & choice activities; teacher and students' rubrics
6	Students reading books below grade level which are not challenging	match students to texts which are indicative of reading lexiles and independent reading levels	Literacy Coach and Reading Teachers	Teacher will review books chosen by students for independent reading and verify match	Teacher/Student Independent Reading Conference Notes
7	Students not reading more nonfiction/informational text	Increase variety of reading materials in classrooms to include more nonfiction text as well as use of text sets for delivery of content area material	Literacy Coach, all teachers	Checkout of text sets by classroom teachers; selection of nonfiction material from classroom reading libraries and reading cafe	Teacher-made assessments; mini-tests; reading journals; teacher/student independent reading conference notes
8	Teachers lack experience with instruction of close reading and increased text complexity.	Provide support for CIS/NGCAT-PD to increase teacher effectiveness.	Literacy Coach District Support Administrators	Student work products, observation, lesson planning, LC participation	Student work, observation assessment, LC Logs

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:	Students in grades 3-8 will be able to read with comprehension and fluency in a variety of genres as demonstrated on the 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
* Fewer than 15 students	*Fewer than 15 students

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited proficiency in strategies that promote deep, critical thinking for all students.	Continued implementation of Framework for Teacher Effectiveness with Learning Community support. Continued attention to cooperative learning structures, thinking maps and critical attributes of taxonomy complexity with fidelity.	Instructional Staff Administrators Teacher Leaders Coach	Classroom observation, Instructional Rounds, Lesson Planning, Learning Community Logs	FCAT, benchmark assessments, classroom based assessment, AIMSWeb, Easy CBM, Instructional Rounds, Learning Logs (As appropriate to subject area)
2	Limited access to authentic learning experiences.	Use of multiple original and secondary sources to analyze, interpret and synthesize relevant details and facts in order to examine relationships, discuss observations and define conclusions	Instructional Staff Administrators	Lesson Plans, Instructional Rounds, Student Work Samples	FCAT, benchmark assessments, classroom based assessment, AIMSWeb, Easy CBM, Instructional Rounds, Learning Logs (As appropriate to subject area)
	Limited understanding and implementation of Common Core State	Unpacking Common Core Literacy Standards across all grade levels	Instructional Staff Administrators	Lesson Plans, Learning Community Logs, Instructional Rounds, Student Work	FCAT, benchmark assessments, classroom based

3	Literacy Standards across the curriculum	with implementation of literacy skills across the curriculum with particular emphasis on non-fiction reading, oral discussion and daily writing.	Coaches	Samples	assessment, AIMSWeb, Easy CBM, Instructional Rounds, Learning Logs (as appropriate to subject area)
4	There are limited materials to differentiate instruction and "just right" practice for students at all levels of reading proficiency across genre of informational text. (Appropriate to subject area)	To strengthen core and provide Tier 2 and Tier 3 intervention, use of Journeys Red Tab Intervention and Tool Box instructional tools, lenge as a supplemental resource to reach the individual needs of all students. (As appropriate to subject area)	Administrators BLPT Literacy Coach	Daily/weekly/monthly/quarterly progress monitoring by student, classroom, grade level and school via logging, charting and online reporting (appropriate to subject area)	Easy CBM, AIMSWeb, IRLA, Read 180 Logs, Bridges Logs, Instructional Rounds and Celebration Reports. (as appropriate to subject area)
5	Teachers lack experience with instruction of close reading and increased text complexity.	Provide support for CIS/NGCAT-PD to increase teacher effectiveness.	Literacy Coach District Support Administrators	Student work products, observation, lesson planning, LC participation	Student work, observation assessment, LC Logs

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:	Students in grades 3-8 will be able to read with comprehension and fluency in a variety of genres as demonstrated on the 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
62% (486) of students made learning gains in reading	67% (526) of students will demonstrate gains as measured by the 2013 FCAT.

Problem-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	Staffing changes: New Hires, Grade Level Changes, Subject Area Changes together and the inclusion teachers who will provide support facilitation.	Establish common planning times for grade and subject area teams and imbed professional development to enhance teaching collaboration to benefit all students.	RtI Core Team Administrators Instructional Staff Coach	Observation; Collaborative Lesson Plans, Instructional Rounds, Learning Community Logs	Observation Instrument; Lesson Plans; Instructional Rounds; formative assessment data, Learning Community Logs
2	Fidelity in use of differentiated instruction to meet the individual needs of all students.	Establish expectation of daily routines in all subject areas that includes differentiated small group instruction with professional development support provided by Learning Community sponsored by FIN.	Administrators Student Support Specialist Coach Instructional Staff	Lesson Plans,Observation, Instructional Rounds, Learning Community Logs.	Observation Instrument; Lesson Plans; Instructional Rounds; formative assessment data, Learning Community Logs
3	There are only (3) teachers who are reading endorsed -- two of whom (Literacy Coach and Student Support Specialist) are non-instructional classroom teachers.	To increase strategy effectiveness for student access to all content material, provide professional development in the area of literacy skills to all professional staff.	Administrators Coach Student Support Specialist District PD Staff	Lesson Plans,Observation, Instructional Rounds, Learning Community Logs.	Observation Instrument; Lesson Plans; Instructional Rounds; formative assessment data, Learning Community Logs

4	lack of higher level thinking	Teachers will develop questions during lesson planning to purposefully engage students in higher level thinking	Administrators, literacy coach, teachers	professional learning communities; classroom observations	classroom observation notes; lesson plans; teacher-made tests, benchmarks assessments, student work.
5	Teachers lack experience with instruction of close reading and increased text complexity.	Provide support for CIS/NGCAT-PD to increase teacher effectiveness.	Literacy Coach District Support Administrators	Student work products, observation, lesson planning, LC participation	Student work, observation assessment, LC Logs

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:	Students in grades 3-8 will be able to read with comprehension and fluency in a variety of genres as demonstrated on the 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
*N/A Fewer than 15 students	*N/A Fewer than 15 students

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>Staffing changes: New Hires, Grade Level Changes, Subject Area Changes together and the inclusion teachers who will provide support facilitation.</td><td>Establish common planning times for grade and subject area teams and imbed professional development to enhance teaching collaboration to benefit all students.</td><td>RtI Core Team

Administrators

Instructional Staff

Coach</td><td>Observation; Collaborative Lesson Plans, Instructional Rounds, Learning Community Logs</td><td>Observation Instrument; Lesson Plans; Instructional Rounds; formative assessment data, Learning Community Logs</td></tr>
<tr><td>2</td><td>Fidelity in use of differentiated instruction to meet the individual needs of all students.</td><td>Establish expectation of daily routines in all subject areas that includes differentiated small group instruction with professional development support provided by Learning Community sponsored by FIN.</td><td>Administrators

Student Support Specialist

Coach

Instructional Staff</td><td>Lesson Plans,Observation, Instructional Rounds, Learning Community Logs.</td><td>Observation Instrument; Lesson Plans; Instructional Rounds; formative assessment data, Learning Community Logs</td></tr>
<tr><td>3</td><td>There are only (3) teachers who are reading endorsed -- two of whom (Literacy Coach and Student Support Specialist) are non-instructional classroom teachers.</td><td>To increase strategy effectiveness for student access to all content material, provide professional development in the area of literacy skills to all professional staff.</td><td>Administrators

Coach

Student Support Specialist

District PD Staff</td><td>Lesson Plans, Observation, Instructional Rounds, Learning Community Logs.</td><td>Observation Instrument; Lesson Plans; Instructional Rounds; formative assessment data, Learning Community Logs</td></tr>
<tr><td>4</td><td>Teachers lack experience with instruction of close reading and increased text complexity.</td><td>Provide support for CIS/NGCAT-PD to increase teacher effectiveness.</td><td>Literacy Coach District Support Administrators</td><td>Student work products, observation, lesson planning, LC participation</td><td>Student work, observation assessment, LC Logs</td></tr>
</table>

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

4. FCAT 2.0: Percentage of students in Lowest 25%	

making learning gains in reading.

Reading Goal #4:

Students in grades 3-8 will be able to read with comprehension and fluency in a variety of genres as demonstrated by the 2013 FCAT.

2012 Current Level of Performance:	2013 Expected Level of Performance:
68% (132 of the 194 students identified as the lowest 25%)	73% (142 of the students in the lowest quartile) will make learning gains as measured by the 2013 FCAT.

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers adjusting to curriculum changes, instructional expectatons and Common Core Standards.	Provide job-embedded professional development and support to teachers to acquire increased proficiency.	Instructional Coaches Administrators Teachers	Instructional Rounds, Formal Observation; Collaborative Planning/Evaluation	Observation Instrument; Lesson Plans; Teacher Feedback/Survey
2	There are limited materials and teacher skill in diffeentiating instruction to meet the "just right" needs of students at all levels of proficiency.	Provide timely and appropriate Tier 2 and Tier 3 interventions using approved resources and increasing understanding and technique in differentiated instruction through participation in PLCs.	Teachers MTSS Core Team Administrators Instructional Coaches	Instructional Rounds, Collaborative Planning, and PLC participation	Observation instrument, lesson planning, PLC Logs
3	lack of differentiating instruction based on students' areas of weakness	Teachers will differentiate classroom instruction and deliver small group instruction based on flexible grouping and needs; also integration of Computer-Aided Instruction for remediation; integration of literacy standards of Common Core State Standards in content areas.	Administrators, literacy coach, teachers	review student groupings to ensure they vary based on skill; student performance; observations	Destination Reading and Earobics reading reports; scaffolded lesson plans; classroom
4	Disfluent reading	Provide multiple reading opportunities to increase fluency through choral reading, read alouds,Readers' Theatre, and time readings.	Teachers	Increased performance of words correct per minute on timed readings; advancement of NLC reading group levels	NLC reading activities; Fluency probes
5	Failure to identify students performing in the lowest 25%.	Use Performance Matters to disaggregate and anaylze ongoing progress monitoring data to drive instruction and target students	Teachers and administrators	grouping of students and reteachings based on Performance Matters reports	lesson plans; data study group sessions; RtI snapshots
6	Teachers lack experience with instruction of close reading and increased text complexity.	Provide support for CIS/NGCAT-PD to increase teacher effectiveness.	Literacy Coach District Support Administrators	Student work products, observation, lesson planning, LC participation	Student work, observation assessment, LC Logs

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 # Students in grades 3-8 will be able to read with comprehension and fluency in a variety of genres as demonstrated on the 2013 FCAT. 5A :

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

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	All students in grades 3-8 will be able to read with comprehension and fluency in a variety of genres as demonstrated by the 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
*data unavailable	*data unavailable

	Problem-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	49% (34) teachers have not completed ESOL endorsement. The student population is becoming more diverse each year.	To increase effectiveness of core, Tier 2 and Tier 3 interventions, expand Ruby Payne and Differentiated Instruction Learning Community to increase effectiveness with diverse populations and support staff members in their pursuit of ESOL endorsement.	Adminsitrators RtI Core Team Literacy Council	Strategies known to be effective with diverse populations will be monitored for through Instructional Rounds and lesson plans.	Lesson Plans; Instructional Rounds data; formative and summative assessment.
2	Teachers sue familiar and comfortable strategies during instruction and may not vary strategies effectively.	To increase teacher effectiveness, provide on-going support for professional/personal learning and practice using the SLC Framework for Teacher Effectiveness Model and Lesson Study to increase the variety and effective use of strategies to meet student needs.	Administrators Coach Instructional Staff	Observation Instrument; Instructional Rounds; lesson planning; Community Learning Logs.	Observation Data, lesson plans, learning community logs, lesson study after-action review data.
3	There is limited time for teachers to come together for professional development.	Provide job embedded professional development opportunities within the classroom setting, time for collaboration, Learning Communities/Action Research, Lesson Study and need based planning.	Administrators Literacy Council Consultant	Use of comprehensive professional development schedule, common planning time, monthly data chats, weekly instructiona meetings, Instructional Rounds and Professional Development "Check In/Check Up".	Observation Data, lesson plans, learning community logs, lesson study after-action review data.
4	lack of differentiating instruction based on students' areas of weakness	Teachers will differentiate classroom instruction and deliver small group instruction based on flexible grouping and needs; use Marzano strategy of Organizing Students to Interact with New Knowledge; also integration of Computer-Aided Instruction for remediation	Administrators, literacy coach, teachers	review student groupings to ensure they vary based on skill; student performance	Destination Reading and Earobics reading reports; scaffolded lesson plans; observations
	Breakdown in	Use of Thinking	Teachers; literacy	student-created thinking	results from

5	comprehension and limited vocabulary development	Maps/word mapping, interactive word walls, context clues and other reading strategies to help students increase understanding and organize their thinking	coach, and administrators	maps work displays; teacher/student conferencing; classroom observations	benchmark assessments; mini-assessments

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	All students in grades 3-8 will be able to read with comprehension and fluency in a variety of genres as demonstrated by the 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
*data unavailable	*data unavailable

Problem-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	49% (34) of teachers have not completed ESOL requirements.	Provide support for staff members who are pursuing ESOL Endorsement and professional development on those strategies that will support student learning.	Instructional Staff Coach Administrators	Completion rate of ESOL Endorsement, Lesson Plans, Observation, Instructional Rounds, Learning Community Logs.	Observation Instrument; Lesson Plans; Instructional Rounds; formative assessment data, Learning Community Logs
2	Fidelity in use of differentiated instruction to meet the individual needs of all students.	Establish expectation of daily routines in all subject areas that includes differentiated small group instruction with professional development support provided by Learning Community sponsored by FIN.	Administrators Student Support Specialist Coach Instructional Staff	Lesson Plans,Observation, Instructional Rounds, Learning Community Logs.	Observation Instrument; Lesson Plans; Instructional Rounds; formative assessment data, Learning Community Logs
3	Lack of adequate vocabulary development and breakdown in comprehension	Use of word mapping, interactive word walls, and context clues to build vocabulary as well as use of Thinking Maps, Writing to express understanding and Common Core State Literacy Standards to help students increase understanding and organize their thinking.	Instructional Staff Coach Administrators	Student work samples; lesson planning, Instructional Rounds, data analysis	Observation Instrument; Lesson Plans; Instructional Rounds; formative assessment data, Learning Community Logs

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:	All students in grades 3-8 will be able to read with comprehension and fluency in a variety of genres as demonstrated by the 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:

	*data unavailable		*data unavailable		

	Problem-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	There are only (3) teachers who are reading endorsed -- two of whom (Literacy Coach and Student Support Specialist) are non-instructional classroom teachers. Content area teachers have limited knowledge of instructional strategies that increase access to content area material.	To increase strategy effectiveness for student access to all content material, provide professional development in the area of literacy skills to all professional staff. Encourage and support pursuit of Reading Endorsement and/or CAR-PD.	Administrators Coach Student Support Specialist District PD Staff	Lesson Plans, Observation, Instructional Rounds, Learning Community Logs; rate of increase in endorsed teachers.	Observation Instrument; Lesson Plans; Instructional Rounds; formative assessment data, Learning Community Logs
2	Fidelity in use of differentiated instruction to meet the individual needs of all students.	Establish expectation of daily routines in all subject areas that includes differentiated small group instruction with professional development support provided by Learning Community sponsored by FIN.	Administrators Student Support Specialist Coach Instructional Staff	Lesson Plans,Observation, Instructional Rounds, Learning Community Logs.	Observation Instrument; Lesson Plans; Instructional Rounds; formative assessment data, Learning Community Logs
3	Lack of adequate vocabulary development and breakdown in comprehension	Use of word mapping, interactive word walls, and context clues to build vocabulary as well as use of Thinking Maps, Writing to express understanding and Common Core State Literacy Standards to help students increase understanding and organize their thinking.	Instructional Staff Coach Administrators	Student work samples; lesson planning, Instructional Rounds, data analysis	Observation Instrument; Lesson Plans; Instructional Rounds; formative assessment data, Learning Community Logs
4	Teachers lack experience with instruction of close reading and increased text complexity.	Provide support for CIS/NGCAT-PD to increase teacher effectiveness.	Literacy Coach District Support Administrators	Student work products, observation, lesson planning, LC participation	Student work, observation assessment, LC Logs

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:	All students in grades 3-8 will be able to read with comprehension and fluency in a variety of genres as demonstrated by the 2013 FCAT..
2012 Current Level of Performance:	2013 Expected Level of Performance:
*data unavailable	*data unavailable

	Problem-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	Lack of adequate vocabulary development and breakdown in comprehension.	Use of word mapping, interactive word walls, and context clues to build vocabulary as well as use of Thinking Maps, Writing to express understanding and Common Core State Literacy Standards to help students increase understanding and organize their thinking.	Instructional Staff Coach Administrators	Student work samples; lesson planning, Instructional Rounds, data analysis	Observation Instrument; Lesson Plans; Instructional Rounds; formative assessment data, Learning Community Logs
2	There are only (3) teachers who are reading endorsed -- two of whom (Literacy Coach and Student Support Specialist) are non-instructional classroom teachers.	To increase strategy effectiveness for student access to all content material, provide professional development in the area of literacy skills to all professional staff.	Administrators Coach Student Support Specialist District PD Staff	Lesson Plans, Observation, Instructional Rounds, Learning Community Logs.	Observation Instrument; Lesson Plans; Instructional Rounds; formative assessment data, Learning Community Logs
3	Fidelity in use of differentiated instruction to meet the individual needs of all students.	Establish expectation of daily routines in all subject areas that includes differentiated small group instruction with professional development support provided by Learning Community sponsored by FIN.	Administrators Student Support Specialist Coach Instructional Staff	Lesson Plans,Observation, Instructional Rounds, Learning Community Logs.	Observation Instrument; Lesson Plans; Instructional Rounds; formative assessment data, Learning Community Logs
4	Limited background knowledge	Use anticipatory sets, KWL,and United Streaming and resources to assess and build upon prior knowledge.	Administrators, literacy coach, teachers	review student groupings to ensure they vary based on skill; student performance	Destination Reading and Earobics reading reports; scaffolded lesson plans

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
Lesson Study	KG-8	Instructional Leaders Administrators District PD Support	Self Selected Grade Groups	Initial Training August 2012 with first cycle by January 2013	Facilitated Lesson Study After-Action Review	Instructional Leaders Administrators
PD on DIfferentiated Instruction	KG-8	FIN Instructional Leaders Coach Administrators	School Wide Participation	Initial training September 5 On-going through year in Small (grade/dept) Learning Communities	Monthly Instructional Team Meetings Instructional Rounds Lesson Planning	Instructional Leader Coach Administrators
PD refresher on the SLCSB adopted Literacy Routines and implementation of Common		District PD Instructional		September 2012	Weekly collaborative	Administrators

Core Literacy State Standards and full implementation of newly adopted core reading series.	KG-8	Leaders Coach Administrators	School Wide Participation	On-going through year	planning sessions, Instructional Rounds, Instructional team meetings	Literacy Leadership Team
PD on 100 Book Challenge Framework	KG-8	Administrators Consultant Coach	School Wide (phased in over the course of the year)	October 2012 On-going through year	Instructional Rounds, Progress Chats/Reports, Celebrations, Consultant visits	Administrators Literacy Leadership Team Coach
SLC Framework for Teacher Effectiveness	KG-8	Administrators Instructional Leaders District PD	School Wide/PLCs by grade/dept	Monthly (August - May) Instructional Learning Team Meetings, individual learning	Instructional coaching, modeling and support. Team collaboration and sharing of best practices. Instructional Rounds/observation	Administrators Instructional Leaders Teachers

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
100 Book Challenge Sustained Independent Reading Framework	Leveled books (emphasis on informational text), instructional practice guidelines with Common Core Standards, and progress monitoring support materials.	Title I	$60,000.00
		Subtotal:	$60,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Digital monitoring of student progress	Digital monitoring system (IRLA and School Pace)	Title I	$5,000.00
		Subtotal:	$5,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
100 Book Challenge Differentiated Learning Framework	5 days of PD (additional days as a component of purchasing materials)	Title 1	$12,000.00
LC Studies (The Art and Science of Teacher; Handbook; Marzano Strategies)	Books for LCs	School Operating Budget	$6,000.00
Teacher Effectiveness Initiative	Substitutes (35)	Title 1	$3,500.00
		Subtotal:	$21,500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
		Subtotal:	$0.00
		Grand Total:	$86,500.00

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:	At least 72% (39) of ELL students will be proficient on the Listening/Speaking portion of the Spring 2013 administration of CELLA.

2012 Current Percent of Students Proficient in listening/speaking:

Based upon the Spring 2012 administration of CELLA, 67% (36) of ELL students were proficient in Listening/Speaking.

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>Lack of differentiated instruction based on student need</td><td>Differentiate instruction and deliver small group instruction based on flexible grouping and needs; use SLC Framework for organizing students to interact with knowledge and integrate computer aided instruction for remediation.</td><td>Administrators

Instructional Leaders

Coach

Teachers</td><td>Lesson Plans, Observation, Instructional Rounds, Learning Community Logs.</td><td>Observation Instrument; Lesson Plans; Instructional Rounds; formative assessment data, Learning Community Logs</td></tr>
<tr><td>2</td><td>Lack of adequate vocabulary development and breakdown in comprehension.</td><td>Use of word mapping, interactive word walls, and context clues to build vocabulary as well as use of Thinking Maps, Writing to express understanding and Common Core State Literacy Standards to help students increase understanding and organize their thinking.</td><td>Instructional Staff

Coach

Administrators</td><td>Student work samples; lesson planning, Instructional Rounds, data analysis</td><td>Observation Instrument; Lesson Plans; Instructional Rounds; formative assessment data, Learning Community Logs</td></tr>
<tr><td>3</td><td>Limited proficiency in strategies that promote deep, critical thinking for all students.</td><td>Continued implementation of Framework for Teacher Effectiveness with Learning Community support. Continued attention to cooperative learning structures, thinking maps and critical attributes of taxonomy complexity with fidelity.</td><td>Instructional Staff

Administrators

Teacher Leaders

Coach</td><td>Classroom observation, Instructional Rounds, Lesson Planning, Learning Community Logs</td><td>FCAT, benchmark assessments, classroom based assessment, AIMSWeb, Easy CBM, Instructional Rounds, Learning Logs</td></tr>
</table>

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:	At least 33% (18) of ELL students will be proficient on the Reading portion of the Spring 2013 administration of CELLA.

2012 Current Percent of Students Proficient in reading:

Based upon the Spring 2012 administration of CELLA, 28% (15) of ELL students were proficient in Reading.

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td></td><td></td><td>Person or</td><td>Process Used to</td><td></td></tr>
</table>

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Fidelity in use of differentiated instruction to meet the individual needs of all students.	Establish expectation of daily routines in all subject areas that includes differentiated small group instruction with professional development support provided by Learning Community sponsored by FIN.	Administrators Student Support Specialist Coach Instructional Staff	Lesson Plans,Observation, Instructional Rounds, Learning Community Logs.	Observation Instrument; Lesson Plans; Instructional Rounds; formative assessment data, Learning Community Logs
2	Lack of adequate vocabulary development and breakdown in comprehension.	Use of word mapping, interactive word walls, and context clues to build vocabulary as well as use of Thinking Maps, Writing to express understanding and Common Core State Literacy Standards to help students increase understanding and organize their thinking	Instructional Staff Coach Administrators	Student work samples; lesson planning, Instructional Rounds, data analysis	Observation Instrument; Lesson Plans; Instructional Rounds; formative assessment data, Learning Community Logs
3	There are only (3) teachers who are reading endorsed -- two of whom (Literacy Coach and Student Support Specialist) are non-instructional classroom teachers.	To increase strategy effectiveness for student access to all content material, provide professional development in the area of literacy skills to all professional staff.	Administrators Coach Student Support Specialist District PD Staff	Lesson Plans, Observation, Instructional Rounds, Learning Community Logs.	Observation Instrument; Lesson Plans; Instructional Rounds; formative assessment data, Learning Community Logs

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	At least 40% (22) of ELL students will be proficient on the Writing portion of the Spring 2013 administration of CELLA.

2012 Current Percent of Students Proficient in writing:
Based upon the Spring 2012 administration of CELLA, 35% (19) of ELL students were proficient in Writing.

Problem-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	There are only (3) teachers who are reading endorsed -- two of whom (Literacy Coach and Student Support Specialist) are non-instructional classroom teachers.	To increase strategy effectiveness for student access to all content material, provide professional development in the area of literacy skills including Write from the Beginning and Write into the Future to all professional staff.	Administrators Coach Student Support Specialist District PD Staff	Lesson Plans, Observation, Instructional Rounds, Learning Community Logs.	Observation Instrument; Lesson Plans; Instructional Rounds; formative assessment data, Learning Community Logs
2	Lack of adequate vocabulary development and breakdown in comprehension.	Use of word mapping, interactive word walls, and context clues to build vocabulary as well as use of Thinking Maps, Writing to express understanding	Instructional Staff Coach Administrators	Student work samples; lesson planning, Instructional Rounds, data analysis	Observation Instrument; Lesson Plans; Instructional Rounds; formative assessment data, Learning

		and Common Core State Literacy Standards to help students increase understanding and organize their thinking.			Community Logs
3		Limited proficiency in strategies that promote deep, critical thinking for all students.	Continued implementation of Framework for Teacher Effectiveness with Learning Community support. Continued attention to cooperative learning structures, thinking maps and critical attributes of taxonomy complexity with fidelity.	Instructional Staff Administrators Teacher Leaders Coach	Classroom observation, Instructional Rounds, Lesson Planning, Learning Community Logs	FCAT, benchmark assessments, classroom based assessment, AIMSWeb, Easy CBM, Instructional Rounds, Learning Logs

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Write from the Beginning and Write Into the Future implementation	Teacher Manuals	Title I	$2,500.00
			Subtotal: $2,500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $2,500.00

End of CELLA Goals

Elementary School Mathematics Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	Students will develop higher level thinking skills and problem-solving skills to enhance mathematical proficiency at deep conceptual levels of understanding.
2012 Current Level of Performance:	2013 Expected Level of Performance:
80% (242) of students in grades 3-5 scored at level 3 proficiency.	For the 2013 FCAT administration, at least 81% (271)of students in grades 3-5 will demonstrate mastery at a minimum level 3 performance which represents a decrease of 10% in levels 1 and 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	Teachers adjusting to new Teacher Effectiveness Model of instruction and operating in a mechanical phase of understanding and professional practice.	Provide ongoing support and feedback for professional growth to be maximized.	Administrators Teacher Leaders Teachers	Instructional Rounds; Formative/Informal Obseration; Formal Observation; Professional Growth Plan action research from self reflection, feedback from peers and administrators.	Observation Instrument; Teacher Action Research Reflective Logs
2	Teachers adjusting to recently adopted curriculum materials and routines.	Provide on-going job embedded professional development for use of core program.	Administrators Coach Teacher Leaders	Instructional Rounds, Informal Observation, Formal Observation, Teacher Feedback, Formative Assessment/progress monitoring results	Observation Instrument, Teacher Leader Logs, Teacher Feedback/survey information, student achievement data
3	Implementation of Literacy Common Core State Standards into all content areas.	Provide on-going job embedded professional development and encourage the formation of learning communities amoung content teachers to gain greater depth of knowledge of the Literacy Common Core State Standards and how to integrate into content areas.	Administrators Coach Teachers	Lesson Planning, Instructional Rounds, PLC Learning Logs	Lesson Plan Review including teacher created assessments; Observation Instrument, Reflective Feedback
4	Time to create meaningful labs and real world experiences is limited.	Provide for lab management and coaching by Science Chair, Edu2000 and deeper understanding in use of Science Fusion.	Science Chair Teachers Administrators	Observation, collaborative planning, PLC Learning Logs	Lesson Plan Review, Lab Use Plan, Observations
5	teacher proficiency with new math common core standards	Middle school math teachers will participate in a year-long weekly professional learning community to support implementation with fidelity	Administrators; teachers	observations; lesson plans; collegial conversations with teachers; PLC log	observations; teacher feedback
6	limited understanding of abstract concepts	use of math manipulatives to aid students in mastering abstract concepts; use of Marzano's strategy of	math teachers, administrators	classroom observations, lesson plans	student performance on benchmark assessments and mini-tests;

| | | Recording and Representing Knowledge | | | classroom observations |

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:	Students will develop higher level thinking skills and problem-solving skills to enhance mathematical proficiency at deep conceptual levels of understanding.
2012 Current Level of Performance:	2013 Expected Level of Performance:
*N/A Fewer than 15 students	*N/A Fewer than 15 students

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers adjusting to curriculum changes, instructional expectatons and Common Core Standards.	Provide job-embedded professional development and support to teachers to acquire increased proficiency.	Instructional Coaches Administrators	Teachers Instructional Rounds, Formal Observation; Collaborative Planning/Evaluation	Observation Instrument; Lesson Plans; Teacher Feedback/Survey
2	There are limited materials and teacher skill in differentiating instruction to meet the "just right" needs of students at all levels of proficiency.	Provide timely and appropriate Tier 2 and Tier 3 interventions using approved resources and increasing understanding and technique in differentiated instruction through participation in PLCs.	Teachers MTSS Core Team Administrators Instructional Coaches	Instructional Rounds, Collaborative Planning, and PLC participation	Observation instrument, lesson planning, PLC Logs

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:	Students will develop higher level thinking skills and problem-solving skills to enhance mathematical proficiency at deep conceptual levels of understanding.
2012 Current Level of Performance:	2013 Expected Level of Performance:
4% (13)of students in grades 3-5 performed at level 4 or 5.	9% (30) of students in grades 3-5 will perform at a level 4 or 5 on the 2013 FCAT.

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited proficiency in strategies that promote deep, critical thinking for all students.	Continued implementation of Framework for Teacher Effectiveness with Learning Community support. Continued attention to cooperative	Instructional Staff Administrators Teacher Leaders Coach	Classroom observation, Instructional Rounds, Lesson Planning, Learning Community Logs	FCAT, benchmark assessments, classroom based assessment, AIMSWeb, Easy CBM, Instructional Rounds, Learning

		learning structures, thinking maps and critical attributes of taxonomy complexity with fidelity.			Logs (As appropriate to Subject Area)
2	Limited access to authentic learning experiences.	Use of multiple original and secondary sources to analyze, interpret and synthesize relevant details and facts in order to examine relationships, discuss observations and define conclusions	Instructional Staff Administrators	Lesson Plans, Instructional Rounds, Student Work Samples	FCAT, benchmark assessments, classroom based assessment, AIMSWeb, Easy CBM, Instructional Rounds, Learning Logs (As appropriate to subject area)
3	Limited understanding and implementation of Common Core State Literacy Standards across the curriculum and specific Common Core Standards for specific subject area as appropriate.	Unpacking Common Core Literacy Standards across all grade levels with implementation of literacy skills across the curriculum with particular emphasis on non-fiction reading, oral discussion and daily writing. Unpacking of Common Core standards for specific subject area as appropriate.	Instructional Staff Administrators Coaches	Lesson Plans, Learning Community Logs, Instructional Rounds, Student Work Samples	FCAT, benchmark assessments, classroom based assessment, AIMSWeb, Easy CBM, Instructional Rounds, Learning Logs (As appropriate to subject area)
4	There are limited materials to differentiate instruction and "just right" practice for students at all levels of reading proficiency across genre of informational text.	To strengthen core and provide Tier 2 and Tier 3 intervention, use of Journeys Red Tab Intervention and Tool Box instructional tools, Read 180, Bridges and 100 Book Challenge as a supplemental resource to reach the indivicual needs of all students.	Administrators BLPT Literacy Coach	Daily/weekly/monthly/quarterly progress monitoring by student, classroom, grade level and school via logging, charting and online reporting	Easy CBM, AIMSWeb, IRLA, Read 180 Logs, Bridges Logs, Instructional Rounds and Celebration Reports.(As appropriate to subject area and grade level)
5	lower level questions/tasks being assigned to students	use Webb's Depth of Knowledge cognitive complexity levels when designing student work and preparing questions to guide student thinking	Administrators; literacy coach; teachers	lesson planning; review of student work displays; classroom observation	performance on mini-tests and quarterly benchmark assessments; classroom observation
6	Failure to challenge students who are performing on higher levels	Use of supplemental math resources to provide enrichment opportunities to students and implementation of the Math Routine	teachers and administrators	lesson planning; classroom activities & tasks; collegial conversations with teachers; classroom observations	performance on mini-test assessments and quarterly benchmark assessments, student work products

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:	Students will develop higher level thinking skills and problem-solving skills to enhance mathematical proficiency at deep conceptual levels of understanding.
2012 Current Level of Performance:	2013 Expected Level of Performance:
*Fewer than 15	*Fewer than 15
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited proficiency in strategies that promote deep, critical thinking for all students.	Continued implementation of Framework for Teacher Effectiveness with Learning Community support. Continued attention to cooperative learning structures, thinking maps and critical attributes of taxonomy complexity with fidelity.	Instructional Staff Administrators Teacher Leaders Coach	Classroom observation, Instructional Rounds, Lesson Planning, Learning Community Logs	FCAT, benchmark assessments, classroom based assessment, AIMSWeb, Easy CBM, Instructional Rounds, Learning Logs (As appropriate to subject area)
2	Limited access to authentic learning experiences.	Use of multiple original and secondary sources to analyze, interpret and synthesize relevant details and facts in order to examine relationships, discuss observations and define conclusions	Instructional Staff Administrators	Lesson Plans, Instructional Rounds, Student Work Samples	FCAT, benchmark assessments, classroom based assessment, AIMSWeb, Easy CBM, Instructional Rounds, Learning Logs (As appropriate to subject area)
3	Limited understanding and implementation of Common Core State Literacy Standards across the curriculum	Unpacking Common Core Literacy Standards across all grade levels with implementation of literacy skills across the curriculum with particular emphasis on non-fiction reading, oral discussion and daily writing.	Instructional Staff Administrators Coaches	Lesson Plans, Learning Community Logs, Instructional Rounds, Student Work Samples	FCAT, benchmark assessments, classroom based assessment, AIMSWeb, Easy CBM, Instructional Rounds, Learning Logs (as appropriate to subject area)
4	There are limited materials to differentiate instruction and "just right" practice for students at all levels of reading proficiency across genre of informational text. (Appropriate to subject area)	To strengthen core and provide Tier 2 and Tier 3 intervention, use of Journeys Red Tab Intervention and Tool Box instructional tools, lenge as a supplemental resource to reach the individual needs of all students. (As appropriate to subject area)	Administrators BLPT Literacy Coach	Daily/weekly/monthly/quarterly progress monitoring by student, classroom, grade level and school via logging, charting and online reporting (appropriate to subject area)	Easy CBM, AIMSWeb, IRLA, Read 180 Logs, Bridges Logs, Instructional Rounds and Celebration Reports. (as appropriate to subject area)

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:	Students will develop higher level thinking skills and problem-solving skills to enhance mathematical proficiency at deep conceptual levels of understanding.
2012 Current Level of Performance:	2013 Expected Level of Performance:
61% (462) of students in grades 3-8 made learning gains in math. (Data for elementary students only unavailable)	66% (500) of students in grades 3-8 will make learning gains in math. (Data for elementary students only unavailable for calculation.)
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Staffing changes: New Hires, Grade Level	Establish common planning times for grade	RtI Core Team	Observation; Collaborative Lesson	Observation Instrument; Lesson

1	Changes, Subject Area Changes together and the inclusion teachers who will provide support facilitation.	and subject area teams and imbed professional development to enhance teaching collaboration to benefit all students.	Administrators

Instructional Staff

Coach | Plans, Instructional Rounds, Learning Community Logs | Plans; Instructional Rounds; formative assessment data, Learning Community Logs |
| 2 | Fidelity in use of differentiated instruction to meet the individual needs of all students. | Establish expectation of daily routines in all subject areas that includes differentiated small group instruction with professional development support provided by Learning Community sponsored by FIN. | Administrators

Student Support Specialist

Coach

Instructional Staff | Lesson Plans,Observation, Instructional Rounds, Learning Community Logs. | Observation Instrument; Lesson Plans; Instructional Rounds; formative assessment data, Learning Community Logs |
| 3 | There are only (3) teachers who are reading endorsed -- two of whom (Literacy Coach and Student Support Specialist) are non-instructional classroom teachers. | To increase strategy effectiveness for student access to all content material, provide professional development in the area of literacy skills to all professional staff. | Administrators

Coach

Student Support Specialist

District PD Staff | Lesson Plans,Observation, Instructional Rounds, Learning Community Logs. | Observation Instrument; Lesson Plans; Instructional Rounds; formative assessment data, Learning Community Logs |
| 4 | students lack of understanding of abstract concepts | use of math manipulatives to master abstract concepts; use of Marzano's strategy of Recording and Representing Knowledge | Math teachers and administrators | classroom observations; lesson plans | performance on mini-tests; quarterly benchmark assessments; classroom performance |
| 5 | limited understaning of effective math instruction and best practices | implementation of the district's Math Routine | Administrators | classroom observations; PLC logs; teacher observation of student performance | observations; student performance on mini-tests, quarterly benchmarks, and assigned work. |

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: | Students will develop higher level thinking skills and problem-solving skills to enhance mathematical proficiency at deep conceptual levels of understanding. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| *Fewer than 15 | *Fewer than 15 |

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Staffing changes: New Hires, Grade Level Changes, Subject Area Changes together and the inclusion teachers who will provide support facilitation.	Establish common planning times for grade and subject area teams and imbed professional development to enhance teaching collaboration to benefit all students.	RtI Core Team

Administrators

Instructional Staff

Coach | Observation; Collaborative Lesson Plans, Instructional Rounds, Learning Community Logs | Observation Instrument; Lesson Plans; Instructional Rounds; formative assessment data, Learning Community Logs |
| Fidelity in use of differentiated instruction to meet the individual needs of all students. | Establish expectation of daily routines in all subject areas that includes differentiated | Administrators

Student Support Specialist | Lesson Plans,Observation, Instructional Rounds, Learning Community | Observation Instrument; Lesson Plans; Instructional Rounds; formative |

		small group instruction with professional development support provided by Learning Community sponsored by FIN.	Coach Instructional Staff	Logs.	assessment data, Learning Community Logs
3	There are only (3) teachers who are reading endorsed -- two of whom (Literacy Coach and Student Support Specialist) are non-instructional classroom teachers.	To increase strategy effectiveness for student access to all content material, provide professional development in the area of literacy skills to all professional staff.	Administrators Coach Student Support Specialist District PD Staff	Lesson Plans, Observation, Instructional Rounds, Learning Community Logs.	Observation Instrument; Lesson Plans; Instructional Rounds; formative assessment data, Learning Community Logs

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:	Students will develop higher level thinking skills and problem-solving skills to enhance mathematical proficiency at deep conceptual levels of understanding.
2012 Current Level of Performance:	2013 Expected Level of Performance:
72% (137)of students identified as the lowest 25% in grades 3-8 made learning gains.(elementary data alone unable to be extracted)	77% (146)of students in the lowest 25% in grades 3-8 will make learning gains, as measured by the 2013 FCAT. (elementary data alone unable to be extracted)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers adjusting to curriculum changes, instructional expectatons and Common Core Standards.	Provide job-embedded professional development and support to teachers to acquire increased proficiency.	Instructional Coaches Administrators Teachers	Instructional Rounds, Formal Observation; Collaborative Planning/Evaluation	Observation Instrument; Lesson Plans; Teacher Feedback/Survey
2	There are limited materials and teacher skill in diffeentiating instruction to meet the "just right" needs of students at all levels of proficiency.	Provide timely and appropriate Tier 2 and Tier 3 interventions using approved resources and increasing understanding and technique in differentiated instruction through participation in PLCs.	Teachers MTSS Core Team Administrators Instructional Coaches	Instructional Rounds, Collaborative Planning, and PLC participation	Observation instrument, lesson planning, PLC Logs
3	lack of differentiating instruction based on students' areas of weakness	Teachers will differentiate classroom instruction and deliver small group instruction based on flexible grouping and needs; also integration of Computer-Aided Instruction for remediation	Administrators, teachers	review student groupings to ensure they vary based on skill; student performance; scaffolded lessons	Destination Math reports; scaffolded lesson plans; classroom
4	lack of foundational skills -- number sense (math facts)	multiple practice opportunities; targeted skill practice; mini-lessons	teachers and administrators	math skills; level of student work; mathematical fluency	lesson plans; observations
5	Failure to identify students performing in the lowest 25%.	Use Performance Matters to disaggregate and analyze ongoing progress monitoring data to drive instruction and target students; identify strategies to use with	Teachers and administrators	grouping of students and reteachings based on Performance Matters reports	lesson plans; data study group sessions; RtI snapshots

		these students; ensure that students needing Tier 2 and 3 are referred to PST			
6	limited understanding of abstract concepts	use of math manipulatives to move from concrete to abstract	Teachers and administrators	classroom observations; lesson plans	mini-assessments; quarterly benchmark tests; classroom performance

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 # Students will develop higher level thinking skills and problem-solving skills to enhance mathematical proficiency at deep conceptual levels of understanding. 5A :

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	Students will develop higher level thinking skills and problem-solving skills to enhance mathematical proficiency at deep conceptual levels of understanding.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Data Unavailable	Data Unavailable

Problem-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	49% (34) teachers have not completed ESOL endorsement. The student population is becoming more diverse each year.	To increase effectiveness of core, Tier 2 and Tier 3 interventions, expand Ruby Payne and Differentiated Instruction Learning Community to increase effectiveness with diverse populations and support staff members in their pursuit of ESOL endorsement.	Adminsitrators RtI Core Team Literacy Council	Strategies known to be effective with diverse populations will be monitored for through Instructional Rounds and lesson plans.	Lesson Plans; Instructional Rounds data; formative and summative assessment.
2	Teachers sue familiar and comfortable strategies during instruction and may not vary strategies effectively.	To increase teacher effectiveness, provide on-going support for professional/personal learning and practice using the SLC Framework for Teacher Effectiveness Model and Lesson Study to increase the variety and effective use of strategies to meet student needs.	Administrators Coach Instructional Staff	Observation Instrument; Instructional Rounds; lesson planning; Community Learning Logs.	Observation Data, lesson plans, learning community logs, lesson study after-action review data.
	There is limited time for teachers to come	Provide job embedded professional development	Administrators	Use of comprehensive professional development	Observation Data, lesson plans,

3	together for professional development.	opportunities within the classroom setting, time for collaboration, Learning Communities/Action Research, Lesson Study and need based planning.	Literacy Council Consultant	schedule, common planning time, monthly data chats, weekly instructiona meetings, Instructional Rounds and Professional Development "Check In/Check Up".	learning community logs, lesson study after-action review data.
4	lack of differentiating instruction based on students' areas of weakness	Teachers will differentiate classroom instruction and deliver small group instruction based on flexible grouping and needs; also integration of Computer-Aided Instruction for remediation	Teachers and administrators	review student groupings to ensure they vary based on skill; student performance	Destination Math reports; scaffolded lesson plans; classroom observation
5	new math textbook program being implemented for middle school students	middle school math teachers will participate in a year-long weekly professional learning community to support implementation with fidelity; follow district's Math Routine	Middle Grades math teachers; administrators	lesson planning; classroom activities & tasks; collegial conversations with teachers; classroom observations; PLC logs	performance on mini-test assessments and quarterly benchmark assessments; observations
6	lack of student understanding of abstract math concepts	increase student opportunities to use math manipulatives to grasp abstract concepts	Math teachers and administrators	classroom observations; lesson planning	performance on mini-tests and quarterly benchmark assessments; observations

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:	Students will develop higher level thinking skills and problem-solving skills to enhance mathematical proficiency at deep conceptual levels of understanding.
2012 Current Level of Performance:	2013 Expected Level of Performance:
*data unavailable	*data unavailable

Problem-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	49% (34) of teachers have not completed ESOL requirements.	Provide support for staff members who are pursuing ESOL Endorsement and professional development on those strategies that will support student learning.	Instructional Staff Coach Administrators	Completion rate of ESOL Endorsement, Lesson Plans, Observation, Instructional Rounds, Learning Community Logs.	Observation Instrument; Lesson Plans; Instructional Rounds; formative assessment data, Learning Community Logs
2	Fidelity in use of differentiated instruction to meet the individual needs of all students.	Establish expectation of daily routines in all subject areas that includes differentiated small group instruction with professional development support provided by Learning Community sponsored by FIN.	Administrators Student Support Specialist Coach Instructional Staff	Lesson Plans,Observation, Instructional Rounds, Learning Community Logs.	Observation Instrument; Lesson Plans; Instructional Rounds; formative assessment data, Learning Community Logs
	Lack of adequate vocabulary development	Use of word mapping, interactive word walls,	Instructional Staff	Student work samples; lesson planning,	Observation Instrument; Lesson

Note: The header row of the Problem-Solving table has 6 columns but only 5 header labels shown (first column is the number column).

3	and breakdown in comprehension	and context clues to build vocabulary as well as use of Thinking Maps, Writing to express understanding and Common Core State Literacy Standards to help students increase understanding and organize their thinking.	Coach Administrators	Instructional Rounds, data analysis	Plans; Instructional Rounds; formative assessment data, Learning Community Logs

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:	Students will develop higher level thinking skills and problem-solving skills to enhance mathematical proficiency at deep conceptual levels of understanding.
2012 Current Level of Performance:	2013 Expected Level of Performance:
*data unavailable	*data unavailable

Problem-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	There are only (3) teachers who are reading endorsed -- two of whom (Literacy Coach and Student Support Specialist) are non-instructional classroom teachers. Content area teachers have limited knowledge of instructional strategies that increase access to content area material.	To increase strategy effectiveness for student access to all content material, provide professional development in the area of literacy skills to all professional staff. Encourage and support pursuit of Reading Endorsement and/or CAR-PD.	Administrators Coach Student Support Specialist District PD Staff	Lesson Plans, Observation, Instructional Rounds, Learning Community Logs; rate of increase in endorsed teachers.	Observation Instrument; Lesson Plans; Instructional Rounds; formative assessment data, Learning Community Logs
2	Fidelity in use of differentiated instruction to meet the individual needs of all students.	Establish expectation of daily routines in all subject areas that includes differentiated small group instruction with professional development support provided by Learning Community sponsored by FIN.	Administrators Student Support Specialist Coach Instructional Staff	Lesson Plans,Observation, Instructional Rounds, Learning Community Logs.	Observation Instrument; Lesson Plans; Instructional Rounds; formative assessment data, Learning Community Logs
3	Lack of adequate vocabulary development and breakdown in comprehension	Use of word mapping, interactive word walls, and context clues to build vocabulary as well as use of Thinking Maps, Writing to express understanding and Common Core State Literacy Standards to help students increase understanding and organize their thinking.	Instructional Staff Coach Administrators	Student work samples; lesson planning, Instructional Rounds, data analysis	Observation Instrument; Lesson Plans; Instructional Rounds; formative assessment data, Learning Community Logs

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

	5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	Students will develop higher level thinking skills and problem-solving skills to enhance mathematical proficiency at deep conceptual levels of understanding.
	2012 Current Level of Performance:	2013 Expected Level of Performance:
	*data unavailable	*data unavailable

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr>
<td></td>
<td align="center">Anticipated Barrier</td>
<td align="center">Strategy</td>
<td align="center">Person or Position Responsible for Monitoring</td>
<td align="center">Process Used to Determine Effectiveness of Strategy</td>
<td align="center">Evaluation Tool</td>
</tr>
<tr>
<td>1</td>
<td>Lack of adequate vocabulary development and breakdown in comprehension.</td>
<td>Use of word mapping, interactive word walls, and context clues to build vocabulary as well as use of Thinking Maps, Writing to express understanding and Common Core State Literacy Standards to help students increase understanding and organize their thinking.</td>
<td>Instructional Staff

Coach

Administrators</td>
<td>Student work samples; lesson planning, Instructional Rounds, data analysis</td>
<td>Observation Instrument; Lesson Plans; Instructional Rounds; formative assessment data, Learning Community Logs</td>
</tr>
<tr>
<td>2</td>
<td>There are only (3) teachers who are reading endorsed -- two of whom (Literacy Coach and Student Support Specialist) are non-instructional classroom teachers.</td>
<td>To increase strategy effectiveness for student access to all content material, provide professional development in the area of literacy skills to all professional staff.</td>
<td>Administrators

Coach

Student Support Specialist

District PD Staff</td>
<td>Lesson Plans, Observation, Instructional Rounds, Learning Community Logs.</td>
<td>Observation Instrument; Lesson Plans; Instructional Rounds; formative assessment data, Learning Community Logs</td>
</tr>
<tr>
<td>3</td>
<td>Fidelity in use of differentiated instruction to meet the individual needs of all students.</td>
<td>Establish expectation of daily routines in all subject areas that includes differentiated small group instruction with professional development support provided by Learning Community sponsored by FIN.</td>
<td>Administrators

Student Support Specialist

Coach

Instructional Staff</td>
<td>Lesson Plans,Observation, Instructional Rounds, Learning Community Logs.</td>
<td>Observation Instrument; Lesson Plans; Instructional Rounds; formative assessment data, Learning Community Logs</td>
</tr>
</table>

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:	Students will develop higher level thinking skills and problem-solving skills to enhance mathematical proficiency at deep conceptual levels of understanding.
2012 Current Level of Performance:	2013 Expected Level of Performance:
34% (138 students) of students scored a level 3 on the 2012 Mathematics FCAT.	39% (158 students) of students will score a level 3 on the 2013 Mathematics FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers adjusting to new Teacher Effectiveness Model of instruction and operating in a mechanical phase of understanding and professional practice.	Provide ongoing support and feedback for professional growth to be maximized.	Administrators Teacher Leaders Teachers	Instructional Rounds; Formative/Informal Obseration; Formal Observation; Professional Growth Plan action research from self reflection, feedback from peers and administrators.	Observation Instrument; Teacher Action Research Reflective Logs
2	Teachers adjusting to recently adopted curriculum materials and routines.	Provide on-going job embedded professional development for use of core program.	Administrators Coach Teacher Leaders	Instructional Rounds, Informal Observation, Formal Observation, Teacher Feedback, Formative Assessment/progress monitoring results	Observation Instrument, Teacher Leader Logs, Teacher Feedback/survey information, student achievement data
3	Implementation of Literacy Common Core State Standards into all content areas.	Provide on-going job embedded professional development and encourage the formation of learning communities amoung content teachers to gain greater depth of knowledge of the Literacy Common Core State Standards and how to integrate into content areas.	Administrators Coach Teachers	Lesson Planning, Instructional Rounds, PLC Learning Logs	Lesson Plan Review including teacher created assessments; Observation Instrument, Reflective Feedback

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:	Students will develop higher level thinking skills and problem-solving skills to enhance mathematical proficiency at deep conceptual levels of understanding.
2012 Current Level of Performance:	2013 Expected Level of Performance:
*N/A Fewer than 15 students	N/A Fewer than 15 students

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers adjusting to curriculum changes, instructional expectatons and Common Core Standards.	Provide job-embedded professional development and support to teachers to acquire increased proficiency.	Instructional Coaches Administrators	Teachers Instructional Rounds, Formal Observation; Collaborative Planning/Evaluation	Observation Instrument; Lesson Plans; Teacher Feedback/Survey
2	There are limited materials and teacher skill in differentiating instruction to meet the "just right" needs of students at all levels of proficiency.	Provide timely and appropriate Tier 2 and Tier 3 interventions using approved resources and increasing understanding and technique in differentiated instruction through participation in	Teachers MTSS Core Team Administrators Instructional Coaches	Instructional Rounds, Collaborative Planning, and PLC participation	Observation instrument, lesson planning, PLC Logs

		PLCs.			

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:	Students will develop higher level thinking skills and problem-solving skills to enhance mathematical proficiency at deep conceptual levels of understanding.
2012 Current Level of Performance:	2013 Expected Level of Performance:
9% (34 students) of students scored level 4 on the 2012 Mathematics FCAT	14% (57 students) of students will score level 4 on the 2013 Mathematics FCAT.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited proficiency in strategies that promote deep, critical thinking for all students.	Continued implementation of Framework for Teacher Effectiveness with Learning Community support. Continued attention to cooperative learning structures, thinking maps and critical attributes of taxonomy complexity with fidelity.	Instructional Staff Administrators Teacher Leaders Coach	Classroom observation, Instructional Rounds, Lesson Planning, Learning Community Logs	FCAT, benchmark assessments, classroom based assessment, AIMSWeb, Easy CBM, Instructional Rounds, Learning Logs (As appropriate to Subject Area)
2	Limited access to authentic learning experiences.	Use of multiple original and secondary sources to analyze, interpret and synthesize relevant details and facts in order to examine relationships, discuss observations and define conclusions	Instructional Staff Administrators	Lesson Plans, Instructional Rounds, Student Work Samples	FCAT, benchmark assessments, classroom based assessment, AIMSWeb, Easy CBM, Instructional Rounds, Learning Logs (As appropriate to subject area)
3	Limited understanding and implementation of Common Core State Literacy Standards across the curriculum and specific Common Core Standards for specific subject area as appropriate.	Unpacking Common Core Literacy Standards across all grade levels with implementation of literacy skills across the curriculum with particular emphasis on non-fiction reading, oral discussion and daily writing. Unpacking of Common Core standards for specific subject area as appropriate.	Instructional Staff Administrators Coaches	Lesson Plans, Learning Community Logs, Instructional Rounds, Student Work Samples	FCAT, benchmark assessments, classroom based assessment, AIMSWeb, Easy CBM, Instructional Rounds, Learning Logs (As appropriate to subject area)
4	There are limited materials to differentiate instruction and "just right" practice for students at all levels of reading proficiency across genre of informational text.	To strengthen core and provide Tier 2 and Tier 3 intervention, use of Journeys Red Tab Intervention and Tool Box instructional tools, Read 180, Bridges and 100 Book Challenge as a supplemental resource to reach the indivicual needs of all students.	Administrators BLPT Literacy Coach	Daily/weekly/monthly/quarterly progress monitoring by student, classroom, grade level and school via logging, charting and online reporting	Easy CBM, AIMSWeb, IRLA, Read 180 Logs, Bridges Logs, Instructional Rounds and Celebration Reports.(As appropriate to subject area and grade level)

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:	Students will develop higher level thinking skills and problem-solving skills to enhance mathematical proficiency at deep conceptual levels of understanding.
	2012 Current Level of Performance:	2013 Expected Level of Performance:
	*Fewer than 15 students	*Fewer than 15 students

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited proficiency in strategies that promote deep, critical thinking for all students.	Continued implementation of Framework for Teacher Effectiveness with Learning Community support. Continued attention to cooperative learning structures, thinking maps and critical attributes of taxonomy complexity with fidelity.	Instructional Staff Administrators Teacher Leaders Coach	Classroom observation, Instructional Rounds, Lesson Planning, Learning Community Logs	FCAT, benchmark assessments, classroom based assessment, AIMSWeb, Easy CBM, Instructional Rounds, Learning Logs (As appropriate to subject area)
2	Limited access to authentic learning experiences.	Use of multiple original and secondary sources to analyze, interpret and synthesize relevant details and facts in order to examine relationships, discuss observations and define conclusions	Instructional Staff Administrators	Lesson Plans, Instructional Rounds, Student Work Samples	FCAT, benchmark assessments, classroom based assessment, AIMSWeb, Easy CBM, Instructional Rounds, Learning Logs (As appropriate to subject area)
3	Limited understanding and implementation of Common Core State Literacy Standards across the curriculum	Unpacking Common Core Literacy Standards across all grade levels with implementation of literacy skills across the curriculum with particular emphasis on non-fiction reading, oral discussion and daily writing.	Instructional Staff Administrators Coaches	Lesson Plans, Learning Community Logs, Instructional Rounds, Student Work Samples	FCAT, benchmark assessments, classroom based assessment, AIMSWeb, Easy CBM, Instructional Rounds, Learning Logs (as appropriate to subject area)
4	There are limited materials to differentiate instruction and "just right" practice for students at all levels of reading proficiency across genre of informational text. (Appropriate to subject area)	To strengthen core and provide Tier 2 and Tier 3 intervention, use of Journeys Red Tab Intervention and Tool Box instructional tools, lenge as a supplemental resource to reach the individual needs of all students. (As appropriate to subject area)	Administrators BLPT Literacy Coach	Daily/weekly/monthly/quarterly progress monitoring by student, classroom, grade level and school via logging, charting and online reporting (appropriate to subject area)	Easy CBM, AIMSWeb, IRLA, Read 180 Logs, Bridges Logs, Instructional Rounds and Celebration Reports. (as appropriate to subject area)

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:	Students will develop higher level thinking skills and problem-solving skills to enhance mathematical proficiency at deep conceptual levels of understanding.

2012 Current Level of Performance:		2013 Expected Level of Performance:		
45% (number unable to be determined) of students made learning gains in grades 4-8 as measured by the 2012 Mathematics FCAT.		49% (199 students) of students in grades 6-8 will make learning gains as measured by the 2013 mathematics FCAT.		

Problem-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	Staffing changes: New Hires, Grade Level Changes, Subject Area Changes together and the inclusion teachers who will provide support facilitation.	Establish common planning times for grade and subject area teams and imbed professional development to enhance teaching collaboration to benefit all students.	RtI Core Team Administrators Instructional Staff Coach	Observation; Collaborative Lesson Plans, Instructional Rounds, Learning Community Logs	Observation Instrument; Lesson Plans; Instructional Rounds; formative assessment data, Learning Community Logs
2	Fidelity in use of differentiated instruction to meet the individual needs of all students.	Establish expectation of daily routines in all subject areas that includes differentiated small group instruction with professional development support provided by Learning Community sponsored by FIN.	Administrators Student Support Specialist Coach Instructional Staff	Lesson Plans,Observation, Instructional Rounds, Learning Community Logs.	Observation Instrument; Lesson Plans; Instructional Rounds; formative assessment data, Learning Community Logs
3	There are only (3) teachers who are reading endorsed -- two of whom (Literacy Coach and Student Support Specialist) are non-instructional classroom teachers.	To increase strategy effectiveness for student access to all content material, provide professional development in the area of literacy skills to all professional staff.	Administrators Coach Student Support Specialist District PD Staff	Lesson Plans,Observation, Instructional Rounds, Learning Community Logs.	Observation Instrument; Lesson Plans; Instructional Rounds; formative assessment data, Learning Community Logs

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:	Students will develop higher level thinking skills and problem-solving skills to enhance mathematical proficiency at deep conceptual levels of understanding.
2012 Current Level of Performance:	2013 Expected Level of Performance:
*Fewer than 15 students	*Fewer than 15 students

Problem-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	Staffing changes: New Hires, Grade Level Changes, Subject Area Changes together and the inclusion teachers who will provide support facilitation.	Establish common planning times for grade and subject area teams and imbed professional development to enhance teaching collaboration to benefit all students.	RtI Core Team Administrators Instructional Staff Coach	Observation; Collaborative Lesson Plans, Instructional Rounds, Learning Community Logs	Observation Instrument; Lesson Plans; Instructional Rounds; formative assessment data, Learning Community Logs
	Fidelity in use of differentiated instruction to meet the individual	Establish expectation of daily routines in all subject areas that	Administrators Student Support	Lesson Plans,Observation, Instructional Rounds,	Observation Instrument; Lesson Plans; Instructional

2	needs of all students.	includes differentiated small group instruction with professional development support provided by Learning Community sponsored by FIN.	Specialist Coach Instructional Staff	Learning Community Logs.	Rounds; formative assessment data, Learning Community Logs
3	There are only (3) teachers who are reading endorsed -- two of whom (Literacy Coach and Student Support Specialist) are non-instructional classroom teachers.	To increase strategy effectiveness for student access to all content material, provide professional development in the area of literacy skills to all professional staff.	Administrators Coach Student Support Specialist District PD Staff	Lesson Plans, Observation, Instructional Rounds, Learning Community Logs.	Observation Instrument; Lesson Plans; Instructional Rounds; formative assessment data, Learning Community Logs

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:	Students will develop higher level thinking skills and problem-solving skills to enhance mathematical proficiency at deep conceptual levels of understanding.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Data currently unavailable	Data currently unavailable

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers adjusting to curriculum changes, instructional expectatons and Common Core Standards.	Provide job-embedded professional development and support to teachers to acquire increased proficiency.	Instructional Coaches Administrators Teachers	Instructional Rounds, Formal Observation; Collaborative Planning/Evaluation	Observation Instrument; Lesson Plans; Teacher Feedback/Survey
2	There are limited materials and teacher skill in diffeentiating instruction to meet the "just right" needs of students at all levels of proficiency.	Provide timely and appropriate Tier 2 and Tier 3 interventions using approved resources and increasing understanding and technique in differentiated instruction through participation in PLCs.	Teachers MTSS Core Team Administrators Instructional Coaches	Instructional Rounds, Collaborative Planning, and PLC participation	Observation instrument, lesson planning, PLC Logs
3	Lack of differentiated instruction based on students' areas of weakness	Teachers will differentiate classroom instruction and deliver small group instruction based on flexible grouping and needs; also integration of Computer Aided Instruction for remediation	Administrators, Teachers	Review student groupings to ensure they vary based on skill; student performance; scaffolded lessons	Scaffolded lesson plans; progress monitoring of data
4	lack of foundational skills (i.e number sense/fath facts)	multiple practice opportunities; targeted skill practice; mini-lessons	teachers and administrators	math skills; level of student work; mathematical fluency	lesson plans; observations
5	Failure to identify students performing in the lowest 25%	Use Performance Matters to disaggregate and analyze ongoing progress monitoring data to drive instruction and target students; identify	Teachers and Administrator	Grouping of students and reteaching based on Performance Matters Reports	lesson plans; data study group sessions; RtI Snapshots

		strategies to use with these students; ensure that students needing Tier 2 and 3 and identified and serviced.			

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 # Students will develop higher level thinking skills and problem-solving skills to enhance mathematical proficiency at deep conceptual levels of understanding. 5A :

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	Students will develop higher level thinking skills and problem-solving skills to enhance mathematical proficiency at deep conceptual levels of understanding.
2012 Current Level of Performance:	2013 Expected Level of Performance:
*data unavailable	*data unavailable

Problem-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	49% (34) teachers have not completed ESOL endorsement. The student population is becoming more diverse each year.	To increase effectiveness of core, Tier 2 and Tier 3 interventions, expand Ruby Payne and Differentiated Instruction Learning Community to increase effectiveness with diverse populations and support staff members in their pursuit of ESOL endorsement.	Adminsitrators RtI Core Team Literacy Council	Strategies known to be effective with diverse populations will be monitored for through Instructional Rounds and lesson plans.	Lesson Plans; Instructional Rounds data; formative and summative assessment.
2	Teachers sue familiar and comfortable strategies during instruction and may not vary strategies effectively.	To increase teacher effectiveness, provide on-going support for professional/personal learning and practice using the SLC Framework for Teacher Effectiveness Model and Lesson Study to increase the variety and effective use of strategies to meet student needs.	Administrators Coach Instructional Staff	Observation Instrument; Instructional Rounds; lesson planning; Community Learning Logs.	Observation Data, lesson plans, learning community logs, lesson study after-action review data.
3	There is limited time for teachers to come together for professional development.	Provide job embedded professional development opportunities within the classroom setting, time for collaboration, Learning Communities/Action	Administrators Literacy Council Consultant	Use of comprehensive professional development schedule, common planning time, monthly data chats, weekly instructiona meetings, Instructional Rounds and	Observation Data, lesson plans, learning community logs, lesson study after-action review data.

		Research, Lesson Study and need based planning.		Professional Development "Check In/Check Up".	

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:	Students will develop higher level thinking skills and problem-solving skills to enhance mathematical proficiency at deep conceptual levels of understanding.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Data Unavailable	Data Unavailable

Problem-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	49% (34) of teachers have not completed ESOL requirements.	Provide support for staff members who are pursuing ESOL Endorsement and professional development on those strategies that will support student learning.	Instructional Staff Coach Administrators	Completion rate of ESOL Endorsement, Lesson Plans, Observation, Instructional Rounds, Learning Community Logs.	Observation Instrument; Lesson Plans; Instructional Rounds; formative assessment data, Learning Community Logs
2	Fidelity in use of differentiated instruction to meet the individual needs of all students.	Establish expectation of daily routines in all subject areas that includes differentiated small group instruction with professional development support provided by Learning Community sponsored by FIN.	Administrators Student Support Specialist Coach Instructional Staff	Lesson Plans,Observation, Instructional Rounds, Learning Community Logs.	Observation Instrument; Lesson Plans; Instructional Rounds; formative assessment data, Learning Community Logs
3	Lack of adequate vocabulary development and breakdown in comprehension	Use of word mapping, interactive word walls, and context clues to build vocabulary as well as use of Thinking Maps, Writing to express understanding and Common Core State Literacy Standards to help students increase understanding and organize their thinking.	Instructional Staff Coach Administrators	Student work samples; lesson planning, Instructional Rounds, data analysis	Observation Instrument; Lesson Plans; Instructional Rounds; formative assessment data, Learning Community Logs

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:	Students will develop higher level thinking skills and problem-solving skills to enhance mathematical proficiency at deep conceptual levels of understanding.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Data Unavailable	Data Unavailable

Problem-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	There are only (3) teachers who are reading endorsed -- two of whom (Literacy Coach and Student Support Specialist) are non-instructional classroom teachers. Content area teachers have limited knowledge of instructional strategies that increase access to content area material.	To increase strategy effectiveness for student access to all content material, provide professional development in the area of literacy skills to all professional staff. Encourage and support pursuit of Reading Endorsement and/or CAR-PD.	Administrators Coach Student Support Specialist District PD Staff	Lesson Plans, Observation, Instructional Rounds, Learning Community Logs; rate of increase in endorsed teachers.	Observation Instrument; Lesson Plans; Instructional Rounds; formative assessment data, Learning Community Logs
2	Fidelity in use of differentiated instruction to meet the individual needs of all students.	Establish expectation of daily routines in all subject areas that includes differentiated small group instruction with professional development support provided by Learning Community sponsored by FIN.	Administrators Student Support Specialist Coach Instructional Staff	Lesson Plans,Observation, Instructional Rounds, Learning Community Logs.	Observation Instrument; Lesson Plans; Instructional Rounds; formative assessment data, Learning Community Logs
3	Lack of adequate vocabulary development and breakdown in comprehension	Use of word mapping, interactive word walls, and context clues to build vocabulary as well as use of Thinking Maps, Writing to express understanding and Common Core State Literacy Standards to help students increase understanding and organize their thinking.	Instructional Staff Coach Administrators	Student work samples; lesson planning, Instructional Rounds, data analysis	Observation Instrument; Lesson Plans; Instructional Rounds; formative assessment data, Learning Community Logs

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	Students will develop higher level thinking skills and problem-solving skills to enhance mathematical proficiency at deep conceptual levels of understanding.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Data Unavailable	Data Unavailable
Problem-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	Lack of adequate vocabulary development and breakdown in comprehension.	Use of word mapping, interactive word walls, and context clues to build vocabulary as well as use of Thinking Maps, Writing to express understanding and Common Core State Literacy Standards to	Instructional Staff Coach Administrators	Student work samples; lesson planning, Instructional Rounds, data analysis	Observation Instrument; Lesson Plans; Instructional Rounds; formative assessment data, Learning Community Logs

		help students increase understanding and organize their thinking.			
2	There are only (3) teachers who are reading endorsed -- two of whom (Literacy Coach and Student Support Specialist) are non-instructional classroom teachers.	To increase strategy effectiveness for student access to all content material, provide professional development in the area of literacy skills to all professional staff.	Administrators Coach Student Support Specialist District PD Staff	Lesson Plans, Observation, Instructional Rounds, Learning Community Logs.	Observation Instrument; Lesson Plans; Instructional Rounds; formative assessment data, Learning Community Logs
3	Fidelity in use of differentiated instruction to meet the individual needs of all students.	Establish expectation of daily routines in all subject areas that includes differentiated small group instruction with professional development support provided by Learning Community sponsored by FIN.	Administrators Student Support Specialist Coach Instructional Staff	Lesson Plans,Observation, Instructional Rounds, Learning Community Logs.	Observation Instrument; Lesson Plans; Instructional Rounds; formative assessment data, Learning Community Logs

End of Middle School Mathematics Goals

Algebra End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	Students enrolled in Algebra 1 will be able to apply the use of system of equations to real world problems with high levels of understanding and accuracy.
2012 Current Level of Performance:	2013 Expected Level of Performance:
56% (10 students) of students scored a level 3 on the 2012 EOC for Algebra 1.	51% (11 students) of students will score a level 3 on the 2013 EOC for Algebra 1. (The decrease in % is to account for an increase in level 4 and 5 as 100% of students who took the EOC in 2012 scored a level 3 or above.)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers adjusting to new Teacher Effectiveness Model of instruction and operating in a mechanical phase of understanding and professional practice.	Provide ongoing support and feedback for professional growth to be maximized.	Administrators Teacher Leaders Teachers	Instructional Rounds; Formative/Informal Obseration; Formal Observation; Professional Growth Plan action research from self reflection, feedback from peers and administrators.	Observation Instrument; Teacher Action Research Reflective Logs
2	Teachers adjusting to recently adopted curriculum materials and routines.	Provide on-going job embedded professional development for use of core program.	Administrators Coach Teacher Leaders	Instructional Rounds, Informal Observation, Formal Observation, Teacher Feedback, Formative Assessment/progress monitoring results	Observation Instrument, Teacher Leader Logs, Teacher Feedback/survey information, student achievement data
3	Implementation of Literacy Common Core State Standards into all content areas.	Provide on-going job embedded professional development and encourage the formation of learning communities amoung content teachers to gain greater depth of understanding	Administrators Coach Teachers	Lesson Planning, Instructional Rounds, PLC Learning Logs	Lesson Plan Review including teacher created assessments; Observation Instrument, Reflective

		knowledge of the Literacy Common Core State Standards and how to integrate into content areas.			Feedback

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:	Students enrolled in Algebra 1 will be able to apply the use of system of equations to real world problems with high levels of understanding and accuracy.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (6 students) of students scored a level 4 on the 2012 EOC for Algebra 1.	38% (7 students) of students will score a level 4 on the 2013 EOC for Algebra 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	Limited proficiency in strategies that promote deep, critical thinking for all students.	Continued implementation of Framework for Teacher Effectiveness with Learning Community support. Continued attention to cooperative learning structures, thinking maps and critical attributes of taxonomy complexity with fidelity.	Instructional Staff Administrators Teacher Leaders Coach	Classroom observation, Instructional Rounds, Lesson Planning, Learning Community Logs	FCAT, benchmark assessments, classroom based assessment, AIMSWeb, Easy CBM, Instructional Rounds, Learning Logs (As appropriate to Subject Area)
2	Limited access to authentic learning experiences.	Use of multiple original and secondary sources to analyze, interpret and synthesize relevant details and facts in order to examine relationships, discuss observations and define conclusions	Instructional Staff Administrators	Lesson Plans, Instructional Rounds, Student Work Samples	FCAT, benchmark assessments, classroom based assessment, AIMSWeb, Easy CBM, Instructional Rounds, Learning Logs (As appropriate to subject area)
3	Limited understanding and implementation of Common Core State Literacy Standards across the curriculum and specific Common Core Standards for specific subject area as appropriate.	Unpacking Common Core Literacy Standards across all grade levels with implementation of literacy skills across the curriculum with particular emphasis on non-fiction reading, oral discussion and daily writing. Unpacking of Common Core standards for specific subject area as appropriate.	Instructional Staff Administrators Coaches	Lesson Plans, Learning Community Logs, Instructional Rounds, Student Work Samples	FCAT, benchmark assessments, classroom based assessment, AIMSWeb, Easy CBM, Instructional Rounds, Learning Logs (As appropriate to subject area)
4	There are limited materials to differentiate instruction and "just right" practice for students at all levels of reading proficiency across genre of informational text.	To strengthen core and provide Tier 2 and Tier 3 intervention, use of Journeys Red Tab Intervention and Tool Box instructional tools, Read 180, Bridges and 100 Book Challenge as a supplemental resource to reach the indivicual needs of all students.	Administrators BLPT Literacy Coach	Daily/weekly/monthly/quarterly progress monitoring by student, classroom, grade level and school via logging, charting and online reporting	Easy CBM, AIMSWeb, IRLA, Read 180 Logs, Bridges Logs, Instructional Rounds and Celebration Reports.(As appropriate to subject area and grade level)

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Algebra Goal #
	Students enrolled in Algebra 1 will be able to apply the use of system of equations to real world problems with high levels of understanding and accuracy.
	3A :

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

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. Algebra Goal #3B:	Students enrolled in Algebra 1 will be able to apply the use of system of equations to real world problems with high levels of understanding and accuracy.
2012 Current Level of Performance:	2013 Expected Level of Performance:
*Data unavailable	*Data unavailable

	Problem-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	49% (34) teachers have not completed ESOL endorsement. The student population is becoming more diverse each year.	To increase effectiveness of core, Tier 2 and Tier 3 interventions, expand Ruby Payne and Differentiated Instruction Learning Community to increase effectiveness with diverse populations and support staff members in their pursuit of ESOL endorsement.	Adminsitrators RtI Core Team Literacy Council	Strategies known to be effective with diverse populations will be monitored for through Instructional Rounds and lesson plans.	Lesson Plans; Instructional Rounds data; formative and summative assessment.
2	Teachers sue familiar and comfortable strategies during instruction and may not vary strategies effectively.	To increase teacher effectiveness, provide on-going support for professional/personal learning and practice using the SLC Framework for Teacher Effectiveness Model and Lesson Study to increase the variety and effective use of strategies to meet student needs.	Administrators Coach Instructional Staff	Observation Instrument; Instructional Rounds; lesson planning; Community Learning Logs.	Observation Data, lesson plans, learning community logs, lesson study after-action review data.
3	There is limited time for teachers to come together for professional development.	Provide job embedded professional development opportunities within the classroom setting, time for collaboration, Learning Communities/Action Research, Lesson Study and need based planning.	Administrators Literacy Council Consultant	Use of comprehensive professional development schedule, common planning time, monthly data chats, weekly instructiona meetings, Instructional Rounds and Professional Development "Check In/Check Up".	Observation Data, lesson plans, learning community logs, lesson study after-action review data.

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

of improvement for the following subgroup:

3C. English Language Learners (ELL) not making satisfactory progress in Algebra. Algebra Goal #3C:	Students enrolled in Algebra 1 will be able to apply the use of system of equations to real world problems with high levels of understanding and accuracy.
2012 Current Level of Performance:	2013 Expected Level of Performance:
*Data Unavailable	*Data Unavailable

Problem-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	49% (34) of teachers have not completed ESOL requirements.	Provide support for staff members who are pursuing ESOL Endorsement and professional development on those strategies that will support student learning.	Instructional Staff Coach Administrators	Completion rate of ESOL Endorsement, Lesson Plans, Observation, Instructional Rounds, Learning Community Logs.	Observation Instrument; Lesson Plans; Instructional Rounds; formative assessment data, Learning Community Logs
2	Fidelity in use of differentiated instruction to meet the individual needs of all students.	Establish expectation of daily routines in all subject areas that includes differentiated small group instruction with professional development support provided by Learning Community sponsored by FIN.	Administrators Student Support Specialist Coach Instructional Staff	Lesson Plans,Observation, Instructional Rounds, Learning Community Logs.	Observation Instrument; Lesson Plans; Instructional Rounds; formative assessment data, Learning Community Logs
3	Lack of adequate vocabulary development and breakdown in comprehension	Use of word mapping, interactive word walls, and context clues to build vocabulary as well as use of Thinking Maps, Writing to express understanding and Common Core State Literacy Standards to help students increase understanding and organize their thinking.	Instructional Staff Coach Administrators	Student work samples; lesson planning, Instructional Rounds, data analysis	Observation Instrument; Lesson Plans; Instructional Rounds; formative assessment data, Learning Community Logs

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

3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra. Algebra Goal #3D:	Students enrolled in Algebra 1 will be able to apply the use of system of equations to real world problems with high levels of understanding and accuracy.
2012 Current Level of Performance:	2013 Expected Level of Performance:
*Data Unavailable	*Data Unavailable

Problem-Solving Process to Increase Student Achievement

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	There are only (3) teachers who are reading endorsed -- two of whom (Literacy Coach and Student Support Specialist) are non-instructional classroom teachers. Content area teachers have limited knowledge of instructional strategies that increase access to content area material.	To increase strategy effectiveness for student access to all content material, provide professional development in the area of literacy skills to all professional staff. Encourage and support pursuit of Reading Endorsement and/or CAR-PD.	Administrators Coach Student Support Specialist District PD Staff	Lesson Plans, Observation, Instructional Rounds, Learning Community Logs; rate of increase in endorsed teachers.	Observation Instrument; Lesson Plans; Instructional Rounds; formative assessment data, Learning Community Logs
2	Fidelity in use of differentiated instruction to meet the individual needs of all students.	Establish expectation of daily routines in all subject areas that includes differentiated small group instruction with professional development support provided by Learning Community sponsored by FIN.	Administrators Student Support Specialist Coach Instructional Staff	Lesson Plans,Observation, Instructional Rounds, Learning Community Logs.	Observation Instrument; Lesson Plans; Instructional Rounds; formative assessment data, Learning Community Logs
3	Lack of adequate vocabulary development and breakdown in comprehension	Use of word mapping, interactive word walls, and context clues to build vocabulary as well as use of Thinking Maps, Writing to express understanding and Common Core State Literacy Standards to help students increase understanding and organize their thinking.	Instructional Staff Coach Administrators	Student work samples; lesson planning, Instructional Rounds, data analysis	Observation Instrument; Lesson Plans; Instructional Rounds; formative assessment data, Learning Community Logs

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3E. Economically Disadvantaged students not making satisfactory progress in Algebra. Algebra Goal #3E:	Students enrolled in Algebra 1 will be able to apply the use of system of equations to real world problems with high levels of understanding and accuracy.
2012 Current Level of Performance:	2013 Expected Level of Performance:
*Data Unavailable	*Data Unavailable

Problem-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	Lack of adequate vocabulary development and breakdown in comprehension.	Use of word mapping, interactive word walls, and context clues to build vocabulary as well as use of Thinking Maps, Writing to express understanding and Common Core State Literacy Standards to help students increase understanding and organize their thinking.	Instructional Staff Coach Administrators	Student work samples; lesson planning, Instructional Rounds, data analysis	Observation Instrument; Lesson Plans; Instructional Rounds; formative assessment data, Learning Community Logs
	There are only (3)	To increase strategy	Administrators	Lesson Plans,	Observation

2	teachers who are reading endorsed -- two of whom (Literacy Coach and Student Support Specialist) are non-instructional classroom teachers.	effectiveness for student access to all content material, provide professional development in the area of literacy skills to all professional staff.	Coach Student Support Specialist District PD Staff	Observation, Instructional Rounds, Learning Community Logs.	Instrument; Lesson Plans; Instructional Rounds; formative assessment data, Learning Community Logs
3	Fidelity in use of differentiated instruction to meet the individual needs of all students.	Establish expectation of daily routines in all subject areas that includes differentiated small group instruction with professional development support provided by Learning Community sponsored by FIN.	Administrators Student Support Specialist Coach Instructional Staff	Lesson Plans,Observation, Instructional Rounds, Learning Community Logs.	Observation Instrument; Lesson Plans; Instructional Rounds; formative assessment data, Learning Community Logs

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:	Students enrolled in Geometry will be able to apply methods of direct and indirect proof to determine whether it is logically valid and justify measures and characteristics of polygons/two dimensional figures in real world problems with high levels of understanding and accuracy.
2012 Current Level of Performance:	2013 Expected Level of Performance:
19% (3) students scored in the level 1 third, 38% (6) students scored in the level 2 third, and 44% (7) students scored in the level 3 third of the 2012 Geometry EOC.	There are 7 students enrolled in Geometry for the 2013 school year. 100% of students (7) will score level 3 or above on the 2013 Geometry EOC.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers adjusting to new Teacher Effectiveness Model of instruction and operating in a mechanical phase of understanding and professional practice.	Provide ongoing support and feedback for professional growth to be maximized.	Administrators Teacher Leaders Teachers	Instructional Rounds; Formative/Informal Obseration; Formal Observation; Professional Growth Plan action research from self reflection, feedback from peers and administrators.	Observation Instrument; Teacher Action Research Reflective Logs
2	Teachers adjusting to recently adopted curriculum materials and routines.	Provide on-going job embedded professional development for use of core program.	Administrators Coach Teacher Leaders	Instructional Rounds, Informal Observation, Formal Observation, Teacher Feedback, Formative Assessment/progress monitoring results	Observation Instrument, Teacher Leader Logs, Teacher Feedback/survey information, student achievement data
3	Implementation of Literacy Common Core State Standards into all content areas.	Provide on-going job embedded professional development and encourage the formation of learning communities amoung content teachers to gain greater depth of knowledge of the	Administrators Coach Teachers	Lesson Planning, Instructional Rounds, PLC Learning Logs	Lesson Plan Review including teacher created assessments; Observation Instrument, Reflective Feedback

		Literacy Common Core State Standards and how to integrate into content areas.			

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:	Students enrolled in Geometry will be able to apply methods of direct and indirect proof to determine whether it is logically valid and justify measures and characteristics of polygons/two dimensional figures in real world problems with high levels of understanding and accuracy.
2012 Current Level of Performance:	2013 Expected Level of Performance:
19% (3) students scored in the level 1 third, 38% (6) students scored in the level 2 third, and 44% (7) students scored in the level 3 third of the 2012 Geometry EOC.	There are 7 students enrolled in Geometry for the 2013 school year. Of those 7, 43% (3 students) will score a level 4 in the 2013 Geometry EOC.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited proficiency in strategies that promote deep, critical thinking for all students.	Continued implementation of Framework for Teacher Effectiveness with Learning Community support. Continued attention to cooperative learning structures, thinking maps and critical attributes of taxonomy complexity with fidelity.	Instructional Staff Administrators Teacher Leaders Coach	Classroom observation, Instructional Rounds, Lesson Planning, Learning Community Logs	FCAT, benchmark assessments, classroom based assessment, AIMSWeb, Easy CBM, Instructional Rounds, Learning Logs (As appropriate to Subject Area)
2	Limited access to authentic learning experiences.	Use of multiple original and secondary sources to analyze, interpret and synthesize relevant details and facts in order to examine relationships, discuss observations and define conclusions	Instructional Staff Administrators	Lesson Plans, Instructional Rounds, Student Work Samples	FCAT, benchmark assessments, classroom based assessment, AIMSWeb, Easy CBM, Instructional Rounds, Learning Logs (As appropriate to subject area)
3	Limited understanding and implementation of Common Core State Literacy Standards across the curriculum and specific Common Core Standards for specific subject area as appropriate.	Unpacking Common Core Literacy Standards across all grade levels with implementation of literacy skills across the curriculum with particular emphasis on non-fiction reading, oral discussion and daily writing. Unpacking of Common Core standards for specific subject area as appropriate.	Instructional Staff Administrators Coaches	Lesson Plans, Learning Community Logs, Instructional Rounds, Student Work Samples	FCAT, benchmark assessments, classroom based assessment, AIMSWeb, Easy CBM, Instructional Rounds, Learning Logs (As appropriate to subject area)
	There are limited materials to differentiate instruction and "just right" practice for	To strengthen core and provide Tier 2 and Tier 3 intervention, use of Journeys Red Tab Intervention and	Administrators BLPT Literacy Coach	Daily/weekly/monthly/quarterly progress monitoring by student, classroom, grade level and school via logging, charting and online reporting	Easy CBM, AIMSWeb, IRLA, Read 180 Logs, Bridges Logs, Instructional

| 4 | students at all levels of reading proficiency across genre of informational text. | Tool Box instructional tools, Read 180, Bridges and 100 Book Challenge as a supplemental resource to reach the indivicual needs of all students. | | | Rounds and Celebration Reports.(As appropriate to subject area and grade level) |

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Geometry Goal # 3A :

Geometry Goal # text box:
Students enrolled in Geometry will be able to apply methods of direct and indirect proof to determine whether it is logically valid and justify measures and characteristics of polygons/two dimensional figures in real world problems

Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
[ ]	[ ]	[ ]	[ ]	[ ]	[ ]

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry. Geometry Goal #3B:	Students enrolled in Geometry will be able to apply methods of direct and indirect proof to determine whether it is logically valid and justify measures and characteristics of polygons/two dimensional figures in real world problems with high levels of understanding and accuracy.
2012 Current Level of Performance:	2013 Expected Level of Performance:
*Data Unavailable	*Data Unavailable

Problem-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	49% (34) teachers have not completed ESOL endorsement. The student population is becoming more diverse each year.	To increase effectiveness of core, Tier 2 and Tier 3 interventions, expand Ruby Payne and Differentiated Instruction Learning Community to increase effectiveness with diverse populations and support staff members in their pursuit of ESOL endorsement.	Adminsitrators RtI Core Team Literacy Council	Strategies known to be effective with diverse populations will be monitored for through Instructional Rounds and lesson plans.	Lesson Plans; Instructional Rounds data; formative and summative assessment.
2	Teachers sue familiar and comfortable strategies during instruction and may not vary strategies effectively.	To increase teacher effectiveness, provide on-going support for professional/personal learning and practice using the SLC Framework for Teacher Effectiveness Model and Lesson Study to increase the variety and effective use of strategies to meet student needs.	Administrators Coach Instructional Staff	Observation Instrument; Instructional Rounds; lesson planning; Community Learning Logs.	Observation Data, lesson plans, learning community logs, lesson study after-action review data.
	There is limited time for teachers to come	Provide job embedded professional	Administrators	Use of comprehensive professional	Observation Data, lesson plans,

3	together for professional development.	development opportunities within the classroom setting, time for collaboration, Learning Communities/Action Research, Lesson Study and need based planning.	Literacy Council Consultant	development schedule, common planning time, monthly data chats, weekly instructiona meetings, Instructional Rounds and Professional Development "Check In/Check Up".	learning community logs, lesson study after-action review data.

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

3C. English Language Learners (ELL) not making satisfactory progress in Geometry. Geometry Goal #3C:	Students enrolled in Geometry will be able to apply methods of direct and indirect proof to determine whether it is logically valid and justify measures and characteristics of polygons/two dimensional figures in real world problems with high levels of understanding and accuracy.
2012 Current Level of Performance:	2013 Expected Level of Performance:
*Data Unavailable	*Data Unavailable

Problem-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	49% (34) of teachers have not completed ESOL requirements.	Provide support for staff members who are pursuing ESOL Endorsement and professional development on those strategies that will support student learning.	Instructional Staff Coach Administrators	Completion rate of ESOL Endorsement, Lesson Plans, Observation, Instructional Rounds, Learning Community Logs.	Observation Instrument; Lesson Plans; Instructional Rounds; formative assessment data, Learning Community Logs
2	Fidelity in use of differentiated instruction to meet the individual needs of all students.	Establish expectation of daily routines in all subject areas that includes differentiated small group instruction with professional development support provided by Learning Community sponsored by FIN.	Administrators Student Support Specialist Coach Instructional Staff	Lesson Plans,Observation, Instructional Rounds, Learning Community Logs.	Observation Instrument; Lesson Plans; Instructional Rounds; formative assessment data, Learning Community Logs
3	Lack of adequate vocabulary development and breakdown in comprehension	Use of word mapping, interactive word walls, and context clues to build vocabulary as well as use of Thinking Maps, Writing to express understanding and Common Core State Literacy Standards to help students increase understanding and organize their thinking.	Instructional Staff Coach Administrators	Student work samples; lesson planning, Instructional Rounds, data analysis	Observation Instrument; Lesson Plans; Instructional Rounds; formative assessment data, Learning Community Logs

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

3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry. Geometry Goal #3D:	Students enrolled in Geometry will be able to apply methods of direct and indirect proof to determine whether it is logically valid and justify measures and characteristics of polygons/two dimensional figures in real world problems with high levels of understanding and

			accuracy.	

2012 Current Level of Performance:	2013 Expected Level of Performance:
*Data Unavailable	*Data Unavailable

Problem-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	There are only (3) teachers who are reading endorsed -- two of whom (Literacy Coach and Student Support Specialist) are non-instructional classroom teachers. Content area teachers have limited knowledge of instructional strategies that increase access to content area material.	To increase strategy effectiveness for student access to all content material, provide professional development in the area of literacy skills to all professional staff. Encourage and support pursuit of Reading Endorsement and/or CAR-PD.	Administrators Coach Student Support Specialist District PD Staff	Lesson Plans, Observation, Instructional Rounds, Learning Community Logs; rate of increase in endorsed teachers.	Observation Instrument; Lesson Plans; Instructional Rounds; formative assessment data, Learning Community Logs
2	Fidelity in use of differentiated instruction to meet the individual needs of all students.	Establish expectation of daily routines in all subject areas that includes differentiated small group instruction with professional development support provided by Learning Community sponsored by FIN.	Administrators Student Support Specialist Coach Instructional Staff	Lesson Plans,Observation, Instructional Rounds, Learning Community Logs.	Observation Instrument; Lesson Plans; Instructional Rounds; formative assessment data, Learning Community Logs
3	Lack of adequate vocabulary development and breakdown in comprehension	Use of word mapping, interactive word walls, and context clues to build vocabulary as well as use of Thinking Maps, Writing to express understanding and Common Core State Literacy Standards to help students increase understanding and organize their thinking.	Instructional Staff Coach Administrators	Student work samples; lesson planning, Instructional Rounds, data analysis	Observation Instrument; Lesson Plans; Instructional Rounds; formative assessment data, Learning Community Logs

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

3E. Economically Disadvantaged students not making satisfactory progress in Geometry. Geometry Goal #3E:	Students enrolled in Geometry will be able to apply methods of direct and indirect proof to determine whether it is logically valid and justify measures and characteristics of polygons/two dimensional figures in real world problems with high levels of understanding and accuracy.
2012 Current Level of Performance:	2013 Expected Level of Performance:
*Data Unavailable	*Data Unavailable

Problem-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	Lack of adequate vocabulary development and breakdown in comprehension.	Use of word mapping, interactive word walls, and context clues to build vocabulary as well as use of Thinking Maps, Writing to express understanding and Common Core State Literacy Standards to help students increase understanding and organize their thinking.	Instructional Staff Coach Administrators	Student work samples; lesson planning, Instructional Rounds, data analysis	Observation Instrument; Lesson Plans; Instructional Rounds; formative assessment data, Learning Community Logs
2	There are only (3) teachers who are reading endorsed -- two of whom (Literacy Coach and Student Support Specialist) are non-instructional classroom teachers.	To increase strategy effectiveness for student access to all content material, provide professional development in the area of literacy skills to all professional staff.	Administrators Coach Student Support Specialist District PD Staff	Lesson Plans, Observation, Instructional Rounds, Learning Community Logs.	Observation Instrument; Lesson Plans; Instructional Rounds; formative assessment data, Learning Community Logs
3	Fidelity in use of differentiated instruction to meet the individual needs of all students.	Establish expectation of daily routines in all subject areas that includes differentiated small group instruction with professional development support provided by Learning Community sponsored by FIN.	Administrators Student Support Specialist Coach Instructional Staff	Lesson Plans,Observation, Instructional Rounds, Learning Community Logs.	Observation Instrument; Lesson Plans; Instructional Rounds; formative assessment data, Learning Community Logs

End of Geometry EOC Goals

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

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

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

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
After School Tutoring for targeted students.	Teacher Stipends and Resource Cost	Title 1	$3,500.00
			Subtotal: $3,500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $3,500.00

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:	Students will develop higher level thinking skills, problem solving skills and real world experiences to enhance science proficiency.
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
28% (73 students) scored a level 3 on the 2012 FCAT Science in grades 5 and 8.	At least 33% (87) students will score level 3 on the 2013 FCAT Science in grades 5 and 8.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers adjusting to new Teacher Effectiveness Model of instruction and operating in a mechanical phase of understanding and professional practice.	Provide ongoing support and feedback for professional growth to be maximized.	Administrators Teacher Leaders Teachers	Instructional Rounds; Formative/Informal Obseration; Formal Observation; Professional Growth Plan action research from self reflection, feedback from peers and administrators.	Observation Instrument; Teacher Action Research Reflective Logs
2	Teachers adjusting to recently adopted curriculum materials and routines.	Provide on-going job embedded professional development for use of core program.	Administrators Coach Teacher Leaders	Instructional Rounds, Informal Observation, Formal Observation, Teacher Feedback, Formative Assessment/progress monitoring results	Observation Instrument, Teacher Leader Logs, Teacher Feedback/survey information, student achievement data
3	Implementation of Literacy Common Core State Standards into all content areas.	Provide on-going job embedded professional development and encourage the formation of learning communities among content teachers to gain greater depth of knowledge of the Literacy Common Core State Standards and	Administrators Coach Teachers	Lesson Planning, Instructional Rounds, PLC Learning Logs	Lesson Plan Review including teacher created assessments; Observation Instrument, Reflective Feedback

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
		how to integrate into content areas.			
4	Time to create meaningful labs and real world experiences is limited.	Provide for lab management and coaching by Science Chair, Edu2000 and deeper understanding in use of Science Fusion.	Science Chair Teachers Administrators	Observation, collaborative planning, PLC Learning Logs	Lesson Plan Review, Lab Use Plan, Observations
5	Content area teachers having limited knowledge of science instruction for the purpose of integrating skills/strategies into instructional delivery of content area material.	Professional development dedicated to delivering strategies and instructional skills that allow for student mastery of content area material.	Principal, Assistant Principal, Middle Grades Science Department Chair and Elementary Level Science Coordinators	Collaborative discussions with content area teachers;content-specific/ grade level professional learning communities analysis of results of mini-assessment and common assessments	Quarterly benchmark tests, chapter exams, mini-tests, review of student work; teacher feedback during data study group;
6	Students with limited proficiency in reading may have difficulty understanding and utilizing information from textbooks and subject-relative topics.	Students would receive interventions and remediation through RtI period that would allow for development of reading skills.	Science and intervention instructors, Principal, Assistant Principal, Guidance Counselors.	Discussions between Science instructors and RtI instructors; evaluation of student work; student progress monitoring.	Quarterly benchmark tests, chapter exams, mini-tests, review of student work; teacher progress monitoring.

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:	Students will develop higher level thinking skills, problem solving skills and real world experiences to enhance science proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
*Fewer than 15 students	*Fewer than 15 students

Problem-Solving Process to Increase Student Achievement				

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers adjusting to curriculum changes, instructional expectatons and Common Core Standards.	Provide job-embedded professional development and support to teachers to acquire increased proficiency.	Instructional Coaches Administrators	Teachers Instructional Rounds, Formal Observation; Collaborative Planning/Evaluation	Observation Instrument; Lesson Plans; Teacher Feedback/Survey
2	There are limited materials and teacher skill in differentiating instruction to meet the "just right" needs of students at all levels of proficiency.	Provide timely and appropriate Tier 2 and Tier 3 interventions using approved resources and increasing understanding and technique in differentiated instruction through participation in PLCs.	Teachers MTSS Core Team Administrators Instructional Coaches	Instructional Rounds, Collaborative Planning, and PLC participation	Observation instrument, lesson planning, PLC Logs

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

areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	Students will develop higher level thinking skills, problem solving skills and real world experiences to enhance science proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
5% (13) of students are above grade level in Science as measured by the 2012 FCAT.	10% (26) of students will be above grade level in Science, scoring a level 4 or 5 as measured by the 2013 FCAT.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited proficiency in strategies that promote deep, critical thinking for all students.	Continued implementation of Framework for Teacher Effectiveness with Learning Community support. Continued attention to cooperative learning structures, thinking maps and critical attributes of taxonomy complexity with fidelity.	Instructional Staff Administrators Teacher Leaders Coach	Classroom observation, Instructional Rounds, Lesson Planning, Learning Community Logs	FCAT, benchmark assessments, classroom based assessment, AIMSWeb, Easy CBM, Instructional Rounds, Learning Logs (As appropriate to Subject Area)
2	Limited access to authentic learning experiences.	Use of multiple original and secondary sources to analyze, interpret and synthesize relevant details and facts in order to examine relationships, discuss observations and define conclusions	Instructional Staff Administrators	Lesson Plans, Instructional Rounds, Student Work Samples	FCAT, benchmark assessments, classroom based assessment, AIMSWeb, Easy CBM, Instructional Rounds, Learning Logs (As appropriate to subject area)
3	Limited understanding and implementation of Common Core State Literacy Standards across the curriculum and specific Common Core Standards for specific subject area as appropriate.	Unpacking Common Core Literacy Standards across all grade levels with implementation of literacy skills across the curriculum with particular emphasis on non-fiction reading, oral discussion and daily writing. Unpacking of Common Core standards for specific subject area as appropriate.	Instructional Staff Administrators Coaches	Lesson Plans, Learning Community Logs, Instructional Rounds, Student Work Samples	FCAT, benchmark assessments, classroom based assessment, AIMSWeb, Easy CBM, Instructional Rounds, Learning Logs (As appropriate to subject area)
4	There are limited materials to differentiate instruction and "just right" practice for students at all levels of reading proficiency across genre of informational text.	To strengthen core and provide Tier 2 and Tier 3 intervention, use of Journeys Red Tab Intervention and Tool Box instructional tools, Read 180, Bridges and 100 Book Challenge as a	Administrators BLPT Literacy Coach	Daily/weekly/monthly/quarterly progress monitoring by student, classroom, grade level and school via logging, charting and online reporting	Easy CBM, AIMSWeb, IRLA, Read 180 Logs, Bridges Logs, Instructional Rounds and Celebration Reports.(As appropriate to subject area

		supplemental resource to reach the individual needs of all students.			and grade level)
5	Students with advanced knowledge of subject area have no proper outlet for their abilities.	Assignment to differentiated instruction flexible groups in order to apply their knowledge and abilities through extended/enrichment opportunities as well as science fair or science lab experiments.	Science instructors and administrators	review of student work displays; classroom observation	performance on mini-tests and quarterly benchmark assessments; classroom observation

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:	Students will develop higher level thinking skills, problem solving skills and real world experiences to enhance science proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
*Fewere than 15 students	*Fewer than 15 students

<table>
<tr><td colspan="5" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>Limited proficiency in strategies that promote deep, critical thinking for all students.</td><td>Continued implementation of Framework for Teacher Effectiveness with Learning Community support. Continued attention to cooperative learning structures, thinking maps and critical attributes of taxonomy complexity with fidelity.</td><td>Instructional Staff

Administrators

Teacher Leaders

Coach</td><td>Classroom observation, Instructional Rounds, Lesson Planning, Learning Community Logs</td><td>FCAT, benchmark assessments, classroom based assessment, AIMSWeb, Easy CBM, Instructional Rounds, Learning Logs (As appropriate to subject area)</td></tr>
<tr><td>2</td><td>Limited access to authentic learning experiences.</td><td>Use of multiple original and secondary sources to analyze, interpret and synthesize relevant details and facts in order to examine relationships, discuss observations and define conclusions</td><td>Instructional Staff

Administrators</td><td>Lesson Plans, Instructional Rounds, Student Work Samples</td><td>FCAT, benchmark assessments, classroom based assessment, AIMSWeb, Easy CBM, Instructional Rounds, Learning Logs (As appropriate to subject area)</td></tr>
<tr><td></td><td>Limited understanding and implementation of Common Core State Literacy Standards across the curriculum</td><td>Unpacking Common Core Literacy Standards across all grade levels with implementation of literacy skills across</td><td>Instructional Staff

Administrators

Coaches</td><td>Lesson Plans, Learning Community Logs, Instructional Rounds, Student Work Samples</td><td>FCAT, benchmark assessments, classroom based assessment,</td></tr>
</table>

3		the curriculum with particular emphasis on non-fiction reading, oral discussion and daily writing.			AIMSWeb, Easy CBM, Instructional Rounds, Learning Logs (as appropriate to subject area)
4	There are limited materials to differentiate instruction and "just right" practice for students at all levels of reading proficiency across genre of informational text. (Appropriate to subject area)	To strengthen core and provide Tier 2 and Tier 3 intervention, use of Journeys Red Tab Intervention and Tool Box instructional tools, lenge as a supplemental resource to reach the individual needs of all students. (As appropriate to subject area)	Administrators BLPT Literacy Coach	Daily/weekly/monthly/quarterly progress monitoring by student, classroom, grade level and school via logging, charting and online reporting (appropriate to subject area)	Easy CBM, AIMSWeb, IRLA, Read 180 Logs, Bridges Logs, Instructional Rounds and Celebration Reports. (as appropriate to subject area)

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

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

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

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Increased use of lab for hands on activity	Consumable materials for use in labs	P24 - Instructional Materials	$1,000.00
		Subtotal: $1,000.00	
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
		Subtotal: $0.00	
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
		Subtotal: $0.00	
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
		Subtotal: $0.00	

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:	Students will increase their writing proficiency through writing across the curriculum with emphasis on Common Core Literacy State Standards which includes writing informational text and pieces in a variety of genre'.
2012 Current Level of Performance:	2013 Expected Level of Performance:
80% (208) students scored at level 3.0 or higher as measured by the 2012 FCAT Writes assessment.	85% (222) students will score at level 3.0 or higher as measured by the 2013 FCAT Writes assessment.

Problem-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	Lack of preparation in writing upon entering grade 4	Implement Write From the Beginning writing program in grades K-4 to build foundation and establish continuity.	Literacy Coach, Principal, and Grade level Teachers	Trend of writing proficiency on monthly APF writing assessments	Monthly APF writing assessments
2	Limited experience for teachers with providing authentic writing experiences for students.	Provide professional development for teachers all grades, as well as follow-up support in Common Core Literacy Standards, Write from the Beginning and Write into the Future.	Literacy Coach Administrators Instructional Leaders Teachers	lesson plans; classroom observation; weekly LC's; monthly APF writing results	monthly writing results, observations
3	Decreased writing opportunities due to lack of writing across curriculum for 8th grade students	Use of anchor papers as models of exemplary writing and use of these papers as instructional tools for reverse mapping, non-linear writing strategies	All subject area teachers in middle grades.	Student essays with precise language, sophisticated vocabulary, and substantial details	Monthly APF writing 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 4 or higher in writing. Writing Goal #1b:	Students will increase their writing proficiency through writing across the curriculum with emphasis on Common Core Literacy State Standards which includes writing informational text and pieces in a variety of genre'.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Fewer than 15 students	Fewer than 15 students

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers adjusting to curriculum changes, instructional expectatons and Common Core Standards.	Provide job-embedded professional development and support to teachers to acquire increased proficiency.	Instructional Coaches Administrators Teachers	Instructional Rounds, Formal Observation; Collaborative Planning/Evaluation	Observation Instrument; Lesson Plans; Teacher Feedback/Survey
2	There are limited materials and teacher skill in differentiating instruction to meet the "just right" needs of students at all levels of proficiency.	Provide timely and appropriate Tier 2 and Tier 3 interventions using approved resources and increasing understanding and technique in differentiated instruction through participation in PLCs.	Teachers MTSS Core Team Administrators Instructional Coaches	Instructional Rounds, Collaborative Planning, and PLC participation	Observation instrument, lesson planning, PLC Logs

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
(Write from the Beginning/Write into the Future and Thinking Maps) Literacy Instruction	All levels	L. Schmeer	School-wide	July-August 2012 and on-going October 2012	APF Writes monitoring Monthly Data meetins	Literacy Coach Administrators Teachers

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

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:	Students will demonstrate increased proficiency on the course standards for Civics as demonstrated by the Civics EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
2% (7) students demonstrated proficiency, 7% (10) students demonstrated moderate understanding of civics content as measured by the 2012 district benchmark pre-test.	50% (65) students will demonstrate proficiency (70% mastery) of civics content as measured by the 2013 district final exam for civics.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers adjusting to new Teacher Effectiveness Model of instruction and operating in a mechanical phase of understanding and professional practice.	Provide ongoing support and feedback for professional growth to be maximized.	Administrators Teacher Leaders Teachers	Instructional Rounds; Formative/Informal Obseration; Formal Observation; Professional Growth Plan action research from self reflection, feedback from peers and administrators.	Observation Instrument; Teacher Action Research Reflective Logs
2	Teachers adjusting to recently adopted curriculum materials and routines.	Provide on-going job embedded professional development for use of core program.	Administrators Coach Teacher Leaders	Instructional Rounds, Informal Observation, Formal Observation, Teacher Feedback, Formative Assessment/progress monitoring results	Observation Instrument, Teacher Leader Logs, Teacher Feedback/survey information, student achievement data
3	Implementation of Literacy Common Core State Standards into all content areas.	Provide on-going job embedded professional development and encourage the formation of learning communities among content teachers to gain greater depth of knowledge of the Literacy Common Core State Standards and how to integrate into content areas.	Administrators Coach Teachers	Lesson Planning, Instructional Rounds, PLC Learning Logs	Lesson Plan Review including teacher created assessments; Observation Instrument, Reflective Feedback

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:	Students will demonstrate increased proficiency on the course standards for Civics as demonstrated by the Civics EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:

2% (7) students demonstrated proficiency, 7% (10) students demonstrated moderate understanding of civics content as measured by the 2012 district benchmark pre-test.	50% (65) students will demonstrate proficiency (70% mastery) of civics content as measured by the 2013 district final exam for civics.

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

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

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

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

Civics Budget:

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

End of Civics Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	The average daily attendance at Allapattah Flats was 93.25% in the 2011-2012 school year. This is a decrease of 0.16% from the previous school year.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
The daily attendance rate for the 2011-2012 school year was 93.25%.	Expected daily attendance for the 2012-2013 school year is 94.00%.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
During the 2011-2012 SY there were 339 students who accrued 10 or more absences. This is a decrease of 189 students from the previous year.	During the 2012-2013 SY there will be 305 students or less who accumulate 10 or more absences. This would be a decrease of 10%.
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
During the 2011-2012 SY there were 155 students who accrued 10 or more tardies. This is a decrease of 83 students from the previous year.	During the 2012-2013 SY there will be 140 students or fewer with 10 or more tardies. This would be a decrease of 10%.

Problem-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	Families removing students from schools early on holiday weekends, early release days, days preceding district teacher work days and professional development days.	Through rigorous coursework, open ended communication with families, the school will continuously inform parents of the importance of regular attendance, and set a standard of academic instruction in spite of early dimissals, and days preceding "holidays"	Principal, Assistant Principal, Attendance clerk, Teachers	Attendance rate reports available through student monitoring software (Skyward)	Targeted attendance reports available through Skyward.
2	Early school start time contributing greatly to tardiness	Recognize students on a quarterly basis for attendance and no tardies	Teachers, Attendance Clerk, and administrators	Skyward attendance report; honor roll recognition list	Attendance 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
No Data Submitted						

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	Suspension data for the 2011-2012 school year is as follows: A. 241 In-School suspensions were assigned. B. 120 students were assigned In-School suspensions. C. 71 Out-Of-School supsensions were assigned. D. 44 students were assigned Out-Of-School suspensions.
2012 Total Number of In—School Suspensions	2013 Expected Number of In-School Suspensions
In 2012, there were 241 In School Suspensions which is 228 fewer than the number assigned in 2011.	It is expected that 205 In school suspensions will be assigned in the 2013 school year. This is a decrease of 10%.
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
In 2012, 120 students received In School Suspensions, a decrease from the 188 students receiving ISS in 2011.	It is expected that not more than 108 students will receive In School Suspensions in 2012-2013. A decrease of 10%.

2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
There were 71 Out of School Suspensions during the 2011-2012 School Year. That number is significantly lower than the 496 out of school suspensions assigned during the previous year.	An estimated 64 Out of School Suspensions will occur during the 2012-2013 school year. A decrease of 10%.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
There were 44 students who received Out of School Suspensions in the 2011-2012 School Year. This number is down from 104 in the previous year.	An estimated 40 students will receive Out of School Suspensions during the 2012-2013 School Year. A decrease of 10%.

Problem-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	Lower level behaviors becoming common in classrooms and other areas of campus that lead to more serious discipline issues.	Further implementation of Positive Behavior Support (PBS) on campus; application of Marzano classroom strategies in Design Question 7: Recognizing Adherence to Rules and Procedures	Classroom teacher, PBS Core Team, School Administrators	Data collection and data dialogues regarding discipline data during PBS Core Team Meetings; classroom observations	PBS Discipline Data.
2	Students with advanced behavioral concerns not receiving proper interventions or being identified correctly.	Use of RTI process to determine discipline interventions and strategies to implement in correlation with PBS program. Inclusion of FLIP, Check-In/Check-Out, and Second Step interventions to assist staff members.	RTI Team, PBS Core Team, Administration, Interventionists, Teachers	Data collection and data dialogues regarding discipline data.	RTI, PBS, Discipline Data.
3	Behavior expectations not made apparent for students in and out of classroom environments.	Use of CHAMPS management system to complement PBS in order to maintain clear expectations in the realm of discipline.	Classroom teacher, School Administrators, supervision duty personnel	Data collection and data dialogues regarding discipline data.	RTI, PBS, Discipline Data.
4	Lack of training for new staff members on PBS/Champs and RtI Interventions	New employee training for CHAMPS/PBS and RtI Interventions	PBS Coach, Assistant Principal, Literacy Coach, PBS Chair, and New Teacher Leader	Data collection and data dialogues regarding discipline data	RTI, PBS, Discipline Data

---

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

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

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

Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	For the 2012 school year, adult volunteers dedicated 5,411.5 hours of service. Youth volunteers logged 1150 hours and senior volunteers logged 576 hours. There were a total of 7,137.5 hours logged for the school year. Volunteer/Parent involvement - We had a total of 7,335 volunteer hours logged. Youth hours being 500 and adult hours the remainder of 6,835 hours. This is an increase of 197.5 hours for the year.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
Volunteer hours - 7,335	We would like to increase parent involvement to make parents more active in students' educational experiences. Our expected level of parent involvement is 8,068 hours which would be an increase of 10% from last school year.

Problem-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	Parent work schedules	Increase school-wide events and student performances which provide opportunities for parental involvement	Elementary Resource Chair, Literacy Leadership Team, Volunteer Coordinator	Parent sign-in rosters for various events	Rosters
2	Parents not being aware of how they can support children's	Provide parent trainings and workshops.	Administrators and parent involvement	Parent sign-in rosters; session feedback	Rosters; feedback surveys

			coordinator		
3	Parents unaware of whom to speak to about volunteering.	Provide a volunteer contact so parents can ask questions, suggestions or offer their services and time to volunteer in the school.	Administrators and volunteer coordinator.	Log of volunteer hours and/or log of calls related to volunteering.	Increase in volunteer hours. Feedback surveys.

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

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

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

Parent Involvement Budget:

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
				STEM Goal #1: Increase proficiency and depth of practice and usage of technology as a working tool.	

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited teaching experience of technology by core content area teachers.	Implement Technology Resource where indepth instruction of technology as a work tool will be offered.	Technology Resource Teacher Classroom Teachers Administrators	Transfer of skills to be utilized in other classes. Proficiency levels of students.	Student work samples; observation

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

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

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

STEM Budget:

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

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. CTE CTE Goal #1:	
Problem-Solving Process to Increase Student Achievement	

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

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

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

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

CTE Budget:

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

End of CTE Goal(s)

Additional Goal(s)

School Culture Goal:

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. School Culture Goal School Culture Goal #1:	Build a school culture which promotes collegiality, collaboration, teamwork, and trust amongst all colleagues.
2012 Current level:	2013 Expected level:
Teachers currently collaborate within their grade groups and teams by meeting once a week for lesson planning and information sharing. Administrators will attend as often as possible to show the importance of such team collaboration.	The expected level of performance includes establishing a community of learners through grade level and department learning communities for the purpose of collaborating, enhancing knowledge, and increasing student achievement.

Problem-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	Lack of common goal during department meetings.	Meetings should include agenda's of topics to cover and notes should be recorded. Questions should be taken and all participants should have input.	administrators and teacher leaders	Meeting notes and agendas and teacher feedback during leadership team meetings.	Meeting notes and feedback
2	Apprehensiveness to share ideas and concerns in the group setting.	Encourage all members of the group to share and offer their thoughts. Build a safe environment for team members to collaborate and share ideas openly.	Administrators and Team/Dept. Leaders. Literacy Coach.	Notes from Dept/Grade level meetings.	Teacher feedback surveys. Notes from Department and grade level meetings.

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

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

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

Budget:

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

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

End of School Culture Goal(s)

FINAL BUDGET

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

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	100 Book Challenge Sustained Independent Reading Framework	Leveled books (emphasis on informational text), instructional practice guidelines with Common Core Standards, and progress monitoring support materials.	Title I	$60,000.00
CELLA	Write from the Beginning and Write Into the Future implementation	Teacher Manuals	Title I	$2,500.00
Mathematics	After School Tutoring for targeted students.	Teacher Stipends and Resource Cost	Title 1	$3,500.00
Science	Increased use of lab for hands on activity	Consumable materials for use in labs	P24 - Instructional Materials	$1,000.00
				Subtotal: $67,000.00

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Digital monitoring of student progress	Digital monitoring system (IRLA and School Pace)	Title I	$5,000.00
				Subtotal: $5,000.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	100 Book Challenge Differentiated Learning Framework	5 days of PD (additional days as a component of purchasing materials)	Title 1	$12,000.00
Reading	LC Studies (The Art and Science of Teacher; Handbook; Marzano Strategies)	Books for LCs	School Operating Budget	$6,000.00
Reading	Teacher Effectiveness Initiative	Substitutes (35)	Title 1	$3,500.00
				Subtotal: $21,500.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00
				Grand Total: $93,500.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

🔘 Priority	🔘 Focus	🔘 Prevent	🔘 NA

Are you a reward school: 🔘 Yes 🔘 No

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

No Attachment

School Advisory Council

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
N/A	$0.00

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

The School Advisory Council will monitor the impact of strategy implementation and progress toward goals. The SAC will also be the guiding force in the creation of an attractor program for Allaphattah Flats. This K-8 School is located in a remote location with no neighboring residential areas (due to recessional impact on anticipated growth in the immediate surrounding area). In a Controlled Choice environment for school enrollment, an attractor will provide for enrollment based upon curriculum favorability rather than geographic proximity. This will be accomplished through focus groups consisting of students, families and community members guided by SAC.

AYP DATA

SCHOOL GRADE DATA

No Data Found

St. Lucie School District
ALLAPATTAH FLATS K-8
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	69%	65%	87%	46%	267	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	63%	69%			132	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	68% (YES)	70% (YES)			138	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					537	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

St. Lucie School District
ALLAPATTAH FLATS K-8
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	65%	58%	88%	39%	250	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	63%	57%			120	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	59% (YES)	68% (YES)			127	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					497	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested