FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: ROSEWOOD MAGNET SCHOOL

District Name: Indian River

Principal: Deborah J. Dillon

SAC Chair: Julie Carroll

Superintendent: Dr. Frances J. Adams

Date of School Board Approval:

Last Modified on: 10/2/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Deborah J. Dillon	Educational Leadership / FAU Certification School Principal (All Levels) M.S. Elementary Education / Canisius College B.S. Elementary Education / Keuka College ESOL Endorsement	13	26	2011-2012 "A" 2010-2011 "A" AYP Not Met 2009-2010 "A" AYP Met 2008-2009 "A" AYP Met 2007-2008 "A" AYP Met 2006-2007 "A" AYP Met 2005-2006 "A" AYP Met 2004-2005 "A" AYP Met 2003-2004 "A" 2002-2003 "A" 2001-2002 "A" 2000-2001 "A" 1999-2000 "B" See school trend data for additional information on FCAT data
Assis Principal	Jennifer Norris	M.Ed-Educational Leadership (UCF) ESOL Certification Elementary Education Grades 1-6 (UCF)	9	1	

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	Lisa Ross	B.S. Elementary Education 1-6 Masters Degree Curriculum and Instruction ESOL Endorsement,Reading Endorsement	4	4	2011-2012 "A" 2010-2011 "A" AYP Not Met 2009-2010 "A" AYP Met 2008-2009 "A" AYP Met See school trend data for additional information on FCAT data

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	All new teachers to our school will be assigned a peer teacher and mentor from our leadership team	Teachers trained in Clinical Education training and approved peer teachers. The Principal, Assistant Principal, Reading Coach and Student Support Specialist are used as mentors to our new teachers.	Ongoing	
2	Grade level leadership chairs will meet on an as needed basis with new personnel working with their grade level	Approved Grade Level Chairpersons	Ongoing	
3	The principal, assistant principal and leadership team will seek out highly qualified teachers via an interview process. Questions will be designed to target specific examples of how the teacher has implemented and/or demonstrated best practices during their instructional lessons.	Principal, Assistant Principal and Interview Committee	When Applicable	
4	Support a learning environment that provides opportunity for professional learning, collegiality and collaboration among teachers and the administrative leadership team via PD360,book reads, professional learning communities and/or instructional staff forums.	Principal,Assistant Principal, Reading Coach, Learning Culture Team, GradeLevel Chairpersons, Math,Science and Professional Development Coordinators.	Ongoing	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).
*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
No data submitted	

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
36	8.3%(3)	13.9%(5)	38.9%(14)	36.1%(13)	30.6%(11)	100.0%(36)	11.1%(4)	5.6%(2)	80.6%(29)

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
Principal, AP, Reading Coach, Student Support Specialist, Resource Compliance Specialist,ESE chairperson	Andrea Woodson	New to full time ESE class teaching position and to school	Meetings as needed. Provide training as needed to meet the needs of the SWD students in the classroom i.e. Dynavox, TEAM, Unique Learning Reading program, classroom management, assessment, Math series and school wide writing plan etc.
Second Grade Level teacher, Reading Coach, School Based Math Coordinator,School Based Science Coordinator,District Math, Reading and Science Liasions, Principal and Assistant Principal	Lindsay Zehr	New to grade level and school	Monthly meetings and informal meetings when needed or when questions arise
Second Grade Level Teacher, Reading Coach, School Based Math Coordinator,School Based Science Coordinator, District Reading, Math and Science Liasions, Principal and Assistant Principal	Mary Chavers	New to grade level and to school	Monthly meetings and informal meetings when needed or when questions arise
Second Grade Level Teacher, Reading Coach, School Based Math Coordinator,School Based Sciecne Coordinator, District Reading, Math and Science Liasions, Principal and Assistant Principal	Megan Nesper	New to grade level and to school	Monthly meetings and informal meetings when needed or when questions arise

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 C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Principal,Assistant Principal, Student Support Specialist, Resource Specialist, Reading Coach, Speech and Language Specialist, School Psychologist, One Primary Classroom Teacher and One Resource Exceptional Student Education Teacher.

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?

At Rosewood Magnet School, the Leadership Team meets weekly to discuss data and works together as a team to meet the needs of the students. The team identifies both strengths and areas of concern, and then formulates goals to address these areas. The team uses a problem solving approach to interventions. The data is reviewed to address changes in all three Tiers of instruction. The team also meets with individual teachers and /or grade level small groups as needed to add additional support and assistance.

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 role of the school-based PS/RtI Leadership Team in the development and implementation of the school improvement plan is tied directly to data and student achievement. The team determines, based on data, the strengths and weaknesses of curricula and educational programs,then formulates the needs assessment for the school improvement plan. The team develops methods to achieve the goals to strengthen the areas of concern. A procedure is developed on how to implement the improvement plan in order to foster academic growth for all students.

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.

At Rosewood Magnet School, Performance Matters (PM2) and Progress Monitoring and Reporting Network (PMRN) are used to analyze and summarize all student and school data. The data management systems are used district wide and show patterns,trends,strengths and weaknesses. The data can be viewed by school, class, sub groups and individual student criteria. Providing data in these different formats allows the teachers and leadership team at Rosewood Magnet School to meet the needs of the students at each of the three Tiers of instruction.

Describe the plan to train staff on MTSS.

Staff training will be ongoing throughout the school year at faculty/staff meetings,collaborative team meetings, data monitoring meetings and through the utilization of PD360 and during Problem Solving/Response to Intervention meetings. Teachers will also continue to be trained in data collection and interpretation throughout the year, as needed. As specific issues arise,additional training will be provided using the appropriate training personnel to meet those needs.Trainings will include an overview of requirements at each Tier level of instruction and become more focused as the year moves on.

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Principal- Deborah Dillon
Reading Coach-Lisa Ross
K Representative-Rebecca Elberson
1 Representative-Mary Chavers
2 Representative-Jeanette Viladrosa
3 Representative-Karen Cobb
4 Representative-Angie Sanders
5 Representative-Gail Stadnick
ESE Representative-Jack Childs
The meetings will be facilitated by the reading coach.

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

The LLT will meet monthly. The LLT will participate in a Professional Learning Community (PLC) that will address the best

practices, scientifically-researched based methods and curriculum to support teachers in an effort to increase student achievement. Members of the team will share information with his/her grade level colleagues at collaborative team meetings.

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

One initiative for the LLT for 2012-2013 will be to review and revise the school-wide reading plan. Also, the LLT will participate in a PLC "Strategies That Work". This book focuses on teaching comprehension to enhance understanding through strategic thinking and reading, making connections, questioning, visualizing, determining importance in text, synthesizing instruction, and assessing comprehension. The team will correlate The Common Core Standards to the strategies referenced in the book. Each member of the team will be responsible for sharing with his/her grade level the findings of the PLC.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

1. Open House for all incoming Kindergarten students and parents in May.
2. A welcome letter is sent to all new Kindergartners from their teacher in July with information about the first day of school.
3. Classroom newsletters and school websites support the home school connection.
4. Staggered Start for all new Kindergarten students.
5. Annual "Boo Hoo" Breakfast sponsored by the P.T.A. for all new Kindergarten parents.
6. Classroom websites to provide information and links for learning to all parents and their students
7. Principal's monthly newsletter and PTA monthly newsletter support the home school connection.

*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.

*High Schools Only

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

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

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

Postsecondary Transition

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

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	Based on the 2012 FCAT data, 262 students were tested. 89 3rd grade students were tested. Of those tested, 28 (31%) scored at level 3 on FCAT. In 4th grade, 87 students were tested and of those tested 34 (39%) students scored at a level 3. In 5th grade 86 students were tested and of those tested 22(20%) students scored at a level 3.
2012 Current Level of Performance:	2013 Expected Level of Performance:
32% (84 out of 262 students)scored at a Level 3 in reading based on the 2012 FCAT results.	35% (91) will score at a level 3 in reading based on 2013 FCAT reading.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students in the SWD subgroup need additional academic support.	RTI and ESE support/instruction using Earobics, AR, Sonday, Fundations and small group differentiated instruction.Scientifically-Research based methods and curriculum are used for Tier III instruction	Reading Coach, ESE Teacher, General Ed. Classroom Teacher	FAIR data, PM2 data	FAIR, SDIRC benchmark assessments. Weekly progress monitoring
2	Struggling students in all subgroups, need additional academic support.	RTI and small group differentiated instruction is also used	Reading Coach, Classroom Teacher	FAIR data, PM2 data, FCAT	FAIR, SDIRC benchmark data. FCAT. Weekly progress monitoring
3	Students need additional practice beyond that offered in the reading series.	FCAT Explorer Program, AR program Flexible grouping along with differentiated instruction, Literacy Centers, Reading through the content areas.	Classroom Teacher, Computer Lab Manager, Reading Coach, Media Specialist	FCAT Explorer. AR data reports	SDIRC Benchmark Assessments, FCAT.
4	Student's reading readiness at each grade level	Tiered Instruction	Classroom Teachers	FAIR data, PM2 reports	SDIRC Benchmark Assessments and FCAT
5	Student's need more independent reading practice	Acclerated Reader Program, Leveled Books, Flexible Grouping,Differentiated Instruction	Classroom Teachers	FAIR data, PM2 reports	Formal and informal assessments
6	Increase in rigor of Standards	Text Complexity, Text Coding, Read Alouds, CIS, Reading Through Content areas	Classroom Teachers, Reading Coach, AP,	FCAT data, PM2 reports	FCAT, SDIRC Benchmarks

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.	Based on 2012 Florida Alternate Assessment data, 13 students were tested. Of the 13 tested, 2 (15%) scored a

Reading Goal #1b:	Level 4. 4 (31%) scored a Level 5. 3 (23%) scored a Level 6 on Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
69% or 9 out of 13 students scored a Level 4, 5, or 6 on alternate assessment in reading.	76% (10) of students will score a Level 4,5, or 6 on alternate assessment in reading.

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>Lack of in-depth knowledge of strategies to improve students learning through Sunshine State Standards Access Points.</td><td>Provide professional development in Unique Learning Systems</td><td>District Level ESE point person, Principal AP</td><td>Curriculum assessment data</td><td>Unique Learning System Reports</td></tr>
<tr><td>2</td><td>Intensity of student needs</td><td>Differentiating instruction</td><td>Classroom teachers, Principal, AP</td><td>Curriculum assessment data</td><td>Unique Learning System/Reports</td></tr>
</table>

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	Based on 2012 FCAT data 262 students were tested. 89 3rd graders were tested. Of the 89 tested 46(52%)students scored level 4 or 5. In 4th grade, 87 students were tested. Of the 87 students tested 33 (38%) students scored level 4 or 5. In 5th grade, 86 students were tested. Of the 86 tested 51 (59%) students scored level 4 or 5.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on 2012 FCAT data, 50% (130 out of 262 students) scored at or above Level 4.	52% (136) of the students will score level 4 or above on 2013 FCAT reading.

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>Time for enrichment activities.</td><td>Provide enrichment activities while RTI is in session.Flexible reading groups along with differentiated instruction. Literacy Centers. Extracurricular activities, i.e. Academic Games, etc. Core Knowledge Curriculum, AR Program</td><td>Reading Coach, Classroom Teacher, Media Specialist</td><td>PM2 data, FCAT, Aims Web FAIR data</td><td>SDIRC Benchmark Assessments, FCAT</td></tr>
<tr><td>2</td><td>Provide for higher level thinking skills</td><td>Stem questions, use of complex text, and text coding, reading through content areas.</td><td>Classroom Teacher, Reading Coach, Gifted Teacher</td><td>Lesson plans support correlation of strategies</td><td>SDIRC Benchmark Assessments and FCAT,FAIR</td></tr>
</table>

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading.	Based on the 2012 Florida Alternate Assessment, 13 students were tested. 0% of students scored a Level 7. 1 student (8%) scored a Level 8. 1 student (8%) scored a Level 9.

