

# 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: LEISURE CITY K-8 CENTER

District Name: Dade

Principal: Kelli R. Hunter

SAC Chair: Cherylise Washington

Superintendent: Alberto Carvahlo

Date of School Board Approval: November 22, 2011

Last Modified on: 10/14/2012

## PART I: CURRENT SCHOOL STATUS

### STUDENT ACHIEVEMENT DATA

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

|                                                                                              |
|----------------------------------------------------------------------------------------------|
| <a href="#">School Grades Trend Data</a>                                                     |
| <a href="#">Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data</a> |
| <a href="#">High School Feedback Report</a>                                                  |
| <a href="#">K-12 Comprehensive Research Based Reading Plan</a>                               |

### ADMINISTRATORS

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

| Position        | Name             | Degree(s)/ Certification(s)                                                                                         | # of Years at Current School | # of Years as an Administrator | Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)                                                                      |
|-----------------|------------------|---------------------------------------------------------------------------------------------------------------------|------------------------------|--------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Principal       | Kelli R. Hunter  | Political Science<br>K -12 Educational Leadership<br>Doctor of Philosophy<br>Bachelor of Arts<br>Masters of Science | 5                            | 9                              | '12 '11 '10 '09 '08<br>School Grade C C C B B<br>High Standards Rdg. 35 53 53 53 56<br>High Standards Math 41 63 56 57 62<br>Lrng Gains-Rdg. 65 57 59 68 61<br>Lrng Gains-Math 62 65 60 66 70<br>Gains-Rdg-25% 64 60 52 72 65<br>Gains-Math-25% 65 71 57 69 70 |
| Assis Principal | Hilda M. Milanes | Elementary ED<br>Ed Leadership<br>Bachelor of Arts<br>Masters of Science                                            | 7                            | 13                             | '12 '11 '10 '09 '08<br>School Grade C C C B B<br>High Standards Rdg. 35 53 53 53 56<br>High Standards Math 41 63 56 57 62<br>Lrng Gains-Rdg. 65 57 59 68 61<br>Lrng Gains-Math 62 65 60 66 70<br>Gains-Rdg-25% 64 60 52 72 65<br>Gains-Math-25% 65 71 57 69 70 |
|                 |                  |                                                                                                                     |                              |                                | '12 '11 '10 '09 '08                                                                                                                                                                                                                                            |

|                 |                |                                                                                     |   |   |                                                                                                                                                                                                                                                                          |
|-----------------|----------------|-------------------------------------------------------------------------------------|---|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Assis Principal | Jennifer Brill | Special Learn Disability<br>Ed Leadership<br>Bachelor of Arts<br>Masters of Science | 7 | 7 | School Grade C C C B B<br>High Standards Rdg. 35 53 53 53 56<br>High Standards Math 41 63 56 57 62<br>Lrng Gains-Rdg. 65 57 59 68 61<br>Lrng Gains-Math 62 65 60 66 70<br>Gains-Rdg-25% 64 60 52 72 65<br>Gains-Math-25% 65 71 57 69 70<br>Gains-Math-25% 71 57 69 70 71 |
|-----------------|----------------|-------------------------------------------------------------------------------------|---|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### INSTRUCTIONAL COACHES

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

| Subject Area | Name                | Degree(s)/ Certification(s)                                                                                        | # of Years at Current School | # of Years as an Instructional Coach | Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)                                                                      |
|--------------|---------------------|--------------------------------------------------------------------------------------------------------------------|------------------------------|--------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Reading      | Priscilla Alexander | Early Childhood Ed<br>Elementary Ed Reading<br>Endorsed<br>ESOL Endorsed<br>Bachelor of Arts<br>Masters of Science | 14                           | 8                                    | '12 '11 '10 '09 '08<br>School Grade C C C B B<br>High Standards Rdg. 35 53 53 53 56<br>High Standards Math 41 63 56 57 62<br>Lrng Gains-Rdg. 65 57 59 68 61<br>Lrng Gains-Math 62 65 60 66 70<br>Gains-Rdg-25% 64 60 52 72 65<br>Gains-Math-25% 65 71 57 69 70 |

### 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. The Assistant Principal of Curriculum meets monthly with the beginning teachers to provide continued support throughout the school year. | Assistant Principal            | June 2013                 |                                             |
| 2 | 3. Utilize district instructional staffing officers to identify and hire highly qualified staff.                                            | Principal Assistant Principals | August 2012               |                                             |
| 3 | 4. Utilize organizations such as Teach for America to provide instructional support to beginning teachers.                                  | Principal Assistant Principals | August 2012               |                                             |

### 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 |
| 4 – out of field                                                                                       | Encouraged to complete ESOL Endorsement and Elementary Education Certificate                        |

### 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 |
|-------------------------------------|--------------------------|--------------------------------------------|---------------------------------------------|--------------------------------------------|-------------------------------------|-----------------------------|-----------------------------|-------------------------------------|--------------------------|
|-------------------------------------|--------------------------|--------------------------------------------|---------------------------------------------|--------------------------------------------|-------------------------------------|-----------------------------|-----------------------------|-------------------------------------|--------------------------|

|    |         |         |           |           |           |           |          |         |           |
|----|---------|---------|-----------|-----------|-----------|-----------|----------|---------|-----------|
| 73 | 2.7%(2) | 6.8%(5) | 63.0%(46) | 27.4%(20) | 37.0%(27) | 71.2%(52) | 11.0%(8) | 4.1%(3) | 61.6%(45) |
|----|---------|---------|-----------|-----------|-----------|-----------|----------|---------|-----------|

## 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 |
|-------------|-----------------|-----------------------|------------------------------|
|             |                 |                       |                              |

## 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

##### Title I, Part A

Leisure City K – 8 Center provides services to ensure students requiring additional remediation are assisted through morning and after-school programs. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to elementary and middle school students. The Reading Coach develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. She identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring. Other components that are integrated into the school wide program include Supplemental Educational Services and special support services to special needs populations such as migrant and delinquent students.

#### Title I, Part C- Migrant

Leisure City K – 8 Center provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met.

#### Title I, Part D

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

#### Title II

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

#### Title III

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

#### Title X- Homeless

Students and parent are interviewed by the Community Involvement Specialist in order to determine grade level and special needs. Student attendance will be monitored daily. Additional support services will be provided through Project Upstart.

#### Supplemental Academic Instruction (SAI)

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

#### Violence Prevention Programs

Leisure City K – 8 Center offers a non-violence (PBS) and anti-drug program to students that incorporate field trips and counseling.

#### Nutrition Programs

- 1) Leisure City 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, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

#### Housing Programs

N/A

#### Head Start

Leisure City K – 8 Center provides a VPK program.

#### Adult Education

N/A

#### Career and Technical Education

N/A

#### Job Training

N/A

#### Other

Involve parents in the planning and implementation of the Title I Program and extend an open invitation to Leisure City's parent area in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services.

Increase parental involvement through developing Leisure City's Title I School-Parent Compact; Leisure City's Title I Parental Involvement Plan; scheduling the Title I Annual Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements.

Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops. Parent Academy Courses, etc., with flexible times to accommodate our parents' schedules. This impacts our goal to empower parents and build their capacity for involvement.

Complete Title I Administration Parental Involvement Monthly Reports (FM-6914 Rev. 06-08) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118. Additionally, the M-DCPS Title I Parent/Family survey will be completed by parents/families in May. The Survey's results are to be used to assist with revising our Title I parental documents for the approaching school year.

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

#### School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

**Principal:** Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing MTSS, conducts assessment of MTSS skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with parents regarding school-based MTSS plans and activities.

**Assistant Principals:** Provide support to the common vision for the use of data-based decision-making that the school is implementing; ensure that interventions and support are being implemented as planned; assist with communicating to parents the school's plans and activities.

**Grade Level and Department Chairpersons (Primary and Intermediate):** Provide information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention, collaborate with other staff to implement Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2/3 activities.

**Exceptional Student Education (ESE) Teachers:** Participate in student data collection, integrate core instructional

activities/materials into Tier 3 instruction, and collaborate with general education teachers through such activities as co-teaching.

Instructional Reading Coach: Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches; identifies systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Data Analysis Team: Participates in data collection and data analysis; assists in the design and implementation for progress monitoring; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring. SCAM Data will be utilized to develop the necessary behavior interventions.

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 Leadership Team will focus meetings around one question: How do we develop and maintain a problem solving system to bring out the best in our schools, our teachers, and in our students?

The team will meet once a month to engage in the following activities:

- Review the data and develop strategies based on the data that will target individual student needs.
- Review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify appropriate interventions, professional development and resources.
- The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills.
- The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

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 Leadership Team will focus meetings around one question: How do we develop and maintain a problem solving system to bring out the best in our schools, our teachers, and in our students?

The team will meet once a month to engage in the following activities:

- Review the data and develop strategies based on the data that will target individual student needs.
- Review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify appropriate interventions, professional development and resources.
- The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills.
- The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

## 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.

### Academic

#### Tier I (Reading):

- Baseline data: Progress Monitoring and Reporting Network (PMRN), Florida Comprehensive Assessment Test (FCAT), Baseline Assessments through Edusoft, CELLA

#### Tier II (Reading):

- Baseline data: Progress Monitoring and Reporting Network (PMRN), Florida Comprehensive Assessment Test (FCAT), Baseline Assessments through Edusoft, CELLA
- Progress Monitoring: PMRN, Florida Assessments for Instruction in Reading (FAIR), Interim Assessments through Edusoft
- End of year: FAIR, FCAT, CELLA

#### Tier III (Reading):

- Baseline data: Progress Monitoring and Reporting Network (PMRN), Florida Comprehensive Assessment Test (FCAT), Baseline Assessments through Edusoft, CELLA
- Progress Monitoring: PMRN, Florida Assessments for Instruction in Reading (FAIR), Interim Assessments through Edusoft
- Interventions using Voyager and Successmaker
- End of year: FAIR, FCAT, CELLA

#### Tier I (Math):

- Baseline data: Florida Comprehensive Assessment Test 2.0 (FCAT 2.0), Baseline Assessments through Edusoft

Tier II (Math):

- Baseline data: Florida Comprehensive Assessment Test 2.0(FCAT 2.0), Baseline Assessments through Edusoft
- Progress Monitoring: Monthly Assessments through Edusoft, District Interim Assessments through Edusoft
- End of year: FCAT 2.0

Tier III (Math):

- Baseline data: Florida Comprehensive Assessment Test (FCAT), Baseline Assessments through Edusoft
- Progress Monitoring: Monthly Assessment through Edusoft, Interim Assessments through Edusoft
- Interventions using Successmaker
- End of year: FCAT 2.0

Tier I (Science):

- Baseline data: Florida Comprehensive Assessment Test (FCAT), Baseline Assessments through Edusoft

Tier II (Science):

- Baseline data: Florida Comprehensive Assessment Test (FCAT), Baseline Assessments through Edusoft
- Progress Monitoring: Monthly Assessments through Edusoft, District Interim Assessments through Edusoft
- End of year: FCAT

Tier III (Science):

- Baseline data: Florida Comprehensive Assessment Test (FCAT), Baseline Assessments through Edusoft
- Progress Monitoring: Monthly Assessment through Edusoft, Interim Assessments through Edusoft
- End of year: FCAT
- Interventions: Using Saturday Tutorial

Tier I (Writing):

- Baseline data: District Writing Pre Tests scanned through Edusoft, CELLA

Tier II (Writing):

- Baseline data: District Writing Pre Tests scanned through Edusoft
- Progress Monitoring: Monthly Writing Prompts, District Mid Year Writing Prompts Edusoft
- End of year: FCAT, CELLA

Tier III (Writing):

- Baseline data: District Writing Pre Tests scanned through Edusoft, CELLA
- Progress Monitoring: Monthly Writing Prompts, District Mid Year Writing Prompts Edusoft
- End of year: FCAT, CELLA
- Interventions: Push in tutoring

Frequency of Data Days: once a month for data analysis

Behavior

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

Referrals to special education programs

Describe the plan to train staff on MTSS.

The district professional development and support will include:

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

Describe the plan to support MTSS.

The following strategies will be implemented to support the 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).

The members of the School-based Literacy Leadership Team include: Kelli Hunter, Principal; Jennifer Brill and Hilda Milanes, Assistant Principals; Charlotte Brown, Karen Boothe, Cherylise Washington, Kristy Jones, Vanessa Mixon, and Deborah Boucaud, Grade level Chairs; Priscilla Alexander, Reading Coach; Albertha Harris, Adam Graham, Marcia Lewis, Gregory Bellamy, Department Chairs; Carrie Lee and Maria Borges, National Board Certified Teachers

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

The Principal will cultivate the vision for increased school-wide literacy across all content areas by being an active participant in all Literacy Leadership Team meetings and activities. The principal will provide all necessary resources for the LLT. The principal, as the instructional leader of the school, supports literacy instruction and will promote membership on the team by:

- Holding monthly meetings
- Providing adequate notice of meetings
- Providing time/coverage if needed to attend meetings
- Offering professional growth opportunities such as educational retreats.

The Reading Coach will serve as a member of the reading leadership team. The Coach will share her expertise in reading instruction, assessment and observational data to assist the team in making instructional and programmatic decisions. The reading coach will work with the LLT to guarantee fidelity of implementation of the K-12 CRRP. The reading coach will promote motivation and the spirit of collaboration within the Literacy Leadership Team to create a school-wide focus on literacy and reading achievement.

The LLT will meet periodically to review student data to determine the instructional reading focus for teachers and students. The principal will ensure that all curricular areas will be represented, team members are skilled and committed to improving literacy, and professional growth opportunities are provided based on teacher needs, collaboration is utilized for decision making. Literacy is considered a school wide focus and all content areas will support literacy.

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

Leisure City K-8 Center's major initiative will focus on increasing rigor in reading instruction. This involves utilizing the Metacognition Process and Brain Research Skills and requiring sustained reading throughout content areas. Teachers will be trained on the Inquiry Process to increase student comprehension and critical thinking skills. Students performing below grade level will continue to receive intervention to improve reading skills yet they will also be provided with the opportunity to explore and create through the utilization of reading, collaboration and discussion.

Literacy Leadership Team is also focusing on developing collegiality and collaboration amongst teachers vertically and horizontally. This initiative will be facilitated by Professional Learning Community Meetings.

## Public School Choice

Supplemental Educational Services (SES) Notification  
[View uploaded file](#) (Uploaded on 10/11/2012)

## \*Elementary Title I Schools Only: Pre-School Transition

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

The neighborhood preschools tour Leisure City K – 8 Center and spend a day, twice a year, in order to smooth the transition from the preschools into the elementary school.

Teachers and department chairs assist with the vertical planning between the Pre-K program and Kindergarten program. Teachers will be responsible for administering baseline assessments in order to determine school readiness. All new Kindergarten students will participate in an orientation process to expose them to the routine and structure of the Kindergarten class. Articulation meetings are held between the prekindergarten teacher and the kindergarten teachers in order to ensure a smooth transition.

All students in VPK Programs were given the Kindergarten Readiness Assessment. Areas assessed include positive self image, language & literacy skills, and social, emotional & cognitive development. Data is used to plan instruction and determine need for interventions. Core academic and behavioral instruction is based on data and includes social skills instruction. The Kindergarten Readiness Assessment will be re-administered at the end of the year.

### \*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.

Leisure City K – 8 Center believes that learning increases when teachers collaborate in the instructional process. The plan of action in order to teach reading across the curriculum is as follows:

- Professional Development with the secondary reading coach
- Study Groups across the content areas
- Collaborative planning sessions
- Small Group Discussions

Implementation of the 6 Traits of Reading

### \*High Schools Only

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

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

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

### Postsecondary Transition

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

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



## PART II: EXPECTED IMPROVEMENTS

### Reading Goals

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

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

|                                                                                           |                                                                                                                                                                         |
|-------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1a. FCAT2.0: Students scoring at Achievement Level 3 in reading.<br><br>Reading Goal #1a: | The results of the 2012 FCAT Reading Test indicate that 21% of students are at proficiency level 3. Our goal is to increase Level 3 proficiency by 7 percentage points. |
| 2012 Current Level of Performance:                                                        | 2013 Expected Level of Performance:                                                                                                                                     |
| 21%<br>(155)                                                                              | 28%<br>(211)                                                                                                                                                            |

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

|   | Anticipated Barrier                                                                                                                                                                                                                      | Strategy                                                                                                                                                                                      | Person or Position Responsible for Monitoring                       | Process Used to Determine Effectiveness of Strategy                                                                                                                                                                                                                                                                                                          | Evaluation Tool                                                                                                                                       |
|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Category 2-Reading Application.<br><br>The barrier is the students' inability to determine author's perspective due to lack of inferring skills. | Expose students to exemplar texts and provide opportunities for them to analyze a variety of text, including chapter books, at various points in order to determine the author's perspective. | Administrators<br><br>Literacy Leadership Team<br><br>Reading Coach | Administer and score bi-weekly reading benchmark assessments.<br><br>The Reading Coach and teachers will review assessment data monthly to monitor students' progress and adjust instruction as needed.<br><br>The Administrator will conduct quarterly data chats to review and discuss data and make recommendations based on areas in need of improvement | Formative: Student scores on monthly assessments and District Interim Assessments<br><br>Summative: Data reports from the FCAT 2.0 2013 Reading Test. |

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

|                                                                                                                  |                                     |
|------------------------------------------------------------------------------------------------------------------|-------------------------------------|
| 1b. Florida Alternate Assessment:<br>Students scoring at Levels 4, 5, and 6 in reading.<br><br>Reading Goal #1b: |                                     |
| 2012 Current Level of Performance:                                                                               | 2013 Expected Level of Performance: |
|                                                                                                                  |                                     |

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

| Anticipated Barrier | Strategy | Person or Position Responsible for 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 reading.<br><br>Reading Goal #2a: | The results of the 2012 FCAT Reading Test indicate that 14% of students are at proficiency level 4 and 5. Our goal is to increase Level 4 and 5 proficiency by 3 percentage point. |
| 2012 Current Level of Performance:                                                                  | 2013 Expected Level of Performance:                                                                                                                                                |
| 14%<br>(104)                                                                                        | 17%<br>(128)                                                                                                                                                                       |

Problem-Solving Process to Increase Student Achievement

|   | Anticipated Barrier                                                                                                                                                                                                                                                                   | Strategy                                                                                                                                                                                                                                                                 | Person or Position Responsible for Monitoring                       | Process Used to Determine Effectiveness of Strategy                                                                                                                                                    | Evaluation Tool                                                                                                                                       |
|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was found in Reporting Category 4 – Informational Text & Research Process.<br><br>The barrier is the lack of practice identifying validity and reliability of information within and across text. | Utilize real-world documents such as brochures, articles and websites to recognize the characteristics of reliable and valid information.<br><br>Design lessons that include brain research instructional strategies in order to meet students' various learning styles. | Administrators<br><br>Literacy Leadership Team<br><br>Reading Coach | Administer and score bi-weekly reading benchmark assessments.<br><br>The Reading Coach and teachers will review assessment data monthly to monitor students' progress and adjust enrichment as needed. | Formative: Student scores on monthly assessments and District Interim Assessments<br><br>Summative: Data reports from the FCAT 2.0 2013 Reading Test. |

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

|                                                                                                                         |                                     |
|-------------------------------------------------------------------------------------------------------------------------|-------------------------------------|
| 2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading.<br><br>Reading Goal #2b: |                                     |
| 2012 Current Level of Performance:                                                                                      | 2013 Expected Level of Performance: |
|                                                                                                                         |                                     |

Problem-Solving Process to Increase Student Achievement

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

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

|                                                                                                 |                                                                                                                                                                     |
|-------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3a. FCAT 2.0: Percentage of students making learning gains in reading.<br><br>Reading Goal #3a: | The results of the 2012 FCAT Reading Test indicate that 65% of students made learning gains. Our goal is to increase student learning gains by 5 percentage points. |
| 2012 Current Level of Performance:                                                              | 2013 Expected Level of Performance:                                                                                                                                 |
| 65%<br>(365)                                                                                    | 70%<br>(393)                                                                                                                                                        |

Problem-Solving Process to Increase Student Achievement

|   | Anticipated Barrier                                                                                                                                                                                                                   | Strategy                                                                                                                                                                                                                                                                                                                                                    | Person or Position Responsible for Monitoring                              | Process Used to Determine Effectiveness of Strategy                                                                                                                                                                                                                                                                                                                 | Evaluation Tool                                                                                                                                              |
|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | <p>The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was found in Reporting Category 2 – Reading Application.</p> <p>The barrier is the student's inability to identify theme in rigorous text.</p> | <p>Utilize exemplar text in order to model identifying the message or life lesson in a text. Allow students opportunities to practice identifying topics and themes within and across text.</p> <p>Utilize instructional strategies such as reciprocal teaching, opinion proofs, note-taking skills, summarizing skills, and the metacognition process.</p> | <p>Administrators</p> <p>Literacy Leadership Team</p> <p>Reading Coach</p> | <p>Administer and score bi-weekly reading benchmark assessments.</p> <p>The Reading Coach and teachers will review assessment data monthly to monitor students' progress and adjust instruction as needed.</p> <p>The Administrator will conduct quarterly data chats to review and discuss data and make recommendations based on areas in need of improvement</p> | <p>Formative: Student scores on monthly assessments and District Interim Assessments</p> <p>Summative: Data reports from the FCAT 2.0 2013 Reading Test.</p> |

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

|                                                                                                                        |                                     |
|------------------------------------------------------------------------------------------------------------------------|-------------------------------------|
| 3b. Florida Alternate Assessment:<br>Percentage of students making Learning Gains in reading.<br><br>Reading Goal #3b: |                                     |
| 2012 Current Level of Performance:                                                                                     | 2013 Expected Level of Performance: |
|                                                                                                                        |                                     |

Problem-Solving Process to Increase Student Achievement

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

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

|                                                                                                             |                                                                                                                                                                                       |
|-------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.<br><br>Reading Goal #4: | The results of the 2012 FCAT Reading Test indicate that 64% of students in the lowest 25% made learning gains. Our goal is to increase student learning gains by 5 percentage points. |
| 2012 Current Level of Performance:                                                                          | 2013 Expected Level of Performance:                                                                                                                                                   |
| 64%<br>(101)                                                                                                | 69%<br>(109)                                                                                                                                                                          |

Problem-Solving Process to Increase Student Achievement

|   | Anticipated Barrier                                                                                                                                                                                                           | Strategy                                                                                                                                                                                                                   | Person or Position Responsible for Monitoring                       | Process Used to Determine Effectiveness of Strategy                                                                                                                                                                                                                                                                                                                                                                                        | Evaluation Tool                                                                                                                                       |
|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was found in Reporting Category 1 – Vocabulary.<br><br>The barrier is the lack of ability to extract meaning of words from context clues. | Utilize the Successmaker Program in order to provide students with skills in understanding connotative language as it relates to vocabulary and provide opportunities to practice returning to the text to verify answers. | Administrators<br><br>Literacy Leadership Team<br><br>Reading Coach | Administer and score bi-weekly reading benchmark assessments.<br><br>The Reading Coach and teachers will review assessment data monthly to monitor students' progress and adjust instruction as needed.<br><br>The Administrator will conduct quarterly data chats to review and discuss data and make recommendations based on areas in need of improvement<br><br>Utilize Successmaker Reports to monitor progress and adjust as needed. | Formative: Student scores on monthly assessments and District Interim Assessments<br><br>Summative: Data reports from the FCAT 2.0 2013 Reading Test. |

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 #<br>In six years the school will improve the reading performance from 34% scoring at level 3 or above to 67%.<br>5A : |           |           |           |           |           |
| Baseline data 2010-2011                                                                                                        | 2011-2012                                                                                                                           | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |
|                                                                                                                                | 40                                                                                                                                  | 45        | 51        | 56        | 62        |           |

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.<br><br>Reading Goal #5B: | The results of the 2012 FCAT Reading Test indicate that 38% of White students, 37% of Black students and 35% of Hispanic students scored at proficiency and above. The goal is to increase these numbers by 8 percentage points for White students, 2 percentage points for Black students, and 11 percentage points for Hispanic students. |
| 2012 Current Level of Performance:                                                                                                                        | 2013 Expected Level of Performance:                                                                                                                                                                                                                                                                                                         |
| White: 38% (6)                                                                                                                                            | White: 56% (10)                                                                                                                                                                                                                                                                                                                             |

Black: 37% (50)

Black: 39% (53)

Hispanic: 35% (207)

Hispanic: 46% (272)

Problem-Solving Process to Increase Student Achievement

|   | Anticipated Barrier                                                                                                                                                                                                                                                                                      | Strategy                                                                                                                                                                    | Person or Position Responsible for Monitoring                        | Process Used to Determine Effectiveness of Strategy                                                                                                                                                                                                                                                                                                                                                                                                            | Evaluation Tool                                                                                                                                              |
|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | <p>The area of deficiency as noted on the 2012 administration of the FCAT Reading Test for both Black and Hispanic students was found in Reporting Category 2 – Reading Application.</p> <p>The barrier is the students' inability to identify both stated and implied main idea in a rigorous text.</p> | <p>Expose students to a variety of text that includes both stated and implied main idea. Utilize FCAT Explorer and Riverdeep to provide practice identifying main idea.</p> | <p>Administrators<br/>Literacy Leadership Team<br/>Reading Coach</p> | <p>Administer and score bi-weekly reading benchmark assessments.</p> <p>The Reading Coach and teachers will review assessment data monthly to monitor students' progress and adjust instruction as needed.</p> <p>The Administrator will conduct quarterly data chats to review and discuss data and make recommendations based on areas in need of improvement</p> <p>Utilize FCAT Explorer Reports to monitor progress and adjust instruction as needed.</p> | <p>Formative: Student scores on monthly assessments and District Interim Assessments</p> <p>Summative: Data reports from the FCAT 2.0 2013 Reading Test.</p> |

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

5C. English Language Learners (ELL) not making satisfactory progress in reading.

The results of the 2012 FCAT Reading Test indicate that 25% of ELL students scored at proficiency and above. The goal is to increase these numbers by 12 percentage points.

Reading Goal #5C:

2012 Current Level of Performance:

2013 Expected Level of Performance:

25%  
(39)

37%  
(57)

Problem-Solving Process to Increase Student Achievement

|   | Anticipated Barrier                                                                                                                                                                                                               | Strategy                                                                                                                                                                                                                                                                                                                                   | Person or Position Responsible for Monitoring                        | Process Used to Determine Effectiveness of Strategy                                                                                                                                                                                                                                                                                                     | Evaluation Tool                                                                                                                                              |
|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | <p>The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was found in Reporting Category 1- Vocabulary.</p> <p>The barrier is the lack of students' ability to identify root words and affixes.</p> | <p>Instruct students in the use of concept maps to help build their general knowledge of word meanings and relationships.</p> <p>Precise instruction should be given on the meaning of words, phrases and expressions paying special attention to common Greek and Latin roots and affixes to help students decipher unfamiliar words.</p> | <p>Administrators<br/>Literacy Leadership Team<br/>Reading Coach</p> | <p>Administer and score bi-weekly reading benchmark assessments.</p> <p>The Reading Coach and teachers will review assessment data monthly to monitor students' progress and adjust instruction as needed.</p> <p>The Administrator will conduct quarterly data chats to review and discuss data and make recommendations based on areas in need of</p> | <p>Formative: Student scores on monthly assessments and District Interim Assessments</p> <p>Summative: Data reports from the FCAT 2.0 2013 Reading Test.</p> |

|  |                                                            |              |  |
|--|------------------------------------------------------------|--------------|--|
|  | Include the Flocabulary program as a daily lesson starter. | improvement. |  |
|--|------------------------------------------------------------|--------------|--|

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.<br><br>Reading Goal #5D: | The results of the 2012 FCAT Reading Test indicate that 12% of SWD students scored at proficiency and above. The goal is to increase this number by 14 percentage points. |
| 2012 Current Level of Performance:                                                                         | 2013 Expected Level of Performance:                                                                                                                                       |
| 12%<br>(15)                                                                                                | 26%<br>(33)                                                                                                                                                               |

Problem-Solving Process to Increase Student Achievement

|   | Anticipated Barrier                                                                                                                                                                                                          | Strategy                                                                                                                                                                                                                                          | Person or Position Responsible for Monitoring                       | Process Used to Determine Effectiveness of Strategy                                                                                                                                                                                                                                                                                                                                                                                       | Evaluation Tool                                                                                                                                       |
|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was found in Reporting Category 1- Vocabulary.<br><br>The barrier is the lack of ability to extract meaning of words from context clues. | Utilize the Successmaker Program and Accelerated Reader in order to provide students with skills in understanding connotative language as it relates to vocabulary and provide opportunities to practice returning to the text to verify answers. | Administrators<br><br>Literacy Leadership Team<br><br>Reading Coach | Administer and score bi-weekly reading benchmark assessments.<br><br>The Reading Coach and teachers will review assessment data monthly to monitor students' progress and adjust instruction as needed.<br><br>The Administrator will conduct quarterly data chats to review and discuss data and make recommendations based on areas in need of improvement<br><br>Utilize Successmaker Reports to monitor progress and adjust as needed | Formative: Student scores on monthly assessments and District Interim Assessments<br><br>Summative: Data reports from the FCAT 2.0 2013 Reading Test. |

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

|                                                                                                               |                                                                                                                                                                                                 |
|---------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 5E. Economically Disadvantaged students not making satisfactory progress in reading.<br><br>Reading Goal #5E: | The results of the 2012 FCAT Reading Test indicate that 36% of Economically Disadvantaged students scored at proficiency and above. The goal is to increase this number by 8 percentage points. |
| 2012 Current Level of Performance:                                                                            | 2013 Expected Level of Performance:                                                                                                                                                             |
| 36%<br>(266)                                                                                                  | 44%<br>(325)                                                                                                                                                                                    |

Problem-Solving Process to Increase Student Achievement

|  | Anticipated Barrier       | Strategy                 | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|--|---------------------------|--------------------------|-----------------------------------------------|-----------------------------------------------------|-----------------|
|  | The area of deficiency as | Utilize chapter books in | Administrators                                | Administer and score bi-                            | Formative:      |

|   |                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                      |                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                   |
|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | <p>noted on the 2012 administration of the FCAT Reading Test was found in Reporting Category 3 – Literary Analysis: Fiction and Nonfiction.</p> <p>The barrier is the students' lack of exposure to figurative and descriptive language as well as non-fiction articles with a variety of text features.</p> | <p>order to expose students to more rigorous texts.</p> <p>Expose students to poetry that use a wide variety of figurative language and descriptive vocabulary that define mood and provide imagery.</p> <p>Include real-world texts in lessons to allow students to identify and utilize text features to locate, interpret, and organize information.</p> <p>Utilize a curriculum focus calendar in order to differentiate instruction.</p> | <p>Literacy Leadership Team</p> <p>Reading Coach</p> | <p>weekly reading benchmark assessments.</p> <p>The Reading Coach and teachers will review assessment data monthly to monitor students' progress and adjust instruction as needed.</p> <p>The Administrator will conduct quarterly data chats to review and discuss data and make recommendations based on areas in need of improvement.</p> | <p>Student scores on monthly assessments and District Interim Assessments</p> <p>Summative: Data reports from the FCAT 2.0 2013 Reading Test.</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 |
|------------------------------------|---------------------|----------------------------------|-------------------------------------------------------------------|--------------------------------------------------------------------------------|--------------------------------------------------------|-----------------------------------------------|
| Worksheets Don't Grow Dendrites    | Grades 2 - 8        | Reading Coach                    | Grades 2 – 8 Content Area Teachers                                | August 16, 2012                                                                | Completion of Professional Development Debriefing Form | Assistant Principal Reading Coach             |
| Rigorous Reading Instruction       | Grades K - 8        | Curriculum Team                  | Grades K – 8 Content Area Teachers                                | August 16, 2012                                                                | Completion of Professional Development Debriefing Form | Assistant Principal                           |
| Data Analysis                      | Grades K - 8        | Reading Coach                    | Grades K – 8 Content Area Teachers                                | August 17, 2012                                                                | Completion of Professional Development Debriefing Form | Assistant Principal                           |
| SuccessMaker                       | Grades K - 8        | SuccessMaker Representative      | Grades K – 8 Content Area Teachers                                | September 26, 2012                                                             | Completion of Professional Development Debriefing Form | Assistant Principal                           |
| How to Use Your Focus Calendar     | Grades 1-8          | Curriculum Team                  | Grades 1 – 8 Content Area Teachers                                | August 17, 2012                                                                | Completion of Professional Development Debriefing Form | Assistant Principal                           |
| Riverdeep                          | Grades 3 -8         | Curriculum Team                  | Grades 3 – 8 Content Area Teachers                                | August 29, 2012                                                                | Completion of Professional Development Debriefing Form | Assistant Principal                           |

Reading Budget:

| Evidence-based Program(s)/Material(s)                                                                                   |                          |                    |                  |
|-------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------|------------------|
| Strategy                                                                                                                | Description of Resources | Funding Source     | Available Amount |
| Design lessons that include brain research instructional strategies in order to meet students' various learning styles. | Notebooks                | Discretionary Fund | \$1,000.00       |

|                                                                                                                         |                          |                    |                                 |
|-------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------|---------------------------------|
| Utilize chapter books in order to expose students to more rigorous texts.                                               | Chapter Books            | Title I            | \$5,000.00                      |
|                                                                                                                         |                          |                    | Subtotal: \$6,000.00            |
| <b>Technology</b>                                                                                                       |                          |                    |                                 |
| Strategy                                                                                                                | Description of Resources | Funding Source     | Available Amount                |
| No Data                                                                                                                 | No Data                  | No Data            | \$0.00                          |
|                                                                                                                         |                          |                    | Subtotal: \$0.00                |
| <b>Professional Development</b>                                                                                         |                          |                    |                                 |
| Strategy                                                                                                                | Description of Resources | Funding Source     | Available Amount                |
| Design lessons that include brain research instructional strategies in order to meet students' various learning styles. | Teacher Training         | Discretionary Fund | \$4,000.00                      |
|                                                                                                                         |                          |                    | Subtotal: \$4,000.00            |
| <b>Other</b>                                                                                                            |                          |                    |                                 |
| Strategy                                                                                                                | Description of Resources | Funding Source     | Available Amount                |
| No Data                                                                                                                 | No Data                  | No Data            | \$0.00                          |
|                                                                                                                         |                          |                    | Subtotal: \$0.00                |
|                                                                                                                         |                          |                    | <b>Grand Total: \$10,000.00</b> |

End of Reading Goals

## Comprehensive English Language Learning Assessment (CELLA) Goals

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

|                                                                                                                 |                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                              |                                                                     |                                                                                                        |                                                             |
|-----------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|
| Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students. |                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                              |                                                                     |                                                                                                        |                                                             |
| 1. Students scoring proficient in listening/speaking.<br>CELLA Goal # 1:                                        |                                                                                                                                                                                                                                                                                        | The results of the 2012 CELLA indicate that 31% of ELL students scored at the proficiency level in the Listening/Speaking section of the test.                                                                                               |                                                                     |                                                                                                        |                                                             |
| 2012 Current Percent of Students Proficient in listening/speaking:                                              |                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                              |                                                                     |                                                                                                        |                                                             |
| 31%(105)                                                                                                        |                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                              |                                                                     |                                                                                                        |                                                             |
| Problem-Solving Process to Increase Student Achievement                                                         |                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                              |                                                                     |                                                                                                        |                                                             |
|                                                                                                                 | Anticipated Barrier                                                                                                                                                                                                                                                                    | Strategy                                                                                                                                                                                                                                     | Person or Position Responsible for Monitoring                       | Process Used to Determine Effectiveness of Strategy                                                    | Evaluation Tool                                             |
| 1                                                                                                               | The area of concern as noted on the 2012 spring administration of the Florida Comprehensive English Language Learning Assessment was found in third grade where only 18% of the students scored at the proficient level.<br><br>The barrier is the students' limited level of English. | Use simple and direct language when conducting lessons.<br><br>Structure conversations around books and subjects that build vocabulary.<br><br>Incorporate Teen Biz/Kid Biz interactive technology to enhance and differentiate instruction. | Administrators<br><br>Literacy Leadership Team<br><br>Reading Coach | Administer and conduct informal oral assessments to monitor progress and adjust instruction as needed. | Summative: Data Reports from the 2013 CELLA administration. |

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



| 2. Students scoring proficient in reading.<br>CELLA Goal #2: |                                                                                                                                                                                                                                                                                        | The results of the 2012 CELLA indicate that 20% of ELL students scored at the proficiency level in the Reading section of the test.                                                                                                                                                                   |                                                                     |                                                             |                                                                                                                                                      |
|--------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|-------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2012 Current Percent of Students Proficient in reading:      |                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                       |                                                                     |                                                             |                                                                                                                                                      |
| 20%(66)                                                      |                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                       |                                                                     |                                                             |                                                                                                                                                      |
| Problem-Solving Process to Increase Student Achievement      |                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                       |                                                                     |                                                             |                                                                                                                                                      |
|                                                              | Anticipated Barrier                                                                                                                                                                                                                                                                    | Strategy                                                                                                                                                                                                                                                                                              | Person or Position Responsible for Monitoring                       | Process Used to Determine Effectiveness of Strategy         | Evaluation Tool                                                                                                                                      |
| 1                                                            | The area of concern as noted on the 2012 spring administration of the Florida Comprehensive English Language Learning Assessment was found in seventh grade where 0% of the students scored at the proficient level. The barrier is the lack of exposure to academic English language. | Utilize QAR when developing comprehension questions helping students to identify different question types and teaching text organization.<br><br>Utilize instructional strategies such as reciprocal teaching, opinion proofs, note-taking skills, summarizing skills, and the metacognition process. | Administrators<br><br>Literacy Leadership Team<br><br>Reading Coach | Administer and score monthly reading benchmark assessments. | Formative: Student scores on monthly assessments and District Interim Assessments<br><br>Summative: Data Reports from the 2013 CELLA administration. |

| Students write in English at grade level in a manner similar to non-ELL students. |                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                            |                                                                     |                                                     |                                                                                                                                                                      |
|-----------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|-----------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3. Students scoring proficient in writing.<br>CELLA Goal #3:                      |                                                                                                                                                                                                                                                                                                       | The results of the 2012 CELLA indicate that 20% of ELL students scored at the proficiency level in the Writing section of the test.                                                                                                                                        |                                                                     |                                                     |                                                                                                                                                                      |
| 2012 Current Percent of Students Proficient in writing:                           |                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                            |                                                                     |                                                     |                                                                                                                                                                      |
| 20%(66)                                                                           |                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                            |                                                                     |                                                     |                                                                                                                                                                      |
| Problem-Solving Process to Increase Student Achievement                           |                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                            |                                                                     |                                                     |                                                                                                                                                                      |
|                                                                                   | Anticipated Barrier                                                                                                                                                                                                                                                                                   | Strategy                                                                                                                                                                                                                                                                   | Person or Position Responsible for Monitoring                       | Process Used to Determine Effectiveness of Strategy | Evaluation Tool                                                                                                                                                      |
| 1                                                                                 | The area of concern as noted on the 2012 spring administration of the Florida Comprehensive English Language Learning Assessment was found in third grade where only 4% of the students scored at the proficient level. The barrier is the students' lack of familiarity with the writing process and | Instruct students to utilize the writing process (planning, drafting, revising, editing and publishing) according to each child's individual writing level as well as sharing and responding to writing.<br><br>Include the Flocabulary program as a daily lesson starter. | Administrators<br><br>Literacy Leadership Team<br><br>Reading Coach | Administer and score monthly writing assessments.   | Formative: Student scores on monthly writing assessments and District Writing pre and post tests.<br><br>Summative: Data Reports from the 2013 CELLA administration. |

|                                   |  |  |  |  |
|-----------------------------------|--|--|--|--|
| their limited English vocabulary. |  |  |  |  |
|-----------------------------------|--|--|--|--|

CELLA Budget:

| Evidence-based Program(s)/Material(s)                                                         |                          |                    |                         |
|-----------------------------------------------------------------------------------------------|--------------------------|--------------------|-------------------------|
| Strategy                                                                                      | Description of Resources | Funding Source     | Available Amount        |
| No Data                                                                                       | No Data                  | No Data            | \$0.00                  |
|                                                                                               |                          |                    | Subtotal: \$0.00        |
| Technology                                                                                    |                          |                    |                         |
| Strategy                                                                                      | Description of Resources | Funding Source     | Available Amount        |
| No Data                                                                                       | No Data                  | No Data            | \$0.00                  |
|                                                                                               |                          |                    | Subtotal: \$0.00        |
| Professional Development                                                                      |                          |                    |                         |
| Strategy                                                                                      | Description of Resources | Funding Source     | Available Amount        |
| Incorporate Teen Biz/Kid Biz interactive technology to enhance and differentiate instruction. | Teacher Training         | Discretionary Fund | \$1,000.00              |
|                                                                                               |                          |                    | Subtotal: \$1,000.00    |
| Other                                                                                         |                          |                    |                         |
| Strategy                                                                                      | Description of Resources | Funding Source     | Available Amount        |
| No Data                                                                                       | No Data                  | No Data            | \$0.00                  |
|                                                                                               |                          |                    | Subtotal: \$0.00        |
|                                                                                               |                          |                    | Grand Total: \$1,000.00 |

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.<br><br>Mathematics Goal # 1a: | The results of the 2012 FCAT Mathematics Test indicate that 26% of students are at proficiency level 3. Our goal is to increase Level 3 proficiency by 8 percentage points. |
| 2012 Current Level of Performance:                                                                 | 2013 Expected Level of Performance:                                                                                                                                         |
| 26%(195)                                                                                           | 34%(256)                                                                                                                                                                    |

### Problem-Solving Process to Increase Student Achievement

|   | Anticipated Barrier                                                                                                                                                                                                                                                                    | Strategy                                                                                                                                                                                                                                                                                                                                                            | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy                                                                                           | Evaluation Tool                                                                                                                        |
|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|
| 1 | <p>The area of deficiency as noted on the 2012 administration of the FCAT Mathematics Test was found in Reporting Category – Geometry &amp; Measurement.</p> <p>The barrier is the students' lack of geometric knowledge and spatial reasoning. performance is noted in this area.</p> | <p>Provide grade-level appropriate activities that promote the use of geometric knowledge and spatial reasoning to develop foundations for understanding perimeter, area, volume, and surface areas. These activities should include the selection of appropriate units.</p> <p>Utilize On Target for grades 2-5 in order to enhance the daily opening routine.</p> | <p>Administrators<br/>Math Leader</p>         | <p>Administer and score /monthly mathematics assessments and district interim assessments to monitor progress and adjust focus as needed.</p> | <p>Formative: District Interim and Monthly Math Assessments</p> <p>Summative: Data Reports from the 2013 FCAT 2.0 Mathematics Test</p> |

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

|                                                                                                                           |                                     |
|---------------------------------------------------------------------------------------------------------------------------|-------------------------------------|
| 1b. Florida Alternate Assessment:<br>Students scoring at Levels 4, 5, and 6 in mathematics.<br><br>Mathematics Goal # 1b: |                                     |
| 2012 Current Level of Performance:                                                                                        | 2013 Expected Level of Performance: |
|                                                                                                                           |                                     |

### Problem-Solving Process to Increase Student Achievement

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

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

|                                                                                                             |                                                                                                                                                                           |
|-------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics.<br><br>Mathematics Goal #2a: | The results of the 2012 FCAT Mathematics Test indicate that 15% of students are at proficiency levels 4 and 5. Our goal is to increase this number by 4 percentage point. |
| 2012 Current Level of Performance:                                                                          | 2013 Expected Level of Performance:                                                                                                                                       |
| 15%(114)                                                                                                    | 19%(143)                                                                                                                                                                  |

Problem-Solving Process to Increase Student Achievement

|   | Anticipated Barrier                                                                                                                                                                                                                                       | Strategy                                                                                                                                                                                                                                                                                                                                        | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy                                                                                    | Evaluation Tool                                                                                                                 |
|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|
| 1 | The area of deficiency as noted on the 2012 administration of the FCAT Mathematics Test was found in Reporting Category – Geometry & Measurement.<br><br>The barrier is lack of practice when applying appropriate formulas to solve real-world problems. | Use literature in mathematics to provide the necessary meaning for children to successfully make connections with real-world situations.<br><br>Implement math journals written by students reflecting about the math they've learned.<br><br>Utilize the essential question as an exit slip to enhance learning and involve critical thinking. | Administrators<br><br>Math Leader             | Administer and score /monthly mathematics assessments and district interim assessments to monitor progress and adjust focus as needed. | Formative: District Interim and Monthly Math Assessments<br><br>Summative: Data Reports from the 2013 FCAT 2.0 Mathematics Test |

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

|                                                                                                                                    |                                     |
|------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|
| 2b. Florida Alternate Assessment:<br>Students scoring at or above Achievement Level 7 in mathematics.<br><br>Mathematics Goal #2b: |                                     |
| 2012 Current Level of Performance:                                                                                                 | 2013 Expected Level of Performance: |
|                                                                                                                                    |                                     |

Problem-Solving Process to Increase Student Achievement

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

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

|                                                      |  |
|------------------------------------------------------|--|
| 3a. FCAT 2.0: Percentage of students making learning |  |
|------------------------------------------------------|--|

|                                                 |                                                                                                                                                                         |
|-------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| gains in mathematics.<br>Mathematics Goal # 3a: | The results of the 2012 FCAT Mathematics Test indicate that 62% of students made learning gains. Our goal is to increase student learning gains by 5 percentage points. |
| 2012 Current Level of Performance:              | 2013 Expected Level of Performance:                                                                                                                                     |
| 62%(348)                                        | 67%(376)                                                                                                                                                                |

Problem-Solving Process to Increase Student Achievement

|   | Anticipated Barrier                                                                                                                                                                                                                                       | Strategy                                                                                                                                                                                                                                                                                   | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy                                                                                    | Evaluation Tool                                                                                                                 |
|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|
| 1 | The area of deficiency as noted on the 2012 administration of the FCAT Mathematics Test was found in Reporting Category – Geometry & Measurement.<br><br>The barrier is lack of practice when applying appropriate formulas to solve real-world problems. | Provide context for mathematical exploration and the development of student understanding of geometric and measurement concepts by supporting the use of manipulatives, including Successmaker and the National Library of Virtual Manipulatives, and engaging opportunities for practice. | Administrators<br>Math Leader                 | Administer and score /monthly mathematics assessments and district interim assessments to monitor progress and adjust focus as needed. | Formative: District Interim and Monthly Math Assessments<br><br>Summative: Data Reports from the 2012 FCAT 2.0 Mathematics Test |

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

|                                                                                                                             |                                     |
|-----------------------------------------------------------------------------------------------------------------------------|-------------------------------------|
| 3b. Florida Alternate Assessment:<br>Percentage of students making Learning Gains in mathematics.<br>Mathematics Goal # 3b: |                                     |
| 2012 Current Level of Performance:                                                                                          | 2013 Expected Level of Performance: |
|                                                                                                                             |                                     |

Problem-Solving Process to Increase Student Achievement

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

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

|                                                                                                                  |                                                                                                                                                                                           |
|------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.<br>Mathematics Goal # 4: | The results of the 2012 FCAT Mathematics Test indicate that 65% of students in the lowest 25% made learning gains. Our goal is to increase student learning gains by 5 percentage points. |
| 2012 Current Level of Performance:                                                                               | 2013 Expected Level of Performance:                                                                                                                                                       |
|                                                                                                                  |                                                                                                                                                                                           |

65%(99)

70%(107)

Problem-Solving Process to Increase Student Achievement

|   | Anticipated Barrier                                                                                                                                                                                                                                    | Strategy                                                                                                                                                                                                                                                                                                                                                                       | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy                                                                                                                                                                                    | Evaluation Tool                                                                                                                        |
|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|
| 1 | <p>The area of deficiency as noted on the 2012 administration of the FCAT Mathematics Test was found in Reporting Category – Base Ten &amp; Fractions.</p> <p>The barrier is the lack of basic mathematical skills that are necessary for success.</p> | <p>Engage students in activities to use technology such as Successmaker, Riverdeep, and the National Library of Virtual Manipulatives that include visual stimuli to develop conceptual understanding of fractions.</p> <p>Include On-Target and the Flocabulary program as daily lesson starters. Utilize On Target and Quick Picks to enhance the daily opening routine.</p> | <p>Administrators<br/>Math Leader</p>         | <p>Review Successmaker reports to ensure that students are making adequate progress.</p> <p>Administer and score /monthly mathematics assessments and district interim assessments to monitor progress and adjust focus as needed.</p> | <p>Formative: District Interim and Monthly Math Assessments</p> <p>Summative: Data Reports from the 2013 FCAT 2.0 Mathematics Test</p> |

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

|                                                                                                                                |                                                                                                               |           |           |           |           |           |
|--------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|-----------|-----------|-----------|-----------|-----------|
| 5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%. | Elementary School Mathematics Goal #                                                                          |           |           |           |           |           |
|                                                                                                                                | <p>In six years the school will improve the math performance from 45% scoring at level 3 or above to 73%.</p> |           |           |           |           |           |
| Baseline data 2010-2011                                                                                                        | 2011-2012                                                                                                     | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |
|                                                                                                                                | 50                                                                                                            | 54        | 59        | 63        | 68        |           |

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>The results of the 2012 FCAT Mathematics Test indicate that 31% of White, 33% Black students and 45% of Hispanic students scored at proficiency and above. The goal is to increase these numbers by 21 percentage points for White students, 9 percentage points for Black students, and 12 percentage points for Hispanic students.</p> |
| 2012 Current Level of Performance:                                                                                                                                       | 2013 Expected Level of Performance:                                                                                                                                                                                                                                                                                                         |
| <p>White: 31% (5)<br/>Black: 33% (45)<br/>Hispanic: 45% (266)</p>                                                                                                        | <p>White: 52% (9)<br/>Black: 42% (57)<br/>Hispanic: 57% (337)</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                                                 |
|--|-----------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|-----------------------------------------------|----------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|
|  | <p>The area of deficiency as noted on the 2012 administration of the FCAT Mathematics Test was found in Reporting</p> | <p>Engage students in activities to use technology such as Successmaker, Riverdeep, and the</p> | <p>Administrators<br/>Math Leader</p>         | <p>Administer and score monthly mathematics assessments and district interim assessments to monitor progress and</p> | <p>Formative: District Interim and Monthly Math Assessments</p> |

|   |                                                                                                                                                                          |                                                                                                                                                                                                        |                         |                                                                 |
|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|-----------------------------------------------------------------|
| 1 | Category – Base Ten & Fractions for both Black and Hispanic students.<br><br>The barrier is the lack of fluency with addition and subtraction of fractions and decimals. | National Library of Virtual Manipulatives that include visual stimuli to develop conceptual understanding of fractions.<br><br>Include On-Target and the Flocabulary program as daily lesson starters. | adjust focus as needed. | Summative: Data Reports from the 2013 FCAT 2.0 Mathematics Test |
|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|-----------------------------------------------------------------|

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

|                                                                                                                   |                                                                                                                                                                                 |
|-------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 5C. English Language Learners (ELL) not making satisfactory progress in mathematics.<br><br>Mathematics Goal #5C: | The results of the 2012 FCAT Mathematics Test indicate that 41% of ELL students scored at proficiency and above. The goal is to increase these numbers by 13 percentage points. |
| 2012 Current Level of Performance:                                                                                | 2013 Expected Level of Performance:                                                                                                                                             |
| 41%(63)                                                                                                           | 54%(83)                                                                                                                                                                         |

Problem-Solving Process to Increase Student Achievement

|   | Anticipated Barrier                                                                                                                                                                                                                                                                        | Strategy                                                                                                                                                                                                                                      | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy                                                                                   | Evaluation Tool                                                                                                                 |
|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|
| 1 | The area of deficiency as noted on the 2012 administration of the FCAT Mathematics Test was found in Reporting Category – Base Ten & Fractions.<br><br>The barrier is the students' lack of ability to apply complex math concepts and knowledge of basic skills to real-world situations. | Utilize interactive word walls created by the teacher and students in conjunction with each lesson used as a lead-in, guided practice, or closure of a lesson.<br><br>Include On-Target and the Flocabulary program as daily lesson starters. | Administrators<br><br>Math Leader             | Administer and score monthly mathematics assessments and district interim assessments to monitor progress and adjust focus as needed. | Formative: District Interim and Monthly Math Assessments<br><br>Summative: Data Reports from the 2013 FCAT 2.0 Mathematics Test |

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

|                                                                                                                    |                                                                                                                                                                              |
|--------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.<br><br>Mathematics Goal #5D: | The results of the 2012 FCAT Mathematics Test indicate that 29% of SWD students scored at proficiency and above. The goal is to increase this number by 7 percentage points. |
| 2012 Current Level of Performance:                                                                                 | 2013 Expected Level of Performance:                                                                                                                                          |
| 29%(37)                                                                                                            | 36%(46)                                                                                                                                                                      |

Problem-Solving Process to Increase Student Achievement

|  | Anticipated Barrier                                               | Strategy                                                                | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy               | Evaluation Tool                              |
|--|-------------------------------------------------------------------|-------------------------------------------------------------------------|-----------------------------------------------|-------------------------------------------------------------------|----------------------------------------------|
|  | The area of deficiency as noted on the 2012 administration of the | Use manipulatives and hands-on experiences to facilitate the conceptual | Administrators<br><br>Math Leader             | Administer and score monthly mathematics assessments and district | Formative: District Interim and Monthly Math |

|   |                                                                                                                                                                                                                                |                                                                                                                                            |                                                                            |                                                                                           |
|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|
| 1 | <p>FCAT Mathematics Test was found in Reporting Category – Base Ten &amp; Fractions.</p> <p>The barrier is that students have difficulty retaining basic mathematical skills that are needed for higher achievement level.</p> | <p>learning and understanding, thereby increasing retention capacity by connecting tangible objects to abstract mathematical concepts.</p> | <p>interim assessments to monitor progress and adjust focus as needed.</p> | <p>Assessments</p> <p>Summative: Data Reports from the 2013 FCAT 2.0 Mathematics Test</p> |
|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|

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

|                                                                                                                              |                                                                                                                                                                                                             |
|------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>5E. Economically Disadvantaged students not making satisfactory progress in mathematics.</p> <p>Mathematics Goal #5E:</p> | <p>The results of the 2012 FCAT Mathematics Test indicate that 43% of Economically Disadvantaged students scored at proficiency and above. The goal is to increase this number by 11 percentage points.</p> |
| <p>2012 Current Level of Performance:</p>                                                                                    | <p>2013 Expected Level of Performance:</p>                                                                                                                                                                  |
| <p>43%(317)</p>                                                                                                              | <p>54%(399)</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 | <p>The area of deficiency as noted on the 2012 administration of the FCAT Mathematics Test was found in Reporting Category – Base Ten &amp; Fractions.</p> <p>The barrier is the students' lack of ability to apply complex math concepts and knowledge of basic skills to real-world situations.</p> | <p>Utilize daily opening routine tied in to the Curriculum Focus Calendar, including On Target and Flocabulary in order to engage the students in active learning.</p> <p>Utilize the metacognition process as an instructional strategy in order to set and achieve math learning goals.</p> <p>Develop departmental learning teams to facilitate the infusion of a problem-solving protocol into daily instruction to equip students with strategies to solve real-world application-based problems.</p> | <p>Administrators</p> <p>Math Leader</p>      | <p>Administer and score monthly mathematics assessments and district interim assessments to monitor progress and adjust focus as needed.</p> | <p>Formative: District Interim and Monthly Math Assessments</p> <p>Summative: Data Reports from the 2013 FCAT 2.0 Mathematics Test</p> |

End of Elementary School Mathematics Goals

## Middle School Mathematics Goals

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

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

|                                                                                                          |                                                                                                                                                                                    |
|----------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics.</p> <p>Mathematics Goal #1a:</p> | <p>The results of the 2012 FCAT Mathematics Test indicate that 26% of students are at proficiency level 3. Our goal is to increase Level 3 proficiency by 8 percentage points.</p> |
|----------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|



|                                    |                                     |
|------------------------------------|-------------------------------------|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 26%(195)                           | 34%(256)                            |

Problem-Solving Process to Increase Student Achievement

|   | Anticipated Barrier                                                                                                                                                                                                                      | Strategy                                                                                                                                                                                                                                                              | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy                                                                                   | Evaluation Tool                                                                                                                 |
|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|
| 1 | The area of deficiency as noted on the 2012 administration of the FCAT Mathematics Test was found in Reporting Category – Geometry & Measurement.<br><br>The barrier is the students' lack of geometric knowledge and spatial reasoning. | Provide grade-level appropriate activities that promote the use of geometric knowledge and spatial reasoning to develop foundations for understanding perimeter, area, volume, and surface areas. These activities should include the selection of appropriate units. | Administrators<br>Math Leader                 | Administer and score monthly mathematics assessments and district interim assessments to monitor progress and adjust focus as needed. | Formative: District Interim and Monthly Math Assessments<br><br>Summative: Data Reports from the 2013 FCAT 2.0 Mathematics Test |

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

|                                                                                                                           |                                     |
|---------------------------------------------------------------------------------------------------------------------------|-------------------------------------|
| 1b. Florida Alternate Assessment:<br>Students scoring at Levels 4, 5, and 6 in mathematics.<br><br>Mathematics Goal # 1b: |                                     |
| 2012 Current Level of Performance:                                                                                        | 2013 Expected Level of Performance: |
|                                                                                                                           |                                     |

Problem-Solving Process to Increase Student Achievement

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

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

|                                                                                                              |                                                                                                                                                                           |
|--------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics.<br><br>Mathematics Goal # 2a: | The results of the 2012 FCAT Mathematics Test indicate that 15% of students are at proficiency levels 4 and 5. Our goal is to increase this number by 4 percentage point. |
| 2012 Current Level of Performance:                                                                           | 2013 Expected Level of Performance:                                                                                                                                       |
| 15%<br>114)                                                                                                  | 19%(143)                                                                                                                                                                  |

Problem-Solving Process to Increase Student Achievement

|   | Anticipated Barrier                                                                                                                                                                                                                                                  | Strategy                                                                                                                                                                                                                                                                                                                                               | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy                                                                                          | Evaluation Tool                                                                                                                        |
|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|
| 1 | <p>The area of deficiency as noted on the 2012 administration of the FCAT Mathematics Test was found in Reporting Category – Geometry &amp; Measurement.</p> <p>The barrier is lack of practice when applying appropriate formulas to solve real-world problems.</p> | <p>Use literature in mathematics to provide the necessary meaning for children to successfully make connections with real-world situations.</p> <p>Implement math journals written by students reflecting about the math they've learned.</p> <p>Utilize the essential question as an exit slip to enhance learning and involve critical thinking.</p> | <p>Administrators</p> <p>Math Leader</p>      | <p>Administer and score monthly mathematics assessments and district interim assessments to monitor progress and adjust focus as needed.</p> | <p>Formative: District Interim and Monthly Math Assessments</p> <p>Summative: Data Reports from the 2013 FCAT 2.0 Mathematics Test</p> |

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

|                                                                                                                                            |                                     |
|--------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|
| <p>2b. Florida Alternate Assessment:<br/>Students scoring at or above Achievement Level 7 in mathematics.</p> <p>Mathematics Goal #2b:</p> |                                     |
| 2012 Current Level of Performance:                                                                                                         | 2013 Expected Level of Performance: |
|                                                                                                                                            |                                     |

Problem-Solving Process to Increase Student Achievement

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

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

|                                                                                                                |                                                                                                                                                                                |
|----------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>3a. FCAT 2.0: Percentage of students making learning gains in mathematics.</p> <p>Mathematics Goal #3a:</p> | <p>The results of the 2012 FCAT Mathematics Test indicate that 62% of students made learning gains. Our goal is to increase student learning gains by 5 percentage points.</p> |
| 2012 Current Level of Performance:                                                                             | 2013 Expected Level of Performance:                                                                                                                                            |
| 62%(348)                                                                                                       | 67%(376)                                                                                                                                                                       |

Problem-Solving Process to Increase Student Achievement

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

|   |                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                    |                                       |                                                                                                                                              |                                                                                                                                        |
|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|
| 1 | <p>The area of deficiency as noted on the 2012 administration of the FCAT Mathematics Test was found in Reporting Category – Geometry &amp; Measurement.</p> <p>The barrier is lack of practice when applying appropriate formulas to solve real-world problems.</p> | <p>Provide context for mathematical exploration and the development of student understanding of geometric and measurement concepts by supporting the use of manipulatives, including Gizmos, NCTM's Illuminations, and the National Library of Virtual Manipulatives, and engaging opportunities for practice.</p> | <p>Administrators<br/>Math Leader</p> | <p>Administer and score monthly mathematics assessments and district interim assessments to monitor progress and adjust focus as needed.</p> | <p>Formative: District Interim and Monthly Math Assessments</p> <p>Summative: Data Reports from the 2013 FCAT 2.0 Mathematics Test</p> |
|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|

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

|                                                                                                                                         |                                     |
|-----------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|
| <p>3b. Florida Alternate Assessment:<br/>Percentage of students making Learning Gains in mathematics.</p> <p>Mathematics Goal # 3b:</p> |                                     |
| 2012 Current Level of Performance:                                                                                                      | 2013 Expected Level of Performance: |
|                                                                                                                                         |                                     |

Problem-Solving Process to Increase Student Achievement

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

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

|                                                                                                                            |                                                                                                                                                                                                  |
|----------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.</p> <p>Mathematics Goal #4:</p> | <p>The results of the 2012 FCAT Mathematics Test indicate that 65% of students in the lowest 25% made learning gains. Our goal is to increase student learning gains by 5 percentage points.</p> |
| 2012 Current Level of Performance:                                                                                         | 2013 Expected Level of Performance:                                                                                                                                                              |
| 65%(99)                                                                                                                    | 70%(107)                                                                                                                                                                                         |

Problem-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>The area of deficiency as noted on the 2012 administration of the FCAT Mathematics Test was found in Reporting Category – Base Ten &amp; Fractions.</p> | <p>Provide a variety of models such as pattern blocks, rods, and fraction bars in order to develop an understanding of and fluency with multiplication and division</p> | <p>Administrators<br/>Math Leader</p>         | <p>Administer and score monthly mathematics assessments and district interim assessments to monitor progress and adjust focus as needed.</p> | <p>Formative: District Interim and Monthly Math Assessments</p> <p>Summative: Data Reports from the</p> |

|   |                                                                                                                                     |                                                                                                                                                                                                                                                         |  |                                |
|---|-------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--------------------------------|
| 1 | The barrier is the students' lack of ability to apply complex math concepts and knowledge of basic skills to real-world situations. | of fractions and decimals.<br><br>Engage students in activities to use technology such as the National Library of Virtual Manipulatives, Gizmos, and NCTM's Illuminations that include visual stimuli to develop conceptual understanding of fractions. |  | 2013 FCAT 2.0 Mathematics Test |
|---|-------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--------------------------------|

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 #<br>In six years the school will improve the math performance from 45% scoring at level 3 or above to 73%. |           |           |           |           |
| Baseline data 2010-2011                                                                                                        | 2011-2012 | 2012-2013                                                                                                                                  | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |
|                                                                                                                                | 50        | 54                                                                                                                                         | 59        | 63        | 68        |           |

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.<br><br>Mathematics Goal #5B: | The results of the 2012 FCAT Mathematics Test indicate that 31% of White, 33% Black students and 45% of Hispanic students scored at proficiency and above. The goal is to increase these numbers by 21 percentage points for White students, 9 percentage points for Black students, and 12 percentage points for Hispanic students. |
| 2012 Current Level of Performance:                                                                                                                                | 2013 Expected Level of Performance:                                                                                                                                                                                                                                                                                                  |
| White: 31% (5)<br>Black: 33% (45)<br>Hispanic: 45% (266)                                                                                                          | White: 52% (9)<br>Black: 42% (57)<br>Hispanic: 57% (337)                                                                                                                                                                                                                                                                             |

Problem-Solving Process to Increase Student Achievement

|   | Anticipated Barrier                                                                                                                                                                                                                                                                              | Strategy                                                                                                                                                                                                                          | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy                                                                                   | Evaluation Tool                                                                                                                 |
|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|
| 1 | The area of deficiency as noted on the 2012 administration of the FCAT Mathematics Test was found in Reporting Category – Geometry and Measurement for both Black and Hispanic students.<br><br>The barrier is lack of practice when applying appropriate formulas to solve real-world problems. | Provide students with opportunities to investigate geometric properties.<br><br>Utilize daily opening routine tied in to the Curriculum Focus Calendar, including Flocabulary in order to engage the students in active learning. | Administrators<br><br>Math Leader             | Administer and score monthly mathematics assessments and district interim assessments to monitor progress and adjust focus as needed. | Formative: District Interim and Monthly Math Assessments<br><br>Summative: Data Reports from the 2013 FCAT 2.0 Mathematics Test |

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

|                                                |  |
|------------------------------------------------|--|
| 5C. English Language Learners (ELL) not making |  |
|------------------------------------------------|--|

|                                                                |                                                                                                                                                                                 |
|----------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| satisfactory progress in mathematics.<br>Mathematics Goal #5C: | The results of the 2012 FCAT Mathematics Test indicate that 41% of ELL students scored at proficiency and above. The goal is to increase these numbers by 13 percentage points. |
| 2012 Current Level of Performance:                             | 2013 Expected Level of Performance:                                                                                                                                             |
| 41%(63)                                                        | 54%(83)                                                                                                                                                                         |

Problem-Solving Process to Increase Student Achievement

|   | Anticipated Barrier                                                                                                                                                                                                                                                                                                           | Strategy                                                                                                                                                                                                                                                                                   | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy                                                                                   | Evaluation Tool                                                                                                                        |
|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|
| 1 | <p>The area of deficiency as noted on the 2012 administration of the FCAT Mathematics Test was found in Reporting Category – Geometry &amp; Measurement.</p> <p>The barrier is the students' lack of ability to apply the knowledge of geometric and measurement formulas to solve real-world application-based problems.</p> | <p>Infuse the problem-solving protocol into daily instruction to equip students with strategies to solve real-world problems.</p> <p>Utilize daily opening routine tied in to the Curriculum Focus Calendar, including Flocabulary in order to engage the students in active learning.</p> | Administrators<br>Math Leader                 | Administer and score monthly mathematics assessments and district interim assessments to monitor progress and adjust focus as needed. | <p>Formative: District Interim and Monthly Math Assessments</p> <p>Summative: Data Reports from the 2013 FCAT 2.0 Mathematics Test</p> |

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

|                                                                                                                |                                                                                                                                                                              |
|----------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.<br>Mathematics Goal #5D: | The results of the 2012 FCAT Mathematics Test indicate that 29% of SWD students scored at proficiency and above. The goal is to increase this number by 7 percentage points. |
| 2012 Current Level of Performance:                                                                             | 2013 Expected Level of Performance:                                                                                                                                          |
| 29%(37)                                                                                                        | 36%(46)                                                                                                                                                                      |

Problem-Solving Process to Increase Student Achievement

|   | Anticipated Barrier                                                                                                                                                                                                                                                                                                           | Strategy                                                                                                                                                                                                                                                                                                        | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy                                                                                   | Evaluation Tool                                                                                                                        |
|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|
| 1 | <p>The area of deficiency as noted on the 2012 administration of the FCAT Mathematics Test was found in Reporting Category – Geometry &amp; Measurement.</p> <p>The barrier is the students' lack of ability to apply the knowledge of geometric and measurement formulas to solve real-world application-based problems.</p> | <p>Use manipulatives and hands-on experiences to facilitate the connection between conceptual learning and its application in real-world problems.</p> <p>Utilize daily opening routine tied in to the Curriculum Focus Calendar, including Flocabulary in order to engage the students in active learning.</p> | Administrators<br>Math Leader                 | Administer and score monthly mathematics assessments and district interim assessments to monitor progress and adjust focus as needed. | <p>Formative: District Interim and Monthly Math Assessments</p> <p>Summative: Data Reports from the 2013 FCAT 2.0 Mathematics Test</p> |

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

|                                                                                                                       |                                                                                                                                                                                                      |
|-----------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 5E. Economically Disadvantaged students not making satisfactory progress in mathematics.<br><br>Mathematics Goal #5E: | The results of the 2012 FCAT Mathematics Test indicate that 43% of Economically Disadvantaged students scored at proficiency and above. The goal is to increase this number by 11 percentage points. |
| 2012 Current Level of Performance:                                                                                    | 2013 Expected Level of Performance:                                                                                                                                                                  |
| 43%(317)                                                                                                              | 54%(399)                                                                                                                                                                                             |

Problem-Solving Process to Increase Student Achievement

|   | Anticipated Barrier                                                                                                                                                                                                                                                                                                | Strategy                                                                                                                                                                                                      | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy                                                                                   | Evaluation Tool                                                                                                                 |
|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|
| 1 | The area of deficiency as noted on the 2012 administration of the FCAT Mathematics Test was found in Reporting Category – Geometry & Measurement.<br><br>The barrier is the students' lack of ability to apply the knowledge of geometric and measurement formulas to solve real-world application-based problems. | Utilize the metacognition process as an instructional strategy in order to set and achieve math learning goals.<br><br>Implement math journals written by students reflecting about the math they've learned. | Administrators<br><br>Math Leader             | Administer and score monthly mathematics assessments and district interim assessments to monitor progress and adjust focus as needed. | Formative: District Interim and Monthly Math Assessments<br><br>Summative: Data Reports from the 2013 FCAT 2.0 Mathematics Test |

End of Middle School Mathematics Goals

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

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

|                                                                                                                                                                    |                                                                                                                                                                               |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: |                                                                                                                                                                               |
| 1. Students scoring at Achievement Level 3 in Algebra.<br><br>Algebra Goal #1:                                                                                     | The results of the 2012 End-of-Course Algebra 1 Test indicate that 43% of students are at proficiency level 3. Our goal is to maintain the same level of proficiency in 2013. |
| 2012 Current Level of Performance:                                                                                                                                 | 2013 Expected Level of Performance:                                                                                                                                           |
| 43%(9)                                                                                                                                                             | 43%(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                                          |
|--|----------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|-----------------------------------------------|---------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|
|  | The area of deficiency as noted on the 2012 administration of the FCAT Mathematics Test was found in Reporting | Implement the metacognition process as an instructional strategy in order to set and achieve math learning | Administrators<br><br>Math Leader             | Administer and score monthly mathematics assessments and district interim assessments to monitor progress and | Formative: District Interim and Monthly Math Assessments |

|   |                                                                                                                                |                                                                                                                                                 |                         |                                                                         |
|---|--------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|-------------------------------------------------------------------------|
| 1 | Category – Polynomials.<br>The barrier is the students' inability to apply the use of a system of equations in the real world. | goals.<br>Utilize brain research instructional strategies to provide inductive reasoning strategies that include discovery learning activities. | adjust focus as needed. | Summative: Data Reports from the 2013 End-of-Course Algebra Assessment. |
|---|--------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|-------------------------------------------------------------------------|

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

|                                                                                                |                                                                                                                                                                                      |
|------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2. Students scoring at or above Achievement Levels 4 and 5 in Algebra.<br><br>Algebra Goal #2: | The results of the 2012 End-of-Course Algebra 1 Test indicate that 52% of students are at proficiency levels 4 and 5. Our goal is to maintain the same level of proficiency in 2013. |
| 2012 Current Level of Performance:                                                             | 2013 Expected Level of Performance:                                                                                                                                                  |
| 52%(11)                                                                                        | 52%(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 | The area of deficiency as noted on the 2012 administration of the FCAT Mathematics Test was found in Reporting Category – Rationals, Radicals, Quadratics, and Discrete Mathematics.<br><br>The barrier is the students' lack of a variety of problem-solving strategies to make sense of abstract problems. | Implement the metacognition process as an instructional strategy in order to set and achieve math learning goals.<br><br>Honor student learning styles through an instructional model such as brain research that embraces diversity and the brain's natural learning cycle.<br><br>Assist students as they make sense of problems and persevere in solving them. | Administrators<br><br>Math Leader             | Administer and score monthly mathematics assessments and district interim assessments to monitor progress and adjust focus as needed. | Formative: District Interim and Monthly Math Assessments<br><br>Summative: Data Reports from the 2013 End-of-Course Algebra Assessment. |

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

|                                                                                                                                |                           |                      |                      |                      |                      |                      |
|--------------------------------------------------------------------------------------------------------------------------------|---------------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| 3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%. | Algebra Goal #            |                      |                      |                      |                      |                      |
|                                                                                                                                | 3A : <input type="text"/> |                      |                      |                      |                      |                      |
| Baseline data 2010-2011                                                                                                        | 2011-2012                 | 2012-2013            | 2013-2014            | 2014-2015            | 2015-2016            | 2016-2017            |
| <input type="text"/>                                                                                                           | <input type="text"/>      | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |

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

|                                                                                                                                  |  |
|----------------------------------------------------------------------------------------------------------------------------------|--|
| 3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. |  |
|----------------------------------------------------------------------------------------------------------------------------------|--|

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

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

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

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

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



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

|                                                                                                               |                                     |
|---------------------------------------------------------------------------------------------------------------|-------------------------------------|
| 3E. Economically Disadvantaged students not making satisfactory progress in Algebra.<br><br>Algebra 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 Algebra EOC Goals

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

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

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

|                                                                                  |                                     |
|----------------------------------------------------------------------------------|-------------------------------------|
| 1. Students scoring at Achievement Level 3 in Geometry.<br><br>Geometry Goal #1: |                                     |
| 2012 Current Level of Performance:                                               | 2013 Expected Level of Performance: |
|                                                                                  |                                     |

Problem-Solving Process to Increase Student Achievement

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

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

|                                                                         |  |
|-------------------------------------------------------------------------|--|
| 2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. |  |
|-------------------------------------------------------------------------|--|

|                                                         |          |                                               |                                                     |                 |
|---------------------------------------------------------|----------|-----------------------------------------------|-----------------------------------------------------|-----------------|
| Geometry Goal #2:                                       |          |                                               |                                                     |                 |
| 2012 Current Level of Performance:                      |          | 2013 Expected Level of Performance:           |                                                     |                 |
|                                                         |          |                                               |                                                     |                 |
| Problem-Solving Process to Increase Student Achievement |          |                                               |                                                     |                 |
| Anticipated Barrier                                     | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| No Data Submitted                                       |          |                                               |                                                     |                 |

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

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

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

|                                                                                                                                   |          |                                               |                                                     |                 |  |
|-----------------------------------------------------------------------------------------------------------------------------------|----------|-----------------------------------------------|-----------------------------------------------------|-----------------|--|
| 3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry. |          |                                               |                                                     |                 |  |
| Geometry Goal #3B:                                                                                                                |          |                                               |                                                     |                 |  |
| 2012 Current Level of Performance:                                                                                                |          | 2013 Expected Level of Performance:           |                                                     |                 |  |
|                                                                                                                                   |          |                                               |                                                     |                 |  |
| Problem-Solving Process to Increase Student Achievement                                                                           |          |                                               |                                                     |                 |  |
| Anticipated Barrier                                                                                                               | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |  |
| No Data Submitted                                                                                                                 |          |                                               |                                                     |                 |  |

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

|                                                                                   |  |  |  |  |  |
|-----------------------------------------------------------------------------------|--|--|--|--|--|
| 3C. English Language Learners (ELL) not making satisfactory progress in Geometry. |  |  |  |  |  |
| Geometry Goal #3C:                                                                |  |  |  |  |  |

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

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

|                                                                                                              |          |                                               |                                                     |                 |
|--------------------------------------------------------------------------------------------------------------|----------|-----------------------------------------------|-----------------------------------------------------|-----------------|
| 3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.<br><br>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.<br><br>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                                                                                               |          |                                               |                                                     |                 |

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 |
|------------------------------------|---------------------|----------------------------------|--------------------------------------------------------------------|--------------------------------------------------------------------------------|--------------------------------------------------------|-----------------------------------------------|
| Using Manipulatives                | Grades 1 -8         | Math Leader                      | Grades 1 – 8 Content Area Teachers                                 | September 17, 2012                                                             | Completion of Professional Development Debriefing Form | Assistant Principal                           |
| Data Analysis                      | Grades K - 8        | Math Leader                      | Grades K – 8 Content Area Teachers                                 | August 17, 2012                                                                | Completion of Professional Development Debriefing Form | Assistant Principal                           |
| Successmaker                       | Grades K - 8        | Successmaker Representative      | Grades K – 8 Content Area Teachers                                 | September 26, 2012                                                             | Completion of Professional Development Debriefing Form | Assistant Principal                           |
| On Target Training                 | Grades 2 - 5        | On Target Representative         | Grades 2 – 5 Content Area Teachers                                 | October 10, 2012                                                               | Completion of Professional Development Debriefing Form | Assistant Principal                           |
| Metacognition Process              | Grades 1-8          | Math Leader                      | Grades 1-8 Content Area Teachers                                   | August 29, 2012                                                                | Completion of Professional Development Debriefing Form | Assistant Principal                           |

Mathematics Budget:

| Evidence-based Program(s)/Material(s)                                                                             |                                  |                     |                         |
|-------------------------------------------------------------------------------------------------------------------|----------------------------------|---------------------|-------------------------|
| Strategy                                                                                                          | Description of Resources         | Funding Source      | Available Amount        |
| Include On-Target as daily lesson starter.                                                                        | On Target!                       | Title I             | \$3,600.00              |
| Implement the metacognition process as an instructional strategy in order to set and achieve math learning goals. | Metacognition training materials | Discretionary Funds | \$1,000.00              |
|                                                                                                                   |                                  |                     | Subtotal: \$4,600.00    |
| 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: \$4,600.00 |

# 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.<br><br>Science Goal #1a:                                                                          | The results of the 2012 FCAT Science Test indicate that 19% of students scored at proficiency level 3. The goal is to increase this number by 6 percentage points. |
| 2012 Current Level of Performance:                                                                                                                                 | 2013 Expected Level of Performance:                                                                                                                                |
| 19%<br>(39)                                                                                                                                                        | 25%<br>(50)                                                                                                                                                        |

### Problem-Solving Process to Increase Student Achievement

|   | Anticipated Barrier                                                                                                                                                                                                                                                                                            | Strategy                                                                                                                                                                                                                                                                                                                                                                                | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy                                                                              | Evaluation Tool                                                                                                                                         |
|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | <p>The area of deficiency as noted on the 2012 administration of the FCAT Science Test was found in Reporting Category 2– Earth &amp; Space Science.</p> <p>The barrier is the students' lack of experience in investigating earth and space science and practicing observation skills to form hypotheses.</p> | <p>Increase opportunities for authentic hands-on science experiences with emphasis on observations and the development of a testable hypothesis. Students will write about these experiences in their essential lab log.</p> <p>Utilize daily opening routines tied in to the Curriculum Focus Calendar, including Flocabulary, in order to engage the students in active learning.</p> | Administrators<br>Science Leader              | Administer and score monthly science assessments and district interim assessments to monitor progress and adjust focus as needed | <p>1A.1. Formative: District Interim and Monthly Science Assessments and Lab Logs</p> <p>Summative: Data Reports from the 2013 FCAT2.0 Science Test</p> |

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

### Problem-Solving Process to Increase Student Achievement

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

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

|                                                                                                     |                                                                                                                                                                  |
|-----------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science.<br><br>Science Goal #2a: | The results of the 2012 FCAT Science Test indicate that 7% of students achieved FCAT Levels 4 and 5. The goal is to increase this number by 5 percentage points. |
| 2012 Current Level of Performance:                                                                  | 2013 Expected Level of Performance:                                                                                                                              |
| 3%<br>(7)                                                                                           | 6%<br>(12)                                                                                                                                                       |

Problem-Solving Process to Increase Student Achievement

|   | Anticipated Barrier                                                                                                                                                                                                                                                                         | Strategy                                                                                                                                                                                                                                                                                                                                                                                                             | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy                                                                                      | Evaluation Tool                                                                                                                                   |
|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | <p>The area of deficiency as noted on the 2012 administration of the FCAT Science Test was found in Reporting Category 3 – Physical Science.</p> <p>The barrier is the students' lack of experience in inquiry-based activities that allow for experimental design in physical science.</p> | <p>Ensure that instruction includes teacher-demonstrated as well as student-centered lab activities that apply, analyze, and explain concepts related to matter, energy, force, and motion.</p> <p>Implement the metacognition process as an instructional strategy in order to set and achieve science learning goals.</p> <p>Utilize enrichment tutorials as a means to enhance and differentiate instruction.</p> | <p>Administrators</p> <p>Science Leader</p>   | <p>Administer and score monthly science assessments and district interim assessments to monitor progress and adjust focus as needed.</p> | <p>2A.1.</p> <p>Formative: District Interim and Monthly Science Assessments</p> <p>Summative: Data Reports from the 2013 FCAT2.0 Science Test</p> |

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

|                                                                                                                         |                                     |
|-------------------------------------------------------------------------------------------------------------------------|-------------------------------------|
| 2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science.<br><br>Science Goal #2b: |                                     |
| 2012 Current Level of Performance:                                                                                      | 2013 Expected Level of Performance: |
|                                                                                                                         |                                     |

Problem-Solving Process to Increase Student Achievement

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

No Data Submitted

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

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

| PD Content /Topic and/or PLC Focus | Grade Level/Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g., PLC, subject, grade level, or school-wide) | Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring                      | Person or Position Responsible for Monitoring |
|------------------------------------|---------------------|----------------------------------|-------------------------------------------------------------------|--------------------------------------------------------------------------------|--------------------------------------------------------|-----------------------------------------------|
| Creating Essential Lab Logs        | Grades 4 - 8        | Science Leader                   | Grades 4 – 8 Content Area Teachers                                | September 26, 2012                                                             | Completion of Professional Development Debriefing Form | Assistant Principal                           |
| Data Analysis                      | Grades K - 8        | Science Leader                   | Grades K – 8 Content Area Teachers                                | August 17, 2012                                                                | Completion of Professional Development Debriefing Form | Assistant Principal                           |
| Metacognition Process              | Grades 1-8          | Math Leader                      | Grades 1-8 Content Area Teachers                                  | August 29, 2012                                                                | Completion of Professional Development Debriefing Form | Assistant Principal                           |

Science Budget:

| Evidence-based Program(s)/Material(s)                                                                                                                                                                                 |                          |                                |                         |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------------|-------------------------|
| Strategy                                                                                                                                                                                                              | Description of Resources | Funding Source                 | Available Amount        |
| Increase opportunities for authentic hands-on science experiences with emphasis on observations and the development of a testable hypothesis. Students will write about these experiences in their essential lab log. | Lab Supplies             | Principal's Discretionary Fund | \$1,000.00              |
|                                                                                                                                                                                                                       |                          |                                | Subtotal: \$1,000.00    |
| Technology                                                                                                                                                                                                            |                          |                                |                         |
| Strategy                                                                                                                                                                                                              | Description of Resources | Funding Source                 | Available Amount        |
| No Data                                                                                                                                                                                                               | No Data                  | No Data                        | \$0.00                  |
|                                                                                                                                                                                                                       |                          |                                | Subtotal: \$0.00        |
| Professional Development                                                                                                                                                                                              |                          |                                |                         |
| Strategy                                                                                                                                                                                                              | Description of Resources | Funding Source                 | Available Amount        |
| No Data                                                                                                                                                                                                               | No Data                  | No Data                        | \$0.00                  |
|                                                                                                                                                                                                                       |                          |                                | Subtotal: \$0.00        |
| Other                                                                                                                                                                                                                 |                          |                                |                         |
| Strategy                                                                                                                                                                                                              | Description of Resources | Funding Source                 | Available Amount        |
| No Data                                                                                                                                                                                                               | No Data                  | No Data                        | \$0.00                  |
|                                                                                                                                                                                                                       |                          |                                | Subtotal: \$0.00        |
|                                                                                                                                                                                                                       |                          |                                | Grand Total: \$1,000.00 |

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.<br><br>Writing Goal #1a: | The results of the 2012 FCAT Writing Assessment indicate that 60% of students are at proficiency levels 3-6. Our goal is to increase levels 3-6 proficiency by 4 percentage points. |
| 2012 Current Level of Performance:                                                                      | 2013 Expected Level of Performance:                                                                                                                                                 |
| 60%<br>(136)                                                                                            | 64%<br>(145)                                                                                                                                                                        |

Problem-Solving Process to Increase Student Achievement

|   | Anticipated Barrier                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Strategy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy                                                                         | Evaluation Tool                                                                                                                                              |
|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | <p>The areas of deficiency as noted on the 2012 Administration of the FCAT Writing Assessment are elaboration and conventions.</p> <p>The barrier is that students lack the skill and vocabulary base to elaborate using literary devices such as similes, metaphors, personifications and alliteration. Students also struggled with the proper use of conventions and editing techniques.</p> <p>The areas of concern are Narrative Writing for fourth grade and Expository Writing for eighth grade.</p> | <p>During writing instruction, students will be exposed to the writing process and writing techniques that require them to use supporting details, concrete examples, statistics, comparisons and amazing facts to develop elaboration through the "Write Traits!" and "SanRon Teach me Writing " Programs. The students will maintain a writer's multi-media journal. Students will conference with teachers for capitalization, punctuation, subject/verb and pronoun agreement in simple and compound sentences and utilize a checklist/FCAT writing rubric to refine draft conventions.</p> | <p>Administrators<br/><br/>LLT Team</p>       | <p>Administer and score monthly writing prompts and district assessments to monitor progress and adjust focus as needed</p> | <p>Formative: Monthly Writing Assessments, and District Pre and Post Writing Assessments.</p> <p>Summative: Data Reports from the 2013 FCAT Writing Test</p> |

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

|                                                                                                        |                                     |
|--------------------------------------------------------------------------------------------------------|-------------------------------------|
| 1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.<br><br>Writing Goal #1b: |                                     |
| 2012 Current Level of Performance:                                                                     | 2013 Expected Level of Performance: |
|                                                                                                        |                                     |

Problem-Solving Process to Increase Student Achievement



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

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

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

| PD Content /Topic and/or PLC Focus         | Grade Level/Subject | PD Facilitator and/or PLC Leader      | PD Participants (e.g., PLC, subject, grade level, or school-wide) | Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring                      | Person or Position Responsible for Monitoring |
|--------------------------------------------|---------------------|---------------------------------------|-------------------------------------------------------------------|--------------------------------------------------------------------------------|--------------------------------------------------------|-----------------------------------------------|
| "Write Traits!" Writing Program Training   | 1 – 8               | "Write Traits" Program Representative | Grades 1 – 8 Content Area Teachers                                | October 17, 2012                                                               | Completion of Professional Development Debriefing Form | Assistant Principal                           |
| "SanRon Teach Me Writing" Program Training | 1 – 8               | "SanRon" Representative               | Grades 1 – 8 Content Area Teachers                                | October 24, 2012                                                               | Completion of Professional Development Debriefing Form | Assistant Principal                           |
| Data Analysis                              | Grades K - 8        | Reading Coach                         | Grades K – 8 Content Area Teachers                                | August 17, 2012                                                                | Completion of Professional Development Debriefing Form | Assistant Principal                           |
| Multi-media Journal Training               | 1 – 8               | Curriculum Leadership Team            | Grades 1 – 8 Content Area Teachers                                | September 17, 2012                                                             | Completion of Professional Development Debriefing Form | Assistant Principal                           |

Writing Budget:

| Evidence-based Program(s)/Material(s)                                                                                                                                                                                                                                                                                                                               |                                     |                |                  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|----------------|------------------|
| Strategy                                                                                                                                                                                                                                                                                                                                                            | Description of Resources            | Funding Source | Available Amount |
| During writing instruction, students will be exposed to the writing process and writing techniques that require them to use supporting details, concrete examples, statistics, comparisons and amazing facts to develop elaboration through the "Write Traits!" and "SanRon Teach me Writing " Programs. The students will maintain a writer's multi-media journal. | "SanRon Teach Me Writing" Notebooks | School Fund    | \$5,000.00       |
| During writing instruction, students will be exposed to the writing process and writing techniques that require them to use supporting details, concrete examples, statistics, comparisons and amazing facts to develop elaboration through the "Write Traits!" and "SanRon Teach me Writing " Programs. The students will maintain a writer's multi-media journal. | Multi-Media Journals                | School Fund    | \$6,000.00       |
| Subtotal: \$11,000.00                                                                                                                                                                                                                                                                                                                                               |                                     |                |                  |
| Technology                                                                                                                                                                                                                                                                                                                                                          |                                     |                |                  |

| Strategy                                                                                                                                                                                                                                                                                                                                                            | Description of Resources                        | Funding Source | Available Amount                |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|----------------|---------------------------------|
| No Data                                                                                                                                                                                                                                                                                                                                                             | No Data                                         | No Data        | \$0.00                          |
|                                                                                                                                                                                                                                                                                                                                                                     |                                                 |                | Subtotal: \$0.00                |
| <b>Professional Development</b>                                                                                                                                                                                                                                                                                                                                     |                                                 |                |                                 |
| Strategy                                                                                                                                                                                                                                                                                                                                                            | Description of Resources                        | Funding Source | Available Amount                |
| No Data                                                                                                                                                                                                                                                                                                                                                             | No Data                                         | No Data        | \$0.00                          |
|                                                                                                                                                                                                                                                                                                                                                                     |                                                 |                | Subtotal: \$0.00                |
| <b>Other</b>                                                                                                                                                                                                                                                                                                                                                        |                                                 |                |                                 |
| Strategy                                                                                                                                                                                                                                                                                                                                                            | Description of Resources                        | Funding Source | Available Amount                |
| During writing instruction, students will be exposed to the writing process and writing techniques that require them to use supporting details, concrete examples, statistics, comparisons and amazing facts to develop elaboration through the "Write Traits!" and "SanRon Teach me Writing " Programs. The students will maintain a writer's multi-media journal. | Writing Prompt Support and Interpreting Reports | School Fund    | \$5,000.00                      |
|                                                                                                                                                                                                                                                                                                                                                                     |                                                 |                | Subtotal: \$5,000.00            |
|                                                                                                                                                                                                                                                                                                                                                                     |                                                 |                | <b>Grand Total: \$16,000.00</b> |

End of Writing Goals

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

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

| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: |                                                                                                         |                                                                                                                                                                                                                                                                                                            |                                               |                                                                                                           |                                                            |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|-----------------------------------------------------------------------------------------------------------|------------------------------------------------------------|
| 1. Students scoring at Achievement Level 3 in Civics.<br>Civics Goal #1:                                                                                           |                                                                                                         | The 2012 Civics Baseline test indicates that 0% of students were proficient. Our goal is to increase student performance on the 2013 Civics post-test by 10 percentage points.                                                                                                                             |                                               |                                                                                                           |                                                            |
| 2012 Current Level of Performance:                                                                                                                                 |                                                                                                         | 2013 Expected Level of Performance:                                                                                                                                                                                                                                                                        |                                               |                                                                                                           |                                                            |
| 0%<br>(0)                                                                                                                                                          |                                                                                                         | 10%<br>(11)                                                                                                                                                                                                                                                                                                |                                               |                                                                                                           |                                                            |
| <b>Problem-Solving Process to Increase Student Achievement</b>                                                                                                     |                                                                                                         |                                                                                                                                                                                                                                                                                                            |                                               |                                                                                                           |                                                            |
|                                                                                                                                                                    | Anticipated Barrier                                                                                     | Strategy                                                                                                                                                                                                                                                                                                   | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy                                                       | Evaluation Tool                                            |
| 1                                                                                                                                                                  | The barrier is that students lack an understanding of the content-specific vocabulary taught in civics. | Provide classroom activities that help students grasp an understanding of content specific vocabulary.<br><br>Utilize the Flocabulary on-line program as a daily lesson starter.<br><br>Implement the metacognition process as an instructional strategy in order to set and achieve civics learning goals | Administrators<br>LLT Team                    | Administer and score monthly school-generated assessments to monitor progress and adjust focus as needed. | Formative: Monthly Assessments<br><br>Summative: Post Test |

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

|                                                                                              |                                                                                                                                                                                |
|----------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2. Students scoring at or above Achievement Levels 4 and 5 in Civics.<br><br>Civics Goal #2: | The 2012 Civics Baseline test indicates that 0% of students were proficient. Our goal is to increase student performance on the 2013 Civics post-test by 10 percentage points. |
| 2012 Current Level of Performance:                                                           | 2013 Expected Level of Performance:                                                                                                                                            |
| 0%<br>(0)                                                                                    | 10%<br>(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 | The barrier is that students' ability to examine opposing points of view is limited. | Provide opportunities for students to examine opposing points of view in a variety of issues.<br><br>Assist students, through teacher modeling, in developing well-reasoned positions on social, political and economic issues. | Administrators<br><br>LLT Team                | Administer and score monthly school-generated assessments to monitor progress and adjust focus as needed. | Formative: Monthly Assessments<br><br>Summative: Post Test |

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

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

| PD Content /Topic and/or PLC Focus | Grade Level/Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g., PLC, subject, grade level, or school-wide) | Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring                      | Person or Position Responsible for Monitoring |
|------------------------------------|---------------------|----------------------------------|-------------------------------------------------------------------|--------------------------------------------------------------------------------|--------------------------------------------------------|-----------------------------------------------|
| Metacognition Process              | Grades 6-8          | Social Studies Chairperson       | Grades 1-8 Content Area Teachers                                  | August 29, 2012                                                                | Completion of Professional Development Debriefing Form | Assistant Principal                           |

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     |
| Utilize the Flocabulary on-line program as a daily lesson starter. | Site License             | Principal's Discretionary Fund | \$1,000.00           |
|                                                                    |                          |                                | Subtotal: \$1,000.00 |

| 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: \$1,000.00 |

End of Civics Goals

## Attendance Goal(s)

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

|                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                        |
|-----------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement: |                                                                                                                                                                                                                                                                                                                                                                        |
| 1. Attendance<br>Attendance Goal #1:                                                                                              | Our attendance rate for the 2011 – 2012 school year was 96%. Our goal for the 2012 – 2013 school year is to increase the attendance rate by 0.5 percentage points.<br><br>During the 2011-2012 school year we had 207 students with excessive tardies. Our goal for 2012-2013 school year is to decrease the number of students with excessive tardies by 10 students. |
| 2012 Current Attendance Rate:                                                                                                     | 2013 Expected Attendance Rate:                                                                                                                                                                                                                                                                                                                                         |
| 96%<br>(1111)                                                                                                                     | 96.5%<br>(1117)                                                                                                                                                                                                                                                                                                                                                        |
| 2012 Current Number of Students with Excessive Absences (10 or more)                                                              | 2013 Expected Number of Students with Excessive Absences (10 or more)                                                                                                                                                                                                                                                                                                  |
| 297                                                                                                                               | 282                                                                                                                                                                                                                                                                                                                                                                    |
| 2012 Current Number of Students with Excessive Tardies (10 or more)                                                               | 2013 Expected Number of Students with Excessive Tardies (10 or more)                                                                                                                                                                                                                                                                                                   |
| 207                                                                                                                               | 197                                                                                                                                                                                                                                                                                                                                                                    |

### Problem-Solving Process to Increase Student Achievement

|  | Anticipated Barrier                                                                                                                                                                                                    | Strategy                                                                                                                                                                                                                             | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy                                    | Evaluation Tool                                                                            |
|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|----------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|
|  | During the 2011– 2012 school year, 297 students were identified as having excessive absences.<br><br>The barrier is that parents and students have minimal knowledge of the Parent Handbook and Attendance Guidelines. | Identify and refer students who may be developing a pattern of non-attendance to MTSS/RtI Team for intervention services.<br><br>Incentives will be given to students for increased school attendance and getting to school on time. | Administrators<br><br>MTSS/RtI Team           | Administration will monitor the attendance of students with excessive absences weekly. | Daily Attendance Bulletins, COGNOS Reports, and Parental Involvement Meetings Sign-in Logs |

|   |  |                                                                                                                                                                                                                                         |  |  |  |
|---|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|
| 1 |  | <p>Conduct Open House and Orientation meetings to review the Parent Handbook and Attendance Procedures.</p> <p>The Community Involvement Specialist will conduct Monthly Parent Workshops to discuss attendance and tardy policies.</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 |
|------------------------------------|---------------------|----------------------------------|-------------------------------------------------------------------|--------------------------------------------------------------------------------|-----------------------------------------------------|-----------------------------------------------|
| Leadership Team In-service         | K – 8               | Assistant Principal              | Teachers grades K - 8                                             | August 17, 2012                                                                | Completion of Professional Development Debrief Form | Principal                                     |

Attendance Budget:

| Evidence-based Program(s)/Material(s)                                 |                            |                |                         |
|-----------------------------------------------------------------------|----------------------------|----------------|-------------------------|
| Strategy                                                              | Description of Resources   | Funding Source | Available Amount        |
| Incentives will be given to students for increased school attendance. | Awards, Medals, Assemblies | EESAC          | \$1,500.00              |
|                                                                       |                            |                | Subtotal: \$1,500.00    |
| Technology                                                            |                            |                |                         |
| Strategy                                                              | Description of Resources   | Funding Source | Available Amount        |
| No Data                                                               | No Data                    | No Data        | \$0.00                  |
|                                                                       |                            |                | Subtotal: \$0.00        |
| Professional Development                                              |                            |                |                         |
| Strategy                                                              | Description of Resources   | Funding Source | Available Amount        |
| No Data                                                               | No Data                    | No Data        | \$0.00                  |
|                                                                       |                            |                | Subtotal: \$0.00        |
| Other                                                                 |                            |                |                         |
| Strategy                                                              | Description of Resources   | Funding Source | Available Amount        |
| No Data                                                               | No Data                    | No Data        | \$0.00                  |
|                                                                       |                            |                | Subtotal: \$0.00        |
|                                                                       |                            |                | Grand Total: \$1,500.00 |

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<br>Suspension Goal #1:                                                                                              |                                                                                                                                                                                                                                                              | The total number of suspensions for the 2011 – 2012 school year was 109. Our goal for the 2012 – 2013 school year is to decrease the total number of suspensions by 11.                                                                                                                                                                                                                                         |                                               |                                                                                                    |                                                                                                                                  |
| 2012 Total Number of In-School Suspensions                                                                                        |                                                                                                                                                                                                                                                              | 2013 Expected Number of In-School Suspensions                                                                                                                                                                                                                                                                                                                                                                   |                                               |                                                                                                    |                                                                                                                                  |
| 3                                                                                                                                 |                                                                                                                                                                                                                                                              | 3                                                                                                                                                                                                                                                                                                                                                                                                               |                                               |                                                                                                    |                                                                                                                                  |
| 2012 Total Number of Students Suspended In-School                                                                                 |                                                                                                                                                                                                                                                              | 2013 Expected Number of Students Suspended In-School                                                                                                                                                                                                                                                                                                                                                            |                                               |                                                                                                    |                                                                                                                                  |
| 1                                                                                                                                 |                                                                                                                                                                                                                                                              | 1                                                                                                                                                                                                                                                                                                                                                                                                               |                                               |                                                                                                    |                                                                                                                                  |
| 2012 Number of Out-of-School Suspensions                                                                                          |                                                                                                                                                                                                                                                              | 2013 Expected Number of Out-of-School Suspensions                                                                                                                                                                                                                                                                                                                                                               |                                               |                                                                                                    |                                                                                                                                  |
| 106                                                                                                                               |                                                                                                                                                                                                                                                              | 95                                                                                                                                                                                                                                                                                                                                                                                                              |                                               |                                                                                                    |                                                                                                                                  |
| 2012 Total Number of Students Suspended Out-of-School                                                                             |                                                                                                                                                                                                                                                              | 2013 Expected Number of Students Suspended Out-of-School                                                                                                                                                                                                                                                                                                                                                        |                                               |                                                                                                    |                                                                                                                                  |
| 73                                                                                                                                |                                                                                                                                                                                                                                                              | 66                                                                                                                                                                                                                                                                                                                                                                                                              |                                               |                                                                                                    |                                                                                                                                  |
| Problem-Solving Process to Increase Student Achievement                                                                           |                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                 |                                               |                                                                                                    |                                                                                                                                  |
|                                                                                                                                   | Anticipated Barrier                                                                                                                                                                                                                                          | Strategy                                                                                                                                                                                                                                                                                                                                                                                                        | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy                                                | Evaluation Tool                                                                                                                  |
| 1                                                                                                                                 | The barriers include behavior and classroom management; they present challenges due to the occurrence of differing class rules and requirements amongst varying teachers. Also, there are limited opportunities to recognize students for positive behavior. | School wide rules and regulations will be explained and given to students and parents during the first week of school. All students will know the classroom requirements and be aware of consequences.<br><br>Provide incentives for compliance through the use of SPOT success recognition program.<br><br>Review the code of Conduct and Student Handbook during student orientation meetings and Open House. | Administrators                                | Review and analyze the Cognos Suspension Report<br><br>Monitor SPOT success Report by grade level. | Cognos Suspension Report<br><br>Participation Log for students who are recognized for complying with the student code of conduct |

(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 |
|------------------------------------|---------------------|----------------------------------|--------------------------------------------------------------------|--------------------------------------------------------------------------------|-----------------------------------|-----------------------------------------------|
| School Rules Review                | Grades K - 8        | Principal Assistant Principal    | Teachers Grades K - 8                                              | August 16, 2012                                                                | Complete Workshop Debriefing Form | Principal Assistant Principal                 |

Suspension Budget:

| Evidence-based Program(s)/Material(s)                                                               |                                         |                |                         |
|-----------------------------------------------------------------------------------------------------|-----------------------------------------|----------------|-------------------------|
| Strategy                                                                                            | Description of Resources                | Funding Source | Available Amount        |
| Provide incentives for compliance through the use of SPOT success recognition program.              | Awards, Medals, Assemblies, etc.        | EESAC          | \$1,500.00              |
| Review the code of Conduct and Student Handbook during student orientation meetings and Open House. | Printing Of the Student Code of Conduct | EESAC          | \$100.00                |
|                                                                                                     |                                         |                | Subtotal: \$1,600.00    |
| 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: \$1,600.00 |

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<br><br>Parent Involvement Goal #1:<br><br><i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i> | In the 2009 – 2010 school year, 22% of the parent population attended a school function. Our goals is to increase this number by 10 percentage points. |
| 2012 Current Level of Parent Involvement:                                                                                                                                            | 2013 Expected Level of Parent Involvement:                                                                                                             |
| 22% (238)                                                                                                                                                                            | 32% (352)                                                                                                                                              |

Problem-Solving Process to Increase Student Achievement

|   | Anticipated Barrier                                                                                      | Strategy                                                                                                                                                             | Person or Position Responsible for Monitoring                                                                                 | Process Used to Determine Effectiveness of Strategy                         | Evaluation Tool                            |
|---|----------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|--------------------------------------------|
| 1 | Parents have a limited understanding of instructional best practices that will enhance student learning. | Parents will be invited to periodic workshops that will provide them with an understanding of instructional components necessary for their child's academic success. | Reading Coaches, Teachers, Literacy Leadership Team, Assistant Principal<br><br>Principal<br>Community Involvement Specialist | Sign in sheets will be used to collect data to monitor parental involvement | Parental Involvement Monthly School Report |

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

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

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

Parent Involvement Budget:

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



## 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<br>STEM Goal #1:                                                                |                                                                                                                         | Our student participation in the District Science Fair for the 2011 – 2012 school year was 10% of 5th and 8th grade students. Our goal for the 2012 – 2013 school year is to increase the number of students by 5 percentage points.                                                                                                                                                                                                                                 |                                                |                                                                                                           |                                                                                                                                                                                            |
| Problem-Solving Process to Increase Student Achievement                                 |                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                |                                                                                                           |                                                                                                                                                                                            |
|                                                                                         | Anticipated Barrier                                                                                                     | Strategy                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Person or Position Responsible for Monitoring  | Process Used to Determine Effectiveness of Strategy                                                       | Evaluation Tool                                                                                                                                                                            |
| 1                                                                                       | The barrier is that students lack the exposure to practice concepts learned in math and science in real-world settings. | <p>Incorporate after school activities (i.e. Science Club and SECME) to provide opportunities for high achieving students to enrich their knowledge of scientific concepts while participating in group based projects.</p> <p>Integrate technology activities (such as Gizmos) within the science and math focus calendar to ensure standards are taught with rigor.</p> <p>Integrate inquiry-based activities on an ongoing basis in math and science lessons.</p> | Administrators<br><br>Science and Math Leaders | Administer and score monthly math and science assessments to monitor progress and adjust focus as needed. | <p>Formative: Monthly Science and Math Assessments</p> <p>Summative: Data Reports from the 2013 FCAT2.0 Science Test and 2013 FCAT 2.0 Math Test</p> <p>Science Fair participation log</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 |
|------------------------------------|---------------------|----------------------------------|-------------------------------------------------------------------|--------------------------------------------------------------------------------|--------------------------------------------------------|-----------------------------------------------|
| Metacognition Process              | Grades 1 - 8        | Reading Coach                    | Grades 1-8 Content Area Teachers                                  | August 29, 2012                                                                | Completion of Professional Development Debriefing Form | Assistant Principal                           |
| Worksheets Don't Grow Dendrites    | Grades 1 - 8        | Reading Coach                    | Grades 2 – 8 Content Area Teachers                                | August 16, 2012                                                                | Completion of Professional Development Debrief Form    | Assistant Principal                           |
| SECME Training                     | Grades 5 - 8        | District SECME                   | Grades 5 – 8 Content Area Teachers                                | October 31, 2012                                                               | Completion of Professional Development Debrief Form    | Assistant Principal                           |

STEM Budget:

| Evidence-based Program(s)/Material(s)                                                                                                                                                                                |                          |                                |                                 |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------------|---------------------------------|
| Strategy                                                                                                                                                                                                             | Description of Resources | Funding Source                 | Available Amount                |
| Incorporate after school activities (i.e. Science Club and SECME) to provide opportunities for high achieving students to enrich their knowledge of scientific concepts while participating in group based projects. | Supplies                 | Principal's Discretionary Fund | \$600.00                        |
|                                                                                                                                                                                                                      |                          |                                | Subtotal: \$600.00              |
| 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                |
| Incorporate after school activities (i.e. Science Club and SECME) to provide opportunities for high achieving students to enrich their knowledge of scientific concepts while participating in group based projects. | Staff                    | Title I                        | \$10,000.00                     |
|                                                                                                                                                                                                                      |                          |                                | Subtotal: \$10,000.00           |
|                                                                                                                                                                                                                      |                          |                                | <b>Grand Total: \$10,600.00</b> |

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<br>CTE Goal #1:                                                                  |                                                                                     | Increase student enrollment in middle school CTE courses by 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                                                                                       | The barrier is that students are limited in their ability to envision career goals. | Provide work experience opportunities for students within the school.<br><br>Utilize the AVID program strategies to sharpen students' organizational skills.<br><br>Implement FBLA club in order to provide students with career | Administrators<br><br>Teacher of the Gifted   | Administrators monitor the effective implementation of lessons and timely instruction in the CTE classrooms through common planning. | Report for articulation meetings between feeder middle and high schools. |

|  |                                                                                                                                       |  |  |
|--|---------------------------------------------------------------------------------------------------------------------------------------|--|--|
|  | oriented activities and field experiences.                                                                                            |  |  |
|  | Institute a forensic science course as enrichment to the standard curriculum in order to expose students to differing career avenues. |  |  |

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 |
|------------------------------------|---------------------|----------------------------------|-------------------------------------------------------------------|--------------------------------------------------------------------------------|--------------------------------------------------------|-----------------------------------------------|
| AVID Training                      | Grades 4 - 8        | AVID Leader                      | Grades 4 – 8 Content Area Teachers                                | October 17, 2012                                                               | Completion of Professional Development Debriefing Form | Assistant Principal                           |
| FBLA Sponsor Training              | Grades 6 - 8        | District FBLA Trainer            | Grades 6 – 8 Content Area Teachers                                | October 23, 2012                                                               | Completion of Professional Development Debriefing Form | Assistant Principal                           |
| Forensic Science Strand Training   | Grades 6 - 8        | District Personnel               | Grades 6 – 8 Content Area Teachers                                | September 26, 2012                                                             | Completion of Professional Development Debriefing Form | Assistant Principal                           |

CTE Budget:

| Evidence-based Program(s)/Material(s)                                                      |                                |                |                      |
|--------------------------------------------------------------------------------------------|--------------------------------|----------------|----------------------|
| Strategy                                                                                   | Description of Resources       | Funding Source | Available Amount     |
| Utilize the AVID program strategies to sharpen students organizational skills.             | AVID Field Trips and Materials | School Fund    | \$2,500.00           |
| Utilize the AVID program strategies to sharpen students organizational skills.             | AVID Program                   | School Fund    | \$2,500.00           |
|                                                                                            |                                |                | Subtotal: \$5,000.00 |
| Technology                                                                                 |                                |                |                      |
| Strategy                                                                                   | Description of Resources       | Funding Source | Available Amount     |
| No Data                                                                                    | No Data                        | No Data        | \$0.00               |
|                                                                                            |                                |                | Subtotal: \$0.00     |
| Professional Development                                                                   |                                |                |                      |
| Strategy                                                                                   | Description of Resources       | Funding Source | Available Amount     |
| No Data                                                                                    | No Data                        | No Data        | \$0.00               |
|                                                                                            |                                |                | Subtotal: \$0.00     |
| Other                                                                                      |                                |                |                      |
| Strategy                                                                                   | Description of Resources       | Funding Source | Available Amount     |
| Utilize the AVID program strategies to sharpen students organizational skills.             | AVID Sponsor Supplement        | School Fund    | \$2,400.00           |
| Implement FBLA club in order to provide students with career oriented activities and field | FBLA Sponsor Stipend           | School Fund    | \$600.00             |

experiences.

Subtotal: \$3,000.00

Grand Total: \$8,000.00

*End of CTE Goal(s)*

## Additional Goal(s)

No Additional Goal was submitted for this school

# FINAL BUDGET

| Evidence-based Program(s)/Material(s) |                                                                                                                                                                                                                                                                                                                                                                     |                                     |                                |                  |
|---------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|--------------------------------|------------------|
| Goal                                  | Strategy                                                                                                                                                                                                                                                                                                                                                            | Description of Resources            | Funding Source                 | Available Amount |
| Reading                               | Design lessons that include brain research instructional strategies in order to meet students' various learning styles.                                                                                                                                                                                                                                             | Notebooks                           | Discretionary Fund             | \$1,000.00       |
| Reading                               | Utilize chapter books in order to expose students to more rigorous texts.                                                                                                                                                                                                                                                                                           | Chapter Books                       | Title I                        | \$5,000.00       |
| Mathematics                           | Include On-Target as daily lesson starter.                                                                                                                                                                                                                                                                                                                          | On Target!                          | Title I                        | \$3,600.00       |
| Mathematics                           | Implement the metacognition process as an instructional strategy in order to set and achieve math learning goals.                                                                                                                                                                                                                                                   | Metacognition training materials    | Discretionary Funds            | \$1,000.00       |
| Science                               | Increase opportunities for authentic hands-on science experiences with emphasis on observations and the development of a testable hypothesis. Students will write about these experiences in their essential lab log.                                                                                                                                               | Lab Supplies                        | Principal's Discretionary Fund | \$1,000.00       |
| Writing                               | During writing instruction, students will be exposed to the writing process and writing techniques that require them to use supporting details, concrete examples, statistics, comparisons and amazing facts to develop elaboration through the "Write Traits!" and "SanRon Teach me Writing " Programs. The students will maintain a writer's multi-media journal. | "SanRon Teach Me Writing" Notebooks | School Fund                    | \$5,000.00       |
| Writing                               | During writing instruction, students will be exposed to the writing process and writing techniques that require them to use supporting details, concrete examples, statistics, comparisons and amazing facts to develop elaboration through the "Write Traits!" and "SanRon Teach me Writing " Programs. The students will maintain a writer's multi-media journal. | Multi-Media Journals                | School Fund                    | \$6,000.00       |
| Attendance                            | Incentives will be given to students for increased school attendance.                                                                                                                                                                                                                                                                                               | Awards, Medals, Assemblies          | EESAC                          | \$1,500.00       |
| Suspension                            | Provide incentives for compliance through the use of SPOT success recognition program.                                                                                                                                                                                                                                                                              | Awards, Medals, Assemblies, etc.    | EESAC                          | \$1,500.00       |
|                                       | Review the code of Conduct and Student                                                                                                                                                                                                                                                                                                                              |                                     |                                |                  |

|                                 |                                                                                                                                                                                                                                                                                                                                                                     |                                                 |                                |                       |
|---------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|--------------------------------|-----------------------|
| Suspension                      | Handbook during student orientation meetings and Open House.                                                                                                                                                                                                                                                                                                        | Printing Of the Student Code of Conduct         | EESAC                          | \$100.00              |
| STEM                            | Incorporate after school activities (i.e. Science Club and SECME) to provide opportunities for high achieving students to enrich their knowledge of scientific concepts while participating in group based projects.                                                                                                                                                | Supplies                                        | Principal's Discretionary Fund | \$600.00              |
| CTE                             | Utilize the AVID program strategies to sharpen students organizational skills.                                                                                                                                                                                                                                                                                      | AVID Field Trips and Materials                  | School Fund                    | \$2,500.00            |
| CTE                             | Utilize the AVID program strategies to sharpen students organizational skills.                                                                                                                                                                                                                                                                                      | AVID Program                                    | School Fund                    | \$2,500.00            |
|                                 |                                                                                                                                                                                                                                                                                                                                                                     |                                                 |                                | Subtotal: \$31,300.00 |
| <b>Technology</b>               |                                                                                                                                                                                                                                                                                                                                                                     |                                                 |                                |                       |
| Goal                            | Strategy                                                                                                                                                                                                                                                                                                                                                            | Description of Resources                        | Funding Source                 | Available Amount      |
| Civics                          | Utilize the Flocabulary on-line program as a daily lesson starter.                                                                                                                                                                                                                                                                                                  | Site License                                    | Principal's Discretionary Fund | \$1,000.00            |
|                                 |                                                                                                                                                                                                                                                                                                                                                                     |                                                 |                                | Subtotal: \$1,000.00  |
| <b>Professional Development</b> |                                                                                                                                                                                                                                                                                                                                                                     |                                                 |                                |                       |
| Goal                            | Strategy                                                                                                                                                                                                                                                                                                                                                            | Description of Resources                        | Funding Source                 | Available Amount      |
| Reading                         | Design lessons that include brain research instructional strategies in order to meet students' various learning styles.                                                                                                                                                                                                                                             | Teacher Training                                | Discretionary Fund             | \$4,000.00            |
| CELLA                           | Incorporate Teen Biz/Kid Biz interactive technology to enhance and differentiate instruction.                                                                                                                                                                                                                                                                       | Teacher Training                                | Discretionary Fund             | \$1,000.00            |
|                                 |                                                                                                                                                                                                                                                                                                                                                                     |                                                 |                                | Subtotal: \$5,000.00  |
| <b>Other</b>                    |                                                                                                                                                                                                                                                                                                                                                                     |                                                 |                                |                       |
| Goal                            | Strategy                                                                                                                                                                                                                                                                                                                                                            | Description of Resources                        | Funding Source                 | Available Amount      |
| Writing                         | During writing instruction, students will be exposed to the writing process and writing techniques that require them to use supporting details, concrete examples, statistics, comparisons and amazing facts to develop elaboration through the "Write Traits!" and "SanRon Teach me Writing " Programs. The students will maintain a writer's multi-media journal. | Writing Prompt Support and Interpreting Reports | School Fund                    | \$5,000.00            |
| STEM                            | Incorporate after school activities (i.e. Science Club and SECME) to provide opportunities for high achieving students to enrich their knowledge of scientific concepts while participating in group based projects.                                                                                                                                                | Staff                                           | Title I                        | \$10,000.00           |
| CTE                             | Utilize the AVID program strategies to sharpen students organizational skills.                                                                                                                                                                                                                                                                                      | AVID Sponsor Supplement                         | School Fund                    | \$2,400.00            |

|     |                                                                                                         |                      |             |                          |
|-----|---------------------------------------------------------------------------------------------------------|----------------------|-------------|--------------------------|
| CTE | Implement FBLA club in order to provide students with career oriented activities and field experiences. | FBLA Sponsor Stipend | School Fund | \$600.00                 |
|     |                                                                                                         |                      |             | Subtotal: \$18,000.00    |
|     |                                                                                                         |                      |             | Grand Total: \$55,300.00 |

## Differentiated Accountability

### School-level Differentiated Accountability Compliance

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

Are you a reward school:  Yes  No

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

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## School Advisory Council

### School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

| Projected use of SAC Funds                                         | Amount     |
|--------------------------------------------------------------------|------------|
| Awards, Medals, Assemblies Printing Of the Student Code of Conduct | \$6,000.00 |

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

The SAC will monitor the implementation of the School Improvement Plan and the Parent Involvement Plan



# 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<br>LEISURE CITY K-8 CENTER<br>2010-2011 |           |           |         |         |                     |                                                                                                                                                                                                                                         |
|--------------------------------------------------------------|-----------|-----------|---------|---------|---------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                              | Reading   | Math      | Writing | Science | Grade Points Earned |                                                                                                                                                                                                                                         |
| % Meeting High Standards (FCAT Level 3 and Above)            | 53%       | 63%       | 80%     | 29%     | 225                 | Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component. |
| % of Students Making Learning Gains                          | 57%       | 65%       |         |         | 122                 | 3 ways to make gains:<br><ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>                                         |
| Adequate Progress of Lowest 25% in the School?               | 60% (YES) | 71% (YES) |         |         | 131                 | 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                                           |           |           |         |         | 478                 |                                                                                                                                                                                                                                         |
| Percent Tested = 100%                                        |           |           |         |         |                     | Percent of eligible students tested                                                                                                                                                                                                     |
| School Grade*                                                |           |           |         |         | C                   | Grade based on total points, adequate progress, and % of students tested                                                                                                                                                                |

| Dade School District<br>LEISURE CITY K-8 CENTER<br>2009-2010 |           |           |         |         |                     |                                                                                                                                                                                                                                         |
|--------------------------------------------------------------|-----------|-----------|---------|---------|---------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                              | Reading   | Math      | Writing | Science | Grade Points Earned |                                                                                                                                                                                                                                         |
| % Meeting High Standards (FCAT Level 3 and Above)            | 53%       | 56%       | 83%     | 23%     | 215                 | 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                          | 59%       | 60%       |         |         | 119                 | 3 ways to make gains:<br><ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>                                         |
| Adequate Progress of Lowest 25% in the School?               | 52% (YES) | 57% (YES) |         |         | 109                 | 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                                           |           |           |         |         | 443                 |                                                                                                                                                                                                                                         |
| Percent Tested = 99%                                         |           |           |         |         |                     | Percent of eligible students tested                                                                                                                                                                                                     |
| School Grade*                                                |           |           |         |         | C                   | Grade based on total points, adequate progress, and % of students tested                                                                                                                                                                |