

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



Gerard Robinson, Commissioner
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

Dr. Mike Grego, Chancellor
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

School Name: EVERGLADES K-8 CENTER

District Name: Dade

Principal: Dr. Lilia Dobao

SAC Chair: Jorge Pineda

Superintendent: Alberto Carvalho

Date of School Board Approval: Pending

Last Modified on: 10/11/2012

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	Dr. Lilia Dobao	Bachelor of Arts University of Miami Masters of Science Nova Southeastern University	2	16	2012 2011 2010 2009 2008 School Grade A A A A A High Standards Reading 68% 83% 82% 80% 76% High Standards-Math 63% 79% 82% 81% 73% Learning Gains-Reading 78% 71% 75% 67% 64% Learning Gains-Math 71% 65% 72% 70% 54% Gains-Lowest 25%-Reading 85% 67% 73% 64% 65% Gains Lowest 25%-Math 67% 69% 72% 68% 65% AMO-Reading Baseline Data 2010-2011 68; 2011-2012 71; 2012-2013 73; 2013-2014 76; 2014-2015 79; 2015-2016 81; 2016- 2017 84 AMO-Math Baseline Data 2010-2011 63; 2011-2012 66; 2012-2013 69; 2013-2014 72; 2014-2015 75; 2015-2016 78; 2016- 2017 82

Assis Principal	Ramon Garrigo	Bachelor of Science Elementary Education Nova Southeastern University Master of Science Educational Leadership Nova Southeastern University Certification: Elementary Education, Educational Leadership, ESOL Endorsement	6	8	2012 2011 2010 2009 2008 School Grade A A A A A High Standards Reading 68% 83% 82% 80% 76% High Standards-Math 63% 79% 82% 81% 73% Learning Gains-Reading 78% 71% 75% 67% 64% Learning Gains-Math 71% 65% 72% 70% 54% Gains-Lowest 25%-Reading 85% 67% 73% 64% 65% Gains Lowest 25%-Math 67% 69% 72% 68% 65% AMO-Reading Baseline Data 2010-2011 68; 2011-2012 71; 2012-2013 73; 2013-2014 76; 2014-2015 79; 2015-2016 81; 2016-2017 84 AMO-Math Baseline Data 2010-2011 63; 2011-2012 66; 2012-2013 69; 2013-2014 72; 2014-2015 75; 2015-2016 78; 2016-2017 82
Assis Principal	Edward Sindelar	Bachelor of Science Education Baylor University Master of Science Elementary Education Nova Southeastern University Certification: Elementary Education, Middle Grades English, Educational Leadership, ESOL Endorsement	7	8	2012 2011 2010 2009 2008 School Grade A A A A A High Standards Reading 68% 83% 82% 80% 76% High Standards-Math 63% 79% 82% 81% 73% Learning Gains-Reading 78% 71% 75% 67% 64% Learning Gains-Math 71% 65% 72% 70% 54% Gains-Lowest 25%-Reading 85% 67% 73% 64% 65% Gains Lowest 25%-Math 67% 69% 72% 68% 65% AMO-Reading Baseline Data 2010-2011 68; 2011-2012 71; 2012-2013 73; 2013-2014 76; 2014-2015 79; 2015-2016 81; 2016-2017 84 AMO-Math Baseline Data 2010-2011 63; 2011-2012 66; 2012-2013 69; 2013-2014 72; 2014-2015 75; 2015-2016 78; 2016-2017 82

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)
N/A	N/A	n/A			N/A

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Mentoring	Principal, Assistant Principal	Ongoing	
2	2. Recruit Student Teachers	Principal and Assistant Principal	Ongoing	
3	3. Collaboration with various universities	Administration	Ongoing	

4	4. Student Teachers-Clinical Education	Administration	Ongoing	
5	5. Participate in District and Region Professional Development	Professional Development Liaison	Ongoing	
6	6. In-house Professional Development	Professional Development Liaison	Ongoing	
7	7. Best Practices shared Among Staff	Principal	Ongoing	

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
Not Highly Qualified – 6 Out of Field - 9	It is recommended that these teachers take Professional Development courses that would enable them to become Highly Qualified and/or certified. Waivers have been signed.

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
88	1.1%(1)	13.6%(12)	53.4%(47)	31.8%(28)	45.5%(40)	77.3%(68)	14.8%(13)	5.7%(5)	62.5%(55)

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
Rina Rodriguez (There are no new teachers hired for the 2012–2013 school year.)	None	Highly Qualified and MINT Trained	N/A
Stanley McKinney (There are no new teachers hired for the 2012–2013 school year.)	None	Highly Qualified and MINT Trained	N/A

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

Everglades K-8 Center provides services to ensure that the needs of all students are identified and met. Students requiring additional remediation are assisted through intervention activities including but not limited to SuccessMaker 4.0 and Voyager. The District coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to students. Curriculum coaches develop, lead, and evaluate school core content standards and programs; identify and analyze existing literature on scientifically based curriculum and behavior assessment as well as intervention approaches. They identify systematic patterns of student need while working with District personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school-wide program include a parental program, professional development; and data analysis/Data Chats.

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

The District uses supplemental funds for improving basic education as follows:

- Training to certify qualified mentors for the New Teacher (MINT) Program
- Training for add-on endorsement programs, such as Reading, Gifted, ESOL
- Training and substitute release time for Professional Development Liaisons (PDL) at Everglades K-8 Center, focused on meeting the specific professional development needs of Everglades K-8 Center.

Everglades K-8 Center will identify students meeting criteria and provide services as needed using District and community resources.

Title III

The District uses supplemental funds for improving basic education as follows:

- Training to certify qualified mentors for the New Teacher (MINT) Program
- Training for add-on endorsement programs, such as Reading, Gifted, ESOL
- Training and substitute release time for Professional Development Liaisons (PDL) at Everglades K-8 Center, focused on meeting the specific professional development needs of Everglades K-8 Center.

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

Everglades K-8 Center will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and the TRUST Counselor. Training and technical assistance for elementary and middle school teachers, administrators, counselors, TRUST Specialist, and Safe School Specialist is also a component of this program. Additionally, the TRUST Counselor focuses on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crisis.

Nutrition Programs

Nutrition Programs

1. Everglades K-8 Center adheres to and implements the nutrition requirements stated in the District Wellness Policy.
2. Nutrition education, as per state statute, is taught through physical education.
3. The School Food Service Program, which includes school breakfast, school lunch, and after school care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.
4. Free Breakfast is offered daily to all students.

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

1. By promoting Career Pathways and Programs of Study students will become academy program completers and have a better understanding and appreciation of the post-secondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities. This is accomplished through implementation of the KAPOW program, the Electronic Personalized Education Planner (EPEP), a school-wide career and awareness program.
2. Students will gain an understanding of business and industry workforce requirements by acquiring knowledge through Career Day experiences and instruction from the staff and community volunteers.
3. Readiness for post-secondary opportunities will strengthen with the integration of academic, career and technical education components and a coherent sequence of courses.

Job Training

N/A

Other

Everglades K-8 Center involves parents in the planning and implementation of the Title I Program and extends an open invitation to our school's Parent Resource Center in order to inform parents regarding available programs, their rights under the No Child Left Behind Act and other referral services. We strive to increase parental engagement and involvement through developing (with on-going parental input) our Title I School-Parent Compact (for each student); our school's Title I Parental Involvement Policy; scheduling the Title I Orientation Meeting (Open House); and other documents/activities necessary in order to comply with dissemination and reporting requirements. We conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents' schedules as part of our goal to empower parents and build their capacity for involvement. Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-12) and the Title I Parental Involvement Monthly Activities Report (FM-6913 06-12) are completed and submitted to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118. Confidential "as-needed services" are provided to any students in the school in "homeless situations" as applicable. Additional academic and support services are provided to students and families of the migrant population as applicable. Staff at Everglades K-8 Center involves our parents in developing the school's Title I School-Parent Compact; our school's Title I Parental Involvement Plan; scheduling the Title I Annual Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements.

The Title I Parent/Family Survey, distributed to schools by Title I Administration, is to be completed by parents/families annually in May. The Survey's results are to be used to assist with revising our Title I parental documents for the approaching school year. The school receives funding under the School Improvement Grant Fund/School Improvement Grant Initiative in order to increase the achievement of the lowest performing subgroups through comprehensive, ongoing data analysis, curriculum and instruction alignment, and specific interventions such as extended day remedial tutorial instruction/intervention, classroom libraries, and Project CRISS. Additionally, Title I School funding and assistance to schools in Differentiated Accountability is based on need.

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The Multi-Tiered Support System/Response to Intervention team includes:

- Principal

The Principal provides guidance and support for data-driven instruction and decision-making activities, ascertains best practices in teaching and learning and ensures that they are implemented with fidelity, provides opportunities for professional development to support the MTSS implementation, and communicates with parents the purpose and efforts of the team;

- Assistant Principals

The Assistant Principals provide overall support to the principal regarding the team plans and activities;

- Grade-level Chairs, Department Chairs, and Team Leaders, including Exceptional Student Education (ESE) and Special Area Teachers, as applicable

Assist in data collection and analysis, inform about instructional concerns of their particular grade level/department.

Represent different aspects of the curriculum and possess valuable knowledge and skills to engage in the process of data analysis, problem solving, and decision-making for overall school improvement;

- Reading, Mathematics & Science Liaisons

Collect and analyze data, generate reports, assist and follow up with progress monitoring, provide professional development, support with assessment and instruction, identify resources, participates in District professional development to keep informed of the latest research-based instructional strategies, resources, and materials;

- Student Services Personnel

Provide information on topics that may affect student achievement.

- Title I Support Teachers; Math & Science Liaisons

Collect and analyze data, generate reports, assist and follow up with progress monitoring, provide professional development, support with assessment and instruction, identify resources, participates in District professional development to keep informed of the latest research-based instructional strategies and materials.

Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

The MTSS Team will meet monthly to review data resulting from state assessments, District-wide baseline and interim progress-monitoring assessments, FAIR assessment and others as applicable, to determine the needs for intervention, its effectiveness, and to make any necessary adjustments to meet the needs of the students. Other indicators of students at-risk, such as attendance, will also be analyzed on ongoing basis.

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 MTSS Team will coordinate with other MTSS Leadership Teams in our District through District and Region Sponsored meetings. The RtI Team will contribute to the development and implementation of the school improvement plan by providing assistance in the analysis of data, identifying effective instructional strategies and resources to meet students' needs, developing a plan to implement these strategies including instructional focus calendar, on-going progress monitoring, and providing overall support and follow up to implement these measures for school-wide improvement and student achievement.

MTSS Implementation

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

The Progress Monitoring and Reporting Network (PMRN), a data management system hosted by the Florida Center for Reading Research, will continue to be utilized for the State-mandated progress monitoring in grades K-8. Also, EDUSOFT, a web-based assessment platform through which baseline, interim assessments, and other frequent assessments are processed, will continue to be utilized to summarize tiered data and facilitate data-driven instruction. Additionally, the District e-Gradebook will continue to be used to obtain weekly assessment data of student progress in all areas of the curriculum. FCAT simulations, mid-year and year-end Florida Assessments for Instruction in Reading (FAIR) will also be utilized. These systems will help improve the process of on-going progress monitoring, particularly for the students at-risk, as well as facilitate more frequent monitoring for all students.

Describe the plan to train staff on MTSS.

Professional development to train staff in the process of MTSS will be scheduled during the school year. This will involve training on data analysis, utilization of data to drive instruction, problem-solving and decision-making processes using the Florida Continuous Improvement Model (FCIM).

Describe the plan to support MTSS.

1. Effective, actively involved, and resolute leadership that frequently provides visible connections between a MTSS framework with district & school mission statements and organizational improvement efforts.
2. Alignment of policies and procedures across classroom, grade, building, district, and state levels.
3. Ongoing efficient facilitation and accurate use of a problem-solving process to support planning, implementing, and evaluating effectiveness of services.