Reading Goal #2b:	

2012 Current Level of Performance:	2013 Expected Level of Performance:
15% (2 out of 13) scored at or above a Level 7 in reading on the Florida Alternate Assessment.	23% (3) will score at or above a Level 7 in reading on the 2013 Florida Alternate Assessment.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of in-depth knowledge of strategies to improve students learning through Sunshine State Standards Access Points.	Provide professional development in Unique Learning Systems	District Level ESE point person, Principal AP	Curriculum assessment data	Unique Learning System?Reports
2	Intensity of student needs	Differentiating instruction	Classroom teachers, Principal, AP	Curriculum Assessment Data	Unique Learning System/Reports

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	Based on FCAT 2012 data, 199(76%) of the 262 students made learning gains in reading.

2012 Current Level of Performance:	2013 Expected Level of Performance:
199 (76%) of the students made learning gains in reading.	77% (201) will make learning gains in reading on the 2013 FCAT.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Struggling students need additional assistance in reading.	RtI/Tier II & III instruction using Scientifically Research Based curriculum and methods of teaching,AR, Flexible grouping along with differentiated instruction. Harcourt Strategic Intervention	Reading Coach, Classroom Teacher, PS/RTI Team	PS/RtI meetings and data meetings following the SDIRC Benchmark Assessments	SDIRC Benchmark Assessments, FCAT. ORF and MAZE assessments, FAIR
2	Struggling students need additional support and intensive instruction throughout the school day/year in reading.	School-wide RtI in Kindergarten through 5th grade.	Reading Coach, PS/RtI Team, Classroom Teacher	PS/RtI meetings,grade level meetings and data meetings following SDIRC Benchmark Assessments and RtI data collection	SDIRC Benchmark Assessments, FCAT, ORF, MAZE
3	Time for enrichment activities for those performing above level 3.	Provide enrichment activities during RtI. AR, Academic Games, Flexible grouping and differentiated instruction. Gifted Program and extracurricula activities	Reading Coach, Classroom Teacher,Gifted Teacher	Data meetings following SDIRC Benchmark Assessments, FCAT	SDIRC Benchmark Assessments, FCAT

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	The percentage of students in the lowest 25% of the 262 students tested that made learning gains in reading was 75% (49 students).
2012 Current Level of Performance:	2013 Expected Level of Performance:
49 (75%) students of the lowest 25% made learning gains in reading.	77%(50) of the students will make learning gains in reading on 2013 FCAT.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	SWD students need additional time for ESE direct instruction.	Work within the schedule of the school day to provide maximum time allowed with the ESE teacher using appropriate curriculum for the student's individual needs.	ESE Teacher, Reading Coach, General Education Teacher	Data meetings following SDIRC Benchmark Assessments, collaboration meetings between ESE and general education teacher	SDIRC Benchmark Assessments, FCAT, FAIR assessments
2	General education teachers need additional support for instructing students with disabilities in the classroom.	ESE and general education teachers work collaboratively to design a program that meets the needs of the students, including modifications and accommodations.	ESE Teacher, General Education Teacher, Reading Coach	Collaboration meetings between the ESE teacher and general education teacher and data meetings following SDIRC Benchmark Assessments.	SDIRC Benchmark Assessments, FCAT
3	ELL students need additional support within the classroom.	Classroom teacher works with the Reading Coach to ensure that ELL strategies are being implemented during instruction. Rosetta Stone. Flexible grouping along with differentiated instruction	General Education Teacher, Reading Coach, AP	Data meetings following the SDIRC Benchmark Assessments, grade level meetings.	SDIRC Benchmark Assessments, FCAT
	All struggling students	School-wide RtI in	Classroom	Data meeting following	SDIRC Benchmark

4	need additional reading support with research based curriculum.	Kindergarten through 5th grade.	Teacher, Reading Coach	RtI data collection and SDIRC Benchmark Assessments	AssessBents, FCAT, ORF, MAZE
5	Provide support for reading for all students	Fluency, Peer Fluency, Read Naturally	Classroom Teacher and Reading Coach	Grade level meetings, Classroom walkthroughs, Lesson plan review	FAIR assessments, PM2 reports
6	Differentiated Instruction	Tiered small group instruction, leveled readers	Classroom Teacher, Reading Coach	Lesson plan review, grade level meetings and classroom walkthroughs	FAIR assessments and PM2 reports

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

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

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

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	n/a
2012 Current Level of Performance:	2013 Expected Level of Performance:
n/a	n/a

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

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<td colspan="5" align="center">No Data Submitted</td>

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	n/a
2012 Current Level of Performance:	2013 Expected Level of Performance:
n/a	n/a

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

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	n/a
2012 Current Level of Performance:	2013 Expected Level of Performance:
n/a	n/a

Problem-Solving Process to Increase Student Achievement

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

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	n/a
2012 Current Level of Performance:	2013 Expected Level of Performance:
n/a	n/a

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Struggling students need additonal intense reading instruction.	School wide RtI in Kindergarten through 5th grade.	PS/RtI Team, Classroom Teacher.	Data and grade level meetings following RtI data collection and SDIRC Benchmark Assessments, FCAT.	SDIRC Benchmark Assessments, FCAT, ORF, MAZE.
2	Additional support	Utilize tutors, mentors, book buddies, peer grouping and volunteers to provide addtional support, Literacy Centers	PS/RtI team, classroom teacher and outside personnel resources	Grade level meetings, classroom walkthroughs, lesson plan review	FAIR, informal/alternative assessments

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PD360/360 Common Core Online Staff Developement	All Teachers	Individual or small group i.e. grade levels, Literacy Council, etc.	All Intructional personnel	8/2012 through 5/2012	PD 360 Administrative Reports	Principal and Assistant Principal
Marzano-Domain 1-	all areas of teaching	Principal, AP,Teachers trained on Marzano Model	School wide	Monthly curriculum/data meetings- or as needed	Lesson plan review, classroom observations, PD 360 Reports	Principal, AP
CCSS	K-1	CCSS Leadership Team	K-1	Monthly curriculum/data meetings	Lesson Plan review, classroom observations, PD 360 Reports	Principal, AP, Reading Coach
Tops and Bottoms Text Complexity	K-1	District Level Facilitator	K-1	8/12	Lesson plan review, classroom observation	Principal, AP
Infusing science text into reading	K-5	CCSS Leadership Team	K-5	Ongoing	Lesson plan review, classroom observations	Principal, AP, Reading Coach
Master Coach Training	K-5 Best reading Practices	The Learning Alliance	Master Coaches	Monthly	classroom observations/ projects	Reading Coach, AP, Principal, The Learning Alliance
SONDAY Training	SONDAY reading program	The Learning Alliance	select K-5 teachers, select ESE teachers	9/26- ongoing	classroom observations/ shoulder to shoulder coaching	Reading Coach, AP, Principal, The Learning Alliance
Reading Coach Training	Reading- CCSS- text complexity- K-1	District Level Reading Coaches	School Reading Coaches	9/28	Use of lessons in K-1 classrooms	Principal, AP, Reading Coach
Edmodo Training	Technology- Reading	District Level Technology Persons	Kristine Clarke, Megan Stranzin	8/12	Lesson Plan review, classroom observations	Principal, AP
ESembler Training	Grading	Leti English	New teachers	8/12	Gradebooks	Principal, AP
Book Studies and/or Professional Learning Communities using the Marzano books that support the Art & Science of Teaching Model	K-5 Teachers, ESE Teachers, Gifted Teacher. Instructional Paraprofessionals	Principal, Assistant Principal, 3 teacher coaches, District Staff Development Coordinator	All instructional personnel	8-2012 through 5-2013	Classroom Walkthroughs, Informal and Formal Observations, Reviw of Lesson Plan book	Principal, Assistant Principal

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Accelerated Reader Program	Accelerated Reader Program for K and 1 students	Target Funds	$930.00
			Subtotal: $930.00
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
Professional Development related to Common Core State Standards and/or supported by the Marzano Model of Teaching.	Professional Development for staff	Big Lots Grant	$2,500.00
			Subtotal: $2,500.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $3,430.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	The school will increase the percentage of ELL's scoring at or above the proficient level in listening/speaking, from 50% to 56%(10) as evidenced by the 2013 CELLA scores.

2012 Current Percent of Students Proficient in listening/speaking:
50% or 9 students scored at or above the proficient level in listening/speaking based on the 2012 CELLA data.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of use of effective ESOL instructional strategies.	Implementation and documentation of ESOL strategies used on a daily basis.Review of Lesson Plan Book for documented ESOL strategies when necessary.	Site based administrator, District ESOL Liaison	Compare and analyze 2012 CELLA results with 2013 CELLA results.	CELLA Test Report

Students read in English at grade level text in a manner similar to non-ELL students.	
2. Students scoring proficient in reading. CELLA Goal #2:	The school will increase the percentage of ELL's scoring at the proficient level, from 22% to 28%(5) as evidenced by the 2013 CELLA scores.

2012 Current Percent of Students Proficient in reading:
22% (4) students scored at the proficient level in reading based on 2012 CELLA results.

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of use of effective ESOL instructional strategies.	Implementation and documentation of ESOL strategies used on a daily basis.	Site based administrator and district ESOL staff	Compare and analyze 2012 CELLA results with 2013 CELLA results	CELLA

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	The school will increase the percentage of ELL's scoring at the proficient level from 16% to 17% as evidenced by the 2013 CELLA scores.
2012 Current Percent of Students Proficient in writing:	
16% (3) students scored at the proficient level in writing based on 2012 CELLA data.	

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of effective ESOL instructional strategies.	Implementation and documentation of ESOL strategies used on a daily basis.	Site based administrators and district ESOL staff	Compare and analyze 2012 CELLA results with 2013 CELLA results.	CELLA

CELLA Budget:

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

Elementary School Mathematics Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	Based on 2012 FCAT data, 262 students were tested on FCAT math. 89 Third graders were tested. Of the 89 tested 32 (36%)scored a Level 3. 87 Fourth graders were tested. Of the 87 tested, 33 (38%) scored a Level 3. 86 Fifth graders were tested. Of the 86 tested, 22 (26%)students scored a Level 3.
2012 Current Level of Performance:	2013 Expected Level of Performance:
87 out of 262 students (33%), scored a Level 3 on FCAT Mathematics.	35% (91) will score a Level 3 on 2013 FCAT Mathematics.

Problem-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	Many students have difficulty keeping up with the pace of daily instruction.	Hands-on lessons/centers, small group and/or individual direct instruction within the classroom.	Classroom Teacher,School based Math Coordinators, District Math Coordinator	Data meetings following SDIRC Benchmark Assessments and math series assessments, FCAT, Lesson plan review and classroom walkthroughs	SDIRC Benchmark Assessments, math series assessments, FCAT results
2	Parents are unaware of how to assist students with homework and practice at home.	Fifth grade family math night. Parent / teacher conferences. Provide information to parents on on line math resources	Classroom Teacher, Math Coordinators	Homework, assessment results	SDIRC Benchmark Assessments, math series assessments, FCAT results
3	Struggling students need additional support.	After-school study club.	Classroom Teacher	Data following math series assessments and benchmark assessments, FCAT	SDIRC Benchmark Assessments, math series assessments, FCAT results
4	Students need additional support beyond the math core curriculum for practice	FCAT Explorer Program. Broward County Math Program, Sunshine Math Program	Classroom Teacher, Computer Lab Manager, Math Coordinators, Parent Volunteers	FCAT Explorer data	SDIRC Benchmark Assessments, FCAT results

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	Based on 2012 Florida Alternate Assessment data 13 students were tested. 1 (8%) scored a Level 4. 2 (15%) scored a Level 5. 1 (8%) scored a Level 6 on Florida Alternate Assessment Mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% or 4 out of 13 students scored a Level 4, 5, or 6 on the 2012 Florida Alternate Assessment in Mathematics.	38%(5) of students will score a Level 4,5, or 6 on 2013 Florida Alternate Assessment in Mathematics.

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

		Monitoring	Strategy	
1	Lack of in-depth knowledge of strategies to improve students learning through Sunshine State Standards Access Points.	Provide professional development in Unique Learning Systems	District Level ESE point person Principal AP	Curriculum assessment data	Unique Learning System & Reports
2	Intensity of student needs	Differentiating instruction	Classroom teachers, Principal, Assistant Principal	Curriculum Assessment Data	Unique Learning System & Reports

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	262 students were tested on FCAT math in 2012. 89 Third graders were tested. Of the 89 tested, 33 (37%) scored a Level 4 or 5. In Fourth grade, 87 students were tested. Of the 87 tested, 24 (28%) scored a Level 4 or 5. In Fifth grade, 86 students were tested. Of the 86 tested 42 (49%) scored a Level 4 or 5.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on 2012 FCAT data, 38% (99 out of 262) scored at or above a Level 4 in Mathematics.	39% (102) of students will score Level 4 or above on 2013 FCAT Mathematics.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time for enrichment activities is limited.	Provide math enrichment activities at the same time math small groups are occurring.	Classroom Teacher, Math Coordinators,	Data meetings following benchmark assessments.	SDIRC Benchmark Assessments, FCAT results
2	Math series doesn't provide enough enrichment opportunities.	Incorporate supplemental math strategies and/or programs, such as Sunshine Math,Mighty Mu or Equations.	Classroom Teacher, Math Coordinators, Parent Volunteers	Data meetings following Benchmark Assessments, FCAT.	SDIRC Benchmark Assessments, FCAT results

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	Based on 2012 Florida Alternate Assessment data, 13 students were tested. 0% scored a Level 7. 1 (8%) scored a Level 8.
2012 Current Level of Performance:	2013 Expected Level of Performance:
7% or 1 out of 13 students scored a Level 7 or above on the 2012 Florida Alternate Assessment in Mathematics.	15%(2) of students will score a Level 7 or above on the 2013 Florida Alternate Assessment in Mathematics.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of in-depth knowledge of strategies to improve students learning through Sunshine State Standards Access	Provide professional development in Unique Learning Systems	District Level ESE point person Principal AP	Curriculum assessment data	Unique Learning System & Reports

Points.

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	Of the 262 students tested, 66% (173) students made learning gains in math based on 2012 FCAT results.
2012 Current Level of Performance:	2013 Expected Level of Performance:
66% (173)students made learning gains in math based on 2012 FCAT results.	67%(175) of the students will make learning gains in math on 2013 FCAT.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need opportunities to learn additional strategies.	Incorporate supplemental programs, such as Sunshine Math, for enrichment opportunities.	Classroom Teacher, Math Coordinators,	Data meetings following math series and Benchmark Assessments, FCAT.	SDIRC Benchmark Assessments, FCAT results
2	Teachers continue to learn more about how to utilize all that's availalbe in the new math series.	Math coordinators provide additional training for classroom teachers.	Math Coordinators, Classroom Teacher District math coordinator	Data meetings following math series and Benchmark Assessments, FCAT.	SDIRC Benchamrk Assessments, FCAT results
3	Students have difficultly keeping up with the pace of the math series.	Provide hands-on centers/activities within the classroom and provide small group and/or individualized direct instruction within the classroom daily.	Classroom Teacher, Math Coordinator,	Data meetings following math series and Benchmark Assessments, FCAT	SDIRC Benchmark Assessments, FCAT results
4	Struggling students need additional support.	After-school study club.	Classroom Teacher, Math Coordinators,	Data meetings following math series and Benchmark Assessments, FCAT	SDIRC Benchmark Assessments, FCAT results

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	54% (36) of the bottom 25% made learning gains in math based on 2012 FCAT data.
2012 Current Level of Performance:	2013 Expected Level of Performance:
54% (36) of the bottom 25% made learning gains in math based on 2012 FCAT data	57% (37) of the bottom 25% will make gains in math on 2013 FCAT math assessment

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time for remediation is limited.	After school study club for struggling students.	Classroom Teacher, Math Coordinators	Data meetings following math series and Benchmark Assessments, FCAT.	SDIRC Benchmark Assessments, FCAT results
2	Time for re-teaching is limited.	Provide math centers/activities for the class while providing small group and/or individualized direct instruction for the struggling students.	Classroom Teacher, Math Coordinantnor,	Data meetings following math series and Benchmark Assessments, FCAT.	SDIRC Benchmark Assessments, FCAT results
3	Providing additional time and support to the lowest 25% is at times difficult	Utilize portable laptops at the third, fourth and fifth grade levels when not being used for online testing to provide additional instructional time for students falling in the lowest 25%ile	Classroom Teacher	Comuter generated reports	Online assessment tools

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 # N/A 5A :					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

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

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

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

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

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

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

5E. Economically Disadvantaged students not making	

satisfactory progress in mathematics. Mathematics Goal #5E:	N/A	
2012 Current Level of Performance:	2013 Expected Level of Performance:	
N/A	N/A	

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

End of Elementary School Mathematics Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
CCSS	K-1	CCSS Leadership Team. School Based Math Coordinator and District Math Liaison	K-1	Monthly curriculum/data meetings	Lesson plan review, classroom observation	Principal, AP
Marzano-Domain 1 through 4	K-5	Principal, AP	K-5	Monthly curriculum/data meetings	Lesson plan review, classroom observation	Principal, AP

Mathematics Budget:

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

Elementary and Middle School Science Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	Based on 2012 FCAT data, 86 students were tested. Of the 86 students tested 40 (47%) of the students scored a level 3 on FCAT Science Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
40 (47%) students of the 86 tested scored a level 3 on 2012 FCAT science assessment.	48%(41) of students will score a level 3 on 2013 FCAT science.

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr>
<th></th>
<th>Anticipated Barrier</th>
<th>Strategy</th>
<th>Person or Position Responsible for Monitoring</th>
<th>Process Used to Determine Effectiveness of Strategy</th>
<th>Evaluation Tool</th>
</tr>
<tr>
<td>1</td>
<td>Struggling students need additional support in science.</td>
<td>After school study club.</td>
<td>Classroom Teacher, Principal, AP</td>
<td>Data meetings following SDIRC Benchmark assessments and classroom assessments, FCAT Utilization of PD360 for professional learning in teaching science</td>
<td>SDIRC Benchmark Assessments, Fusion Science Program assessments, FCAT results</td>
</tr>
<tr>
<td>2</td>
<td>Time for integrating science into the daily schedule.</td>
<td>Integrate science into the reading curriculum with science related centers.</td>
<td>Classroom Teacher, Principal, AP</td>
<td>Data meetings following SDIRC Benchmark Assessments, FCAT Classroom walkthroughs and review of lesson plans</td>
<td>Center work samples/projects,more classroom science experiments SDIRC Benchmark Assessments, FCAT results</td>
</tr>
<tr>
<td>3</td>
<td>Time restraints for incorporating all of the science concepts into science instruction.</td>
<td>Cultural arts teachers will integrate various components of the science curriculum into their program when appropriate.</td>
<td>Cultural Arts Teacher, Principal, AP</td>
<td>Data meetings following SDIRC Benchmark Assessments, FCAT Use of Safari Montage lessons and online science based websites</td>
<td>SDIRC Benchmark Assessments, FCAT results</td>
</tr>
<tr>
<td>4</td>
<td>Time restraints for hands-on experiences in the form of experiments.</td>
<td>Encourage the students to conduct an individual science project for the school science fair.</td>
<td>Classroom Teacher</td>
<td>Presentation at the school science fair.</td>
<td>Judging rubric</td>
</tr>
<tr>
<td>5</td>
<td>Students struggle with understanding the scientific method</td>
<td>Provide ample opportunities for students to perform experiments in and outside the classroom</td>
<td>Classroom Teacher, Cultural Arts Teachers and ESE teachers,Gifted Teacher</td>
<td>Model and have students perform simple experiments whenever possible</td>
<td>Successful science fair projects with a clear understanding of the scientific method</td>
</tr>
</table>

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	Based on 2012 Florida Alternate Assessment data, 7 students were tested. Of the 7 students tested, 1 (14%) scod a level 4. 1 (14%) scored a level 5. 1 (14%) scored a level 6 on Florida Alternate Assessment
2012 Current Level of Performance:	2013 Expected Level of Performance:
42% or 3 out of 7 students scored a level 4,5 or 6 on 2012 Alternate Assessment in Science.	57%(4) of students will score a Level 4,5 or 6 on 2013 Alternate Assessment in Science.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of in-depth knowledge of strategies to improve students learning through Sunshine State Standards Access Points.	Provide professional development in Unique Learning Systems	District Level ESE point person Principal AP	Curriculum assessment data	Unique Learning System Assessments & Reports

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	Based on 2012 FCAT data, 86 students were tested. 17 (20%) scored a level 4. 6 (7%) students scored a level 5 on FCAT Science.
2012 Current Level of Performance:	2013 Expected Level of Performance:
23 (26%) of the 86 students tested scored at or above Level 4 on the 2012 FCAT science.	28%(24) of students will score at or above Level 4 on the 2013 FCAT Science.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time for enrichment within the classroom is limited.	Encourage students to conduct an individual science experiment for the school science fair.	Classroom Teacher	Presentation at school science fair.	Judging rubric.
2	Opportunities for students to perform science experiments is limited at school and at home	Provide a parent science night to teach parents how to perform an experiment and to prepare them for helping their child complete a science project for the school wide science fair	School based science coordinators	Hold a parent night in September/October in preparation for the school science fair	Roster indicating number of families in attendance Number of students participating in school based science fair
3	Lack of time to read content rich materials.	Encourage reading of content area complex texts during reading instruction	Classroom teacher, reading coach, AP	PM2 data	FCAT Science assessment, SDIRC Benchmarks

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

	2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	Based on 2012 Florida Alternate Assessment data, 7 students were tested. Of the 7 tested, 1 (14%) scored a level 7. 0% scored a level 8. 0% scored a level 9 on Alternate Assessment.
	2012 Current Level of Performance:	2013 Expected Level of Performance:
	14% or 1 student scored at or above a level 7 on 2012 Alternate Assessment in Science.	28%(2) of students will score a level 7 or above on 2013 Alternate Assessment in Science.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of in-depth knowledge of strategies to improve students learning through Sunshine State Standards Access Points.	Provide professional development in Unique Learning Systems	District Level ESE point person Principal AP	Curriculum assessment data	Unique Learning System & Reports

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Infusing science text into reading	K-5	CCSS Leadership team, Utilize PD360 for professional growth opportunities in science	K-5	Monthly	Lesson plans, classroom observations	Principal, AP

Science Budget:

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

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

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	Based on 2012 FCAT Writing data, 80% (70) students of the 87 students tested scored 3.0 or higher. 28% (24) students scored at a level 3.0. 21% (18) students scored at a level 3.5. 22% (19) students scored at a level 4.0. 6% (5) students scored at a level 4.5. 3% (3) students scored at a level 5.0. 1% (1) student scored at a level 5.5. 0% (0) students scored a level 6.
2012 Current Level of Performance:	2013 Expected Level of Performance:
80% (70)of the 87 students tested scored a level 3.0 or higher on the 2012 FCAT Writes.	83%(72) of students tested will score a level 3.0 or above on the 2013 FCAT Writes.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students in all grades don't always have the required skills to write good sentences, paragraphs or essays.	School-wide writing plan, emphasizing specific skills and practice at each grade level from Kindergarten to 5th grade.	Classroom Teacher, Reading Coach	Weekly writing samples, journals, quarterly demand prompts, FCAT.Classroom Walkthroughs. Review Lesson plans	SDIRC quarterly demand prompts, FCAT results
2	Parents are unaware of skills required for successful writing.	Provide parent writing nights to parents of Kindergarten and fourth grade students.	Classroom Teacher, Reading Coach	Weekly writing samples,journals, quarterly demand prompts, show and explain for kindergarten, FCAT.	SDIRC quarterly demand prompts, FCAT results
3	Lack of professional development on new rigorous writing expectations.	Provide professional development on new rigorous writing expectations.	Principal, AP, Classroom teacher	Review lesson plans,classroom walkthroughs, writing samples, demand prompts,FCAT Writes data	Demand prompts, FCAT Writes Data

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	Based on 2012 Florida Alternate Assessment data, 5 students were tested. Of the 5 students tested, 0% scored a level 4. 2 (40%) scored a level 5. 1 (20%) scored a level 6. 0% scored a level 7. 0% scored a level 8. 0% scored a level 9 on Alternate Assessment in Writing.
2012 Current Level of Performance:	2013 Expected Level of Performance:

	60% or 3 out of 5 students scored a level 4 or higher on 2012 Alternate Assessment in Writing.	80%(4) of students will score a level 4 or higher on 2013 Alternate Assessment in Writing.

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of in-depth knowledge of strategies to improve students learning through Sunshine State Standards Access Points.	Provide professional development in Unique Learning Systems	District Level ESE point person Principal AP	Curriculum assessment data	Unique Learning System Assessments & Reports

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
FCAT 2.0	Fourth grade writing	Pat Shaw	Fourth grade teachers	10/9/12	lesson plan review, classroom observations	Principal, AP
CCSS writing	K-5	CCSS Leadership team	K-5	Monthly	lesson plan review, classroom observations	Principal, AP

Writing Budget:

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

End of Writing Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	Rosewood Magnet School will continue to emphasize the importance of students attending school regularly and being on time for school as research supports when students are in school learning student achievement increases.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
3% of the students had 21 days or more absent in the 2011-2012 school year	No more than 2.5% of the students enrolled will have 21 or more days absent in 2012-2013
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
104 (students)	90(students)
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
98 students with 21 or more tardies	Reduce the number of students to 75 students with 21 or more tardies

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students missing school with unexcused absences	Discuss the importance of students attending school regularly at PTA and SAC meetings.	Principal, AP, Classroom Teachers	Absentee reports will show a decrease in tardies and absences of 21 days or more	Attendance reports

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Review CD of FCAT 2.0 for sample writings	Grades 3,4,5	Reading Coach, Classroom Teachers, AP	Third, Fourth, & Fifth Grade teachers	October 2012 through January 2013	Summary of discussion to review key points of the sample writings and to use the information to improve the school wide writing plan	Reading Coach and AP
Fourth Grade						

| teachers attend training on new scoring system for FCAT 2.0 Writes | Fourth Grade Teachers | Reading Coach, Assistant Principal and Principal | Fourth Grade Teachers | October through January, 2012-13 | Summary of meetings to discuss current rubrics and school wide writing plan | Reading Coach & Assistant Principal |

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	Rosewood Magnet School's balanced discipline plan is based on school wide implementation of a Character Education program and a social skills training program titled " Stop and Think". Our student Code of Conduct emphasizes the 3 R's being respectful, responsible and ready to learn. Our line rules follow the 4 S's Single, Straight and Silent for Safety.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
The total number of in school suspensions in 2011-2012 was 3.	The total number of in school suspensions will be reduced by (1) suspensions
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
2 students	1 students
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions

5 suspensions		4 suspensions	
2012 Total Number of Students Suspended Out-of-School		2013 Expected Number of Students Suspended Out-of-School	
2 students		1 students	

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	NA	Implement "Stop and Think" Social Skills Training Program that supports our Balanced Discipline Program using the PS/RtI Process Model	Principal, AP, Student Support Specialist, Classroom Teachers, Support Staff	Schoolwide Code of Conduct	ODR/ Terms Data Reports

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
T.E.A.M Training	ESE - K-5 as needed	District TEAM Trainers	K-5, ESE as needed	September through November 2012	Certification certificates	ESE District Liasion and Principal
Bullying Training	All Staff	District Trainer	All instructional staff	August through December 2012	Attendance roster	Principal
Legal Training regarding safety in schools	Leadership Team	District Trainers, Risk Management, Human Resource Manager	Principal, Assistant Principal, Student Support Specialists	On going 2012-13	Attendance rosters	Principal

Suspension Budget:

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

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	Increase parent involvment in our school by providing opportunities for parents to come to school to volunteer, receive training in curricula or to improve the home/school connection
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
Membership in PTA during the 2011--2012 school year was 360. The number of volunteer hours in our school in 2011- 2012 was 9,264.25 hours	Increase the number of members in the PTA by (14 members) 5% in 2012-13.The number of volunteer hours will increase by 1%.

	Problem-Solving Process to Increase Student Achievement			
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Current Economy	PTA will sponsor a PTA membership drive and ice cream social to encourage parents to become more involved in our school	PTA President and Executive Board	Membership Drive	Actual Membership Count
2	Parent Responsibilities outside of the school day.	Principal will meet with parents who may have difficulty completing volunteer hours to set up a plan for the year.	Principal	Volunteer hour quarterly reports to parents sent home in report cards.	Quarterly volunteer summary report
3	Providing information to parents and community members on important issues of school improvement	The School Advisory Council will hold monthly meetings.SAC Chairperson and Principal will set agendas that target school improvement items to keep parents informed of issues that are pertient to academic success at our school. They will complete climate surveys for all stakeholders to gather parent input for school improvement.	SAC Chairperson and Principal, SAC Committee Members	Meeting notes and attendance rosters	Climate survey results and attendance rosters.
	Communication	PTA will distribute a monthly newsletter with all pertient information for parents that relate	PTA President and Executive Board Members	Copies of newsletters	Attendance at meetings and events

4		to school and community events. They offer an online link Just Between Friends and a Facebook link to keep parents well informed. PTA has a link on the school webpage that provides parents additional information about our school's PTA.			
5	Challenge to get more fathers involved in school	Continue the All Pro Dads Breakfast program through the PTA in an effort to bring more fathers to the school to learn how to help their child at home with school.	PTA All Pro Dads Coordinator, PTA President, Principal	Number of fathers attending breakfasts. Goal is to have 100 fathers attend a breakfast	Breakfast and number count
6	Lack of technology funding for classrooms	Implement the Box Tops for Education Program through the PTA	PTA Box Tops for Education Coordinator, PTA President, Principal	Number of Ink Cartridges purchased each year	Notes/Comments of Appreciation from Teachers
7	Lack of funding for recess equipment for classroom teachers	Implement the Campbells Soup Labels for Education Program and the Coke Rewards program	PTA Coordinator of Campbells Soup Labels program and Coke Rewards Program	Teachers receiving playground equipment to use at structued activity time/recess	Notes/Comments of Appreciation from Teachers

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
Superintendent Town Hall Meetings	All school stakeholders	Superintendent and Leadership Team	School wide	On going	Attendance at Meetings	Principal
Participation in County Council PTA meetings and Round Table Meetings at the IR Mall	All stakeholders	PTA Executive Board Member serving on County Council PTA	School wide	Quarterly	Attendance @ meetings	PTA President and Principal
Orientation and Open House	K-5 & ESE	Classroom Teachers, PTA President and Principal	School wide	August & September 2012	Attendance at events	PTA President and Principal
PTA Executive Board Members attended the PTA Leadership Conference in Innisbrook, Summer 2012	K-5	PTA President and Executive Board Members	School wide	July 2012	Monthly PTA Executive Board Meetings	PTA President and Principal
Working With Parents	volunteers	Kristine Clarke	School wide	9/5/12	Use of volunteers, parent surveys	Principal, AP

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
Working With Parents	Tools and Tips for teachers on how to work with parents	district sponsored	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	Teachers will use a minimum of 2 district identified STEM projects (1 per semester) in order to increase science FCAT scores from 74% scoring at or above a level 3 to 76% scoring at or above a level 3 on FCAT Science.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of deep understanding of what STEM is.	Mandatory district training	Site administrators, science department chairs, district science specialist	Site administrators, science department chairs and district science specialist will review STEM projects undertaken by classroom teachers.	Science FCAT 2.0 scores

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
STEM	K-5	District STEM trained teachers	K-5	10/19/12	Classroom observations, lesson plan reviews	Principal, AP

STEM Budget:

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

End of STEM Goal(s)

Additional Goal(s)

Student Health and Safety Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Student Health and Safety Goal Student Health and Safety Goal #1:	58%(53 out of 90) of students in third grade scored at the Presidential Level. 41%(36 out of 88) of students in fourth grade scored at the presidential level. 42% (37 out of 88)of students scored at the Presidental Level on the Presidential Fitness Test.
2012 Current level:	2013 Expected level:
47%(126) of students in grades 3-5 scored at the Presidential Level on the Presidential Fitness Test in 2011-2012.	48% (128) students will score at the Presidential Level on the Presidential Fitness Test in the 2012-2013 school year.
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of understanding on the importance of maintaining a healthy lifestyle	Provide a PTA Health Fair for school families bringing in community organizations to educate students and their families	PTA President and Parent Coordinator of Health Fair Event	Number of families in attendance	Attendance roster

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

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

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

Budget:

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

No Data	No Data	No Data	$0.00
			Subtotal: $0.00

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

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

End of Student Health and Safety Goal(s)

Safety Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Safety Goal Safety Goal #1:	Based on the results of the School Advisory Council parent, teacher, support staff and student surveys and the district climate surveys, our goal is to increase awareness of maintaining a safe, school environment by teaching Character Education. A school wide balanced discipline program based on Social Skills Training using the "Stop & Think" program will be implemented. Emphasis will be placed on training teachers, staff, parents and students on school safety and bullying.
2012 Current level:	2013 Expected level:
1% (7) students received out of school supsensions	Reduce the number of out of school suspensions by providing alternative methods to problem solving

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack of understanding of how to problem solve when they have conflicts with other students	Assign student support specialist the responsibility of assisting with behavior plans and discipline issues throughout the school year.	Principal, Assistant Principal Student Support Specialist, Teachers	Review the discipline referral reports at the end of each semester to assess effectiveness of our problem solving process social skills stop and think program and our character education program	Discipline referral reports
2	Students have a tendency to tease and taunt others	Provide programs and lessons on bullying. Incorporate discussions with students during appropriate lesson opportunities	Classroom Teacher, Student Support Specialist,PTA	Provide training to teachers on bullying	ODR referrals and data reports
3	Lack of understanding of the values of being a good citizen	Continue the Character Education program schoolwide highlighting the 6 pillars of character throughout the school year	Principal, Assistant Principal and Student Support Specialist, Classroom Teachers	Teach character education lessons in classrooms as needed. Utilize the Stop and Think curriculum.	Lesson Plan Review, Number of Character Education programs presented during the year.

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

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

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

Budget:

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

End of Safety Goal(s)

FINAL BUDGET

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

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Accelerated Reader Program	Accelerated Reader Program for K and 1 students	Target Funds	$930.00
				Subtotal: $930.00

Technology

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

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Professional Development related to Common Core State Standards and/or supported by the Marzano Model of Teaching.	Professional Development for staff	Big Lots Grant	$2,500.00
Parent Involvement	Working With Parents	Tools and Tips for teachers on how to work with parents	district sponsored	$0.00
				Subtotal: $2,500.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00
				Grand Total: $3,430.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

Priority	Focus	Prevent	NA

Are you a reward school: Yes   No

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

No Attachment (Uploaded on 9/28/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

✔ Yes. Agree with the above statement.

Describe projected use of SAC funds	Amount

No data submitted

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

The School Advisory Council will meet the third Thursday of each month to discuss issues that pertain to school improvement. The agenda will consist of a legislative update, safety committee report and business that relates to curriculum and educational programs that impact student achievement at our school. We will review the school budget and school improvement plan and set goals that will provide opportunities for students and their families throughout the year.The SAC will also distribute and collect data from parent, student, teacher and support staff surveys to use for goal setting purposes.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Indian River School District ROSEWOOD MAGNET SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	90%	88%	96%	73%	347	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	74%	72%			146	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	65% (YES)	66% (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					624	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Indian River School District ROSEWOOD MAGNET SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	92%	92%	86%	73%	343	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	75%	69%			144	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	72% (YES)	74% (YES)			146	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					633	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested