

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

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

School Name: CARRIE P. MEEK/WESTVIEW ELEMENTARY SCHOOL

District Name: Dade

Principal: Tracey D. Crews

SAC Chair: Betty D. Johnson

Superintendent: Alberto Carvalho

Date of School Board Approval: October 19, 2012

Last Modified on: 10/12/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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| 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 | Tracey D. Crews | BS, Rockford College: Elementary Education w/ Minor in Psychology MS, Nova Southeastern University: ESOL and Educational Leadership (All Levels) Certification: Elementary Education, ESOL, and Educational Leadership (All Levels) | 12 | 12 | 12 '11 '10 '09 '08 School Grade C C C C C AYP N N N N N High Standards Rdg. 38 51 51 54 52 High Standards Math 52 74 64 58 65 Lrng Gains-Rdg. 62 57 51 66 55 Lrng Gains-Math 73 64 67 50 61 Gains-Rdg-25% 60 48 53 79 58 Gains-Math-25% 82 65 80 39 71 |
| | | BA, University of Miami, Bachelors of | | | 12 '11 '10 '09 '08 '07 '06 School Grade C C C C C C C |

| | | | | | |
|-----------------|----------------|---|---|---|--|
| Assis Principal | Kenyetta Black | Communications and University of Southern Mississippi, Masters of Education | 1 | 8 | AYP N N N N N N N High Standards Rdg. 38 33 33 31 n/a n/a High Standards Math 74 64 58 65 69 56 Lrng Gains-Rdg. 62 45 47 53 n/a n/a Lrng Gains-Math 73 66 73 75 n/a n/a Gains-Rdg-25% 60 52 46 56 n/a n/a Gains-Math-25% 82 60 67 70 n/a n/a |
|-----------------|----------------|---|---|---|--|

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 Coach | Maria Levasseur | BA, University of Miami, Biology and Elementary Education, MS Florida International University Educational Leadership Certification: Elementary Education/ (Grades K-6) Reading Endorsement K-12 Educational Leadership K-12 ESOL Endorsement | 1 | 2 | 12'11 '10 '09 '08 '07 '06 School Grade C B A A A AYP N N N N N Y High Standards Rdg. 38 56 67 72 73 High Standards Math 62 47 70 72 73 Lrng Gains-Rdg. 73 79 62 66 55 72 73 Lrng Gains-Math 64 67 50 61 76 88 Gains-Rdg-25% 48 53 79 58 69 71 Gains-Math-25% 65 80 39 71 82 N/A |

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

| | Description of Strategy | Person Responsible | Projected Completion Date | Not Applicable (If not, please explain why) |
|---|---|--|--|---|
| 1 | 1. Partnering newer teachers with veteran staff 2. Five Day Coach Model: Day 1 (Observe), Day 2 (Debrief), Day 3 (Model), Day 4 (Co-teach), Day 5 (Debrief/Plan) 3. Provide individualized Professional Development Opportunities 4. Conduct grade level data chats to increase knowledge management across the curriculum | Principal, Leadership Team Principal, Assistant Principal, and Reading Coach Principal, Assistant Principal, Reading Coach, and RtI Leadership Team Principal | On-Going, June, 2013 On-Going, June, 2013 On-Going, June, 2013 On-Going, June, 2013 | |

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).

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

| | |
|---|---|
| Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly | Provide the strategies that are being implemented to support the staff in becoming highly effective |
|---|---|

| | |
|--|---|
| effective. | Administration and the Leadership Team will partner teachers with veteran staff. The Leadership Team will conduct the Five Day Coach model: Day 1 (observe), Day 2 (debrief), Day 3 (model), Day 4 (co-teach), Day 5 (debrief/support). Individualized Professional Development opportunities will be provided. The sharing of best practice will be conducted during grade levels and whole staff meeting. |
| There are (0)0 % of non-effective teachers. There are currently (3) 5% of the staff that are teaching out- of-field. | |

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 |
|-------------------------------------|--------------------------|--|---|--|-------------------------------------|-----------------------------|-----------------------------|-------------------------------------|--------------------------|
| 39 | 12.8%(5) | 33.3%(13) | 30.8%(12) | 23.1%(9) | 43.6%(17) | 100.0%(39) | 15.4%(6) | 0.0%(0) | 51.3%(20) |

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 |
|---------------------|-------------------|---|---|
| Ms. Lynda Escarment | Jennifer Croes | Ms. Croes is a first year teacher. Ms. Escarment, Buddy Teacher will support Ms. Croes in all aspects of effective implementations of classroom strategies. | The Buddy Teacher and Reading Coach will meet weekly to discuss evidence-based strategies for differentiated instruction, grouping mechanisms, effective planning, Common Core Standards, and progress monitoring that will enhance the instructional delivery across the curriculum for Ms. Croes' classroom. Also, the mentor will model how to infuse high yield strategies across the curriculum, center rotations, and assigning students to groups based on their learning needs/styles. |
| Ms. Lynda Escarment | Ms. Artavia Smith | Ms. Smith is a second year teacher. Ms. Escarment, Buddy Teacher will support Ms. Smith in all aspects of effective implementations of classroom strategies in for first grade. | The Buddy Teacher and Reading Coach will meet weekly to discuss evidence-based strategies for differentiated instruction, grouping mechanisms, effective planning, Common Core Standards, and progress monitoring that will enhance the instructional delivery across the curriculum for Ms. Smith's classroom. Also, the mentor will model how to infuse high yield strategies across the curriculum, center rotations, and assigning students to groups based on their learning needs/styles. |

| | | | |
|--------------------|---------------------|---|---|
| Ms. Karen Goldfarb | Ms. Bushra Hafeez | Ms. Hafeez is a first year teacher. Ms. Goldfarb, Buddy Teacher will support Ms. Hafeez in all aspects of effective implementations of classroom strategies. | The Buddy Teacher and Reading Coach will meet weekly to discuss evidence-based strategies for differentiated instruction, grouping mechanisms, effective planning, Common Core Standards, and progress monitoring that will enhance the instructional delivery across the curriculum for Ms. Hafeez' classroom. Also, the mentor will model how to infuse high yield strategies across the curriculum, center rotations, and assigning students to groups based on their learning needs/styles. |
| Ms. Carline Die | Mr. Marquis Harvard | Mr. Harvard is a first year teacher. Ms. Goldfarb, Buddy Teacher will support Mr. Harvard in all aspects of effective implementations of classroom strategies for SPED-Varying Exceptionality students. | The Buddy Teacher and Reading Coach will meet weekly to discuss evidence-based strategies for differentiated instruction, grouping mechanisms, effective planning, Common Core Standards, IEP procedure, progress monitoring that will enhance the instructional delivery across the curriculum for Mr. Harvard 's classroom. Also, the mentor will model how to infuse high yield strategies across the curriculum, center rotations, and assigning students to groups based on their learning needs/styles. |
| Ms. Goldfarb | Ms. Dahiane Rondon | Ms. Rondon is a first year teacher. Ms. Goldfarb, Buddy Teacher will support Ms. Rondon in all aspects of effective implementations of classroom strategies. | The Buddy Teacher and Reading Coach will meet weekly to discuss evidence-based strategies for differentiated instruction, grouping mechanisms, effective planning, Common Core Standards, and progress monitoring that will enhance the instructional delivery across the curriculum for Ms. Rondon's classroom. Also, the mentor will model how to infuse high yield strategies across the curriculum, center rotations, and assigning students to groups based on their learning needs/styles. |

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Title I, Part A

Title I, Part A, funds school-wide services to Karen M. Siegel Academy. The Title I funds provide supplemental instructional resources and interventions for students with academic achievement needs. The district coordinates with Title II and Title III to ensure that staff development needs are addressed accordingly.

Carrie P. Meek/Westview K-8 Center through the Title I, Part A funds provides services to ensure students requiring additional remediation are assisted through extended learning opportunities (after-school programs, Saturday Academy and/or summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided for after-school and summer instructional programs, supplemental instructional materials, resource teachers, technology for students, professional development for the staff, and resources for parents. The school based, Title I funded Community Involvement Specialist (CIS), serves as a bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourages parents to support their child's education, provides materials and encourages parental participation in the decision making processes at the school site. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of students need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the School Improvement Process, the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all-out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Title I CHESS (Challenging Higher Education for Students in our Schools); Florida Kidcare Initiative; Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

Title I, Part C- Migrant

Carrie P. Meek/Westview K-8 Center provides services and support to migrant students and parents. The District Migrant Liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning opportunities (before-school and/or after-school, and summer school) by the Title I, Part C, and Migrant Education Program.

Title I, Part D

Title I, Part D

The District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Dropout Prevention programs.

Title II

Title II

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

- training to certify qualified mentors for the New Teacher (MINT) Program
- training for add-on endorsements programs, such as Reading, Gifted, ESOL training and substitute release time for Professional Development Liaisons (PDL). This will also be focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.

Title III

Title III

Services are provided through the district for ELL education materials and district support services to improve the education of immigrant and English Language Learners. Tutorial programs, parent outreach activities through the Bilingual Parent Outreach Program (The Parent Academy) and coaching/mentoring for the content area teachers (K-8).

Title X- Homeless

Title X- Homeless

The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools and the community. The school social worker provides training for the school registrar on the procedures for enrolling homeless students in the McKinney Vento Homeless Assistance Act. Also, the school social worker provides resources (clothing, school supplies, and social services referrals) for students at Carrie P. Meek/Westview K-8

Center whom are identified as homeless under the McKinny-Vento Act. This insures that homeless children and youth are not stigmatized or segregated on their status and are provided with all entitlements.

Supplemental Academic Instruction (SAI)

Supplemental Academic Instruction (SAI)

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

Violence Prevention Programs

Safe and Drug-Free Schools Violence Prevention

Carrie P. Meek/Westview K-8 Center offers the Safe and Drug-Free Schools Program that addresses violence and drug prevention. Intervention services for students are offered through curriculum implemented by classroom teachers, and an elementary counselor.

Training and technical assistance is available for elementary and middle school teachers, administrators, and counselor. The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and/or TRUST Specialists. Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors, and/or TRUST Specialists is also a component of this program.

Combating Student Sexting Curriculum

The program emphasis is to prevent sexting by promoting awareness through training for staff, student, parent, and community. The minimum of two lessons from the positive curriculum will be administered by every grade level teacher on SEXTING and cyber safety.

Nutrition Programs

Nutrition Programs

- 1) Carrie P. Meek/Westview K-8 Center adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- 2) Nutrition education, as per state statute, is taught through physical education.
- 3) The School Food Service Program, school breakfast, school lunch, and after-care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Housing Programs

Housing Programs

The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinny Vento Homeless Assistance Act-ensures homeless children and youth are not stigmatized or separated, segregated, or isolated on their status as homeless and provided with all entitlements. Additionally, the Home Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.

Head Start

Head Start

Carrie P. Meek/Westview K-8 Center offers a Voluntary Pre-Kindergarten (VPK) program. The Houghton Mifflin Pre-K Early Growth Indicators Benchmark Assessment is administered to all Pre-Kindergarten students as a pre and post-test. The low performing students are targeted for further assessment, particularly to identify strengths and weaknesses. Once identified, teachers will tailor lessons to meet the individual needs of students. The staff will provide parents with packets of suggested activities, registration materials, and offers workshops to train parents to effectively assist in their child's development at home. This early identification, teacher intervention and parental assistance enable the majority of low performing students to make a smooth transition to Kindergarten. Title I and VPK affords students the opportunity to obtain the necessary prerequisite skills to enter Kindergarten with a clear academic advantage. The program will be monitored by formal and informal observations conducted throughout the school year. Additionally, the Florida Continuous Improvement Model (FCIM) will be utilized to evaluate the quality and effectiveness of the program via ongoing monitoring

Adult Education

N/A

Career and Technical Education

N/A

N/A

Other

Other

Carrie P. Meek/Westview K-8 Center will offer Health Connect in Our Schools (HCiOS). This program offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on the school grounds. Teams at designated school sites are staffed by a School Social Worker (shared between schools), a Nurse (shared between schools) and a full-time Health Aide. HClOS services will reduce or eliminate barriers to care, connect eligible students with health insurance and a medical home, and provide care for students who are not eligible for other services. Also, HClOS delivers coordinated social work and mental/behavioral health interventions in a timely manner. HClOS enhances the health education activities provided by the schools and by the health department, therefore offering a health team that is qualified to perform the assigned duties related to a quality school health care program.

Carrie P. Meek/Westview K-8 Center will use AIDS: GET THE FACTS! This is a curriculum that provides a series of general objectives, lessons, activities and resources for providing HIV/AIDS instruction in grades K-12. HIV/AIDS curriculum is consistent with state legislation, as well as school policy and procedures including: Florida Statute 1003.46, Health education; instruction in acquired immune deficiency syndrome, School Board Policy: 6Gx13-5D-1.021 Welfare; School Health Services Program, the M-DCPS Worksite HIV/AIDS Hand Book, and Control of Communicable Disease in School Guidebook for School Personnel.

HIV/AIDS curriculum content is also in alignment with Florida Sunshine State Standards. HIV/AIDS content teachers are trained on the curriculum and can participate in yearly professional development about health and wellness related topics.

The students at Carrie P. Meek/Westview K-8 Center will use the Bruce Heiken Children's Vision Program which provides free complete optometric exams conducted at school sites via vision vans and corrective lenses to all failed vision screenings if the parent /guardian cannot afford the exams and/or the lenses.

HIV/AIDS Curriculum: AIDS Get the Facts!

The Counselor at Carrie P. Meek/ Westview K-8 Center will disseminate to staff, students and community new information relating to health and wellness topic. The AIDS: GET the Facts curriculum will be implemented by Homeroom teachers to create awareness among all the students.

The Miami Lighthouse / Heiken Children's Vision Program provides free optometric exams for students and correctives lenses for students who failed the screening if parents are unable to afford the exam or the lenses.

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

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MTSS/RtI leadership is vital, therefore, in building our team we have considered the following:

- Principal and Assistant Principal as the administrator(s) who will ensure commitment and allocate resources;
- Kindergarten Grade Level Chairperson, Grade Level 1 Chairperson, Grade Level 2 Chairperson, Grade Level 3 Chairperson, Grade Level 4 Chairperson, and Grade Level 5 Chairperson, and Reading Coach will extend and report on meeting the goals of the leadership team at grade level meetings.
- Media Specialist and Art Teacher are additional team members who will meet to review goals as needed.

The School Leadership Team will include additional personnel as resources to the team, based on specific problems or concerns as warranted, such as:

- Special Education Chair,
- School Guidance Counselor,
- School Psychologist
- School Social Worker
- Members of school advisory group

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?

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

The MTSS/RtI Leadership Team will debrief monthly to develop and implement strategies that promote and sustain a high culture of learning and problem solving of the general education initiative. The levels of support (resources) are allocated in direct proportion to student needs. MTSS/RtI uses increasingly more intense instruction and interventions.

- The first level of support is the core instructional and behavioral methodologies, practices, and supports designed for all students in the general curriculum.
- The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support.
- The third level of support consists of intensive instructional and/or behavioral interventions provided in addition to and in alignment with effective core instruction and the supplemental instruction and interventions with the goal of increasing an individual student's rate of progress academically and/or behaviorally.

The MTSS/RtI Leadership Team will conduct continuous analysis of data and discuss opportunities for improvement regarding student performance at each tier level, program evaluations, curriculum adjustments, professional development, research-based strategies, progress monitoring, and collaborate effective approaches for building capacity amongst staff. The RtI four step problem-solving models will be used to plan, monitor, and revise instruction and intervention. The four steps are: 1) problem identification, 2) problem analysis, 3) intervention implementation, and 4) response evaluation. The MTSS/RtI team will collaborate with Professional Learning Communities to facilitate the interaction and networking of school-based teachers to share teaching techniques and optimize student growth in reading, mathematics, science and writing. The Principal will monitor the implementation of MTSS/RtI, conducting root-cause analysis of data, and determining appropriate target areas across the curriculum. Additionally, the principal also will discuss in-depth opportunities for improvement, and highlight regional and district updates on current research and evidence-based strategies. Monthly meetings will be held to share a common vision for the use of data-based decision-making, ensuring that the school-based team is implementing MTSS/RtI, conducting assessment of MTSS/RtI skills of school staff, ensuring implementation of intervention support and on-going progress monitoring, ensuring adequate professional development to support MTSS/RtI implementation, and communicating with parents regarding school-based MTSS/RtI plans and activities. The Assistant Principal will communicate with parents regarding activities and acts as a liaison between families and staff. The Assistant Principal will also conduct and monitor assessments and assists with data analysis across grade levels. The Reading Coach will provide professional development for teachers and parents. In doing so, the coach will model, demonstrate, and collaborate using evidenced-based instructional practices and strategies. Also, assist with progress monitoring and lesson demonstration to enhance student

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

The MTSS/RtI Leadership Team will meet monthly (second Wednesday of the month) with the Educational Excellence School Advisory Council (EESAC) committee to provide updates regarding student data and to solicit strategies to improve student performance across the curriculum. The Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis. Additionally, the team will monitor the fidelity of the delivery of instruction and intervention, discuss the concepts that can be shared school-wide, and provide levels of support and interventions to students based on data.

MTSS Implementation

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

The Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis. Additionally, the team will monitor the fidelity of the delivery of instruction and intervention, discuss the concepts that can be shared school-wide, and provide levels of support and interventions to students based on data.

Describe the plan to train staff on MTSS.

Describe the plan to train staff on MTSS.

MTSS/RtI workshops will be customized to meet the needs of the school. Teachers will be required to take the on-line MTSS/RtI courses provided by the district. The district professional development and support will include:

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

Additionally, on-going professional development will be provided during teachers' common planning time throughout the school year. Two professional development sessions entitled "MTSS/RtI: Challenges to implementation Data-based Decision-making, and Supporting and Evaluating Interventions" will take place in September and October of the 2012-2013 school year.

Describe the plan to support MTSS.

- Effective, actively involved, and resolute leadership that frequently provides visible connections between a MTSS framework with district & school mission statements and organizational improvement efforts.
- Alignment of policies and procedures across classroom, grade, building, district, and state levels.
- Ongoing efficient facilitation and accurate use of a problem-solving process to support planning, implementing, and evaluating effectiveness of services.
- Strong, positive, and ongoing collaborative partnerships with all stakeholders who provide education services or who otherwise would benefit from increases in student outcomes.
- Comprehensive, efficient, and user-friendly data-systems for supporting decision-making at all levels from the individual student level up to the aggregate district level.
- Sufficient availability of coaching supports to assist school team and staff problem-solving efforts.
- Ongoing data-driven professional development activities that align to core student goals and staff needs.
- Communicating outcomes with stakeholders and celebrating success frequently.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Mrs. Tracey Crews, Principal, Mrs. Kenyetta Black, Assistant Principal, Mr. Moises Peguero, Counselor, Ms. Maria Lavasseur, Reading Coach, Ms. Shamika Myles, Kindergarten Grade Level Chairperson, Lynda Escarment, Grade 1 Level Chairperson, Joyce McIntosh, Grade 2 Level chairperson, Ms. Sonji Allen, Grade 3 Level Chairperson, Ms. Kimberly Marshall, Grade 4 Level Chairperson and Ms. Dorraine Alexander, Grade 5 Level, Dr. Barbara Hollinger, Media Specialist, and Mrs. Odalys Rodriguez, Art Teacher.

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

The Literacy Leadership Team (LLT) will meet bi-weekly to analyze data trends particularly; identify strengths and weaknesses taken from assessments throughout the school year in order to sustain a high culture of learning. In doing so, the LLT will discuss opportunities for improvement in reading across the curriculum in grades K-7 in the following areas:

- The utilization of the Media Center for Accelerated Reader to expand student knowledge developing and implementing instructional routines that use complex text and incorporate text dependent questions.
- Multi-disciplinary teams will develop lessons that provide students with opportunities for research therefore incorporating writing throughout the curriculum in alignment with the Common Core Standards. The use of on-going modification of the monthly instructional focus calendar and analysis of data trends as it relates to targeted deficiencies and research-based strategies will be used to develop lessons.
- Supplemental Educational Service (SES) providers will meet regularly with the LLT to enhance supplemental curriculum/instructional approaches to increase student achievement.

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

The principal will promote the LLT as an integral part of the school's literacy reform to promote a culture of reading by:

- Including representation from all curricular areas on the LLT; mainly to identify strengths and weakness when implementing reading across the curriculum for all grade levels.
- selecting team members who are skilled and committed to improving literacy.
- Offering professional growth opportunities for team members through lesson studies and individualized professional development.
- Creating a collaborative environment that fosters sharing and learning for all stakeholders.
- Developing a school-wide organizational model that supports literacy instruction in all classes by implementing a DEAR (Drop Everything And Read), Book of the Month (selected by Principal), and AR (Accelerated Reader) Incentives for each grade levels.
- Encouraging the use of data to improve teaching and student achievement across the curriculum and all grade levels.

Public School Choice

Supplemental Educational Services (SES) Notification

[View uploaded file](#) (Uploaded on 10/12/2012)

*Elementary Title I Schools Only: Pre-School Transition

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

Carrie P. Meek/Westview K-8 Center offers a Voluntary Pre-Kindergarten (VPK) program and Headstart. The Houghton Mifflin Pre-K Early Growth Indicators Benchmark Assessment will be administered to all Pre-Kindergarten students as a pre and post test. Screening data will be collected and aggregated prior to September 10, 2012. Data will be used to plan daily academic and social/emotional instruction for all students and for groups of students who may need intervention beyond core instruction. The low performing students are targeted for further assessment, particularly to identify strengths and weaknesses. Once identified, teachers tailor lessons to meet the individual needs of students. The staff provides parents with packets of suggested activities, registration materials, and offers workshops to train parents to effectively assist in their child's development at home. The early identification, teacher interventions and parental assistance enables the majority of low performing students to make a smooth transition to Kindergarten. Title I, VPK and Headstart affords students the opportunity to obtain the necessary prerequisite skills to enter Kindergarten with a clear academic advantage. The program will be monitored by screening tools administered mid-year and at the end of the year in order to determine student learning gains and the need for changes to the instruction/intervention program. Additionally, the Florida Continuous Improvement Model (FCIM) will be utilized to evaluate the quality and effectiveness of the program via on-going progress monitoring. Title I Administration assists the school by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten (VPK). Funds are used to provide extended support through full time highly qualified teachers and paraprofessionals. This will provide young children with a variety of meaningful learning experiences in environments that will give them opportunities to create knowledge through initiatives shared with supportive adults. The Title I Program further provides assistance for preschool transition through the Home Instruction for Parents of Preschool Youngster (HIPPPY) Program. HIPPPY provides in-home training for parents to become more involved in the educational process of their three and four year old children.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

The Reading Coach will provide a Creating Independence through Student-Owned Strategies (CRISS) staff training to all sixth and seventh grade teachers; particularly so students can easily incorporate active reading strategies across the curriculum. Through the utilization of CRISS, evidence-based strategies, such as "think-aloud", reciprocal teaching and the utilization of various concept maps. Also, cross-content word walls and leveled readers will be infused into the daily instructional block. Furthermore, to ensure students have reading strategies, tools, and techniques to better understand, organize, navigate, evaluate, and synthesize content material across the curriculum, teachers will facilitate the "Twenty Minutes and Out" instructional approach based on their class content. Additionally, Scholastic Classroom Libraries have been purchased for every teacher to promote independent reading.

*High Schools Only

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

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

N/A

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

N/A

Postsecondary Transition

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

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

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

| | |
|---|---|
| 1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a: | In grades 3-6, 20 % (50) of students achieved proficiency (FCAT Level 3) on the 2012 administration of the FCAT 2.0 Reading Test. The Expected Level of Performance for 2012-2013 school year is 28 % (69). |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 20% (50) | 28% (69) |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|---|---|---|---|
| 1 | <p>1a.1 Grade 3 experienced difficulty answering questions relating to Reading Application skills.</p> <p>Grade 4 experience difficulties in Literary Analysis/Fiction/ Nonfiction.</p> <p>Grade 5 needs improvement in Vocabulary: multiple meanings and word analysis.</p> <p>Grade 6 needs improvement in Vocabulary: multiple meanings and word analysis.</p> | <p>1a.1. The use of cross-content grade level reading materials such as River Deep and Time for Kids will be implemented in grades 3-7 to improve student's proficiency in reading.</p> <p>In third grade students will use grade-level appropriate texts that include identifiable author's purpose and conveying a particular mood. They will also focus on strategies to identify stated or implied Main idea and become familiar with text structures such as cause/effect, compare/contrast, and chronological order.</p> <p>Students in fourth grade will increase understanding of character development, use how-to articles, brochures, fliers and other real-world documents to identify text features.</p> <p>Students in fifth grade will use sentence and word context to determine meaning and pay special attention to the familiar roots and affixes derived from</p> | <p>1a.1. Principal, Assist. Principal, Reading Coach, Literacy Leadership Team (LLT).</p> | <p>1a.1. Following FCIM process the Reading Coach will develop Instructional Focus Calendars aligned with the Common Core Standards. When visiting classrooms, Administrators and LLT will review the implementation of aligned focus strategies and examine student data to insure fidelity to the stated objective. Bi-Weekly data chats will be conducted in order to determine the effectiveness of the strategies.</p> | <p>1a.1. FORMATIVE Administration and teachers will utilize reports from Florida Comprehensive Assessment Test (FCAT 2.0), Florida Assessment for Instruction in Reading (FAIR), Edusoft (District Interims/Tri-Weekly Assessments), and Success Maker to monitor data trends, student progress, and determine effectiveness.</p> <p>SUMMATIVE 2013 Florida Comprehensive Assessment Test (FCAT 2.0) results.</p> |

| | | | |
|--|--|--|--|
| | <p>Greek and Latin to determine meanings of unfamiliar complex words.</p> <p>Students in sixth grade will use sentence and word context to determine meaning and pay special attention to the familiar roots and affixes derived from Greek and Latin to determine meanings of unfamiliar complex words.</p> | | |
|--|--|--|--|

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

| | |
|--|---|
| <p>1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:</p> | <p>In grades 3-6, 25% (3) of students achieved proficiency (FAA Level 4, 5, and 6) on the 2012 administration of the FAA Reading Test. Our goal for the 2012-2013 school year is to increase proficiency for FAA Level 4, 5, and 6 students by 5 percentage points.</p> |
| <p>2012 Current Level of Performance:</p> | <p>2013 Expected Level of Performance:</p> |
| <p>25% (3)</p> | <p>30% (4)</p> |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|--|---|--|---|--|
| 1 | <p>1b.1. Students in grades 3 -6 require multiple reads of a selection prior to responding to comprehension questions.</p> | <p>1b.1. Students will read aloud, auditory tapes and text readers that provide print with visuals and or symbols. The use of picture walks will be used to assist students in making predictions of a reading selection. Students will have continuous review/practice when learning reading concepts. Visuals will be used as presented in the Florida Alternate Assessment (FAA)</p> | <p>1b.1. Principal, Assist. Principal, Reading Coach, Literacy Leadership Team (LLT)</p> | <p>1b.1. Following FCIM process the Reading Coach will develop Instructional Focus Calendars aligned with the Access Points. When visiting classrooms, Administrators and LLT will review the implementation of aligned focus strategies and examine student data to insure fidelity to the stated objective. Bi-Weekly data chats will be conducted in order to determine the effectiveness of the strategies.</p> | <p>1b.1. FORMATIVE Administration and teachers will utilize reports from Florida Alternate Assessment, Unique Learning System, and Success Maker to monitor data trends, student progress, and determine effectiveness. SUMMATIVE 2013 Florida Alternate Assessment Results</p> |

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

| | |
|--|--|
| <p>2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:</p> | <p>Reading Goal #2a: In grades 3-6, 14% (35) of students achieved above proficiency (Levels 4, 5) on the 2012 administration of the FCAT 2.0 Reading Test. The Expected Level of Performance for 2012-2013 school year is 17 % (42).</p> |
| <p>2012 Current Level of Performance:</p> | <p>2013 Expected Level of Performance:</p> |

| | |
|----------|----------|
| 14% (35) | 17% (42) |
|----------|----------|

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|---|---|--|---|
| 1 | 2a.1. Students in grades 3-6 experienced difficulty applying a wide variety of reading strategies that will help with the conceptualization and interpretation of text features, graphical information, plot development, literary elements and other forms of descriptive language from Categories 3 and 4 (Literary Analysis/Fiction/ Nonfiction & Informational Text/ Research Process). | 2a.1. A wide variety of reading evidence-based strategies and enrichment activities will be implemented through technology-based programs such as FCAT Explorer and Success Maker; particularly the Reading Adventures and Investigations components. In doing so, students will be provided with multiple opportunities to synthesize and evaluate a wide variety of reading genres and informational passages. Also, a series of open-end questions with a moderate to level of questioning from anchor/mini lessons taken from a Time for Kids and FCAT Test Maker will be infused into the instructional block. Also, the DEAR (Drop Everything And Read), the Book of the Month Program, the AR (Accelerated Reader Program) will be utilized. | 2a.1. Principal, Assist. Principal, Reading Coach, Literacy Leadership Team (LLT) | 2a.1. Following FCIM process the Reading Coach will develop Instructional Focus Calendars aligned with the Common Core Standards. When visiting classrooms, Administrators and LLT will review the implementation of aligned focus strategies and examine student data to insure fidelity to the stated objective. Bi-Weekly data chats will be conducted in order to determine the effectiveness of the strategies. | 2a.1. FORMATIVE Administration and teachers will utilize reports from the Florida Comprehensive Assessment Test (FCAT 2.0), Florida Assessment for Instruction in Reading (FAIR), Edusoft (District Interims/Tri-Weekly Assessments), and Success Maker to monitor data trends, student progress, and determine effectiveness. SUMMATIVE 2012-2013 Florida Comprehensive Assessment Test (FCAT 2.0) 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 reading. Reading Goal #2b: | In grades 3-6, 50 % (6) of students achieved proficiency (FAA at or above Level 7-9) on the 2012 administration of the FAA Reading Test. Our goal for the 2012-2013 school year is to increase proficiency for FAA Level 7-9 or higher by 3 percentage points |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 50% (6) | 53% (6) |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|--|--|---|---|---|--|
| | 2b.1. Students in grades 3 -6 need guidance in reading fiction, nonfiction and informational text to | 2b.1. Students will have opportunities to read various text of high | 2b.1. Principal, Assist. Principal, Reading Coach, Literacy | 2b.1. Following FCIM process the Reading Coach will develop | 2b.1. FORMATIVE Administration and teachers will utilize |

| | | | | | |
|---|---------------------------|--|-----------------------|---|---|
| 1 | identify the differences. | interest, below frustration level with continuous review and practice of reading comprehension skills. Students will be provided with visual as presented in the Florida Alternate Assessment (FAA). | Leadership Team (LLT) | Instructional Focus Calendars aligned with the Access Points When visiting classrooms, Administrators and LLT will review the implementation of aligned focus strategies and examine student data to insure fidelity to the stated objective. Bi-Weekly data chats will be conducted in order to determine the effectiveness of the strategies. | reports from the Florida Alternative Assessment, Unique Learning System, and Success Maker to monitor data trends, student progress, and determine effectiveness. SUMMATIVE 2012-2013 Florida Alternate Assessment 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:

| | |
|---|---|
| 3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a: | In grades 3-6, 62% (110) of students made Learning Gains on the 2012 administration of the FCAT 2.0 Reading Test. The Expected Level of Performance for 2012-2013 school year is 67% (119). |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 62%(110) | 67% (119) |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|--|---|--|---|--|
| 1 | 3a.1. Students in grades 3-6 experienced difficulty determining meaning of words using context clues with understanding of connotative language as it relates to vocabulary and the study of root words and affixes to determine meaning of familiar words. | 3a.1. Students will start Success Maker at the beginning of the school year. In doing so, they will complete daily customized practice drills/assignments based on their reading needs. Struggling readers will be tracked as to their weaknesses. Also, Soar to Success will be used to focus on building reading comprehension and vocabulary using Reciprocal Reading strategies. Accelerated Reader (AR) will be used to measure comprehension and vocabulary. Also, the DEAR (Drop Everything And Read), the Book of the Month Program, the AR (Accelerated Reader Program) will be utilized. | 3a.1. Principal, Assist. Principal, Reading Coach, Literacy Leadership Team (LLT), MTSS/RtI team. | 3a.1. Following FCIM process the Reading Coach will develop Instructional Focus Calendars aligned with the Common Core Standards. When visiting classrooms, Administrators and LLT will review the implementation of aligned focus strategies and examine student data to insure fidelity to the stated objective. Bi-Weekly data chats will be conducted in order to determine the effectiveness of the strategies. | 3a.1. FORMATIVE Administration and teachers will utilize reports from the Florida Comprehensive Assessment Test (FCAT 2.0), Florida Assessment for Instruction in Reading (FAIR), Edusoft (District Interims/Tri-Weekly Assessments), and Success Maker to monitor data trends, student progress, and determine effectiveness. SUMMATIVE 2013 Florida Comprehensive Assessment Test (FCAT 2.0) 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 reading. Reading Goal #3b: | There is no data available for students making learning gains in reading on the 2012 administration of the FAA reading Test. However, our goal for the 2012-2013 school year is to increase learning gains in reading in the FAA. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| NA | NA |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|---|---|---|--|
| 1 | 3b.1. Students in grades 3 -6 need the opportunity to engage in the same reading selection to insure familiarity in order to answer comprehension questions. | 3b.1. Students will have opportunities to make choices using concrete objects, real pictures and symbols paired with words. Student will respond to questions using eye gaze, vocalization and assistive technology. Students will be provided with visual as presented in the Florida Alternate Assessment (FAA). | 3b.1. Literacy Leadership Team (LLT) | 3b.1. Following FCIM process the Reading Coach will develop Instructional Focus Calendars aligned with the Access Points. When visiting classrooms, Administrators and LLT will review the implementation of aligned focus strategies and examine student data to insure fidelity to the stated objective. Bi-Weekly data chats will be conducted in order to determine the effectiveness of the strategies. | 3b.1 FORMATIVE Administration and teachers will utilize reports from Florida Alternative Assessment, Unique Learning System, and Success Maker to monitor data trends, student progress, and determine effectiveness. SUMMATIVE 2013 Florida Alternate Assessments 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:

| | |
|---|--|
| 4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4: | In grades 3-6, 65% (19) of students in the Lowest 25% made Learning Gains on the 2011 administration of the FCAT Mathematics Test. Our goal for the 2012-2013 school year is to increase learning gains in the Lowest 25% for mathematics to 70% (20) . |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 65% (19) | 70% (20) |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|--|---|--|--|--|--|
| | 4a.1. Grade 3 -6 experienced difficulty answering questions relating to Informational Text/Research Process and Reading Application. | 4a.1. Students will be provided with multiple opportunities to answer questions with a moderate to high complexity of difficulty from customized lesson | 4a.1. Principal, Assist. Principal, Reading Coach, Literacy Leadership Team (LLT), MTSS/RtI team. | 4a.1. Following the FCIM process, the Reading Coach will develop Instructional Focus Calendars aligned with the Common Core | 4a.1. FORMATIVE Administration and teachers will utilize reports from Florida Comprehensive Assessment Test |

| | | | | | |
|---|--|---|--|--|--|
| 1 | | <p>taken from FCAT Test Maker during the instructional block, tutorials, and pull-outs within set time frames. Additional SES tutoring and Saturday Academy will be available for students.</p> <p>At the beginning of the school year students will start Success Maker. In doing so, they will complete daily customized practice drills/assignments based on their reading needs. Struggling readers will be tracked as to their weaknesses.</p> <p>Furthermore, Soar to Success will be used to focus on building reading comprehension and vocabulary using Reciprocal Reading strategies. Students will also participate in DEAR (Drop Everything And Read), the Book of the Month Program, the AR (Accelerated Reader Program) as a means to increase reading fluency and comprehension.</p> | | <p>Standards. When visiting classrooms, Administrators and LLT will review the implementation of aligned focus strategies and examine student data to insure fidelity to the stated objective. Bi-Weekly data chats will be conducted in order to determine the effectiveness of the strategies.</p> | <p>(FCAT 2.0), Florida Assessment for Instruction in Reading (FAIR), Edusoft (District Interims/Tri-Weekly Assessments), and Success Maker to monitor data trends, student progress, and determine effectiveness.</p> <p>SUMMATIVE 2013 Florida Comprehensive Assessment Test (FCAT 2.0) results</p> |
|---|--|---|--|--|--|

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

| | | | | | | |
|--|--|-----------|-----------|-----------|-----------|-----------|
| 5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%. | <p>Reading Goal #</p> <p>In grades 3-6, 42% of students meet the performance Target of the Achievable Annual Measurable Objectives (AMOs) in 2012 administration of the FCAT Reading Test.</p> <p>5A :</p> | | | | | |
| Baseline data 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |
| | 42 | 48 | 53 | 58 | 63 | |

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

| | |
|--|---|
| <p>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.</p> <p>Reading Goal #5B:</p> | <p>The results of the 2012 FCAT Reading Test in grades 3-6 indicate that 38% (81) of the Black subgroup students achieved FCAT Level 3 proficiency. Our goal for the 2012-2013 school year is to increase Level 3 student proficiency to 47% (101).</p> <p>The results of the 2012 FCAT Reading Test in grades 3-6 indicate that 38% (11) of the Hispanic subgroup students achieved FCAT Level 3 proficiency. Our goal for the 2012-2013 school year is to increase Level 3 student proficiency to 53% (15).</p> |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| Black 38% (81) | Black: 47% (101) |
| Hispanic: 38% (11) | Hispanic: 53% (15) |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|---|---|--|---|
| 1 | 5B.1. Students in the Black and Hispanic subgroups in Grade 3-6 experienced difficulty answering questions relating to Informational Text/Research Process and Reading Application. | 5B.1. Students will be provided with multiple opportunities to answer questions with a moderate to high complexity of difficulty from customized lessons taken from FCAT Test Maker during the instructional block, tutorials, and pull-outs within set time frames. Additional SES tutoring and Saturday Academy will be available for students. At the beginning of the school year students will start Success Maker. In doing so, they will complete daily customized practice drills/assignments based on their reading needs. Struggling readers will be tracked as to their weaknesses. Furthermore, Soar to Success will be used to focus on building reading comprehension and vocabulary using Reciprocal Reading strategies. Students will also participate in DEAR (Drop Everything And Read), the Book of the Month Program, the AR (Accelerated Reader Program) as a means to increase reading fluency and comprehension. | 5B.1. Principal, Assist. Principal, Reading coach, Literacy Leadership Team (LLT), MTSS/RtI team. | 5B.1. Following FCIM process the Reading Coach will develop Instructional Focus Calendars aligned with the Common Core Standards. When visiting classrooms, administrators and LLT will review the implementation of aligned focus strategies and examine student data to insure fidelity to the stated objective. Bi-Weekly data chats will be conducted in order to determine the effectiveness of the strategies. | 5B.1. FORMATIVE Administration and teachers will utilize reports from Florida Comprehensive Assessment Test (FCAT 2.0), Florida Assessment for Instruction in Reading (FAIR), Edusoft (District Interims/Tri-Weekly Assessments), and Success Maker to monitor data trends, student progress, and determine effectiveness. SUMMATIVE 2013 Florida Comprehensive Assessment Test (FCAT 2.0) results |

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

| | |
|---|---|
| 5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C: | The results of the 2012 FCAT Reading Test in grades 3-6 indicate that 26% (10) of the ELL subgroup students achieved FCAT Level 3 proficiency. Our goal for the 2012-2013 school year is to increase Level 3 student proficiency to 33% (13). |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 26(10) | 33% (13) |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|--|--|---|---|---|--|
| | 5C.1. Students in grades 3-6 of the ELL not making satisfactory progress and | 5C.1. Students will be provided with multiple | 5C.1. Principal, Assist. Principal, Reading coach, Literacy | 5C.1. Following FCIM process the Reading Coach will develop | 5C.1. FORMATIVE Administration and teachers will utilize |

| | | | | | |
|---|---|---|---------------------------------------|---|--|
| 1 | experiencing difficulty with using context clues to identify vocabulary from fictional and nonfictional passages. | opportunities to analyze and interpret a wide variety questions related to identifying the main idea through customized activities from Success Maker technology program and Voyager Passport Curriculum. In doing so, students will answer practice questions that convey a particular mood when identifying the main idea/point, author's purpose, text structures, and chronological order through anchor/mini-lessons from FCAT Test Maker and various leveled readers. | Leadership Team (LLT), MTSS/RtI team. | Instructional Focus Calendars aligned with the Common Core Standards. When visiting classrooms, Administrators and LLT will review the implementation of aligned focus strategies and examine student data to insure fidelity to the stated objective. Bi-Weekly data chats will be conducted in order to determine the effectiveness of the strategies. | reports from Florida Comprehensive Assessment Test (FCAT 2.0), Florida Assessment for Instruction in Reading (FAIR), Edusoft (District Interims/Tri-Weekly Assessments), and Success Maker to monitor data trends, student progress, and determine effectiveness. SUMMATIVE 2013 Florida Comprehensive Assessment Test (FCAT 2.0) results |
|---|---|---|---------------------------------------|---|--|

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

| | |
|--|--|
| 5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D: | The results of the 2012 FCAT Reading Test in grades 3-6 indicate that 32% (9) of the ELL subgroup students achieved FCAT Level 3 proficiency. Our goal for the 2012-2013 school year is to increase Level 3 student proficiency to 43% (12). |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 32% (9) 43% (12) | 43% (12) |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|--|--|---|--|
| 1 | 5D.1. Students in grades 3-6 of the SWD Subgroup experienced difficulty identifying the main idea (stated/implied), relevant details, and text structures/features from fictional and nonfictional passages. | 5D.1. Students will be provided with multiple opportunities to analyze and interpret a wide variety questions related to identifying the main idea through customized activities from Success Maker technology program and Voyager Passport Curriculum. In doing so, students will answer practice questions that convey a particular mood when identifying the main idea/point, author's purpose, text structures, and chronological order through anchor/mini-lessons from FCAT Test Maker and various leveled readers. | 5D.1. Principal, Assist. Principal, Reading Coach, Literacy Leadership Team (LLT), MTSS/RtI team. | 5D1. Following FCIM process the Reading Coach will develop Instructional Focus Calendars aligned with the Common Core Standards. When visiting classrooms, Administrators and LLT will review the implementation of aligned focus strategies and examine student data to insure fidelity to the stated objective. Bi-Weekly data chats will be conducted in order to determine the effectiveness of the strategies. | 5D.1. FORMATIVE Administration and teachers will utilize reports from Florida Comprehensive Assessment Test (FCAT 2.0), Florida Assessment for Instruction in Reading (FAIR), Edusoft (District Interims/Tri-Weekly Assessments), and Success Maker to monitor data trends, student progress, and determine effectiveness. SUMMATIVE 2012-2013 Florida Comprehensive Assessment Test (FCAT 2.0) results |

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

| | |
|---|--|
| 5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E: | The results of the 2012 FCAT Reading Test in grades 3-6 indicate that 37% (88) of the Black subgroup students achieved FCAT Level 3 proficiency. Our goal for the 2012-2013 school year is to increase Level 3 student proficiency to 46% (110). |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 37% (88) | 46% (110) |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|--|---|---|---|---|
| 1 | 5E.1. Students in grades 3-6 of the Economically Disadvantaged Subgroup experience difficulty identifying the main idea (stated/implied), relevant details, and text structures/features from fictional and nonfictional passages. | 5E.1. Students will be provided with multiple opportunities to analyze and interpret a wide variety questions related to identifying the main idea through customized activities from Success Maker technology program and Voyager Passport Curriculum. In doing so, students will answer practice questions that convey a particular mood when identifying the main idea/point, author's purpose, text structures, and chronological order through anchor/mini-lessons from FCAT Test Maker and various leveled readers. | 5E.1. Principal, Assist. Principal, Reading Coach, Literacy Leadership Team (LLT), MTSS/RtI team. | 5E.1. The Reading Coach will develop Instructional Focus Calendars aligned with the Common Core Standards. When visiting classrooms, Administrators and LLT will review the implementation of aligned focus strategies and examine student data to insure fidelity to the stated objective. Bi-Weekly data chats will be conducted in order to determine the effectiveness of the strategies. | 5E.1. FORMATIVE Administration and teachers will utilize reports from the 2011-12 Florida Comprehensive Assessment Test (FCAT 2.0), Florida Assessment for Instruction in Reading (FAIR), Edusoft (District Interims/Tri-Weekly Assessments), and Success Maker to monitor data trends, student progress, and determine effectiveness. SUMMATIVE 2013 Florida Comprehensive Assessment Test (FCAT 2.0) results |

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 |
|---|---------------------|----------------------------------|---|---|---|---|
| Addressing Reading Improvement Using Data | Reading K-7 | Reading Coach | School-wide | Professional Development will be conducted monthly on the second Wednesday of each month. | Administration, Reading Coach, MTSS/RtI Leadership Team, and Literacy Leadership Team (LLT) will monitor implementation and follow-up through data analysis, classroom walkthroughs and weekly planning sessions. | Principal, Assistant Principal, and Reading Coach |

| | | | | | | |
|--|-------------|---------------|-------------|---|---|---|
| Understanding Common Core Standards in Reading | Reading K-7 | Reading Coach | School-wide | Professional Development will be conducted monthly on the second Wednesday of each month. | Administration, Reading Coach, MTSS/RtI Leadership Team, and Literacy Leadership Team (LLT) will monitor implementation and follow-up through data analysis, classroom walkthroughs and weekly planning sessions. | Principal, Assistant Principal, and Reading Coach |
| Reading Plus Success Maker Training | Reading K-7 | Reading Coach | School-wide | Professional Development will be conducted monthly on the second Wednesday of each month. | Administration, Reading Coach, MTSS/RtI Leadership Team, and Literacy Leadership Team (LLT) will monitor implementation and follow-up through data analysis, classroom walkthroughs and weekly planning sessions. | Principal, Assistant Principal, and Reading Coach |

Reading Budget:

| Evidence-based Program(s)/Material(s) | | | |
|---|---|----------------|-------------------|
| Strategy | Description of Resources | Funding Source | Available Amount |
| To provide students additional practice in reading comprehension | Grade 3-5 Houghton Mifflin Reading Practice Workbooks | Title I | \$1,300.00 |
| To provide students additional practice in content area reading. | Grades 3-7 Coach Books | Title I | \$3,000.00 |
| To provide students additional practice in context clues for reading. | Grade 3-7, After School Reading Tutoring | Title I | \$0.00 |
| Subtotal: | | | \$4,300.00 |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| To progress monitor student achievement in reading | FCAT Test Maker | Title I | \$1,000.00 |
| Subtotal: | | | \$1,000.00 |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| Subtotal: | | | \$0.00 |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| Subtotal: | | | \$0.00 |
| Grand Total: | | | \$5,300.00 |

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: | In grades 3-6, 28% (17) of students scored proficient in Listening/Speaking on the 2012 administration of the CELLA . The Expected Level of Performance for the 2013 school year is to increase the level of CELLA proficiency by 5%. |
| 2012 Current Percent of Students Proficient in listening/speaking: | |
| | |

28% (17)

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|--|---|--|---|
| 1 | 1.1 Students in grades 3-6 who were not proficient in listening had difficulty with understanding connotative language as it relates to vocabulary. Students in grades 3-6 who were not proficient in speaking had difficulty with understanding the study of root words and affixes to determine meanings of unfamiliar complex words. | 1.1 Students will implement the LEA (Language Experience Approach), Modeling, and TPR (Total Physical Response) in order to improve on their listening skills. Students will implement Brainstorming, Role-play, Teacher/Student Modeling to improve on their speaking skills. | 1.1 Principal, Assist. Principal, Reading Coach, Literacy Leadership Team (LLT), MTSS/RtI team. | 1.1 Following FCIM process the Reading Coach will develop Instructional Focus Calendars aligned with the Common Core Standards. When visiting classrooms, Administrators and LLT will review the implementation of aligned focus strategies and examine student data to insure fidelity to the stated objective. Bi-Weekly data chats will be conducted in order to determine the effectiveness of the strategies. | 1.1 FORMATIVE Administration and teachers will utilize reports from the Florida Comprehensive Assessment Test (FCAT 2.0), Florida Assessment for Instruction in Reading (FAIR), Edusoft (District Interims/Tri-Weekly Assessments), and Success Maker to monitor data trends, student progress, and determine effectiveness. SUMMATIVE 2013 Florida Comprehensive Assessment Test and Comprehensive English Language Learning Assessment. |

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

2. Students scoring proficient in reading.

CELLA Goal #2:

In grades 3-6, 19% (11) of students scored proficient in Reading on the 2012 administration of the CELLA . The Expected Level of Performance for the 2013 school year is to increase the level of CELLA proficiency by 5%.

2012 Current Percent of Students Proficient in reading:

19% (11)

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|--|---|---|---|--|---|
| | 2.1 Students in grades 3-6 experienced difficulty identifying the main idea (stated/implied), relevant details, and text structures/features from fictional and | 2.1 Students will implement the Picture Walk strategy of looking at pictures to gain and understanding of the story. Also, the QAR (Question-Answer-Relationship) will be | 2.1 Principal, Assist. Principal, Reading Coach, Literacy Leadership Team (LLT), MTSS/RtI team. | 2.1 Following FCIM process the Reading Coach will develop Instructional Focus Calendars aligned with the Common Core Standards. When | 2.1 FORMATIVE Administration and teachers will utilize reports from the Florida Comprehensive Assessment Test (FCAT 2.0), |

| | | | | | |
|---|------------------------|--|--|---|--|
| 1 | nonfictional passages. | used as a strategy. This includes "In the Book- Right There", "In the Book-Think and Search" and "In your Head -Author and You." | | visiting classrooms, Administrators and LLT will review the implementation of aligned focus strategies and examine student data to insure fidelity to the stated objective. Bi-Weekly data chats will be conducted in order to determine the effectiveness of the strategies. | Florida Assessment for Instruction in Reading (FAIR), Edusoft (District Interims/Tri-Weekly Assessments), and Success Maker to monitor data trends, student progress, and determine effectiveness. SUMMATIVE 2013 Florida Comprehensive Assessment Test and Comprehensive English Language Learning Assessment. |
|---|------------------------|--|--|---|--|

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

| | |
|--|---|
| 3. Students scoring proficient in writing. CELLA Goal #3: | In grades 3-6, 14% (9) of students scored proficient in Writing on the 2012 administration of the CELLA . The Expected Level of Performance for the 2013 school year is to increase the level of CELLA proficiency by 5%. |
|--|---|

2012 Current Percent of Students Proficient in writing:

14% (9)

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|--|--|---|--|
| 1 | 2.1. Students in grades 3-6 experienced difficulty in the area of spelling and summarizing. | 2.1. Students will implement the use of Dialogue Journals, Personal Journals and a Reading Response Journal in order to gain proficiency in Writing. | 2.1. Principal, Assist. Principal, Reading Coach, Literacy Leadership Team (LLT), MTSS/RtI team. | 2.1 Following FCIM process Following FCIM process the Reading Coach will develop Instructional Focus Calendars aligned with the Common Core Standards. When visiting classrooms, Administrators and LLT will review the implementation of aligned focus strategies and examine student data to insure fidelity to the stated objective. Bi-Weekly data chats will be conducted in order to determine the effectiveness of the strategies. | 2.1 FORMATIVE Administration and teachers will utilize reports from the Florida Comprehensive Assessment Test (FCAT 2.0), Florida Assessment for Instruction in Reading (FAIR), Edusoft (District Interims/Tri-Weekly Assessments), and Success Maker to monitor data trends, student progress, and determine effectiveness. SUMMATIVE 2013 Florida Comprehensive Assessment Test and |

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: | In grades 3-5, 26% (63) students achieved proficiency (Level 3) on the 2012 administration of the FCAT Mathematics Test. Our goal for the 2012-2013 school year is to increase student proficiency in mathematics for FCAT Level 3 to 32% (79). |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 26% (63) | 32% (79) |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|--|---|---|---|
| 1 | 1a.1. Students experienced difficulty in Fractions in grade 3, Geometry and Measurement in grade 4 and Expression, Equations and Statistics in grade 5. | 1a.1. Form Grade Level Mathematic Community of Instructional Practices teams to implement research-based instructional strategies that provide students with mathematical explorations and hands-on manipulative/activities to facilitate the conceptual learning of fractions, including in problem situation; use geometric knowledge and spatial reasoning to develop foundations for understanding expression, equations and statistics. | 1a.1. MTSS/RtI Leadership Team | 1a.1. Following the FCIM process, the Principal, Assist. Principal and classroom teachers will develop Instructional Focus Calendars aligned with the Common Core Standards. When visiting classrooms, Administrators will review the implementation of aligned focus strategies and examine student data to insure fidelity to the stated objective. Bi-Weekly data chats will be conducted in order to determine the effectiveness of the strategies. | 1a.1. FORMATIVE Administration and teachers will utilize reports from the Florida Comprehensive Assessment Test, District Interims, Tri-Weekly Assessments, On-Target Assessments, Benchmark Assessments Data and Success Maker to monitor data trends, student progress, and determine effectiveness. SUMMATIVE 2013 Florida Comprehensive Assessment Test (FCAT 2.0) 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: | In grades 3-5, 45% (5) students achieved proficiency (Level 4, 5, and 6) on the 2012 administration of the FAA Mathematics Test. Our goal for the 2012-2013 school year is to increase student proficiency in mathematics for FAA Levels 4, 5, and 6 to 50% (6). |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 45% (5) | 50% (6) |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|--|---|---|---|--|
| 1 | 1b.1. Students in grade 3-5 experienced difficulty with Repetition for long term learning of math concepts such as rote counting, fact fluency and tools for measurement. | 1b.1. The use of research-based instructional strategies targeting continuous repetition/practice when learning math concepts. The students must be provided with visual choices as presented in the Florida Alternate Assessment (FAA). | 1b.1. Principal, Assist. Principal, MTSS/RtI team. | 1b.1. Following FCIM process the Principal, Assist. Principal and classroom teachers will develop Instructional Focus Calendars aligned with the Common Core Standards. When visiting classrooms, Administrators will review the implementation of aligned focus strategies and examine student data to insure fidelity to the stated objective. Bi-Weekly data chats will be conducted in order to determine the effectiveness of the strategies. | 1b.1. FORMATIVE Administration and teachers will utilize reports from the Florida Comprehensive Assessment Test, District Interims, Tri-Weekly Assessments, On-Target Assessments, Benchmark Assessments Data and Success Maker to monitor data trends, student progress, and determine effectiveness. SUMMATIVE 2013 Florida Alternate Assessment Test (FCAT 2.0) 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:

| | |
|---|---|
| 2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a: | In grades 3-5, 22% (53) students achieved above proficiency (Levels 4 and 5) on the 2012 administration of the FCAT Mathematics Test. Our goal for the 2012-2013 school year is to increase student proficiency for FCAT Levels 4 and 5 to 24% (59). |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 22% (53) | 24% (59) |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|---|---|--|--|
| 1 | 2a.1. Students in grades 3 -5 experienced difficulty applying appropriate strategies with the Common Core Standards and methodology to answer questions related to in-depth problem solving, reasoning, applications and investigations. | 2a.1. Form Grade Level Mathematic Community of Instructional Practices teams to implement research-based instructional strategies and infuse FCAT Explorer and Success Maker, technology-based programs, to provide students with mathematical application and exploration activities. Also, hands-on manipulative will be used. Lessons will be infused | 2a.1. Principal, Assist. Principal, MTSS/RtI team. | 2a.1. Following the FCIM process, the Principal, Assist. Principal and classroom teachers will develop Instructional Focus Calendars aligned with the Common Core Standards. When visiting classrooms, Administrators will review the implementation of aligned focus strategies and examine student data to insure fidelity to | 2a.1. FORMATIVE Administration and teachers will utilize reports from the Florida Comprehensive Assessment Test, District Interims, Tri-Weekly Assessments, On-Target Assessments, Benchmark Assessments Data and Success Maker to monitor data |

| | | | | |
|--|---|--|---|---|
| | into the instructional block, using pull-out, and tutorials to facilitate the conceptual learning of math operational skills including problem solving, reasoning applications and investigation. | | the stated objective. Bi-Weekly data chats will be conducted in order to determine the effectiveness of the strategies. | trends, student progress, and determine effectiveness. SUMMATIVE 2013 Florida Comprehensive Assessment Test (FCAT 2.0) 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: | In grades 3-5, 36% (4) students scoring at or above 7-9 in mathematics on the 2012 administration of the FAA Math Test. Our goal for the 2012-2013 school year is to increase number of students scoring at or above 7-9 in the FAA mathematics in the FAA for 39% (4). |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 36% (4) | 39% (4) |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|--|---|---|---|---|
| 1 | 2b.1. Students in grades 3-5 need to review for long term learning math concepts such as rote counting, fact fluency and tools for measurement. | 2b.1. The use of research-based instructional strategies targeting continuous repetition/practice when learning math concepts. The students must be provided with visual choices as presented in the Florida Alternate Assessment (FAA). | 2b.1. Principal, Assist. Principal, MTSS/RtI team. | 2b.1. Following FCIM process the Principal, Assist. Principal and classroom teachers will develop Instructional Focus Calendars aligned with the Common Core Standards. When visiting classrooms, Administrators will review the implementation of aligned focus strategies and examine student data to insure fidelity to the stated objective. Bi-Weekly data chats will be conducted in order to determine the effectiveness of the strategies. | 2b.1. FORMATIVE Administration and teachers will utilize reports from Florida Alternative Assessment, Unique Learning, and Success Maker to monitor data trends, student progress, and determine effectiveness. SUMMATIVE 2013 Florida Alternate Assessment 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:

| | |
|---|--|
| 3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a: | In grades 3-5, 73% (128) of students made Learning Gains on the 2012 administration of the FCAT Mathematics Test. Our goal for the 2012-2013 school year is to increase student Learning Gains for FCAT 78% (137). |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 73% (128) | 78% (137) |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|--|---|--|--|--|
| 1 | 3a.1. Students were not able to identify correct steps to compute number sense problems. | 3a.1. Form Grade Level Mathematic Community of Instructional Practices teams to implement research-based instructional strategies and infuse FCAT Explorer and Success Maker, technology-based programs, to provide students with daily customized practice drills/assignments based on the steps to compute number sense problems. | 3a.1. Principal, Assist. Principal, MTSS/RtI team. | 3a.1. Following FCIM process the Principal, Assist. Principal and classroom teachers will develop Instructional Focus Calendars aligned with the Common Core Standards. When visiting classrooms, Administrators will review the implementation of aligned focus strategies and examine student data to insure fidelity to the stated objective. Bi-Weekly data chats will be conducted in order to determine the effectiveness of the strategies. | 3a.1. FORMATIVE Administration and teachers will utilize reports from the Florida Comprehensive Assessment Test, District Interims, Tri-Weekly Assessments, On-Target Assessments, Benchmark Assessments Data and Success Maker to monitor data trends, student progress, and determine effectiveness. SUMMATIVE 2013 Florida Comprehensive Assessment Test (FCAT 2.0) 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: | There is no data available for students making learning gains in mathematics on the 2012 administration of the FAA Math Test. However, our goal for the 2012-2013 school year is to increase learning gains in Math in the FAA |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| NA | NA |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|--|---|--|--|--|
| 1 | Students in grades 3-5 need to review for long term learning math concepts such as rote counting, fact fluency and tools for measurement | The use of research-based instructional strategies targeting continuous repetition/practice when learning math concepts. The students must be provided with visual choices as presented in the Florida Alternate Assessment (FAA) | 3b.1. Principal, Assist. Principal, MTSS/RtI team. | 3b.1. Following FCIM process the Principal, Assist. Principal and classroom teachers will develop Instructional Focus Calendars aligned with the Common Core Standards. When visiting classrooms, Administrators will review the implementation of aligned focus strategies and examine student data to insure fidelity to | 3b.1. FORMATIVE Administration and teachers will utilize reports from Florida Alternative Assessment, Unique Learning, and Success Maker to monitor data trends, student progress, and determine effectiveness. SUMMATIVE |

| | | | | |
|--|--|--|---|---|
| | | | the stated objective. Bi-Weekly data chats will be conducted in order to determine the effectiveness of the strategies. | 2013 Florida Alternate Assessment 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:

| | |
|---|---|
| 4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4: | In grades 3-5, 82% (38) of students in the Lowest 25% made Learning Gains on the 2012 administration of the FCAT Mathematics Test. Our goal for the 2012-2013 school year is to increase learning gains in the Lowest 25% for mathematics to 87% (40). |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 82% (38) | 87% (40) |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|--|---|---|---|--|
| 1 | 4a.1. Students in grade 3 experienced difficulty answering questions related to fractions. In grade four students need additional support in Geometry and Measurement while grade 5 needs support in Expression, Equation and Statistics. | 4a.1. Provide multiple opportunities through math drills (customized benchmark fractions, geometry and measurement during differentiated instruction, pull-out tutorials, and Success Maker technology component to apply strategies and approaches. Also, mathematical explorations and hands-on manipulative/lessons will be provided to help students conceptualize Expressions, equations and statistics. In doing so, infuse Go-Math resources for Tier 2 and 3 students. | 4a.1. Principal, Assist. Principal, MTSS/RtI team. | 4a.1. Following the FCIM process, the Principal, Assist. Principal and classroom teachers will develop Instructional Focus Calendars aligned with the Common Core Standards. When visiting classrooms, Administrators will review the implementation of aligned focus strategies and examine student data to insure fidelity to the stated objective. Bi-Weekly data chats will be conducted in order to determine the effectiveness of the strategies | 4a.1 FORMATIVE District Interims, Tri-Weekly Assessments, On-Target Assessments, FCAT Test Maker, and Success Maker to monitor data trends, student progress, and determine effectiveness. SUMMATIVE 2013 Florida Comprehensive Assessment Test (FCAT 2.0) results |

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 # 48% of students meet the performance Target of the Achievable Annual Measurable Objectives (AMOs) in 2012 administration of the FCAT 2.0 Math Test. | | | | | |
| Baseline data 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |
| | 52 | 57 | 61 | 65 | 70 | |

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 | The results of the 2012 FCAT Math Test in grades 3-5 indicate that 50% (107) students of the Black subgroup and |
|--|---|

| | |
|--|---|
| satisfactory progress in mathematics. Mathematics Goal #5B: | 65% (18) students of the hispanic subgroup achieved FCAT level 3 proficiency. Our goal for the 2012-2013 school year is to increase student proficiency to 56% (119) in the black subgroup and 68% (19) in the hispanic subgroup. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| White: NA Black: 50% (107) Hispanic: 65%(18) Asian: NA American Indian: NA | White: NA Black: 56% (119) Hispanic: 68% (19) Asian: NA American Indian: NA |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|--|--|---|--|---|
| 1 | 5B.1. Students experienced difficulty answering questions related to order of operations and explorations because of limited memorization of multiplication and division prerequisites | 5B.1. Form Grade Level Mathematic Community of Instructional Practices teams to implement research-based instructional strategies and infuse FCAT Explorer and Success Maker, technology-based programs, to provide students with daily customized practice drills/assignments based on the needs to perform multiplication and division | 5B.1. Principal, Assist Principal, MTSS/Rtl Leadership Team | 5B.1. Following FCIM process the Principal, Assist. Principal and classroom teachers will develop Instructional Focus Calendars aligned with the Common Core Standards. When visiting classrooms, Administrators will review the implementation of aligned focus strategies and examine student data to insure fidelity to the stated objective. Bi-Weekly data chats will be conducted in order to determine the effectiveness of the strategies. | 5B.1. FORMATIVE District Interims, Tri-Weekly Assessments, On-Target Assessments, and Success Maker to monitor data trends, student progress, and determine effectiveness. SUMMATIVE 2013 Florida Comprehensive Assessment Test (FCAT 2.0) results |

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

| | |
|---|--|
| 5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C: | The results of the 2012 FCAT Math Test in grades 3-5 indicate that 49% (19) of the ELL subgroup students achieved FCAT level 3 proficiency. Our goal for the 2012-2013 school year is to increase student proficiency to 58% (22). |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 49% (19) | 58% (22) |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|--|---|--|--|--|---|
| | 5C.1. ELL students not making satisfactory progress are having difficulties with vocabulary and number sense. | 5C.1. Form Grade Level Mathematic Community of Instructional Practices teams to implement research-based instructional strategies and infuse FCAT Explorer and Success Maker, technology-based | 5C.1. Principal, Assist. Principal, MTSS/Rtl Leadership Team | 5C.1. Following the FCIM process, the Principal, Assist. Principal and classroom teachers will develop Instructional Focus Calendars aligned with the Common Core Standards. | 5C.1. FORMATIVE District Interims, Tri-Weekly Assessments, On-Target Assessments, and Success Maker to monitor data trends, student |

| | | | | |
|---|--|---|--|---|
| 1 | | programs, to provide students with daily customized practice drills/assignments based on vocabulary and number sense. | When visiting classrooms, Administrators will review the implementation of aligned focus strategies and examine student data to insure fidelity to the stated objective. Bi-Weekly data chats will be conducted in order to determine the effectiveness of the strategies. | progress, and determine effectiveness. SUMMATIVE 2013 Florida Comprehensive Assessment Test (FCAT 2.0) results |
|---|--|---|--|---|

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

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

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|---|---|--|--|
| 1 | 5C.1. Students With Disabilities experience difficulty answering questions related to mathematics operations and explorations because of limited memorization of multiplication and division prerequisites. | 5C.1. Start Success Maker at the beginning of the school year. In doing so, complete daily customized math practice drills/assignments based on their reading needs. Also, complete anchor/mini-lessons related differentiated instruction. | 5C.1. Rtl Leadership Team | 5C.1. Monitor the implementation of research-based instructional strategies on team to determine effectiveness of strategy | 5C.1. Summative: District Interims, Tri-Weekly Assessments, On-Target Assessments, FCAT Test Maker, and Success Maker to monitor data trends, student progress, and determine effectiveness. Formative: 2011-12 Florida Comprehensive Assessment Test |

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

| | |
|---|--|
| 5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E: | The results of the 2012 FCAT Math Test in grades 3-5 indicate that 50% (119) of the ELL subgroup students achieved level 3 FCAT proficiency. Our goal for the 2012-2013 school year is to increase student proficiency to 57% (135). |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 50% (119) | 57% (135) |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|---|--|---|--|
| 1 | 5E.1. Students experienced difficulty answering questions related to mathematics operations and explorations because of limited memorization of multiplication facts and division prerequisites | 5E.1. Form Grade Level Mathematic Community of Instructional Practices teams to implement research-based instructional strategies and infuse FCAT Explorer and Success Maker, technology-based programs, to provide students with daily customized practice drills/assignments based on multiplication and division skills. | 5E.1. Principal, Assist. Principal, MTSS/Rtl Leadership Team | 5E.1. Following FCIM process the Principal, Assist. Principal and classroom teachers will develop Instructional Focus Calendars aligned with the Common Core Standards. When visiting classrooms, Administrators will review the implementation of aligned focus strategies and examine student data to insure fidelity to the stated objective. Bi-Weekly data chats will be conducted in order to determine the effectiveness of the strategies. of strategy. | FORMATIVE District Interims, Tri-Weekly Assessments, On-Target Assessments, FCAT Test Maker, and Success Maker to monitor data trends, student progress, and determine effectiveness. SUMMATIVE 2013 Florida Comprehensive Assessment Test (FCAT 2.0) results |

End of Elementary School Mathematics Goals

Middle School Mathematics Goals

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

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

| | |
|--|---|
| 1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a: | #1a: In grade 6, 26% (63) students achieved proficiency (Level 3) on the 2012 administration of the FCAT 2.0 Mathematics Test. Our goal for the 2012-2013 school year is to increase student proficiency in mathematics for FCAT Level 3 to 32% (79). |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 26% (63) | 32% (79) |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|--|---|---|--|---|---|
| | 1a.1. Students in Grade 6 experienced difficulty with Fractions, Ratio/Proportional Relationship, and Statistics. | 1a.1. Form Grade Level Mathematic Community of Instructional Practices teams to facilitate the implementation of grade level Lessons Plans that help students understand ratios, fractions and statistics. Infuse the Step-It-Up Problem Solving Protocol into daily instruction to equip | 1a.1. Principal, Assist. Principal, MTSS/Rtl Leadership Team | 1a.1. Following the FCIM process, the Principal, Assist. Principal and classroom teachers will develop Instructional Focus Calendars aligned with the Common Core Standards. When visiting classrooms, Administrators will review | 1a.1. FORMATIVE District Interims, Tri-Weekly Assessments, On-Target Assessments, and Success Maker to monitor data trends, student progress, and determine effectiveness. |

| | | | |
|---|---|---|---|
| 1 | students with strategies to solve problems with fractions, ratio//proportional relationships and statistics. Use the Pacing Guide aligned Topic Assessments and the FLDOE Florida Achieves! Focus Resources to progress monitor students' mastery of targeted grade level objectives and essential content. | the implementation of aligned focus strategies and examine student data to insure fidelity to the stated objective. Bi-Weekly data chats will be conducted in order to determine the effectiveness of the strategies. | SUMMATIVE 2013 Florida Comprehensive Assessment Test (FCAT 2.0) 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: | In grade 6, 45% (5) students achieved proficiency (Level 4, 5, and 6)) on the 2012 administration of the FAA Mathematics Test. Our goal for the 2012-2013 school year is to increase student proficiency in mathematics for FAA Levels 4, 5, and 6 to 50% (6). |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 45%(5) | 50%(6) |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|--|---|--|--|--|
| 1 | 1b.1. Students have difficulties review for long term learning math concepts such as rote counting, fact fluency and tools for measurement. | 1b.1. The use of research-based instructional strategies targeting continuous repetition/practice when learning math concepts. The students will be provided with visual choices as presented in the Florida Alternate Assessment (FAA). | 1b.1. Principal, Assist. Principal, MTSS/Rtl team | 1b.1. Following the FCIM process, the Principal, Assist. Principal and classroom teachers will develop Instructional Focus Calendars aligned with the Common Core Standards. When visiting classrooms, Administrators will review the implementation of aligned focus strategies and examine student data to insure fidelity to the stated objective. Bi-Weekly data chats will be conducted in order to determine the effectiveness of the strategies. | 1b.1. FORMATIVE Administration and teachers will utilize reports from Florida Alternative Assessment, Unique Learning, and Success Maker to monitor data trends, student progress, and determine effectiveness. SUMMATIVE 2013 Florida Alternate Assessment 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:

| | |
|--|--|
| 2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal # 2a: | In grade 6, 22% (53) students achieved above proficiency (Levels 4 and 5) on the 2012 administration of the FCAT 2.0 Mathematics Test. Our goal for the 2012-2013 school year is to increase student proficiency for FCAT Levels 4 and 5 to 24% (59). |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |

22%(53)

24%(59)

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|--|---|--|---|---|
| 1 | 2a.1. Students experienced difficulty with Expression and Equations as it relates to applying and extending previous understandings of Multiplication. | 2a.1. Form Grade Level Mathematic Community of Instructional Practices teams to implement research-based instructional strategies and infuse FCAT Explorer, FCAT Explorer-Achieves and Success Maker, technology-based programs, to provide students with understanding expression and equations as it relates to applying and extending previous understandings of Multiplication. Develop hands on activities that help students to understand operations with integers. Develop thematic projects (model scale construction) that help students to understand the relative size of numbers through the use of manipulatives. | 2a.1. Principal, Assist. Principal, MTSS/Rtl Leadership Team | 2a.1. Following the FCIM process, the Principal, Assist. Principal and classroom teachers will develop Instructional Focus Calendars aligned with the Common Core Standards. When visiting classrooms, Administrators will review the implementation of aligned focus strategies and examine student data to insure fidelity to the stated objective. Bi-Weekly data chats will be conducted in order to determine the effectiveness of the strategies. | 2a.1 FORMATIVE District Interims, Tri-Weekly Assessments, On-Target Assessments, and Success Maker to monitor data trends, student progress, and determine effectiveness. SUMMATIVE 2013 Florida Comprehensive Assessment Test (FCAT 2.0) 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.

In grade 6, 36% (4) students scoring at or above 7 in mathematics on the 2012 administration of the FAA Math Test.
Our goal for the 2012-2013 school year is to increase number of students scoring at or above 7 in the FAA mathematics in the FAA for 39 % (4)

Mathematics Goal #2b:

2012 Current Level of Performance:

2013 Expected Level of Performance:

36%(4)

39%(4)

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|--|--|---|---|--|--|
| | 2b.1. Students in grade 6 experienced difficulty identifying correct operation to use in simple real life math problems. | 2b.1. Established programs will demonstrate that skills taught in the classroom will transfer into real world situations (Community Based | 2b.1. Principal, Assist. Principal, MTSS/Rtl team | 2b.1. Following FCIM process the Principal, Assist. Principal and classroom teachers will develop Instructional Focus Calendars aligned with the | 2b.1 FORMATIVE District Interims, Tri-Weekly Assessments, On-Target Assessments, and |

| | | | |
|---|--|--|---|
| 1 | Instruction, CBI). The students will be provided with visual choices as presented in the Florida Alternate Assessment (FAA). | Common Core Standards. When visiting classrooms, Administrators will review the implementation of aligned focus strategies and examine student data to insure fidelity to the stated objective. Bi-Weekly data chats will be conducted in order to determine the effectiveness of the strategies | Success Maker to monitor data trends, student progress, and determine effectiveness. SUMMATIVE 2013 Florida Comprehensive Assessment Test (FCAT 2.0) 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:

| | |
|---|--|
| 3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a: | In grade 6, 73% (128) of students made Learning Gains on the 2012 administration of the FCAT Reading Test. 2.0 Mathematics Our goal for the 2012-2013 school year is to increase student Learning Gains for FCAT 78% (137). |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 73%(128) | 78%(137) |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|--|--|---|---|
| 1 | 3a.1. Students have difficulties with Expression and Equation as it relates to using strategies to solve multi-level number sense problems. | 3a.1. Form Grade Level Mathematic Community of Instructional Practices teams to implement research-based instructional strategies and infuse FCAT Explorer, FCAT Explorer and Success Maker, technology-based programs, to provide students with practice in expression and equation problems. Also, hands-on manipulatives will be used. Lessons will be infused into the instructional block, pull-out, and tutorials to facilitate the conceptual learning of math operational skills including in problem situation. | 3a.1. Principal, Assist. Principal, MTSS/Rtl Leadership Team | 3a.1. Following the FCIM process, the Principal, Assist. Principal and classroom teachers will develop Instructional Focus Calendars aligned with the Common Core Standards. When visiting classrooms, Administrators will review the implementation of aligned focus strategies and examine student data to insure fidelity to the stated objective. Bi-Weekly data chats will be conducted in order to determine the effectiveness of the strategies. | 3a.1 FORMATIVE District Interims, Tri-Weekly Assessments, On-Target Assessments, and Success Maker to monitor data trends, student progress, and determine effectiveness. SUMMATIVE 2013 Florida Comprehensive Assessment Test (FCAT 2.0) 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: | There is no data available for students making learning gains in math on the 2012 administration of the FAA math Test. However, our goal for the 2012-2013 school year is to increase learning gains in reading in the FAA. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |

| NA | | NA | | | |
|---|---|---|---|---|---|
| Problem-Solving Process to Increase Student Achievement | | | | | |
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | 3b.1. Students in grade 6 experienced difficulty solving simple problems involving joining or separating set of objects. | 3b.1. Established programs will demonstrate that skills taught in the classroom will transfer into real world situations (Community Based Instruction, CBI). The students will be provided with visual choices as presented in the Florida Alternate Assessment (FAA). | 3b.1. Principal, Assist. Principal, MTSS/Rtl Leadership Team | 3b.1. Following FCIM process the Principal, Assist. Principal and classroom teachers will develop Instructional Focus Calendars aligned with the Common Core Standards. When visiting classrooms, Administrators will review the implementation of aligned focus strategies and examine student data to insure fidelity to the stated objective. Bi-Weekly data chats will be conducted in order to determine the effectiveness of the strategies. | 3b.1 FORMATIVE District Interims, Tri-Weekly Assessments, On-Target Assessments, and Success Maker to monitor data trends, student progress, and determine effectiveness. SUMMATIVE 2013 Florida Comprehensive Assessment Test (FCAT 2.0) 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:

| | |
|---|---|
| 4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4: | In grades 6, 82% (38) of students in the Lowest 25% made Learning Gains on the 2012 administration of the FCAT Mathematics Test. Our goal for the 2012-2013 school year is to increase learning gains in the Lowest 25% for mathematics to 87% (40). |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 82% (38) | 87% (40) |

| Problem-Solving Process to Increase Student Achievement | | | | | |
|---|--|--|---|---|--|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | 4a.1. Students experienced difficulty answering questions related to mathematics operations and explorations. | 4a.1. Provide multiple opportunities through math drills (customized benchmark activities with multiplication/division domains embedded) during differentiated instruction, pull-out tutorials, and Success Maker technology component to apply strategies and approaches. Also, mathematical explorations and hands- | 4a.1. Principal, Assist. Principal, MTSS/Rtl Leadership Team | 4a.1. Following FCIM process the Principal, Assist. Principal and classroom teachers will develop Instructional Focus Calendars aligned with the Common Core Standards. When visiting classrooms, Administrators will review the implementation of aligned focus strategies and examine student data to insure fidelity to | 4a.1 FORMATIVE District Interims, Tri-Weekly Assessments, On-Target Assessments, and Success Maker to monitor data trends, student progress, and determine effectiveness. SUMMATIVE 2013 Florida |

| | | | |
|--|---|---|--|
| | on manipulative/lessons will be provided to help students conceptualize learning word and analysis problems. In doing so, infuse Go-Math resources for Tier 2 and 3 students. | the stated objective. Bi-Weekly data chats will be conducted in order to determine the effectiveness of the strategies. | Comprehensive Assessment Test (FCAT 2.0) results |
|--|---|---|--|

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

| | | | | | | |
|--|-----------|--|-----------|-----------|-----------|-----------|
| 5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%. | | Middle School Mathematics Goal # In grade 6, 52% of students met the performance Target of the Achievable Annual Measurable Objectives (AMOs) in 2012 administration of the FCAT 2.0 Mathematics Test. 5A : Our goal for the 2016--2017 school year is to increase | | | | |
| Baseline data 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |
| | 52 | 57 | 61 | 65 | 70 | |

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

| | |
|---|---|
| 5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B: | The results of the 2012 FCAT Math Test in grade 6 indicate that 50% (107) of the Black subgroup students achieved FCAT Level 3 proficiency. Our goal for the 2012-2013 school year is to increase student proficiency to 56% (119). |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| White: NA Black: 50% (107) Hispanic: 65%(18) Asian: NA American Indian: NA | White: NA Black: 56% (119) Hispanic: 68% (19) Asian: NA American Indian: NA |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|--|--|--|--|
| 1 | 5B.1. Students experienced difficulty answering the questions related to mathematics operations and explorations because of limited memorization of multiplication and division prerequisites | 5B.1. Begin the program, Success Maker, at the beginning of the school year. In doing so, complete daily customized math practice drills/assignments based on their reading needs. Also, complete anchor/mini-lessons related differentiated instruction | 5B.1. Principal, Assist. Principal, MTSS/Rtl Leadership Team | 5b.1. Following FCIM process the Principal, Assist. Principal and classroom teachers will develop Instructional Focus Calendars aligned with the Common Core Standards. When visiting classrooms, Administrators will review the implementation of aligned focus strategies and examine student data to insure fidelity to the stated objective. Bi-Weekly data chats will be conducted in order to determine the effectiveness of the strategies. | 5b.1 FORMATIVE District Interims, Tri-Weekly Assessments, On-Target Assessments, and Success Maker to monitor data trends, student progress, and determine effectiveness. SUMMATIVE 2013 Florida Comprehensive Assessment Test (FCAT 2.0) results |

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

| | |
|---|---|
| 5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C: | The results of the 2012 FCAT Math Test in grade 6 indicate that 49% (19) of the ELL subgroup students achieved FCAT Level 3 proficiency. Our goal for the 2012-2013 school year is to increase student proficiency to 58% (22). |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 49% (19) | 58% (22) |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|--|---|---|---|---|
| 1 | 5C.1. ELL students not making satisfactory progress are having difficulties with vocabulary and number sense. | 5C.1. Form Grade Level Mathematic Community of Instructional Practices teams to implement research-based instructional strategies and infuse FCAT Explorer and Success Maker, technology-based programs, to provide students with daily customized practice drills/assignments based on vocabulary and number sense. | 5C.1. Principal, Assist. Principal, MTSS/Rtl Leadership Team | 5c.1. Following FCIM process the Principal, Assist. Principal and classroom teachers will develop Instructional Focus Calendars aligned with the Common Core Standards. When visiting classrooms, Administrators will review the implementation of aligned focus strategies and examine student data to insure fidelity to the stated objective. Bi-Weekly data chats will be conducted in order to determine the effectiveness of the strategies. | 5c.1 FORMATIVE District Interims, Tri-Weekly Assessments, On-Target Assessments, and Success Maker to monitor data trends, student progress, and determine effectiveness. SUMMATIVE 2013 Florida Comprehensive Assessment Test (FCAT 2.0) results |

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

| | |
|--|--|
| 5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D: | In grade 6, 46% (13) of students in the SWD did not make satisfactory progress on the 2012 administration of the FCAT 2.0 Mathematics Test. Our goal for the 2012-2013 school year is to decrease the number of students not making satisfactory progress to 48% (13). |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 46% (13) | 48% (13) |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|--|--|--|---|---|--|
| | 5D.1. Students With Disabilities experienced difficulty answering questions related to mathematics operations and explorations because of limited memorization of multiplication and division | 5D.1. Form Grade Level Mathematic Community of Instructional Practices teams to implement research-based instructional strategies and infuse FCAT Explorer and Success Maker, | 5D.1. Principal, Assist. Principal, MTSS/Rtl Leadership Team | 5D.1 Following the FCIM process, the Principal, Assist. Principal and classroom teachers will develop Instructional Focus Calendars aligned with the | 5D.1. FORMATIVE District Interims, Tri-Weekly Assessments, On-Target Assessments, FCAT Test Maker, and Success Maker |

| | | | | |
|---|---------------|---|---|---|
| 1 | prerequisites | technology-based programs, to provide students with daily customized practice drills/assignments based on multiplication and division skills. | Common Core Standards. When visiting classrooms, Administrators will review the implementation of aligned focus strategies and examine student data to insure fidelity to the stated objective. Bi-Weekly data chats will be conducted in order to determine the effectiveness of the strategies. | to monitor data trends, student progress, and determine effectiveness. SUMMATIVE 2013 Florida Comprehensive Assessment Test (FCAT 2.0) results |
|---|---------------|---|---|---|

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

| | |
|---|--|
| 5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E: | The results of the 2012 FCAT Math Test in grades 3-5 indicate that 50% (119) of the ELL subgroup students achieved level 3 FCAT proficiency. Our goal for the 2012-2013 school year is to increase student proficiency to 57% (135). |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 50% (119) | 57% (135) |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|--|--|--|--|
| 1 | 5E.1. Students experienced difficulty answering questions related to mathematics operations and explorations because of limited memorization of multiplication facts and division prerequisites | 5E.1. Start Success Maker at the beginning of the school year. In doing so, complete daily customized math practice FCAT Test Maker drills/assignments based on their reading needs. Also, complete anchor/mini-lessons during differentiated instruction (small group). | 5E.1. Principal, Assist. Principal, MTSS/RtI Leadership Team | 5E.1. Following FCIM process the Principal, Assist. Principal and classroom teachers will develop Instructional Focus Calendars aligned with the Common Core Standards. When visiting classrooms, Administrators will review the implementation of aligned focus strategies and examine student data to insure fidelity to the stated objective. Bi-Weekly data chats will be conducted in order to determine the effectiveness of the strategies. | 5E.1 FORMATIVE District Interims, Tri-Weekly Assessments, On-Target Assessments, and Success Maker to monitor data trends, student progress, and determine effectiveness. SUMMATIVE 2013 Florida Comprehensive Assessment Test (FCAT 2.0) results |

Algebra End-of-Course (EOC) Goals

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

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

| | |
|--|--|
| 1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1: | |
|--|--|

| | |
|------------------------------------|-------------------------------------|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| | |

Problem-Solving Process to Increase Student Achievement

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

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

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra.

Algebra Goal #2:

| | |
|------------------------------------|-------------------------------------|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| | |

Problem-Solving Process to Increase Student Achievement

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

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

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

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

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

Algebra Goal #3B:

| | |
|--|--|
| | |
|--|--|

| | |
|------------------------------------|-------------------------------------|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| | |

Problem-Solving Process to Increase Student Achievement

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

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

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

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra.
Algebra Goal #3D:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

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

End of Algebra EOC Goals

Geometry End-of-Course (EOC) Goals

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

| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | | | | |
|--|----------|---|---|-----------------|
| 1. Students scoring at Achievement Level 3 in Geometry. | | | | |
| Geometry Goal #1: | | | | |
| 2012 Current Level of Performance: | | 2013 Expected Level of Performance: | | |
| | | | | |
| Problem-Solving Process to Increase Student Achievement | | | | |
| Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| No Data Submitted | | | | |

| | | | | |
|--|--|-------------------------------------|--|--|
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | | | | |
| 2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. | | | | |
| Geometry Goal #2: | | | | |
| 2012 Current Level of Performance: | | 2013 Expected Level of Performance: | | |
| | | | | |

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

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

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

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

| | |
|---|-------------------------------------|
| 3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry. Geometry Goal #3B: | |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| <input type="text"/> | <input type="text"/> |

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

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

| | |
|---|-------------------------------------|
| 3C. English Language Learners (ELL) not making satisfactory progress in Geometry. Geometry Goal #3C: | |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| <input type="text"/> | <input type="text"/> |

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

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

| | |
|--|-------------------------------------|
| 3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry. Geometry Goal #3D: | |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| | |

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

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

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

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

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 |
|--------------------------------------|---------------------|----------------------------------|--|--|--|---|
| Developments and Trends in Education | K-7 | CYNTHIA DORIS PADRON | Mathematics Teachers | 10/25/2012 (1:45PM-3:45PM) 12/13/2012 (1:45PM-3:45PM) 01/17/2013 (1:45PM-3:45PM) | Administration, Reading Coach, RtI Leadership Team, and Literacy Leadership Team (LLT) will monitor implementation and follow-up through data analysis, classroom walkthroughs and weekly planning sessions. | Principal, Assistant Principal, and Reading Coach |

Mathematics Budget:

| Evidence-based Program(s)/Material(s) | | | |
|--|-----------------------------|----------------|-------------------------|
| Strategy | Description of Resources | Funding Source | Available Amount |
| To provide additional practice with all benchmarks in mathematics. | On-Target | Title I | \$4,500.00 |
| To provide additional practice with all benchmarks in mathematics. | Grades 3-7 Math Coach Books | Title I | \$2,500.00 |
| | | | Subtotal: \$7,000.00 |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| To provide progress monitoring in mathematics to improve student achievement in mathematics. | FCAT Testmaker | Title I | \$1,000.00 |
| | | | Subtotal: \$1,000.00 |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| | | | Subtotal: \$0.00 |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| | | | Subtotal: \$0.00 |
| | | | Grand Total: \$8,000.00 |

End of Mathematics Goals

Elementary and Middle School Science Goals

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

| | |
|--|--|
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | |
| 1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a: | In grade 5, 31% (21) of students achieved proficiency (Level 3) on the 2012 administration of the FCAT 2.0 Science Test. The Expected Level of Performance for 2013 school year is 36% (24). |

| | |
|------------------------------------|-------------------------------------|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 31%(21) | 36%(24) |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|---|--|--|--|
| 1 | 1a.1. Students experienced difficulty answering questions as it relates to Nature of Science. | 1a.1. Develop Professional Learning Communities (PLC) of the elementary science teachers in order to research, collaborate, design, and implement instructional strategies to increase rigor through inquiry-based learning in the nature of science. Provide activities for students to design and develop science and engineering projects to increase scientific thinking, and the development and implementation of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design in Scientific Thinking. Provide a variety of hands-on inquiry-based learning opportunities for students to analyze, draw appropriate conclusions, and apply key instructional concepts. Provide opportunities for students to experience the scientific method by participating in the District Science Fair. | 1a.1. Principal, Assistant Principal, and LLT. | 1a.1. Principal, Assistant Principal, and the Grade Level Science Community of Instructional Practices team will monitor effectiveness through teacher lesson plans, instructional delivery, and group rotations to ensure rigorous instruction is being implemented. Also, classroom walkthroughs will be conducted to monitor student engagement and science centers rubrics to ensure instruction is occurring with fidelity. | 1a.1. FORMATIVE Administration and teachers will use reports from FCAT Explorer (Science Station), River Deep, and, Edusoft particularly; District Interims, Tri-Weekly Assessments, and Lab Reports to monitor data trends, student progress, and effectiveness. SUMMATIVE 2013 Florida Comprehensive Assessment Test (FCAT 2.0) 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 science. Science Goal # 1b: | There are no available data; however the Expected Level of Performance for 2013 school year is increase students levels 4, 5, and 6 in FAA. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| NA | NA |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|--|---|--|---|
| 1 | Students need support with exploration and identification of key scientific concepts. | 1b.1. Students will have hands on practice to manipulate and explore actions and outcomes in scientific concepts. Students will have continuous review/practice when learning science concepts. The use of visual choices as presented in the Florida Alternate Assessment (FAA) will be provided. | 1b. Florida Alternate Assessment: Students scoring at Level 4, 5, and 6 in science. | 1b.1. Principal, Assistant Principal, and the Grade Level Science Community of Instructional Practices team will monitor effectiveness through teacher lesson plans, instructional delivery, and group rotations to ensure rigorous instruction is being implemented. Also, classroom walkthroughs will be conducted to monitor student engagement and science centers rubrics to ensure instruction is occurring with fidelity. | FORMATIVE Administration and teachers will utilize reports from Florida Alternative Assessment, Unique Learning, and student progress, and determine effectiveness. SUMMATIVE 2013 Florida Alternate Assessment 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:

| | |
|---|--|
| 2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a: | Science Goal #2a: In grade 5, 3% (2) of students achieved above proficiency (Levels 4 and 5) on the 2012 administration of the FCAT 2.0 Science Test. The Expected Level of Performance for 2013 school year is 5% (3). |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 3% (2) | 5% (3) |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|--|--|--|--|---|
| 1 | 2a.1. An area of deficiency Has been Scientific Thinking. Students needs support in higher order thinking skills as related to science. | 2a.1. Develop Professional Learning Communities (PLC) to provide opportunities for scientific experimental activities for students to design and develop science and engineering projects to increase scientific thinking, and the development and implementation of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design in | 2a.1. Principal, Assistant Principal, and LLT. | 2a.1. Principal, Assistant Principal, and the Grade Level Science Community of Instructional Practices team will monitor effectiveness through teacher lesson plans, instructional delivery, and group rotations to ensure rigorous instruction is being implemented. Also, classroom walkthroughs will be conducted to monitor student engagement and science centers rubrics to ensure instruction is occurring with fidelity. | Administration and teachers will utilize reports from Florida Comprehensive Assessment Test (FCAT 2.0), (District Interims/Tri-Weekly Assessments), and student progress, and determine effectiveness. SUMMATIVE 2013 Florida Comprehensive Assessment Test (FCAT 2.0) |

| | | | |
|--|--|--|----------|
| | Life Science. The use of Gizmo and Science Builders (located in the Learning Village) as a supplemental curriculum materials that support state standards. | | 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 science. Science Goal #2b: | There are no available data, however the Expected Level of Performance for 2013 school year is increase students levels above 7 in FAA. |
|--|---|

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

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|---|---|---|--|
| 1 | 2b.1. Students have difficulty to determine scientific outcomes through observation of real time activities. | 2b.1. Students will have continuous opportunities to conduct, observe, review and practice when learning science concepts through real life experiments. The students will be provided with visual choices as presented in the Florida Alternate Assessment (FAA). | 2b.1. Principal, Assist. Principal, Literacy Leadership Team (LLT) | 2b.1. Following FCIM process the Reading Coach will develop Instructional Focus Calendars aligned with the Access Points. When visiting classrooms, Administrators and LLT will review the implementation of aligned focus strategies and examine student data to insure fidelity to the stated objective. Bi-Weekly data chats will be conducted in order to determine the effectiveness of the strategies. | 2b.1. FORMATIVE Administration and teachers will utilize reports from Unique Learning System, and student progress, and determine effectiveness. SUMMATIVE 2013 Florida Alternate Assessment Results |

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 |
|------------------------------------|---------------------|----------------------------------|--|--|-----------------------------------|---|
|------------------------------------|---------------------|----------------------------------|--|--|-----------------------------------|---|

| | | | | | | |
|--|-------------|---------------|-------------|------------------------------|--|-----------------------------------|
| Differentiated Instruction/Implementing Effective Science Centers | Science K-7 | Ms. Alexander | School-wide | Third Wednesday of the month | Administration will monitor implementation and follow-up through data analysis, classroom walkthroughs and weekly planning sessions. | Principal and Assistant Principal |
| Lesson Study: Utilizing Science Data to Group/Regroup Students | Science K-7 | Ms. Alexander | School-wide | Third Wednesday of the month | Administration will monitor implementation and follow-up through data analysis, classroom walkthroughs and weekly planning sessions. | Principal and Assistant Principal |
| Lesson Study: Infusing Essential Labs and Technology-based Activities into the Instructional Block | Science K-7 | Ms. Alexander | School-wide | Third Wednesday of the month | Administration will monitor implementation and follow-up through data analysis, classroom walkthroughs and weekly planning sessions. | Principal and Assistant Principal |

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. | <p>Writing Goal #1a:</p> <p>In grade 4, 80% (45) of students achieved proficiency (FCAT Levels 3.0-6.0) on the 2012 administration of the FCAT 2.0 Writing Test. Our goal for the 2012-2013 school year is to achieve 82% (46) proficiency in Writing (FCAT Levels 3-6).</p> |
| Writing Goal #1a: | |

| | |
|------------------------------------|--|
| | Writing Goal #2a There are no available data. However, in Grade 7, students will prepare for the 8th grade Writing Test. Our goal for the 2013-2014 school year is increase proficiency in FCAT Writing Levels 3-6. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 80% (45) | 85% (52) |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|--|---|--|--|
| 1 | 1a.1. Students entering grade 4 do not demonstrate adequate skills to organize information into a logical sequence and combining or deleting sentences to enhance clarity. Students have difficulty with writing narratives based on real or imagined ideas, events, or observations that include characters, setting, plot, sensory details, a logical sequence of events and a context to enable the reader to imagine the world of the event or experience. | 1a.1. Provide students in grades 3 and 4 with multiple opportunities to expand their writing skills through the utilization of expository outlines and narrative webs, vivid vocabulary, different introductory types, and exciting plots. Also, implement weekly writing institute and writing club to enhance creativity and voice. | 1a.1. Principal, Assist. Principal and LLT | 1a.1 Following FCIM process the Principal, Assist. Principal and classroom teachers will develop Instructional Focus Calendars aligned with the Common Core Standards. When visiting classrooms, Administrators will review the implementation of aligned focus strategies and examine student data to insure fidelity to the stated objective. Bi-Weekly data chats will be conducted in order to determine the effectiveness of the strategies. | 1a.1 FORMATIVE Administration and teachers will collaborate and analyze progress made from the Pre-test Writing prompt and the Mid-Year Learning Express Writing Prompt. Also, reports from Edusoft (District Interims/Tri-Weekly Assessments). SUMMATIVE 2013 FCAT Writing result |
| 2 | 2a Students entering Grade 7 lack the ability to edit their writing for the correct use of spelling, knowledge of root words, prefixes, suffixes and knowledge of Greek and Latin root words. | 2a The student will edit and correct spelling of high frequency and phonetically regular words incorporate vocabulary lessons which include prefixes, suffixes, Greek and Latin root words, regular words, using a word bank, dictionary, or other resources as necessary. Incorporate vocabulary lessons which include prefixes, suffixes, Greek and Latin root words. Review parts of speech and conduct mini-lessons as necessary on areas of student need, based on student writing samples. Refer to revision and editing chart to edit their papers, as well as conferencing with peers and/or teacher. Incorporate sentence variety instructional lessons. | 1a.1. Principal, Assist. Principal and LLT | 1a.1 Following FCIM process the Principal, Assist. Principal and classroom teachers will develop Instructional Focus Calendars aligned with the Common Core Standards. When visiting classrooms, Administrators will review the implementation of aligned focus strategies and examine student data to insure fidelity to the stated objective. Bi-Weekly data chats will be conducted in order to determine the effectiveness of the strategies. | 1a.1 FORMATIVE Administration and teachers will collaborate and analyze progress made from the Pre-test Writing prompt and the Mid-Year Learning Express Writing Prompt. Also, reports from Edusoft (District Interims/Tri-Weekly Assessments). SUMMATIVE 2013 FCAT Writing result |

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: | There are no available data, however the Expected Level of Performance for 2013 school year is increase students levels above 7 in FAA. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| NA | NA |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|--|--|--|--|--|
| 1 | 1b.1. Students have difficulty with expressing thought about familiar events in writing | 1b.1. Develop creative writing through journaling, letter writing. The use of graphic organizer will facilitate continuous repetition/practice when learning writing concepts. The students will be provided with visual choices as presented in the Florida Alternate Assessment (FAA). | 1b.1. Principal, Assist. Principal, Reading Coach, Literacy Leadership Team (LLT) | 1b.1. Following FCIM process the Reading Coach will develop Instructional Focus Calendars aligned with the Access Points. When visiting classrooms, Administrators and LLT will review the implementation of aligned focus strategies and examine student data to insure fidelity to the stated objective. Bi-Weekly data chats will be conducted in order to determine the effectiveness of the strategies. | 1b.1. FORMATIVE Administration and teachers will utilize reports from Florida Alternative Assessment, Unique Learning System, and student progress, and determine effectiveness. SUMMATIVE 2013 Florida Alternate Assessment Results |

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

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

| PD Content /Topic and/or PLC Focus | Grade Level/Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g. , PLC, subject, grade level, or school-wide) | Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
|---|---------------------|----------------------------------|--|--|--|---|
| Lesson Study: Effective Writing Strategies Grades K-7 | Writing K-7 | Reading Coach | School-wide | Every 2nd and 4th Tuesday of the month. | Administration, Reading Coach, RtI Leadership Team, and Literacy Leadership Team (LLT) will monitor implementation and follow-up through data analysis, classroom walkthroughs and weekly planning sessions. | Principal, Assistant Principal, and Reading Coach |
| | | | | Quarterly: | | |

| | | | | | | |
|--|-------------|--|-------------|--|--|---|
| Teach Me Writing: Creativity Concepts | Writing K-7 | Teach Me Writing Provider/ Reading Coach | School-wide | August 23, 2012 November 5, 2012 February 4, 2012 May 6, 2012 | Administration, Reading Coach, will monitor implementation and follow-up through data analysis, classroom walkthroughs and weekly planning sessions. | Principal, Assistant Principal, and Reading Coach |
| Lesson Study: Utilizing Data to Plan Effectively during the Writing Block/ Writing Centers | Writing K-7 | Reading Coach | School-wide | Every 2nd and 4th Tuesday of the month. | Administration, Reading Coach, will monitor implementation and follow-up through data analysis, classroom walkthroughs and weekly planning sessions. | Principal, Assistant Principal, and Reading Coach |

Writing Budget:

| Evidence-based Program(s)/Material(s) | | | |
|---|--------------------------------|----------------|-----------------------|
| Strategy | Description of Resources | Funding Source | Available Amount |
| To provide students and teachers with a snapshot of strengths and weaknesses in writing | Learning Express Folio Writing | Title I | \$750.00 |
| | | | Subtotal: \$750.00 |
| 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: \$750.00 |

End of Writing Goals

Civics End-of-Course (EOC) Goals

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

| | |
|--|--|
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | |
| 1. Students scoring at Achievement Level 3 in Civics. Civics Goal #1: | In grade 7, 0% (0) of students achieved proficiency (Level 3) on the 2013 administration of District Spring Assessments for Civics. Our goal for the 2013-2014 school year is to achieve 10% (6) |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 0%(0) | 10% (6) |
| Problem-Solving Process to Increase Student Achievement | |

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|--|--|---|--|
| 1 | 1.1. Students need to describe the functions of government and making policies. | 1.1. Utilize District-published lesson plans with assessments aligned to the End of Course Exam Benchmarks to maximize opportunities for students to master tested content. Provide opportunities for students to strengthen their abilities to read and interpret graph, charts, maps, timelines, political cartoons, and other graphic representations. | Administration, Literacy Leadership Team (LLT) will monitor implementation and follow-up through data analysis, classroom walkthroughs and weekly planning sessions. | Principal, Assistant Principal | 1.1. FORMATIVE District Spring Assessment for Civics SUMMATIVE Mini-Assessments, Pre-Test and Post-Test |

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

| | |
|--|-------------------------------------|
| 2. Students scoring at or above Achievement Levels 4 and 5 in Civics. Civics Goal #2: | |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| | |
| Problem-Solving Process to Increase Student Achievement | |

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

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 |
|------------------------------------|---------------------|----------------------------------|---|--|-----------------------------------|---|
| | | | | | Administration, Reading | |

| | | | | | | |
|---|-----------------|-----------------------|---|------------|--|---|
| Social Studies-AAH and Author Gilbert King Civics/History | Civics, Grade 7 | SHERRILYN ANITA SCOTT | Teachers that teach Social Studies, Civics and History. | 11/2012 | Coach, RtI Leadership Team, and Literacy Leadership Team (LLT) will monitor implementation and follow-up through data analysis, classroom walkthroughs and weekly planning sessions. | Principal, Assistant Principal, and Reading Coach |
| Social Studies Best Practices - AAH Workshop | Civics, Grade 7 | SHERRILYN ANITA SCOTT | Teachers that teach Social Studies, Civics and History. | 10/12/2012 | Administration, Reading Coach, RtI Leadership Team, and Literacy Leadership Team (LLT) will monitor implementation and follow-up through data analysis, classroom walkthroughs and weekly planning sessions. | Principal, Assistant Principal, and Reading Coach |

Civics Budget:

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

End of Civics Goals

Attendance Goal(s)

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

| | |
|---|--|
| Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement: | |
| 1. Attendance Attendance Goal # 1: | The overall average daily attendance rate for the 2011-2012 school year for students in grades K-6 was 96.19% (475). Our goal for the 2012-2013 school year is to increase the Current Attendance Rate to 96.69% (478). |
| | ATTENDANCE GOAL #2 The number of students with excessive tardies for the 2011-2012 school year in grades K-6 was 165 students. The goal for 2012-2013 will be 157 students. |
| 2012 Current Attendance Rate: | 2013 Expected Attendance Rate: |

| | |
|--|---|
| 96.19%/475 | 96.69%/478 |
| 2012 Current Number of Students with Excessive Absences (10 or more) | 2013 Expected Number of Students with Excessive Absences (10 or more) |
| 122 | 116 |
| 2012 Current Number of Students with Excessive Tardies (10 or more) | 2013 Expected Number of Students with Excessive Tardies (10 or more) |
| 165 | 157 |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|--|---|--|---|--|
| 1 | 1.1. Students are not aware of attendance incentives and there is a need to increase parental support. | 1.1. Provide incentives for perfect attendance and utilize bulletin boards and P.A. System to reward students and classes with 100% attendance | 1.1. Principal, Assistant Principal, Community Involvement Specialist, and Social Worker | 1.1. Meet quarterly to discuss and adjust the effectiveness of strategy with Principal, Assistant Principal, Community Involvement Specialist, and Social Worker. | 1.1. Principal, Assistant Principal, and attendance committee will monitor COGNOS attendance reports to determine effectiveness of strategy. |
| 2 | Students are not aware of tardiness incentives and there is a need to increase parental support. | Provide incentives for on time arrivals and utilize bulletin boards and P.A. System to reward students and classes with on time arrivals. Involve Kid Care. | Principal, Assistant Principal, Community Involvement Specialist, and Social Worker | Meet quarterly to discuss and adjust the effectiveness of strategy with Principal, Assistant Principal, Community Involvement Specialist, and Social Worker. | Principal, Assistant Principal, and the attendance committee will monitor COGNOS attendance reports to determine effectiveness of strategy. |

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 |
|---|---------------------|--|--|--|--|--|
| Effective Mechanisms for Improving Attendance | K-7 | Principal, Assistant Principal, and Community Involvement Specialist | School-wide | Quarterly | Principal, Assistant Principal, and attendance committee will monitor COGNOS attendance reports to determine effectiveness of strategy | Principal, Assistant Principal, and attendance committee will monitor COGNOS attendance reports. |

Attendance Budget:

| Evidence-based Program(s)/Material(s) | | | |
|---------------------------------------|--|----------------|-----------------------|
| Strategy | Description of Resources | Funding Source | Available Amount |
| To improve daily student attendance. | Incentives will be provided to promote daily student attendance. | EESAC | \$500.00 |
| | | | Subtotal: \$500.00 |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| | | | Subtotal: \$0.00 |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| | | | Subtotal: \$0.00 |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | \$0.00 |
| | | | Subtotal: \$0.00 |
| | | | Grand Total: \$500.00 |

End of Attendance Goal(s)

Suspension Goal(s)

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

| | |
|---|---|
| Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement: | |
| 1. Suspension Suspension Goal # 1: | The overall number of Out-of- School Suspensions for the 2011-2012 school year for students in grades K-6 was 26. Our goal for the 2012-2013 school year is to decrease the Overall Number of Out-of-School Suspensions To 23. |
| 2012 Total Number of In-School Suspensions | 2013 Expected Number of In-School Suspensions |
| 7 | 6 |
| 2012 Total Number of Students Suspended In-School | 2013 Expected Number of Students Suspended In-School |
| 3 | 3 |
| 2012 Number of Out-of-School Suspensions | 2013 Expected Number of Out-of-School Suspensions |
| 43 | 39 |
| 2012 Total Number of Students Suspended Out-of-School | 2013 Expected Number of Students Suspended Out-of-School |

| 26 | 23 | | | | |
|---|---|---|--|---|--|
| Problem-Solving Process to Increase Student Achievement | | | | | |
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | 1.1 Indoor suspensions: Students need to improve their social and conflict resolution skills in order to solve problems. | 1.1 Indoor suspensions: We will utilize a conflict resolution program for students in grades pre-kindergarten through seventh in order to assist students with behavior modification. Out-of -School Suspensions: | 1.1. Indoor Suspensions: Principal, Assistant Principal, Counselor and Social Worker. | 1.1. Indoor Suspensions: Principal, Assist. Principal, Guidance counselor and social worker will monitor COGNOS Suspension Reports monthly, schedule classroom visits and monitor individual behavior plans. | 1.1. Indoor Suspensions: COGNOS Suspension Reports. |
| 2 | Out-of -School Suspensions: Students need to improve their social and conflict resolution skills in order to solve problems | We will implement individual behavior plans to target specific behaviors the child needs to improve. Also, we will identify and refer students who have habitual discipline problems to the necessary adults. | Out-of -School Suspensions: Principal, Assistant Principal, Counselor and Social Worker | Out-of -School Suspensions: Principal, Assist. Principal, Guidance counselor and social worker will monitor COGNOS Suspension Reports monthly, schedule classroom visits and monitor individual behavior plans. | Out-of -School Suspensions: COGNOS Suspension Reports. |

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

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

| PD Content /Topic and/or PLC Focus | Grade Level/Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g., PLC, subject, grade level, or school-wide) | Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
|---|---------------------|---|---|--|---|---|
| Strategies for Enhancing Social Skills/Problem Solving Techniques | K-7 | Principal, Assistant Principal, and Counselor | School-wide | Second Tuesday of the month. | Principal, Assistant Principal, Counselor and Social Worker will monitor COGNOS Suspension Reports. | Principal, Assistant Principal, Counselor and Social Worker will monitor COGNOS Suspension Reports. |

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: | | The level of Parent Involvement for the 2011 school year is 65% . Our goal for the 2011-2012 school year is to increase the Level of Parent Involvement by 5 percentage points. | | |
| <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i> | | | | |
| 2012 Current Level of Parent Involvement: | | 2013 Expected Level of Parent Involvement: | | |
| 65% | | 70% | | |
| Problem-Solving Process to Increase Student Achievement | | | | |
| Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| No Data Submitted | | | | |

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

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

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

Parent Involvement Budget:

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

End of Parent Involvement Goal(s)

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

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

| Based on the analysis of school data, identify and define areas in need of improvement: | | | | | |
|---|--|--|---|---|---|
| 1. STEM STEM Goal #1: | | The students at Carrie P. Meek/Westview K-8 Center need to be involved in subjects taught with rigor. Currently we have 12 students involved in the Science club. In 2012-2013, our goal will be to increase this number by 5% . | | | |
| Problem-Solving Process to Increase Student Achievement | | | | | |
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| | 1.1. Students need to become more aware of the program functions and benefits. | 1.1. Integrate STEM into the focus calendar to ensure standards are taught with rigor. Students will participate in Science Fair. Create a Computer Tech Club, a | 1.1. Principal, Assist. Principal, Faculty and Staff. | 1.1. Administration, Literacy Leadership Team (LLT) will monitor implementation and follow-up through data analysis, classroom walkthroughs and weekly planning | 1.1. Administration will conduct periodic quick, mini tests to insure subjects are taught with rigor. |

| | | | | | |
|---|--|--|--|-----------|--|
| 1 | | Herpetology Club, a Reptile club and a Dinosaur club. Continue with Science Club. Invite representatives from the feeder middle schools, high schools, Miami Zoo, Miami Children's Museum to address these groups each month to maintain interest. | | sessions. | |
|---|--|--|--|-----------|--|

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 |
|---|---------------------|----------------------------------|--|--|--|---|
| Intro to Explore Learning Gizmos Math/Science | 3-12 | SANDRA R DESORMEAU | Math and Science teachers, grades 3-12 | 12/13/2012 | Administration, Reading Coach, RtI Leadership Team, and Literacy Leadership Team (LLT) will monitor implementation and follow-up through data analysis, classroom walkthroughs and weekly planning sessions. | Principal, Assistant Principal, and Reading Coach |

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 |

Career and Technical Education (CTE) Goal(s)

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

| Based on the analysis of school data, identify and define areas in need of improvement: | | | | | |
|---|---|---|--|---|---|
| 1. CTE CTE Goal #1: | | | Our goal for the 2012-2013 school year is to increase student's awareness of different career paths. | | |
| Problem-Solving Process to Increase Student Achievement | | | | | |
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | 1.1. Students need to be made aware of pathways to a career in technology, business, culinary arts and consumer business. | 1.1. Continue to implement Career Day. Expand student awareness of pathways to different careers. | 1.1. Administrator and CTE teacher. | 1.1. Administrator monitors the effective implementation of lessons and timely instruction in the CTE classrooms through common planning. | 1.1. Principal, Assistant Principal, will monitor reports to determine effectiveness of strategy. |

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

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

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

CTE Budget:

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

| | | | |
|---------|---------|---------|---------------------|
| No Data | No Data | No Data | \$0.00 |
| | | | Subtotal: \$0.00 |
| | | | Grand Total: \$0.00 |

End of CTE Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

| Evidence-based Program(s)/Material(s) | | | | |
|---------------------------------------|--|--|----------------|--------------------------|
| Goal | Strategy | Description of Resources | Funding Source | Available Amount |
| Reading | To provide students additional practice in reading comprehension | Grade 3-5 Houghton Mifflin Reading Practice Workbooks | Title I | \$1,300.00 |
| Reading | To provide students additional practice in content area reading. | Grades 3-7 Coach Books | Title I | \$3,000.00 |
| Reading | To provide students additional practice in context clues for reading. | Grade 3-7, After School Reading Tutoring | Title I | \$0.00 |
| Mathematics | To provide additional practice with all benchmarks in mathematics. | On-Target | Title I | \$4,500.00 |
| Mathematics | To provide additional practice with all benchmarks in mathematics. | Grades 3-7 Math Coach Books | Title I | \$2,500.00 |
| Writing | To provide students and teachers with a snapshot of strengths and weaknesses in writing | Learning Express Folio Writing | Title I | \$750.00 |
| Attendance | To improve daily student attendance. | Incentives will be provided to promote daily student attendance. | EESAC | \$500.00 |
| | | | | Subtotal: \$12,550.00 |
| Technology | | | | |
| Goal | Strategy | Description of Resources | Funding Source | Available Amount |
| Reading | To progress monitor student achievement in reading | FCAT Test Maker | Title I | \$1,000.00 |
| Mathematics | To provide progress monitoring in mathematics to improve student achievement in mathematics. | FCAT Testmaker | Title I | \$1,000.00 |
| | | | | Subtotal: \$2,000.00 |
| Professional Development | | | | |
| Goal | Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | No Data | \$0.00 |
| | | | | Subtotal: \$0.00 |
| 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: \$14,550.00 |

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

Are you a reward school: Yes No

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

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

All strategies and opportunities for improvement are reviewed monthly by the EESAC to ensure the School Improvement Plan is implemented with fidelity. Student data is provided to the EESAC committee from Interim Assessments, Florida Comprehensive Assessment Test 2.0 (FCAT) and Florida Assessments for Instruction in Reading (FAIR); in order to heighten awareness, modify strategies and solicit input from all stakeholders. EESAC will provide student incentives such as stickers, erasers, pencils and certificates of achievement to promote student achievement for the 2012-2013 school year.

AYP DATA

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

SCHOOL GRADE DATA

No Data Found

| Dade School District CARRIE P. MEEK/WESTVIEW ELEMENTARY SCHOOL 2010-2011 | | | | | | |
|--|----------|-----------|---------|---------|---------------------|---|
| | Reading | Math | Writing | Science | Grade Points Earned | |
| % Meeting High Standards (FCAT Level 3 and Above) | 51% | 74% | 88% | 27% | 240 | Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component. |
| % of Students Making Learning Gains | 57% | 64% | | | 121 | 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? | 48% (NO) | 65% (YES) | | | 113 | 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 | | | | | 474 | |
| Percent Tested = 100% | | | | | | Percent of eligible students tested |
| School Grade* | | | | | C | Grade based on total points, adequate progress, and % of students tested |

| Dade School District CARRIE P. MEEK/WESTVIEW ELEMENTARY SCHOOL 2009-2010 | | | | | | |
|--|-----------|-----------|---------|---------|---------------------|---|
| | Reading | Math | Writing | Science | Grade Points Earned | |
| % Meeting High Standards (FCAT Level 3 and Above) | 51% | 64% | 78% | 9% | 202 | 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 | 51% | 67% | | | 118 | 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? | 53% (YES) | 80% (YES) | | | 133 | 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 | | | | | 453 | |
| Percent Tested = 100% | | | | | | Percent of eligible students tested |
| School Grade* | | | | | C | Grade based on total points, adequate progress, and % of students tested |