4. Strong, positive, and ongoing collaborative partnerships with all stakeholders who provide education services or who otherwise would benefit from increases in student outcomes.
5. Comprehensive, efficient, and user-friendly data-systems for supporting decision-making at all levels from the individual student level up to the aggregate district level.
6. Sufficient availability of coaching supports to assist school team and staff problem-solving efforts.
7. Ongoing data-driven professional development activities that align to core student goals and staff needs.
8. Communicating outcomes with stakeholders and celebrating success frequently.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

- Dr. Lilia A. Dobao – Principal
- Ramon Garrigo – Assistant Principal
- Edward Sindelar – Assistant Principal
- Fatima Romay-Third Grade Teacher
- Maricel Munoz-ESE Teacher
- Anne Byrnes-Math-Elementary-Title I Support
- Martha Lopez-Math Liaison-Upper Academy
- Hailey Suarez-Elementary Teacher
- Daniela Iribarne-Fernandez-ESOL Teacher
- Barbara Raposo-Rodriguez – Language Arts- Title I Support
- Rita Lugo– School Guidance Counselor
- Rosa Naranjo-Upper Academy Science Liaison
- Yudith Real-Elementary Science Liaison
- Susana Villarruel-SPED Program Specialist
- Monica Colucci-Elementary Language Arts Liaison

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

The purpose of the Everglades K-8 Reading Leadership Team is to create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. The principal, Title I Support Teachers, mentor reading teachers, content area teachers, and other principal appointees should serve on this team.

The LLT will meet periodically and discuss how they can improve teaching and learning in the classrooms. The meetings will focus on the collaboration with Just Read, Florida!, the new assessment system which will provide teachers screening, diagnostic, and progress monitoring information that is essential to guiding instruction. Guided questions including Goals and Objectives, will be used to improve instruction. Effective Instruction (Foorman et al., 2003; Foorman & Torgesen, 2001; Arrasmith, 2003; & Rosenshine, 1986) will be focused on and used to impact teaching and improve student performance.

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

The key factor to Everglades K-8 Center's success is the building leadership. The principal sets the tone as the school's instructional leader, reinforcing the positive and convincing the students, parents and teachers that all children can learn and improve academically. In essence, the school principal has the potential to have a great impact on student learning through his or her support of teachers and coaches. In order for principals to become instructional leaders, it is imperative that they understand the literacy challenges of the populations of students whom they serve. The reading/literacy coach is vital in the process of providing job embedded professional development at the school level.

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.

The parents of incoming kindergarten students are invited to a kindergarten orientation, There are two orientations. One occurs prior to the start of the school year and the other one occurs one week before school starts in the fall of each school year. Additional activities may be held at the school during the year for parents and students who live in the school boundary.

*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.

Students are introduced to the middle school concept early in the year through visitation by staff members explaining the reading program in the middle school. Reading strategies are implemented in all content areas. All staff is afforded the opportunity to participate in applicable professional development. The Literacy Leadership Team monitors the implementation of school wide literacy strategies across the curriculum. Summer activities are provided to students online. This includes but is not limited to Reading Plus and Accelerated Reader. Reading Inservice is offered to all teachers. In addition, all teachers participate in meetings where Best Practices in Reading are presented. Teachers also attend workshops presented by the district that pertain to reading and specific subject areas. Reading Data is also shared among staff.

*High Schools Only

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

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

N/A

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

N/A

Postsecondary Transition

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

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

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	Reading Goal #1a: Our goal for the 2012-2013 school year is to increase Level 3 student proficiency by 3 percentage point to 30% based on AMO results.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% (215)	30% (243)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1					
2	<p>1a.1. The areas of deficiency as noted on the administration of the 2012 FCAT 2.0 Reading Test were:</p> <p>Grade 3: Reading Application (60%)</p> <p>Grade 4: Literary Analysis Fiction – Non-fiction (62%)</p> <p>Grade 5: Informational Text/Research Process (64%)</p> <p>Grade 6: Reading Application (65%)</p> <p>Grade 7: Reading Application and Informational Text/Research Process (73%)</p> <p>Grade 8: Vocabulary (71%)</p>	<p>1a.1. Grade 3 Use grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood.</p> <p>Grade 4 Teach students to identify and interpret elements of story structure within and across texts. Help students understand character development, and character's point of view.</p> <p>Grade 5 Use how-to articles, brochures, fliers and other real-world documents to identify text features (subtitles, headings, charts, graphs, diagrams, etc) and to locate, interpret and organize information. Help students recognize the characteristics of reliable and valid information.</p> <p>Grade 5: Use grade-level appropriate texts that include identifiable</p>	<p>1a.1. Administration, Grade Level/Team Leaders, MTSS, LLT</p>	<p>1a.1. Implement the Florida Continuous Improvement Model; Ongoing classroom assessments will be used to determine appropriate Differentiated Instruction. Data analysis will be used to measure improvement and adjust instruction as necessary.</p>	<p>1a.1. Formative: Ongoing Assessments including FAIR, District Interim Assessments, District Baseline Pre/Post Assessments</p> <p>Summative: 2013 FCAT 2.0 Assessments</p> <p>Teacher ongoing observation-formal and informal.</p>

	<p>author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining.</p> <p>Grade 6 Students need practice in making inferences, drawing conclusions, and identifying implied main idea and author's purpose.</p> <p>Grade 7 Students need practice in making inferences, drawing conclusions, and identifying implied main idea and author's purpose.</p> <p>Students should practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions.</p> <p>Grade 8 Teachers should emphasize strategies for deriving word meanings and word relationships from context, as well as provide additional instruction on word meanings.</p>		
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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:	Reading Goal #1b: Our goal for the 2012-2013 school year for Florida Alternate Assessment is to increase Levels 4, 5, and 6 student proficiency by 5 percentage points to 40% based on AMO results.
2012 Current Level of Performance:	2013 Expected Level of Performance:
35% (9)	40% (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					
	1b.1 The areas of deficiency as noted on the administration of 2012 FAA Reading Test were Vocabulary and Informational Text. This deficiency is due to a	1b.1. Students require multiple reads of a selection prior to responding to comprehension questions. This can be accomplished by using read alouds, auditory tapes and text	1b.1. Administration, ESE staff, Grade Level/Team Leaders.	1b.1. Implement the Florida Continuous Improvement Model; Ongoing classroom assessment will be used to determine appropriate differentiated instruction. Data analysis	1b.1. Formative: Ongoing Teacher Assessments; modified to individual students.

2	need for repetitive exposure and practice in various forms of literature while incorporating graphic organizers. In addition, ASD students will be monitored and if necessary, IEPs will be reviewed and adjusted.	readers that provide print with visuals and or symbols.		will be used to measure individual improvement and modify instruction as necessary.	Summative: 2013 FAA Assessment
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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:	Our goal for the 2012-2013 school year is to increase Levels 4 and 5 student proficiency by 1 percentage point to 41%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
40% (323)	41% (333)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	<p>2a.1.</p> <p>These areas of deficiency as noted on the administration of the 2012 FCAT Reading Test are listed below. The lack of appropriate vocabulary, comprehension skills, and understanding story structure pose the barriers for our students.</p> <p>Grade 3 Use grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood.</p> <p>Grade 4 Teach students to identify and interpret elements of story structure within and across texts. Help students understand character development, and character's point of view.</p> <p>Grade 5 Use how-to articles, brochures, fliers and other real-world documents to identify text features (subtitles, headings, charts, graphs,</p>	<p>2a.1.</p> <p>Grade 3 Instruction should provide students with opportunities to read in all content areas, with increased emphasis on cross-content reading throughout the early grades.</p> <p>Grade 4 Use how-to articles, brochures, fliers and other real-world documents to identify text features (subtitles, headings, charts, graphs, diagrams, etc) and to locate, interpret and organize information</p> <p>Grade 5 Use non-fiction articles and editorials for instruction. Use a two-column note to list conclusions and supporting evidence to teach.</p> <p>Grade 6 Teachers should ingrain the practice of justifying answers by going back to the text for support. Teachers should help students use graphic organizers to see patterns and summarize the main points. Students must</p>	<p>2a.1.</p> <p>Administration, Grade Level/Team Leaders, MTSS, LLT</p>	<p>2a.1.</p> <p>Implement the Florida Continuous Improvement Model; Ongoing classroom assessment will be used to determine appropriate differentiated instruction. Data Analysis will be used to measure improvement and adjust instruction as necessary.</p>	<p>2.1 Formative: Ongoing Assessments FAIR, District Interim Assessments, District Baseline Pre/Post Assessments</p> <p>Summative: 2013 FCAT Assessments</p>

1	<p>diagrams, etc) and to locate, interpret and organize information. Help students recognize the characteristics of reliable and valid information.</p> <p>Grade 5: Use grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining.</p> <p>Grade 6 Students need practice in making inferences, drawing conclusions, and identifying implied main idea and author's purpose.</p> <p>Grade 7 Students need practice in making inferences, drawing conclusions, and identifying implied main idea and author's purpose.</p> <p>Students should practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions.</p> <p>Grade 8 Teachers should emphasize strategies for deriving word meanings and word relationships from context, as well as provide additional instruction on word meanings.</p>	<p>understand how patterns support the main idea, character development, and author's purpose.</p> <p>Grade 7 & 8 Students should practice analyzing the author's perspective, choice of words, style, and technique to understand how these elements influence the meaning of text. Useful instructional strategies include:</p> <ul style="list-style-type: none"> •graphic organizers (e.g., note taking, mapping); •summarization activities; •questioning the author; •anchoring conclusions back to the text (e.g., explaining and justifying decisions); •opinion proofs (e.g., giving an opinion, finding facts to support the opinion within text); •text marking (e.g., making margin notes, highlighting); •avoiding the interference of prior knowledge when answering a question; and •encouraging students to read from a wide variety of texts. 			
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

<p>2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading.</p> <p>Reading Goal #2b:</p>	<p>Reading Goal #2b:</p> <p>Our goal for the 2012-2013 school year is to increase Level 7 student proficiency by 3 percentage point to 30%</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>27% (7)</p>	<p>30% (8)</p>

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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1	2b.1. The areas of deficiency as noted on the administration of 2012 FAA Reading Test were Vocabulary and Informational Text. This deficiency is due to a need for repetitive exposure and practice. In addition, ASD students will be monitored and if necessary curriculum will be adjusted.	2b.1. Vocabulary should be introduced to students with pictures and print. Pictures should be faded for long term comprehension and retention. To improve comprehension, reading selections should be taught at a level that does not frustrate the student (high interest low readability). Students must have continuous review/practice when learning reading concepts.	2b.1. Administration, ESE Team, Grade Level/Team Leaders.	2b.1. Implement the Florida Continuous Improvement Model; Ongoing classroom assessment will be used to determine appropriate differentiated instruction. Data analysis will be used to measure individual improvement and modify instruction as necessary. Formal and informal assessments as well as teachers' observation.	2b.1. Formative: Ongoing Teacher Assessments; modified to individual students. Summative: 2013 FAA Assessment
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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:	Our goal for the 2012-2013 school year is to increase Student achievement Learning Gains by 5 percentage points to 83%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
78% (531)	83% (565)

Problem-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	3a.1. An area of deficiency as noted on the administration of the 2012 FCAT 2.0 Reading Test was the content cluster of Reading Application. This deficiency is due to the need for additional exposure to a variety of genres.	3a.1. Students should use grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. The author's perspective should be recognizable in text. Students should focus on what the author thinks and feels. Main idea may be stated or implied. Students should be able to identify causal relationships imbedded in text. Students must be familiar with text structures such as cause/effect, compare/contrast, and chronological order. Provide practice in identifying topics and themes within texts.	3a.1. Administration, Grade Level/Team Leaders, MTSS, LLT	3a.1. Implement the Florida Continuous Improvement Model; Ongoing classroom assessments will be used to determine appropriate Differentiated Instruction. Data analysis will be used to monitor progress and measure improvement and adjust instruction as necessary.	3a.1. Formative: Ongoing Assessments FAIR, District Interim Assessments, District Baseline Pre/Post Assessments Summative: 2013 FCAT 2.0 Assessments

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	Reading Goal #3b: Our goal for the 2012-2013 school year is to increase Student achievement Learning Gains by 5 percentage points to 77%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
72% (12)	77% (13)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3b.1. The areas of deficiency as noted on the administration of 2012 FAA Reading Test were Vocabulary and Informational Text. This deficiency is due to a need for repetitive exposure and practice. In addition, ASD students will be monitored and if necessary, IEPs will be reviewed and adjusted.	3b.1. Students should be given the opportunity to make choices using concrete objects, real pictures and symbols paired with words. Students should be guided to read fiction, nonfiction and informational text to identify the differences.	3b.1. Administration, ESE teachers, Grade Level/Team Leaders.	3b.1. Implement the Florida Continuous Improvement Model; Ongoing classroom assessment will be used to determine appropriate differentiated instruction. Data analysis will be used to measure individual improvement and modify instruction as necessary. Formal and informal assessments as well as teachers' observation.	3b.1. Formative: Ongoing Teacher Assessments; modified to individual students. Summative: 2013 FAA Assessment

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	Reading Goal #4a: The results of the 2012 FCAT Reading Test indicate that 85% (155) of students in the lowest 25% made Learning Gains. Our goal for the 2012-2013 school year is to increase the lowest 25% achieving Learning Gains by 5 percentage points to 90% (164).
2012 Current Level of Performance:	2013 Expected Level of Performance:
85% (155)	90% (164)

Problem-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	4a.1. An area of deficiency as noted on the administration of the 2012 FCAT Reading Test was the content cluster of Vocabulary including words and phrases. This deficiency is due to varying levels of English language acquisition on	4a.1. More instruction should be given on the meanings of words, phrases, and expressions paying special attention to the familiar roots and affixes. Students should use	4a.1. Administration, Grade Level/Team Leaders, MTSS, LLT	4a.1. Implement the Florida Continuous Improvement Model; Ongoing classroom assessment will be used to determine appropriate Differentiated Instruction. Data analysis will be used to monitor progress, measure improvement	4.1 Formative: Ongoing Assessments FAIR, District Interim Assessments, District Baseline Pre/Post Assessments Summative: 2013

the part of our student body.	sentence and word context to determine meaning.	and adjust instruction as necessary.	FCAT Assessments
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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 #					
	In six years, Everglades K-8 Center will reduce their achievement gap by 50% as measured by the Annual Measure Objectives (AMOs).					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	71	73	76	79	81	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	The results of the 2012 FCAT 2.0 Reading Test indicate that 69% (524) of Hispanic students made learning gains. Our goal for the 2012-2013 school year is to increase Hispanic students' Learning Gains by 4 percentage points to 73% (555). The results of the 2012 FCAT 2.0 Reading Test indicate that 55% (23) of White students made learning gains. Our goal for the 2012-2013 school year is to increase White students' Learning Gains by 10% percentage points to 65% (27); therefore 45% did not make learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 55% (23) Black: N/A Hispanic: 69% (524) Asian: N/A American Indian: N/A	White: 65% (27) Black: N/A Hispanic: 73% (555) Asian: N/A American Indian: N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5.B.1 This deficiency is due to varying levels of English language Acquisition on the part of our student body. Vocabulary is a weak content area.	5.B.1 Expose students and their families to English language skills enabling them to become more fluent in English and helping the family unit work together to improve student achievement. Classes will be offered through the parent Academy. Classroom teachers will continue to use ESOL strategies in their lesson/activities. Visuals such as word walls will be used.	5B.1. Team Leaders, MTSS, LLT	5.B.1 Implement the Florida Continuous Improvement Model; Ongoing classroom assessment will be used to determine appropriate Differentiated Instruction. Data analysis will be used to monitor progress, measure improvement and adjust instruction as necessary.	5.B.1 Formative: Ongoing Assessments, District Interim Assessments, District Baseline Pre/Post Assessments Summative: 2013 FCAT 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: The results of the 2012 FCAT 2.0 Reading Test indicate that 55% (53) of English Language Learners students made
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Reading Goal #5C:	learning gains; therefore, 45% did not make satisfactory progress. Our goal is to increase the learning gains by 2 percentage points to 57% (55).
2012 Current Level of Performance:	2013 Expected Level of Performance:
55% (53)	57% (55)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5C.1. This deficiency is due to varying levels of English language acquisition on the part of our student body. Vocabulary is a weak content area.	5C.1. Expose students and their families to English language skills enabling them to become more fluent in English and helping the family unit work together to improve student achievement. Classes will be offered through the parent Academy. Classroom teachers will continue to use ESOL strategies in their lesson/activities. Visuals such as word walls will be used.	5C.1. Team Leaders, MTSS, LLT	5C.1. Implement the Florida Continuous Improvement Model; Ongoing classroom assessment will be used to determine appropriate Differentiated Instruction. Data analysis will be used to monitor progress, measure improvement and adjust instruction as necessary.	5C.1. Formative: Ongoing Assessments, District Interim Assessments, District Baseline Pre/Post Assessments Summative: 2013 FCAT 2.0 Assessments

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	Reading Goal #5D: The result of the 2012 FCAT 2.0 Reading Test indicate that 38% of the students made Learning Gains; therefore, 62% did not make satisfactory progress. Our goal for the 2012 school year is to increase the number of SWD students who achieve AMO status from 38% to 43% that make satisfactory progress in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
38% were proficient 62% were not proficient	43% will be proficient 57% will not be proficient

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	5D.1. An area of deficiency as noted on the administration of the 2012 FCAT Reading Test is the content cluster of Reading Process. This barrier is due to a inadequate mastering in identifying specific details in text and being able to	5D.1. Ensure the implementation of appropriate classroom strategies including: •Graphic organizers •Concept maps •Signal/key words •Vocabulary development activities •Availability of a wide	5D.1. Administration, Grade Level/Team Leaders, MTSS, LLT	5D.1. Implement the Florida Continuous Improvement Model; Ongoing classroom assessment will be used to determine appropriate Differentiated Instruction. Data analysis will be used to measure improvement	5D.1 Formative: Ongoing Assessments including FAIR, District Interim Assessments, District Baseline Pre/Post Assessments

1	note similarities and differences between events or objects.	variety of reading material representing various genres and styles include STAR and Accelerated Reader activities in grades 2-8. Incorporate the use of Common Core Standards access points for additional support as well as the FCAT 2.0 Task Cards	and adjust instruction as necessary.	Summative: 2013 FCAT Assessments
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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:	Reading Goal #5E: The result of the 2012 FCAT Reading Test indicate that 66% (391) of the Economically Disadvantaged (ED) students made Learning Gains. Our goal for the 2012-2013 school year is to increase the number of ED students to 69% (408) percentage points, an increase of 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
66% 391)	69% (408)

Problem-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	5E.1 The result of the 2012 FCAT Reading Test indicate that 66% (391) of the Economically Disadvantaged (ED) students made Learning Gains. Our goal for the 2012-2013 school year is to increase the number of ED students to 69%(408) percentage points, an increase of 3%.	5E.1. An area of deficiency as noted on the administration of the 2012 FCAT 2.0 Reading Test is the content cluster of Vocabulary. This deficiency is due to a need for additional exposure and practice in identifying specific details in text and being able to note similarities differences between events or objects	5E.1. Ensure the implementation of appropriate classroom strategies including: •Graphic organizers •Concept maps •Signal/key words •Vocabulary development activities •Availability of a wide variety of reading material representing various genres and styles include STAR and Accelerated Reader activities in grades 2-8. Incorporate the use of Common Core Standards access points for additional support as well as the FCAT 2.0 Task	5E.1. Administration, Grade Level/Team Leaders, MTSS, LLT	5E.1 Formative: Ongoing Assessments including FAIR, District Interim Assessments, District Baseline Pre/Post Assessments Summative: 2013 FCAT Assessments

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

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

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
EDUSOFT Training AM Session	Elementary	PD Facilitator	Schoolwide	Ongoing beginning November 26, 2012	Review EduSoft	Barbara Rodriguez-Raposo
Reading Plus for Beginners	Elementary & Middle	Patty Cohen	Schoolwide	Ongoing Beginning September 26, 2012	Verify Reading Plus Students' Logs	Anne Byrnes and Barbara Rodriguez-Raposo
Instructional Technology and the Collaboration Website	Elementary & Middle	Patty Vargas, ITS	Schoolwide	Ongoing beginning November 6	Verify sign in sheets and both informal and formal observations	Anne Byrnes, Barbara Rodriguez-Raposo and Administration
Data Analysis	Elementary & Middle	PD Facilitator, Reading Liaison and Administration	Schoolwide	Ongoing beginning September 26, 2012	Verify data binders.	Anne Byrnes, Barbara Rodriguez-Raposo and Administration
SuccessMaker	Grades 3-5	SuccessMaker Liaison	Grades 3-5 Teachers	Ongoing beginning September 25, 2012	Verify Management System Reports	Anne Byrnes and Barbara Rodriguez-Raposo
Reading Plus Refresher Training	Elementary & Middle	Patty Cohen	Schoolwide	Ongoing beginning September 26, 2012	Verify Reading Plus Students' Logs	Anne Byrnes and Barbara Rodriguez-Raposo
Vocabulary Instruction at Everglades K-8 Center	Elementary & Middle	Reading Liaison	Schoolwide	Ongoing beginning December 12, 2012	Review EduSoft	Anne Byrnes and Barbara Rodriguez-Raposo

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00

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:		CELLA Goal #1: Based on the 2012 CELLA data, 57% (154) of students were proficient in oral skills (listening and speaking) Our goal for the 2012-2013 school year is to increase the students proficiency by 1 percentage points to 58%.			
2012 Current Percent of Students Proficient in listening/speaking:					
57% (154)					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>1.1. This deficiency is due to varying levels of English language acquisition on the part of our student body. Vocabulary is a weak content area. Speaking) The deficiency for listening is evident in students who are new to the country and/or unfamiliar with the language.</p> <p>The deficiency for writing is the fact that the students cannot translate their thoughts to the English written word.</p>	<p>1.1. Immediately following an experience, students need to interact with each other to discuss the experience and what it meant to them. After individual statements have been completed, students will read their statements to each other and the teacher. In using English with ELL students, the teacher should also listen carefully to his/her own language use and try to adapt it to meet the students' level of understanding of English. Using brief excerpts or passages from text students are reading, have students paraphrase what they have read, accounting for the vocabulary words and concepts that are important to the excerpt. Students can compare their paraphrasing to see if they put the vocabulary words and</p>	<p>1.1. Team Leaders, MTSS, LLT</p>	<p>1.1. Implement the Florida Continuous Improvement Model; Ongoing classroom assessment will be used to determine appropriate Differentiated Instruction. Data analysis will be used to monitor progress, measure improvement and adjust instruction as necessary.</p>	<p>1.1. Formative: Ongoing Assessments, District Interim Assessments, District Baseline Pre/Post Assessments Summative: 2013 CELLA Assessments</p>

concepts into their own words without leaving out essential information.

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:

CELLA Goal #2:

Based on the 2012 CELLA data, 36% of students were proficient in reading.

The goal for the 2012-2013 school year is to increase the proficiency rate of CELLA students to 37%.

2012 Current Percent of Students Proficient in reading:

36% (98)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>2.1. The reading area showed a deficiency as noted on the administration of the 2013 CELLA. This is due to a need for additional student exposure to various genres of literature while incorporating graphic organizers. In addition, ELL students will be monitored and if necessary, LEP meeting will be held.</p> <p>2012 Current Percent of Students Proficient in Reading : 36% (98)</p> <p>Students write in English at grade level in a manner similar to non-ELL students.</p> <p>Anticipated Barrier 3. Students scoring proficient in Writing. 2.1.</p> <p>The area of deficiency as noted on the administration of the writing portion of the 2012 CELLA pertained to the use of precise vocabulary. This deficiency is due to varying degrees of English language Acquisition.</p>	<p>2.1. The Comprehensive Research-based Reading Plan (CRRP) task cards may be used as visual aids that assist teachers in demonstrating to students the specific skill being targeted. This assists the teacher in structuring the lesson and making it meaningful for the students</p>	<p>2.1 Team Leaders, MTSS, LLT</p>	<p>2.1 Implement the Florida Continuous Improvement Model; Ongoing classroom assessments will be used to determine appropriate Differentiated Instruction. Data analysis will be used to measure improvement and adjust instruction as necessary.</p>	<p>2.1 Formative: Ongoing Assessments including FAIR, District Interim Assessments, District Baseline Pre/Post Assessments</p> <p>Summative: 2013 FCAT 2.0, if applicable, and 2013 CELLA Assessments</p>

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

3. Students scoring proficient in writing. CELLA Goal #3:	CELLA Goal #3: Based on the 2012 CELLA data, 33% of students were proficient in Writing. The goal for the 2012-2013 school year is to increase the proficiency rate of CELLA students to 34%.
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2012 Current Percent of Students Proficient in writing:

33% (89)

Problem-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	3.1 The area of deficiency as noted on the administration of the writing portion of the 2012 CELLA pertained to the use of precise vocabulary. This deficiency is due to varying degrees of English language Acquisition.	3.1. Journals (diaries) will be kept that record personal thoughts, feelings, ideas for exploration, and perplexing questions. The writer and reader will be the same person and the contents will not necessarily be shared with anyone else. Students will participate write in the writing process by planning, drafting, revising, editing, and publishing (according to each child's individual writing level), as well as, sharing and responding to writing.	3.1. Administration, Grade Level/Team Leaders, MTSS	3.1. Implement the Florida Continuous Improvement Model; Review the results of assessments data to monitor progress and adjust strategies as necessary.	3.1. Formative: Ongoing assessments; Data reports available from multiple sources including Region, District, State and School. Monthly prompts will be used to evaluate writing improvements. District Baseline, midyear and post year assessment will be compared. Summative: FCAT 2.0 Writes 2013 if applicable, and 2013 CELLA

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			\$0.00
Subtotal:			\$0.00

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of CELLA Goals

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	Mathematics Goal #1a: The results of the 2012 FCAT 2.0 Mathematics Test indicated that 29% of students achieved Level 3 proficiency. Our goal for the 2012-2013 school year is to increase Level 3 student proficiency by 4 percentage points to 33%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (235)	33% (268)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>1a.1.</p> <p>The area of deficiency noted on the 2012 FCAT 2.0 administration for Grade 3 is Fractions. This deficiency is due to gaps in the hierarchal thinking of mathematical concepts.</p> <p>Grade 4: Deficiency is fractions and Base Ten. This deficiency is due to gaps in the hierarchal thinking of mathematical concepts.</p> <p>Grade 5: Deficiency is Expressions, Equations and Statistics. This deficiency is due to gaps in the hierarchal thinking of mathematical concepts.</p>	<p>1a.1.</p> <p>Elementary: Provide the instructional support needed for students to develop quick recall of addition facts and related subtraction facts, and multiplication and related division facts, and fluency with multi-digit addition and subtraction, and multiplication and division of whole numbers, as well as addition and subtraction of fractions and decimals.</p> <p>Develop an understanding of decimals, including the connection between fractions and decimals; develop quick recall of multiplication facts and related division facts and fluency with whole number multiplication; use and represent numbers through millions in various contexts; use models to represent division; estimate and describe reasonableness of estimates; determine factors and multiples; relate fractions to decimals and percents; and generate equivalent fractions and simplify fractions.</p>	1a.1. Administration, Math Liaison, Team Leaders, MTSS	1a.1. Implement the Florida Continuous Improvement Model; Ongoing classroom assessments will be used to determine appropriate Differentiated Instruction. Data Analysis will be used to monitor progress, measure improvement and adjust strategies as needed.	1a.1 Formative: Ongoing assessments; Data reports available from the Region, District, State and school including Interim Assessments. Summative: 2013 FCAT 2.0 results

	Engage students in activities to use technology (such as Gizmos, Riverdeep® or the National Library of Virtual Manipulatives) that include visual stimulus to develop conceptual understanding of numbers.		
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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:	Mathematics Goal #1b: The results of the 2012 FCAT 2.0 Mathematics Test indicated that 38% of students achieved Level 3 proficiency. Our goal for the 2012-2013 school year is to increase Level 3 student proficiency by 5 percentage points to 43%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
38% (10)	43% (11)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2b.1. The deficiency is due to a need for repetitive exposure and practice.	2b.1. Provide students with opportunities to learn concepts using manipulatives visuals, number lines and assistive technology, (if needed). Students must have continuous review/practice when learning math concepts	2b.1. Administration, ESE teachers, Grade Level/Team Leaders.	2b.1. Implement the Florida Continuous Improvement Model; Ongoing classroom assessment will be used to determine appropriate differentiated instruction. Data analysis will be used to measure individual improvement and modify instruction as necessary. Formal and informal assessments as well as teachers' observation.	2b.1. Formative: Ongoing Teacher Assessments; modified to individual students. Summative: 2013 FAA Assessment

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	Mathematics Goal #2a: The results of the 2012 FCAT 2.0 Mathematics Test indicate that 33% of students achieved Levels 4 and 5 proficiency. Our goal for the 2012-2013 school year is to increase Levels 4 and 5 student proficiency by 2 percentage points to 35%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (270)	35% (284)

Problem-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	2a.1. The area of deficiency as noted on the administration of the 2012 FCAT Mathematics Test was Geometry and Measurement, Fractions and Expressions and Equations. This deficiency is due to gaps in the hierarchal thinking of mathematical concepts.	<p>2a.1. Provide students with opportunities to learn concepts using manipulatives visuals, number lines and assistive technology.</p> <p>Repetition for long term learning math concepts such as rote counting, fact fluency and tools for measurement.</p> <p>Provide grade-level appropriate activities that promote the use geometric knowledge and spatial reasoning to develop foundations for understanding perimeter, area, volume, and surface area; these activities should include the selection of appropriate units, strategies, and tools to solve problems involving these measures.</p> <p>Develop departmental grade level and/or course-alike learning teams to facilitate the implementation of the listed best practice instructional strategies.</p> <p>To develop an understanding of and fluency with multiplication and division of fractions and decimals, provide a variety of models for representation (pattern blocks, rods, fraction bars).</p> <p>Develop lessons that help students to understand the properties of numbers.</p> <p>Develop hands on activities that help students to understand operations with integers.</p> <p>Develop thematic projects (model scale construction) that help students to understand the relative size of numbers</p>	2a.1. Administration, Math Liaison, Grade Level/Team Leaders, MTSS	<p>2a.1. Implement the Florida Continuous Improvement Model; Ongoing classroom assessments will be used to determine appropriate Differentiated Instruction. Data analysis will be used to measure improvement and adjust strategies as needed.</p>	<p>2a.1. Formative: Ongoing assessments; Data reports available from multiple sources including Region, District, State and School including Interim Assessments.</p> <p>Summative: 2013 FCAT results</p>

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

2b. Florida Alternate Assessment:
Students scoring at or above Achievement Level 7 in

Mathematics Goal #2b:

The results of the 2012 FCAT 2.0 Mathematics Test indicate

mathematics.	that 4% of students achieved Levels 7 or above proficiency.
Mathematics Goal #2b:	Our goal for the 2012-2013 school year is to increase Levels 7 and above student proficiency by 3 percentage points to 7%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
4%(1)	7%(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	2b.1. The areas of deficiency as noted on the administration of 2012 FAA Reading Test were Vocabulary and Informational Text. This deficiency is due to a need for repetitive exposure and practice. In addition, ASD students will be monitored and if necessary, IEPs will be reviewed and adjusted	2b.1. Review for long term learning math concepts such as rote counting, fact fluency and tools for measurement. Use guided discussion to engage students in real life math problems	2b.1. Administration, ESE teachers, Grade Level/Team Leaders.	2b.1. Implement the Florida Continuous Improvement Model; Ongoing classroom assessment will be used to determine appropriate differentiated instruction. Data analysis will be used to measure individual improvement and modify instruction as necessary. Formal and informal assessments as well as teachers' observation.	2b.1. Formative: Ongoing Teacher Assessments; modified to individual students.

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics.	Mathematics Goal #3a: The results of the 2012 FCAT 2.0 Mathematics Test indicate that 71% of students made Learning Gains.
Mathematics Goal #3a:	Our goal for the 2012-2013 school year is to provide appropriate interventions, remediation and enrichment opportunities in order to increase the number of students making Learning Gains by 5 percentage points to 76%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
71% (485)	76% (519)

Problem-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	3a.1. The area of deficiency as noted on the administration of the 2012 FCAT 2.0 Mathematics Test was Geometry. This deficiency is due to gaps in the hierarchal thinking of mathematical concepts	3a.1. Provide contexts for mathematical exploration and the development of student understanding of geometry by supporting the implementation of hands-on activities.	3a.1. Administration, Math Liaison, Grade Level/Team Leaders, MTSS	3a.1. Implement the Florida Continuous Improvement Model; Ongoing classroom assessments will be used to determine appropriate Differentiated Instruction. Data analysis will be used to measure improvement and adjust strategies	3a.1. Formative: Ongoing assessments; Data reports available from multiple sources including Region, District, State and School including Interim Assessments.

			as needed.	Summative: 2013 FCAT 2.0 results
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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:	Mathematics Goal #3b: The results of the 2012 FCAT 2.0 Mathematics Test indicate that 55% of students made Learning Gains. Our goal for the 2012-2013 school year is to provide appropriate interventions, remediation and enrichment opportunities in order to increase the number of students making Learning Gains by 10 percentage points to 65%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
55% (9)	65% (11)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3b.1. The areas of deficiency as noted on the administration of 2012 FAA Reading Test were Vocabulary and Informational Text. This deficiency is due to a need for repetitive exposure and practice. In addition, ASD students will be monitored.	3b.1. Students must have continuous repetition/practice when learning math concepts. The students must be provided with visual choices as presented in the Florida Alternate Assessment (FAA).	3b.1. Administration, ESE teachers, Grade Level/Team Leaders.	3b.1. Implement the Florida Continuous Improvement Model; Ongoing classroom assessment will be used to determine appropriate differentiated instruction. Data analysis will be used to measure individual improvement and modify instruction as necessary. Formal and informal assessments as well as teachers' observation.	3b.1. Formative: Ongoing Teacher Assessments; modified to individual students. Summative: 2013 FAA Assessment

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	Mathematics Goal #4a: The results of the 2012 FCAT 2.0 Mathematics Test indicate that 67% of students in the lowest 25% made Learning Gains. Our goal for the 2012-2013 school year is to provide appropriate interventions, remediation and enrichment opportunities in order to increase the number of students making Learning Gains by 5 percentage points to 72%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
67% (116)	72% (125)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	4a.1.	4a.1.	4a.1.	4a.1.	4a.1.

1	An area of deficiency on the 2012 FCAT mathematics assessment was algebraic thinking. This deficiency is due to the need for additional classroom opportunities to develop and enhance the algebraic thinking process.	Provide grade-level appropriate opportunities for identifying, duplicating, describing, extending and applying number patterns, and use number patterns to help students extend their knowledge of properties of numbers and operations; include nonnumeric growing and repeating patterns. Focus on building a foundation for later understanding of functional relationships by providing students with learning experiences that require them to create rules that describe relationships and to describe relationships in context.	Administration, Math Liaison, Grade Level/Team Leaders, Math Liaison, MTSS	Implement the Florida Continuous Improvement Model; Ongoing classroom assessments will be used to determine appropriate Differentiated Instruction. Data analysis will be used to measure improvement and adjust strategies as needed.	Formative: Ongoing assessments; Include Data reports from the Region, District, State and school. including Interim Assessments Summative: 2013 FCAT results
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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 # The goal at Everglades K-8 Center is to reduce the achievement gap of students by 50% by the 2015-2016 school year. 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	66	69	72	75	78	

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:	Mathematics Goal #5B: The results of the 2012 FCAT 2.0 Mathematics Test indicate that 64% of Hispanic students made learning gains; therefore, 36% did not make satisfactory progress. Our goal for the 2012-2013 school year is to provide appropriate interventions, remediation and enrichment opportunities in order to increase the number of Hispanic students making Learning Gains by 5 percentage points to 69%. Mathematics Test indicate that 48% of White students made learning gains; therefore, 52% did not make satisfactory progress.			
2012 Current Level of Performance:	2013 Expected Level of Performance:			
White: 48% (20) Black: N/A Hispanic: 64% (487) Asian: N/A American Indian: N/A	White: 65% (27) Black: N/A Hispanic: 69% (525) Asian: N/A American Indian: N/A			
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

1	5.B.1. This deficiency is due to varying levels of English language acquisition on the part of our student body. The area of deficiency noted on the 2012 FCAT 2.0 administration is fractions. This deficiency is due to gaps in the hierarchal thinking of mathematical concepts	5B.1. Expose students and their families to English language skills enabling them to become more fluent in English and helping the family unit work together to improve student achievement. Classes will be offered through the parent Academy. Classroom teachers will continue to use ESOL strategies in their lesson/activities. Manipulatives and other visuals will be used.	5b.1. Grade Level Team Leaders, RtI, LLT, Math Liaison	5B.1. Implement the Florida Continuous Improvement Model; Ongoing classroom assessment will be used to determine appropriate Differentiated Instruction. Data analysis will be used to monitor progress, measure improvement and adjust instruction as necessary.	5b.1. Formative: Ongoing Assessments, District Interim Assessments, District Baseline Pre/Post Assessments Summative: 2013 FCAT 2.0 Assessments
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	The results of the 2012 FCAT 2.0 Mathematics Test indicate that 55% of ELL students made learning gains; therefore, 45% of the ELL students did not make satisfactory progress. Our goal for the 2012-2013 school year is to provide appropriate interventions, remediation and enrichment opportunities in order to increase the number of ELL students making learning gains by 1% to 56%
2012 Current Level of Performance:	2013 Expected Level of Performance:
55% (54)	56% (55)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5C.1. Language and mathematical vocabulary pose the biggest barrier to the ELL student.	5C.1. Expose students and their families to English language skills enabling them to become more fluent in English and helping the family unit work together to improve student achievement. Classes will be offered through the parent Academy. Classroom teachers will continue to use ESOL strategies in their lesson/activities. manipulates and other visuals will be used.	5C.1. Grade Level Team Leaders, RtI, LLT, Math Liaison	5C.1. Implement the Florida Continuous Improvement Model; Ongoing classroom assessment will be used to determine appropriate Differentiated Instruction. Data analysis will be used to monitor progress, measure improvement and adjust instruction as necessary.	5C.1. Formative: Ongoing Assessments, District Interim Assessments, District Baseline Pre/Post Assessments Summative: 2013 FCAT 2.0 Assessments

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	Mathematics Goal #5D: The results of the 2012 mathematics portion of the FCAT 2.0 indicate that 40% of the SWD subgroup made Learning Gains; therefore 60% of the SWD students did not make satisfactory progress.
2012 Current Level of Performance:	2013 Expected Level of Performance:

40% (35)

44% (39)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5D.1. The area of deficiency as noted on the administration of the 2012 FCAT Mathematics Test was geometry. This deficiency is due to gaps in the hierarchal thinking of mathematical concepts.	5D.1. Provide contexts for mathematical exploration and the development of student understanding of geometry by supporting the implementation of hands-on activities. Students' IEPs will be reviewed and curriculum/instruction will be adjusted as needed. Use the Access Points and FCAT 2.0 Task Cards for additional support.	5D.1. Administration, Math Liaison, Grade Level/Team Leaders, MTSS	5D.1. Implement the Florida Continuous Improvement Model; Ongoing classroom assessments will be used to determine appropriate Differentiated Instruction. Data analysis will be used to monitor progress, measure improvement and adjust strategies as needed. Individual Educational Plans (IEPs) will be reviewed for SWD students and curriculum instruction will be adjusted as needed.	5D.1. Formative: Ongoing assessments; Data reports available from multiple sources including Region, District, State and School Interim Assessments Summative: 2013 FCAT results

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics.

Mathematics Goal #5E:

The results of the 2012 mathematics portion of the FCAT 2.0 indicate that 59% of the Economically Disadvantaged (ED) subgroup made Learning Gains; therefore, 41% did not make satisfactory progress.

Mathematics Goal #5E:

2012 Current Level of Performance:

2013 Expected Level of Performance:

59% (350)

65% (385)

Problem-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	5E.1. The area of deficiency noted on the 2012 FCAT administration is fractions. This deficiency is due to gaps in the hierarchal thinking of mathematical concepts.	Provide context for mathematical exploration and the development of student understanding of fractions. Provide students with online resources such as FCAT Explorer and Gizmo to challenge and stimulate higher order thinking skills.	5E.1. Administration, Math Liaison, Grade Level/Team Leaders, MTSS	5E.1. Implement the Florida Continuous Improvement Model; Ongoing classroom assessments will be used to determine appropriate Differentiated Instruction. Data analysis will be used to measure improvement and adjust strategies as needed	5E.1. Formative: Ongoing assessments; Data reports available from the Region, District, State and school. Interim Reports will also be used. Summative: 2013 FCAT results

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:	Mathematics Goal #1a: The results of the 2012 FCAT 2.0 Mathematics Test indicated that 29% of students achieved Level 3 proficiency. Our goal for the 2012-2013 school year is to increase Level 3 student proficiency by 4 percentage points to 33%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (235)	33% (268)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1a.1. The areas of deficiencies noted on the 2012 FCAT 2.0 administration pertaining to each grade level scoring a Level 3 are: 6th grade: Number Operations, Problems and Statistics 7th grade: Statistics and Probability 8th grade: Number Operations, Problems and Statistics	1a.1. Provide context for mathematical exploration and development of student understanding of applications problems to support specific deficiency areas. Develop departmental grade level and/or course-alike learning teams to facilitate the implementation of the listed best practice instructional strategies. To find the perimeters and areas of composite two-dimensional figures, including non-rectangular figures (such as semicircles), the use of various tools (on-line and off-line manipulatives) will aid the variety of learning styles. Provide visual stimulus to develop students' spatial sense. Provide students with opportunities to investigate geometric properties. Differentiate instruction for students. Investigate strategies to determine the surface area and volume of	1a.1 Administration, Math Liaison, Team Leaders, MTSS	1a.1. Implement the Florida Continuous Improvement Model; Ongoing classroom assessments will be used to determine appropriate Differentiated Instruction. Data Analysis will be used to monitor progress, measure improvement and adjust strategies as needed. Individual Educational Plans (IEPs) will be reviewed for SWD students and curriculum instruction will be adjusted as needed.	1a.1 Formative: Ongoing assessments; Data reports available from the Region, District, State and school including Interim Assessments. Summative: 2013 FCAT 2.0 results

	selected prisms, pyramids, and cylinders.		
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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:	Mathematics Goal #1b: The goal for Levels 4, 5 and 6 FAA mathematics students is to increase the performance level by 5 percentage points to 43%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
38% (10)	43% (11)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1b.1. The barriers that FAA students face include not being able to transfer real world situations to their own lives. The students often do not recognize visual clues that are shown to them in the classroom.	1b.1. The students must be provided with visual choices as presented in the Florida Alternate Assessment (FAA). Students in secondary programs will demonstrate that skills taught in the classroom will transfer into real world situations (Community Based Instruction, CBI).	1b.1. Administration, ESE Team, Grade Level/Team Leaders.	1b.1. Implement the Florida Continuous Improvement Model; Ongoing classroom assessment will be used to determine appropriate differentiated instruction. Data analysis will be used to measure individual improvement and modify instruction as necessary. Formal and informal assessments as well as teachers' observation.	1b.1. Formative: Ongoing Teacher Assessments; modified to individual students.

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:	Mathematics Goal #2a: The results of the 2012 FCAT 2.0 Mathematics Test indicated that 26% of students achieved Level 3 proficiency. Our goal for the 2012-2013 school year is to increase Level 3 student proficiency by 1 percentage point to 35.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (270)	35% (284)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	2a.1. The students have difficulty maintaining prior mathematical knowledge	2a.1 Use literature in mathematics to provide the necessary meaning	2a.1. Administration, ESE Team, Grade Level/Team Leaders.	2a.1. Implement the Florida Continuous Improvement Model; Ongoing classroom assessment	2a.1. Formative: Ongoing Teacher Assessments; modified to

1	and mathematical vocabulary.	for children to successfully grasp measurement concepts and allows students to make connections with real-world situations. Infusing literacy in the mathematics classroom may include the use of mathematics terminology embedded throughout each lesson by the teacher and students, journals written by students reflecting about the math they learned, interactive "Word Walls" created by the teacher and students in conjunction with each lesson, or books used as a lesson lead-in, guided practice or closure of the lesson. Provide students with opportunities to complete more rigorous mathematical problems	will be used to determine appropriate differentiated instruction. Data analysis will be used to measure individual improvement and modify instruction as necessary. Formal and informal assessments as well as teachers' observation.	individual students.
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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:	Mathematics Goal #2b: The FAA goal for Mathematics is to show an improvement of 3 percentage points for students scoring at or above level 7.
2012 Current Level of Performance:	2013 Expected Level of Performance:
4% (1)	7% (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	2b.1. The areas of deficiency as noted on the administration of 2012 FAA Math Test were Algebra, Number Operations and Geometry and Measurement. This deficiency is due to a need for repetitive exposure and practice. In addition, ASD students will be monitored.	2b.1. Ensure the implementation of appropriate proficiency level classroom strategies including strategies implemented on the IEPs. To develop an understanding of and fluency with multiplication and division of fractions and decimals, provide a variety of models for representation (pattern blocks, rods, fraction bars). Develop students understanding of linear equations. Solve mathematical	Administration, ESE teachers, Grade Level/Team Leaders.	2b.1. Implement the Florida Continuous Improvement Model; Ongoing classroom assessment will be used to determine appropriate differentiated instruction. Data analysis will be used to measure individual improvement and modify instruction as necessary. Formal and informal assessments as well as teachers' observation.	2b.1. Formative: Ongoing Teacher Assessments; modified to individual students.

	<p>problems graphically.</p> <p>Provide students with opportunities to complete more rigorous mathematical problems</p> <p>Develop lessons that help students to understand the properties of numbers.</p>		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

<p>3a. FCAT 2.0: Percentage of students making learning gains in mathematics.</p> <p>Mathematics Goal #3a:</p>	<p>Mathematics Goal #3a:</p> <p>The results of the 2012 FCAT 2.0 Mathematics Test indicate that 71% of students made Learning Gains.</p> <p>Our goal for the 2012-2013 school year is to provide appropriate interventions, remediation and enrichment opportunities in order to increase the number of students making Learning Gains by 5 percentage points to 76%.</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:
71% (485)	76% (519)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>3a.1.</p> <p>The areas of deficiencies noted on the 2012 FCAT administration pertaining to each grade level scoring a Level 3 are:</p> <p>6th grade: Number Operations, Problems and Statistics</p> <p>7th grade: Statistics and Probability</p> <p>8th grade: Number Operations, Problems and Statistics</p>	<p>3a.1.</p> <p>Provide context for mathematical exploration and development of student understanding of applications problems to support specific deficiency areas.</p>	<p>3a.1.</p> <p>Administration, Math Liaison, Team Leaders, MTSS</p>	<p>3a.1.</p> <p>Implement the Florida Continuous Improvement Model; Ongoing classroom assessments will be used to determine appropriate Differentiated Instruction. Data Analysis will be used to monitor progress, measure improvement and adjust strategies as needed. Florida's Continuous Improvement Model FOCUS benchmark assessments.</p>	<p>3a.1.</p> <p>Formative: Ongoing assessments; Data reports available from the Region, District, State and school including Interim Assessments.</p> <p>Summative: 2013 FCAT results</p>

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

<p>3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.</p> <p>Mathematics Goal #3b:</p>	<p>Mathematics Goal #3b:</p> <p>Our FAA goal for mathematics is to raise the percentage of students making learning gains by 10 percentage points.</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:
55% (9)	65% (11)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3b.1. The areas of deficiency as noted on the administration of 2012 FAA mathematics Test were students were unable to retain the skills presented many times.. This deficiency is due to a need for repetitive exposure and practice. In addition, ASD students will be monitored.	3b.1. Students will respond to questions or tasks by, eye gaze, vocalizations, pointing and assistive technology. Students must have continuous repetition/practice when learning mathematical concepts.	3b.1. Administration, ESE Team, Grade Level/Team Leaders.	3b.1. Implement the Florida Continuous Improvement Model; Ongoing classroom assessment will be used to determine appropriate differentiated instruction. Data analysis will be used to measure individual improvement and modify instruction as necessary. Formal and informal assessments as well as teachers' observation.	3b.1. Formative: Ongoing Teacher Assessments; modified to individual students.

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:	Mathematics Goal #4a: The results of the 2012 FCAT 2.0 Mathematics Test indicate that 67% of students in the lowest 25% made Learning Gains. Our goal for the 2012-2013 school year is to provide appropriate interventions, remediation and enrichment opportunities in order to increase the number of students making Learning Gains by 5 percentage point to 72%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
67% (116)	72% (125)

Problem-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	4. The area of deficiency applicable to all Mathematical content areas is ability to solve Applications problems; where needed reading comprehension skills to understand the Math processes limit ability to solve the problems.	4a.1. Provide context for mathematical exploration and development of student understanding of applications problems to support specific deficiency areas. Facilitate technology assistance programs such as the Florida's Continuous Improvement Model FOCUS site which provides Benchmark specific assessments; FCAT Explorer and Gizmos to strengthen benchmarks needing to be addressed. Use literature in mathematics to provide the necessary meaning	4. Administration, Math Liaison, Team Leaders, MTSS	4. Implement the Florida Continuous Improvement Model; Ongoing classroom assessment will be used to determine appropriate differentiated instruction. Data analysis will be used to measure individual improvement and modify instruction as necessary. Still targeting grade level content.	4. Formative: Ongoing assessments; Data reports available from the Region, District, State and school including Interim Assessments. Summative: 2013 FCAT results

	<p>for children to successfully grasp measurement concepts and allows students to make connections with real-world situations. Infusing literacy in the mathematics classroom may include the use of mathematics terminology embedded throughout each lesson by the teacher and students, math journals written by students reflecting about the math they learned, interactive "Mathematical Word Walls" created by the teacher and students in conjunction with each lesson, or books used as a lesson lead-in, guided practice, or closure of the lesson.</p>		
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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 # At Everglades K-8 Center, we will reduce the achievement gap by 50% by the year 2015 to 2016. 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	66	69	72	75	78	

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

<p>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.</p> <p>Mathematics Goal #5B:</p>	<p>Mathematics Goal #5B:</p> <p>The results of the 2012 FCAT 2.0 Mathematics Test indicate that 64% of Hispanic students made learning gains; therefore, 36% did not make satisfactory progress.</p> <p>Our goal for the 2012-2013 school year is to provide appropriate interventions, remediation and enrichment opportunities in order to increase the number of Hispanic students making Learning Gains by 5 percentage points to 69%.</p> <p>Mathematics Test indicate that 48% of White students made learning gains; therefore, 52% did not make satisfactory progress.</p> <p>Our goal for the 2012-2013 school year is to provide appropriate interventions, remediation and enrichment opportunities in order to increase the number of White students making Learning Gains by 17 percentage points to 65%.</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 48% (20) Black: N/A Hispanic: 64% (487) Asian: N/A American Indian: N/A	White: 65% (27) Black: N/A Hispanic: 69% (525) Asian: N/A American Indian: N/A
Problem-Solving Process to Increase Student Achievement	
	Person or Process Used to

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	5B.1. This deficiency is due to varying levels of English language acquisition on the part of our student body. The area of deficiency noted on the 2012 FCAT 2.0. administration is fractions. This deficiency is due to gaps in the hierarchal thinking of mathematical concepts.	5B.1. Provide contexts for mathematical exploration and the development of student understanding of number and operations through the use of manipulatives and engaging opportunities for practice. Foster the use of meanings of numbers to create strategies for solving problems and responding to practical situations, and the use of models, place-value, and properties of operations to represent mathematical operations as well as create equivalent representation of given numbers. Engage students in activities to use technology (such as Gizmos, Riverdeep® or the National Library of Virtual Manipulatives) that include visual stimulus to develop conceptual understanding of numbers.	5B.1. Grade Level Team Leaders, RtI, LLT, Math Liaison	5B.1. Implement the Florida Continuous Improvement Model; Ongoing classroom assessment will be used to determine appropriate Differentiated Instruction. Data analysis will be used to monitor progress, measure improvement and adjust instruction as necessary.	5B.1. Formative: Ongoing Assessments, District Interim Assessments, District Baseline Pre/Post Assessments Summative: 2013 FCAT 2.0 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 mathematics. Mathematics Goal #5C:	Mathematics Goal #5C: The results of the 2012 FCAT 2.0 Mathematics Test indicate that 55% of ELL students made learning gains; therefore, 45% of the ELL students did not make satisfactory progress. Our goal for the 2012-2013 school year is to provide appropriate interventions, remediation and enrichment opportunities in order to increase the number of ELL students making learning gains by 1% to 56%
2012 Current Level of Performance:	2013 Expected Level of Performance:
55% (54)	56% (55)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5C.1. Language and mathematical vocabulary pose the biggest barrier to the ELL student.	5C.1. Expose students and their families to English language skills enabling them to become more fluent in English and helping the family unit work together to improve student achievement.	5C.1. Grade Level Team Leaders, RtI, LLT, Math Liaison	5C.1. Implement the Florida Continuous Improvement Model; Ongoing classroom assessment will be used to determine appropriate Differentiated Instruction. Data	5C.1. Formative: Ongoing Assessments, District Interim Assessments, District Baseline Pre/Post Assessments

	Classes will be offered through the parent Academy. Classroom teachers will continue to use ESOL strategies in their lesson/activities. manipulates and other visuals will be used.	analysis will be used to monitor progress, measure improvement and adjust instruction as necessary.	Summative: 2013 FCAT 2.0 Assessments
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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:	Mathematics Goal #5D: The results of the 2012 mathematics portion of the FCAT 2.0 indicate that 40% of the SWD subgroup made Learning Gains; therefore 60% of the SWD students did not make satisfactory progress.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
40% (35)	44% (39)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5D.1. The area of deficiency applicable to all Mathematical content areas is ability to solve Applications problems; where needed reading comprehension skills to understand the Math processes limit ability to solve the problems.	5D.1. Provide contexts for mathematical exploration and the development of student understanding of content by supporting the implementation of hands-on activities. Students' IEPs will be reviewed and curriculum/instruction will be adjusted as needed. Use the Access Points and FCAT 2.0 Task Cards for additional support.	5D.1. Administration, Math Liaison, Grade Level/Team Leaders, MTSS	5D.1. Implement the Florida Continuous Improvement Model; Ongoing classroom assessments will be used to determine appropriate Differentiated Instruction. Data analysis will be used to measure improvement and adjust strategies as needed.	5D.1 Formative: Ongoing assessments; Data reports available from multiple sources including Region, District, State and School Interim Assessments Summative: 2013 FCAT results

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:	Mathematics Goal #5E: The results of the 2012 mathematics portion of the FCAT 2.0 indicate that 59% of the Economically Disadvantaged (ED) subgroup made Learning Gains; therefore, 41% did not make satisfactory progress.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
59% (350)	65% (385)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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1	<p>5E.1.</p> <p>The area of deficiency applicable to all Mathematical content areas is ability to solve Applications problems; where needed reading comprehension skills to understand the Math processes limit ability to solve the problems.</p>	<p>5E.1.</p> <p>Develop an understanding of and fluency with division of whole numbers; develop an understanding of and fluency with addition and subtraction of fractions and decimals; identify and relate prime and composite numbers, factors and multiples within the context of fractions; describe real-world situations using positive and negative numbers; compare, order, and graph integers; and solve non-routine problems.</p> <p>Use virtual manipulatives to explore area and perimeter of two-dimensional figures</p> <p>Twizzlers: Shapes and Patterns by Jerry Pallotta</p> <p>Use this book to introduce the concepts of shapes and patterns with red and black Twizzlers candy</p> <p>Provide the opportunities for students to add, subtract, multiply, and divide integers, fractions, and terminating decimals, and perform exponential operations with rational bases and whole number exponents including solving problems in everyday contexts.</p>	<p>5E.1.</p> <p>Administration, Math Liaison, Grade Level/Team Leaders, MTSS</p>	<p>5E.1.</p> <p>Implement the Florida Continuous Improvement Model; Ongoing classroom assessments will be used to determine appropriate Differentiated Instruction. Data analysis will be used to measure improvement and adjust strategies as needed.</p>	<p>5E.1.</p> <p>Formative: Ongoing assessments; Data reports available from multiple sources including Region, District, State and School Interim Assessments</p> <p>Summative: 2013 FCAT results</p>
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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:

<p>1. Students scoring at Achievement Level 3 in Algebra.</p> <p>Algebra Goal #1:</p>	<p>Algebra Goal #1:</p> <p>The results of the 2012 Algebra EOC Test indicated that 49% of students achieved Level 3 proficiency.</p> <p>Our goal for the 2012-2013 school year is to increase Level 3 student proficiency by 1 percentage point to 50%.</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>49% (26)</p>	<p>50% (27)</p>

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. The area of deficiency applicable in algebra is the inability to understand polynomials.	1.1 Provide students with more practice in finding the pattern, writing the rule, and determining the function for a given sequence of numbers Provide inductive reasoning strategies that include discovery learning activities	1.1 Administration, Math Liaison, Grade Level/Team Leaders, MTSS	1.1. Implement Florida's Continuous Improvement Model FOCUS site which provides Benchmark specific assessments; Ongoing classroom assessments will be used to determine appropriate Differentiated Instruction. Data analysis through Edusoft will be used to measure improvement and adjust strategies as needed.	1.1. Formative: Ongoing assessments; Data reports available from multiple sources including Region, District, State and School Interim Assessments Summative: 2013 ALGEBRA I EOC.

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:	Algebra Goal #2: The results of the 2012 Algebra EOC Test indicated that 42% of students achieved Level 4 or 5 proficiency. Our goal for the 2012-2013 school year is to maintain 42% level of proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
42% (22)	42% (22)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. The area of deficiency applicable to Algebra students scoring levels 4 and 5 are rationales, radicals, quadratics, and discrete mathematics. The barriers is the inability to understand mathematical vocabulary.	2.1. Provide all students opportunities to explore and apply the use of a system of equations in the real-world. Develop mathematical vocabulary for all students. Provide students with more practice using quadratic equations to solve real-world problems.	2.1. Administration, Math Liaison, Grade Level/Team Leaders, MTSS	2.1. Ongoing classroom assessments will be used to determine appropriate Differentiated Instruction. Data analysis will be used to measure improvement and adjust strategies as needed	2.1. Formative: Ongoing assessments; Data reports available from multiple sources including Region, District, State and School Interim Assessments Summative: 2013 ALGEBRA I EOC.

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

Algebra Goal #

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

Improve students understanding of algebraic equations allowing the school to reduce their achievement gap by 50% by the end of 2015-2016.

3A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	66	69	72	75	78	

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.

In the 2011-2012 school year 64% of Hispanic students were proficient on the 2011-2012 EOC; therefore, 36% did not make satisfactory progress. The goal for the 2012-2013 school year is to increase student performance by 5% to 69%.

Algebra Goal #3B:

2012 Current Level of Performance:

2013 Expected Level of Performance:

White: N/A
Black: N/A
Hispanic 64% (33):
Asian: N/A
American Indian: N/A

White: N/A
Black: N/A
Hispanic: 69% (35)
Asian: N/A
American Indian: N/A.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3.B.1 The area of deficiency applicable to in algebra is the inability to understand polynomials. This is caused by the lack of vocabulary pertaining to algebra.	3B.1 Provide students with more practice in finding the pattern, writing the rule, and determining the function for a given sequence of numbers. Provide inductive reasoning strategies that include discovery learning activities.	3B.1 Administration, Math Liaison, Grade Level/Team Leaders, MTSS	3B.1 Implement Florida's Continuous Improvement Model FOCUS site which provides Benchmark specific assessments; Ongoing classroom assessments will be used to determine appropriate Differentiated Instruction. Data analysis through Edusoft will be used to measure improvement and adjust strategies as needed.	3B.1 Formative: Ongoing assessments; Data reports available from multiple sources including Region, District, State and School Interim 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:

3C. English Language Learners (ELL) not making satisfactory progress in Algebra.

N/A

Algebra Goal #3C:

2012 Current Level of Performance:

2013 Expected Level of Performance:

N/A

N/A

Problem-Solving Process to Increase Student Achievement

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

3E. Economically Disadvantaged students not making satisfactory progress in Algebra. Algebra Goal #3E:	Algebra Goal #3E: In the 2011-2012 school year 59% of ED students were proficient on the 2011-2012 EOC.; therefore 41% did not make satisfactory progress. The goal for the 2012-2013 school year is to increase student performance by 6% to 65%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
2011-2012 59% (19) Current Performance	2012-2013 65% (21) Expected level of performance.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3E.1. The area of deficiency applicable to in algebra is the inability to understand polynomials. This is due to lack of understanding algebraic equations and mathematical vocabulary.	3E.1. Provide students with more practice in finding the pattern, writing the rule, and determining the function for a given sequence of numbers Provide inductive reasoning strategies that include discovery learning	3E.1. Administration, Math Liaison, Grade Level/Team Leaders, MTSS	3E.1. Implement Florida's Continuous Improvement Model FOCUS site which provides Benchmark specific assessments; Ongoing classroom assessments will be used to determine appropriate Differentiated	3E.1. Formative: Ongoing assessments; Data reports available from multiple sources including Region, District, State and School Interim Assessments

	activities.	Instruction. Data analysis through Edusoft will be used to measure improvement and adjust strategies as needed.
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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:	Geometry Goal #1: The results of the 2012 Geometry EOC Test indicated that 44% of students achieved Level 3 proficiency. Our goal for the 2012-2013 school year is to increase Level 3 (the middle third) student proficiency by 3 percentage point to 45%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
44% (19)	45% (20)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. The areas of deficiency applicable to all Geometry content areas are Three-Dimensional Geometry and Trigonometry discrete Mathematics. The biggest barrier is the student's inability to spend the time needed learning mathematical vocabulary.	1.1. Develop departmental grade level and/or course-alike learning teams to facilitate the implementation of the best practice instructional strategies. Provide visual stimulus to develop students' spatial sense. Provide students with opportunities to investigate geometric properties. Review vocabulary that pertains specifically to geometric terminology.	1.1 Administration, Math Liaison, Grade Level/Team Leaders, MTSS	1.1. Ongoing classroom assessments will be used to determine appropriate Differentiated Instruction. Data analysis will be used to measure improvement and adjust strategies as needed.	1.1. Formative: Ongoing assessments; Data reports available from multiple sources including Region, District, State and School Interim Assessments Summative: 2013 GEOMETRY EOC

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:	Geometry Goal #2: The results of the 2012 Geometry EOC Test indicated that 37% of students achieved Levels 4 & 5 proficiency. Our goal for the 2012-2013 school year is to increase Level 3 – upper third - student proficiency by 1 percentage point to
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	38%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
37% (16)	38% (16)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. The areas of deficiency applicable to all Geometry content areas are Three-Dimensional Geometry and Trigonometry Discrete Mathematics.	2.1. Facilitate technology assistance programs such as the Florida's Continuous Improvement Model FOCUS site which provides Benchmark specific assessments; FCAT 2.0 Explorer and Gizmos to strengthen benchmarks needing to be addressed. Differentiate instruction for students. Investigate strategies to determine the surface area and volume of selected prisms, pyramids, and cylinders. Solve problems involving scale factors, using ratio and proportion. Solve simple problems involving rates and derived measurements for such attributes as velocity and density.	2.1. Administration, Math Liaison, Grade Level/Team Leaders, MTSS	2.1 Ongoing classroom assessments will be used to determine appropriate Differentiated Instruction. Data analysis will be used to measure improvement and adjust strategies as needed.	2.1. Formative: Ongoing assessments; Data reports available from multiple sources including Region, District, State and School Interim Assessments Summative: 2013 GEOMETRY EOC

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 # Everglades K-8 Center will improve the student achievement gap by 50% by the year 2015-2016.				
Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	66	69	72	75	

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.	N/A
Geometry Goal #3B:	

2012 Current Level of Performance:		2013 Expected Level of Performance:		
N/A		n/A		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

3C. English Language Learners (ELL) not making satisfactory progress in Geometry.				
Geometry Goal #3C:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.				
Geometry Goal #3D:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

3E. Economically Disadvantaged students not making satisfactory progress in Geometry. Geometry Goal #3E:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

End of Geometry EOC Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Riverdeep PK-3 Primary	PreK-3	PD Facilitator PLC Leader	PreK-3 teachers	Opening beginning September 2012	Management system	Administration
Riverdeep Grades 4-8	Grades 4-8 Teachers	PD Facilitator PLC Leader	Grade 4-8	Opening beginning September 2012	Management System	Administration
EDUSOFT Training	Schoolwide	PD Facilitator PLC Leader	School-wide	Ongoing beginning September 2012	Management System	Administration

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	Science Goal #1a: The results of the 2012 FCAT Science Test indicate that 40% of students achieved Level 3 proficiency. Our goal for the 2012-2013 school year is to increase the percentage of students scoring FCAT 2.0 Level 3 by 3 percentage points to 42%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
39% (112)	42% (122)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.a.1 The area of deficiency as noted on the administration of the 2012 FCAT 2.0 Science Test: Grade 5-Physical Science Grade 8-nature of Science. This is due to lack of background and scientific vocabulary.	1.a.1 Grade 5 Provide activities for students to design and develop science and engineering projects to increase scientific thinking, and the development and implementation of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design in Physical Science. Grade 8 Provide classroom and after-school opportunities for students to design and develop science and engineering projects to increase scientific thinking, and the development and discussion of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of	1.a.1 Administration, Science Team, Grade Level/Team Leaders, MTSS	1.a.1 Implement the Florida Continuous Improvement Model; Review the results of assessments data to monitor progress and adjust strategies as necessary. Lab reports will be available and used to determine the effectiveness of strategies.	1.a.1 Ongoing assessments; Data reports available from multiple sources including Region, District, State and School Interim Assessments Summative: 2013 FCAT 2.0 results

	variables, models, and various investigative methods scientists use, (i.e., Science Fair, SECME, Fairchild Challenge).		
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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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	Science Goal #2a: Our goal for the 2012-2013 school year is to increase the percentage of students scoring FCAT 2.0 Levels 4 and 5 by 1 percentage points to 11%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
10% (28)	11% (32)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	2a.1. The area of deficiency as noted on the administration of the 2012 FCAT Science Test was: Grade 5-Physical Science Grade 8-The Nature of Science The barriers include the students' lack of vocabulary and prior	2a.1. Grades 5 & 8 Provide students additional opportunities to practice hands-on science activities. Students will be exposed to challenging interactive activities on the Internet. In addition, print materials will be available to stimulate the students thinking skills.	2a.1. Administration, Science Team, Grade Level/Team Leaders, MTSS	2a.1. Implement the Florida Continuous Improvement Model; Review the results of assessment data to monitor progress and adjust strategies as necessary.	2a.1. Formative: Ongoing assessments; Data reports available from multiple sources including Region, District, State and School Interim Assessments Summative: 2013 FCAT results

1	knowledge of related scientific vocabulary and material.	<p>Grade 5 Provide opportunities for teachers to apply mathematical computations in science contexts such as manipulating data from tables in order to find averages or differences</p> <p>Grade 8 Provide a variety of hands-on inquiry-based learning opportunities for students to analyze, draw appropriate conclusions, and apply key instructional concepts.</p> <p>Provide opportunities for students to experience the scientific method by participating in the District Elementary Science Fair.</p>			
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
GIZMO Training	Elementary and Middle	PD Facilitator PLC Leader	Elementary and Middle School	Ongoing beginning October 17, 2012	Review Management System data	Administration

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			\$0.00
Subtotal:			\$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
Subtotal:			\$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
Subtotal:			\$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			\$0.00
Subtotal:			\$0.00
Grand Total:			\$0.00

End of Science Goals

Writing Goals

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

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

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	Writing Goal #1a: The results of the 2012 FCAT 2.0 Writing Test indicate that 79% of students achieved Level 3 proficiency or higher. Our goal for the 2012-2013 school year is to increase the percentage of students achieving at or above proficiency in writing to 81%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
79% (223)	81% (229)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1a.1. The area of deficiency as noted on the administration of the 2012 FCAT 2.0 Writing the use of precise vocabulary, grammar and conventions. These deficiencies are due to varying degrees of English language Acquisition and expression.	1a.1. Grade 4 & 8 Encourage students to develop and maintain a writer's notebook/folder to list possible topics for writing. Generate ideas that respond to prompts, pictures, and mentor texts, and first drafts. Determine purpose and audience as to: • entertain, • inform, • communicate, and • persuade. Encourage students to write a clear and legible piece by: • producing a piece that has been taken through the writing process, • preparing writing in a format appropriate for publishing, • looking correct use of left to right progression and sequencing, • sharing a publish writing by adding graphics and sharing based on purpose and appropriate audience, responding to other writers and receiving feedback or writing.	1a.1. Administration, Grade Level/Team Leaders, MTSS, Media Specialist	1a.1. Review the results of assessments data to monitor progress and adjust strategies as necessary.	1a.1. Formative: Ongoing assessments; Data reports available from multiple sources including Region, District, State and School. Monthly prompts will be used to evaluate writing improvements. District Baseline, midyear and post year assessment will be compared. Summative: FCAT 2.0 Writes 2013

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:	Writing Goal #1b: Our FAA goal for 2012-2013 is to increase student performance by 5 percentage points to 50%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
45% (5)	50% (6)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	1b.1. The areas of deficiency as noted on the administration of 2012 FAA Writing Test were	1b.1. Ensure the implementation of appropriate proficiency level classroom	1b.1. Administration, ESE Team, Grade Level/Team Leaders.	1b.1. Implement the Florida Continuous Improvement Model; Ongoing classroom	1b.1. Formative: Ongoing Teacher Assessments; modified to

1	related to the students inability to know how to use resources to facilitate writing. This deficiency is due to a need for repetitive exposure and practice. Many of these students have difficulty communicating their thoughts into verbal and/or written language	strategies including strategies implemented on the IEPs. Students must use visuals with sentences to facilitate matching them to an appropriate topic. Students must use picture cards to create sentences and paragraphs on topic.	assessment will be used to determine appropriate differentiated instruction. Data analysis will be used to measure individual improvement and modify instruction as necessary. Formal and informal assessments as well as teachers' observation.	individual students
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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
Writing that Works	K-8	PD Facilitator	School wide staff	Ongoing beginning November 6, 2012	Review monthly writing prompts	Title I Support Teachers and PD Facilitator

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Writing Goals

Civics End-of-Course (EOC) Goals

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

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

in need of improvement for the following group:

1. Students scoring at Achievement Level 3 in Civics. Civics Goal #1:	Civics Goal #1: Our goal for the 2012-2013 is to increase proficiency in Civics by 10 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% This is based on Baseline 2012 Pretest of Grade 7 Civics.	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	1b.1 Students do not have the prior knowledge to score at acceptable levels.	1b.1 Institute regular, on-going common planning sessions for Civics teachers to ensure that the Civics curriculum is taught with fidelity and is paced so as to address all state and district benchmarks and curricular requirements. Provide classroom activities which help students develop an understanding of the content-specific vocabulary taught in government/civics. Provide opportunities for students to strengthen their abilities to read and interpret graph, charts, maps, timelines, political cartoons, and other graphic representations.	1b.1. Grade Level/Team Leaders, Social Studies/Civics Department Head	1b.1. Ongoing classroom assessment will be used to determine appropriate differentiated instruction. Data analysis will be used to measure individual improvement and modify instruction as necessary. Formal and informal assessments as well as teachers' observation.	1b.1. Formative: Ongoing Teacher Assessments; modified to individual students. District Pre/Post tests will be compared and analyzed. Summative: EOC 2013 Assessment

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

2. Students scoring at or above Achievement Levels 4 and 5 in Civics. Civics Goal #2:	Civics Goal #2: Our goal for the 2012-2013 is to have 2 students score at Levels 4 and 5 in civics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	1% (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
	2b.1	2b.1	2b.1.	2b.1.	2b.1.

1	Students do not have the prior knowledge to score at acceptable levels.	<p>Provide classroom activities which help students develop an understanding of the content-specific vocabulary taught in government/civics.</p> <p>Provide opportunities for students to participate in project-based learning activities, including co-curricular programs offered by the District; e.g., Project Citizen.</p> <p>Utilize District-published lesson plans with assessments aligned to tested End of Course Exam Benchmarks to maximize opportunities for students to master tested content.</p>	Grade Level/Team Leaders, Social Studies/Civics Department Head	Ongoing classroom assessment will be used to determine appropriate differentiated instruction. Data analysis will be used to measure individual improvement and modify instruction as necessary. Formal and informal assessments as well as teachers' observation.	<p>Formative: Ongoing Teacher Assessments; modified to individual students. District Pre/Post tests will be compared and analyzed.</p> <p>Summative: EOC 2013 Assessment</p>
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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
Civics District Content	Seventh	District Personnel	7th & 8th Grade Teachers	Begin October 17, 2012	Review Data	PD Liaison

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

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:	Attendance Goal #1: Our goal for the 2012-2013 is to increase attendance to 97.18% and decrease the number of students with excessive absences (10 or more), and excessive tardiness from 248 to 236.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
96.68% (1235)	97.18% (1241)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
257	244
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
248	236

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>1.1. The average daily attendance rate increased by .13 percentage points from the previous year. Attendance: 2011-12: 96.68% 2010-2011: 96.50%</p> <p>The barrier Everglades K-8 is faced with are parents who take their vacations during school days and not understanding the importance of consistent school attendance.</p>	<p>1.1. Identify and refer students who may be developing a pattern of non-attendance to the Attendance Review Committee (ARC) for intervention services. Set attendance goals and share with all stakeholders (students, parents, and teachers).</p> <p>Conduct attendance incentive activities. Monitor the daily attendance bulletin and follow up with students, parents, and teachers.</p> <p>Develop a program to reward students who consistently arrive to</p>	<p>1.1. Administration, Counselors, Attendance Clerk, School Social Worker</p>	<p>1.1. Counselors will provide weekly updates to administration and to faculty. Review attendance reports weekly. Follow up with classroom teachers. Identify and provide services to students at risk.</p>	<p>1.1. ARC Logs, District Attendance Reports, Truancy Report, and Daily Attendance Bulletin.</p>

school on time.

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
N/A						

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			\$0.00
			\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			\$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:	Our goal for the 2012-2013 school year is to decrease the total number of suspension by 1%.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions

6	5
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
6	5
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
10	9
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
10	9

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>1.1.</p> <p>Students and parents are not aware of behavioral expectations and the consequences of not following rules.</p> <p>Current economic situations at home and in society are affecting students' behavior and parents' attitude toward school and rules.</p>	<p>1.1.</p> <p>Counselors will review the Student Code of Conduct with students during the first nine weeks of school. They will also provide incentives for compliance through the use of a Recognition Program. In addition, they will promote awareness of programs and resources for assistance with issues that can lead to negative behavior.</p> <p>Have a parent meeting explaining rules and expectations of all students at the school site as detailed in the School's 6 Step Discipline Plan.</p>	<p>1.1.</p> <p>Administration, Counselors and MTSS team members</p>	<p>1.1.</p> <p>Monitor SPOT Success reports by grade level, student suspension rates (COGNOS), and District Student Services reports.</p>	<p>1.1.</p> <p>Student Suspension Reports</p>

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

N/A	N/A					
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Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Parent Involvement Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>		During the 2011-2012 school year, there were 35 parent/community activities and 1932 signatures on the sign in logs. Our goal for the 2012-2013 school year is to increase parent participation by 3 activities and 150 sign-in participants.			
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
57%		59%			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	1.1. Many parents do not understand English and are hesitant to become involved in school activities.	1.1. Conduct parent meetings/trainings in English and Spanish. In addition, bilingual workshops sponsored	1.1 Administration, Counselors, CSI Liaison-Title I	1.1. The number of parents attending events will be used to determine improvement.	1.1. Parent Contact logs and sign-in sheets

1		by The Parent's Academy will be held at Everglades K-8 Center. Encourage parents to attend classes offered through the Parent Academy (Title I).			
2	1.2. Many parents find it difficult to become involved in school activities due to work schedules, family situations, or other issues.	1.2. Continue the use of Connect-Ed, marquee, school web page, and monthly calendar to promote school events. Conduct events at varied times which are convenient for parents.	1.2. Administration, Community Involvement Specialist, Counselors	1.2. Observation of Parent Contact records, Connect-Ed reports, Parent attendance at events.	1.2. Parent Contact Log and Sign-In/Attendance Sheets from a variety of school events.

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
Bullying	All content Areas	Ms. Blanco	School-wide	November 2012	Data from counselors and classroom teachers	Administration and Counselor
Improvement in Student Achievement	Reading & Math	Teachers/District Personnel	School-wide	After School and Evenings a minimum of 3 times a year.	Data from classroom teachers	Administration

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Improve Parent involvement	Materials	PTSA	\$1,000.00
			Subtotal: \$1,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00

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

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM STEM Goal #1:		<p>STEM Goals</p> <p>Establish a Science Club for intermediate grade students</p> <p>Explore the possibility of developing programs in TEAM and SECME at the Lower Academy at Everglades K-8 Center.</p> <p>Explore the possibility of developing programs in SECME at the Upper Academy at Everglades K-8 Center.</p>			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers do not have an understanding of procedures needed to establish these programs.	Explore the possibility of having a Science Fair in the Lower and Upper Academy.	Grade Level/Team Leaders, Social Studies/Math Department Head and Teachers	Implement the Florida Continuous Improvement Model; Ongoing classroom assessment will be used to determine appropriate differentiated instruction. Data analysis will be used to measure individual improvement and modify instruction as necessary. Formal and informal assessments as well as teachers' observation.	Formative: Ongoing Teacher Assessments; modified to individual students. Summative: EOC 2013 Assessment
2	Teachers do not have a working knowledge of the procedures for Lesson Study process be used to implement STEM practices in the classroom	Integrated instructional criteria in the focus calendar(s) to ensure standards are taught with rigor (MATH, SCIENCE, SECME). Open the Elementary Computer Lab before school for students to utilize District Technological resources	Grade Level/Team Leaders, Social Studies/Math Department Head and Teachers	Implement the Florida Continuous Improvement Model; Ongoing classroom assessment will be used to determine appropriate differentiated instruction. Data analysis will be used to measure individual improvement and modify instruction as necessary. Formal and informal assessments as well as teachers'	Formative: Ongoing Teacher Assessments; modified to individual students.
3	Being a small K-8 Center, we do not have enough teachers who have common planning time.	The Science Liaison will work with students and teachers to extend their knowledge of skills in science, math and CTE. Teachers will meet during Faculty Meeting Time and after school to discuss strategies needed to improve	Grade Level/Team Leaders, Social Studies/Math Department Head and Teachers	Implement the Florida Continuous Improvement Model; Ongoing classroom assessment will be used to determine appropriate differentiated instruction. Data analysis will be used to measure individual improvement and	Formative: Ongoing Teacher Assessments; modified to individual students. Summative: EOC 2013 Assessment

		programs at the school. Open the Upper Academy Computer Lab before school for students to utilize District Technological resources		modify instruction as necessary. Formal and informal assessments as well as teachers' observation.	
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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
GIZMO-Review Workshop	Grades 3-8	Company Representative	Grades 3-8 Teachers and paraprofessionals	January 2013	Classroom visits by administration	Administration

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			\$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
			\$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:			Not Offered at Everglades K-8 Center		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A				

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
Not Offered at Everglades K-8 Center						

CTE Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of CTE Goal(s)

Additional Goal(s)

Involve parents in the School programs and Title I procedures and activities. Goal:

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

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

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

Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			\$26,449.00
			Subtotal: \$26,449.00
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: \$26,449.00

End of Involve parents in the School programs and Title I procedures and activities. Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading				\$0.00
Reading				\$0.00
CELLA				\$0.00
CELLA				\$0.00
Mathematics				\$0.00
Science				\$0.00
Science				\$0.00
Writing				\$0.00
Attendance				\$0.00
Attendance				\$0.00
Suspension				\$0.00
Parent Involvement	Improve Parent involvement	Materials	PTSA	\$1,000.00
STEM				\$0.00
CTE				\$0.00
Involve parents in the School programs and Title I procedures and activities.				\$26,449.00
				Subtotal: \$27,449.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading				\$0.00
CELLA				\$0.00
CELLA				\$0.00
Mathematics				\$0.00
Science				\$0.00
Writing				\$0.00
Attendance				\$0.00
Attendance				\$0.00
Attendance				\$0.00
Suspension				\$0.00
Parent Involvement				\$0.00
STEM				\$0.00
CTE				\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading				\$0.00
CELLA				\$0.00
Mathematics				\$0.00
Science				\$0.00
Writing				\$0.00
Attendance				\$0.00
Suspension				\$0.00
Parent Involvement				\$0.00
CTE				\$0.00
				Subtotal: \$0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount

Reading	\$0.00
CELLA	\$0.00
Mathematics	\$0.00
Science	\$0.00
Science	\$0.00
Writing	\$0.00
Attendance	\$0.00
Suspension	\$0.00
Parent Involvement	\$0.00
STEM	\$0.00
CTE	\$0.00
	Subtotal: \$0.00
	Grand Total: \$27,449.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent	<input type="checkbox"/> NA
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Are you a reward school: Yes No

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

No Attachment (Uploaded on 10/11/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Describe projected use of SAC funds	Amount
No data submitted	

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

EESAC supplies materials for the classroom. They participate in developing the School Improvement Plan. EESAC members volunteer their time at the site to help students and teachers. In addition, they financial support the school by supplying computers and printers.

AYP DATA

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

SCHOOL GRADE DATA

No Data Found

Dade School District EVERGLADES K-8 CENTER 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	83%	79%	88%	59%	309	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	71%	65%			136	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	67% (YES)	69% (YES)			136	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					581	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Dade School District EVERGLADES K-8 CENTER 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	82%	82%	96%	46%	306	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	75%	72%			147	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?	73% (YES)	72% (YES)			145	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					598	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested