

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: CREEKSIDE MIDDLE SCHOOL

District Name: Volusia

Principal: John Cash

SAC Chair: D'Anna Meade

Superintendent: Dr. Margaret Smith

Date of School Board Approval: Pending School Board Approval  
December 11, 2012

Last Modified on: 10/22/2012

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

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

## PART I: CURRENT SCHOOL STATUS

### STUDENT ACHIEVEMENT DATA

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

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

### ADMINISTRATORS

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

| Position  | Name      | Degree(s)/ Certification(s)  | # of Years at Current School | # of Years as an Administrator | Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)   |
|-----------|-----------|--|------------------------------|--------------------------------|---|
| Principal | John Cash | Bachelor's Degree in Elementary Education<br>Master's Degree in Educational Leadership |                              | 14                             | Palm Terrace<br>2012-C School 430 points, 49% reading, 42% math, 85% writing, 39% science, 59% LGR, 51% LGM, 51% LQR, 54% LQM;<br>Palm Terrace<br>2011-B School, AYP 87%, R66%, M64%, W81%, S38%, LGR 62%, LGM 55%, LQR 69%, LQM 60%<br>2010-C School, AYP 82% R 62%, M 63%, W 71%, S 40% LG/R 56%, LG/M, 67%, LQ/R 54%, LQ/M79%<br>2009-B School, AYP 92%, R 66%, M61%, W 92%, S 33% LG/R 57%, LG/M, 65%, LQ/R 57%, LQ/M 72<br>2008-C School, AYP 77%, R 61%, M 50%, W 75%, S 22%, LG/R 61, LG/M 64%, LQ/R 53%, LQ/M 69%<br>2007-A School, AYP 97%, R 84%, M 69%, W 86%, S |

|                 |                 |   |    |    |  |
|-----------------|-----------------|---|----|----|--|
|                 |                 |   |    |    | 57% LG/R 73%, LG/M 60%, LQ/R 67%, LQ/M 58%<br>2006-A School, AYP 95%, R 83%, M 77%, W 80%,<br>LG/R 63%, LG/M 60%, LQ/R 77%<br>Prior to 2006: Based on Volusia County district evaluation system currently in place, I have been rated either meeting or exceeding the 12 competencies for administrators.  |
| Assis Principal | Jerry Picott    | Bachelor's Degree in Music Education<br>Master's Degree in Educational Leadership<br>Doctorate Educational Leadership | 1  | 8  | 2012 - A school, (69%R/64%M; 71%R/65%M; 72%R/65%M)<br>2011 - C - Champion Elementary, AYP N/A% ( % R/ % M; % R/ % M; % R/ % M) *<br>2010 - A - Ormond Beach Middle, AYP 82% (77% R/79% M; 64% R/79% M; 60% R/73% M)<br>2009 - D - Mainland High School, AYP 82% (41% R/69% M; 45% R/72% M; 37% R/61% M)<br>2008 - D - Mainland High School, AYP 67% (40% R/66% M; 46% R/68% M; 41% R/58% M)<br>2007 - C - Mainland High School, AYP 69% (42% R/67% M; 55% R/76% M; 57% R/74% M)<br>2006 - D - Mainland High School, AYP 64% (34% R/56% M; 44% R/65% M; 44% R/66% M)<br>2005 - C - Mainland High School, AYP 46% (34% R/62% M; 45% R/70% M; 49% R/n/a M)<br><br>* (Proficient Reading/Math; Learning Gains R/M; Lowest 25% R/M)   |
| Assis Principal | Susan Jackson   | Ed. S - Educational Leadership<br>MS - Special Education<br>BA - Elementary/Special Education                         | 5  | 6  | 2012 - A school, (69%R/64%M; 71%R/65%M; 72%R/65%M)<br>2011 - A school, AYP 87% (77%R/69%M; 81%R/69%M; 75%R/79%M)2010 - A school, AYP 92% (79%R/66%M; 81% R/70%M; 69%R/82%M)<br>2009 - A school, AYP 95% (82%R/79% M; 66%R/73%M; 60%R/66%M) *<br>2008 - A school, AYP 95% (82%R/78% M; 71%R/71%M; 68%R/66%M) *<br>2007 - A school, AYP 97% (81%R/78% M; 68%R/76%M; 57%R/70%M) *<br>2006 - A school, AYP 97% (79%R/74% M; 62%R/72%M; 61%R/72%M) *<br>2005 - A school, AYP 100% (84%R/84% M; 70%R/69%M; 59%R/NA M) *<br>* (Proficient Reading/Mathematics; Learning Gains R/M; Lowest 25% R/M)<br>Prior to 2005, I worked to become highly qualified administrator by taking on leadership roles that include SAC Chair, member of the Superintendent's Select Committee on ESE Paperwork, member of the Best Practices Quality Assurance District Team. board member of VASA 2010-present, and was a recipient of the 2011 VASA Secondary Assistant Principal of the Year Award. |
| Assis Principal | Robert Pohlmann | BA - Language Arts<br>6-12<br>MS - Adm/Supervision<br>K-12  | 10 | 23 | 2012 - A school, (69%R/64%M; 71%R/65%M; 72%R/65%M)<br>2011 - A school, AYP 87% (77%R/69%M; 81%R/69%M; 75%R/79%M)2010 - A school, AYP 92% (79%R/66%M; 81% R/70%M; 69%R/82%M)<br>2009 - A school, AYP 95% (82%R/79% M; 66%R/73%M; 60%R/66%M) *<br>2008 - A school, AYP 95% (82%R/78% M; 71%R/71%M; 68%R/66%M) *<br>2007 - A school, AYP 97% (81%R/78% M; 68%R/76%M; 57%R/70%M) *<br>2006 - A school, AYP 97% (79%R/74% M; 62%R/72%M; 61%R/72%M) *<br>2005 - A school, AYP 97% (78%R/75% M; 69%R/74%M; 57%R/NA M) *<br>* (Proficient Reading/Mathematics; Learning Gains R/M; Lowest 25% R/M) *<br>Prior to 2005 I was a highly qualified administrator who continually improved my leadership skills through ongoing professional development offered by Volusia County Schools. I provided quality leadership and supported my faculty and staff as we all worked to increase student achievement. As a school administrator, I   |

have had 10 straight years of being at an A rating.

## 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      | Diane Coleman | BS Elementary ED            | 10                           | 7                                    | <p>2012 - A school, (69%R/64%M; 71%R/65%M; 72%R/65%M)</p> <p>2011 - A school, AYP 87% (77%R/69%M; 81%R/69%M; 75%R/79%M)</p> <p>2010 - A school, AYP 87% (79%R/66%M; 81%R/70%M; 69%R/82%M)</p> <p>2009 - A school, AYP 92% (82%R/79%M; 66%R/73%M; 60%R/66%M)*</p> <p>2008 - A school, AYP 95% (82%R/78%M; 71%R/71%M; 68%R/66%M)*</p> <p>2007 - A school, AYP 95% (81%R/78%M; 68%R/76%M; 57%R/70%M)*</p> <p>2006 - A school, AYP 97% (79%R/74%M; 62%R/72%M; 61%R/72%M)*</p> <p>2005 - A school, AYP 97% (78%R/75%M; 69%R/74%M; 57%R/NA M)*</p> <p>*(Proficient Reading/Mathematics; Learning Gains R/M; Lowest 25% R/M)</p> <p>Crystal Apple Nominee (Twice), Celebrate Literacy Nominee, Teacher of the month 5 times, Classroom Grant Winner of \$500 for a student run newspaper, Volunteer Award, Clinical Education teacher, Volusia County Reading Council, Professional Development Committee, VCTAS Steering Committee, PLC Book Chat, Reading Club, Faculty County, A+ Committee, BLT, Subject Area Leader, Mentor, Advisory council for area 2, Planned and implemented school-wide "Read Aloud" for Guinness Book of World Records</p> |

## 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 | New Teacher Programs (Individualized Professional Development Plan, mentors and peer classroom visits) | Administrative Team         | On going                  |   |
| 2 | Leadership Opportunities   | John Cash                   | On going                  |   |
| 3 | Professional Development and Implementation of new technology  | John Cash and Susan Jackson | On going                  |   |
| 4 | Network with Community and Business Partners   | John Cash                   | On going                  |   |
| 5 | Collabration with local Universities and Colleges  | John Cash                   | On going                  |   |
| 6 | Maintaining a proactive and engaging school climate  | Administrative Team         | On going                  |   |

## Non-Highly Effective Instructors

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

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

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

### Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

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

| Total Number of Instructional Staff | % of First-Year Teachers | % of Teachers with 1-5 Years of Experience | % of Teachers with 6-14 Years of Experience | % of Teachers with 15+ Years of Experience | % of Teachers with Advanced Degrees | % Highly Effective Teachers | % Reading Endorsed Teachers | % National Board Certified Teachers | % ESOL Endorsed Teachers |
|-------------------------------------|--------------------------|--|---|--|-------------------------------------|-----------------------------|-----------------------------|-------------------------------------|--------------------------|
| 69                                  | 0.0%(0)                  | 15.9%(11)                                  | 24.6%(17)                                   | 59.4%(41)                                  | 39.1%(27)                           | 100.0%(69)                  | 14.5%(10)                   | 7.2%(5)                             | 15.9%(11)                |

### 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 |
|-------------------|-----------------|-----------------------|------------------------------|
| No data submitted |                 |                       |                              |

## 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

N/A

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

N/A

Title III

N/A

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

N/A

Nutrition Programs

N/A

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

N/A

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Principal: Provides a common vision for the use of data-based decision-making by promoting the Volusia Proficiency Model. Ensures that educators are implementing the district's Progress Monitoring Plan (PMP) accessible through the K-12 curriculum link of the webpage and the VCS Problem Solving/RtI model (i.e., Problem Identification, Analysis of Problem, Intervention Implementation and Response to Intervention) for those students who do not respond effectively to core instruction. For those students who do not respond positively to interventions beyond core, ensure that the school's Problem Solving Team (PST) is accessed as needed. Ensure adequate professional development is scheduled for faculty. School Psychologists will provide/facilitate training on skill building and understanding of the components of PS/RtI. Support the school's team in the completion of resource mapping (academic and behavioral) with focus on standard protocol interventions in order to enhance implementation of PS/RtI. Communicates with parents through school newsletters, relevant meetings, and the sharing of the parent link of the VCS Problem Solving/RtI website (under Psychological Services) in order to address the purpose of PS/RtI in meeting student needs and to address frequently asked parental questions. In addition, parents are provided information about PS/RtI at PST meetings.

School Psychologist: Assists schools in interpreting individual, class-wide, grade-level and school-wide data in order to develop appropriate targeted interventions linked to the academic or emotional/behavioral problem. Ensure that on-going progress monitoring is in place in the area of intervention to most appropriately determine the student's response to intervention. Provides professional development to staff on PS/RtI.

Select General Education Teachers: Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) Teachers: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching. Encompasses Problem Solving/RtI practices when addressing the needs of ESE students with a focus on potential reintegration into General Education based on data.

Reading Coach: Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches as relating to reading

achievement. Identifies systematic patterns of student needs in reading while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services in reading for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis in reading; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring in reading.

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 school's RTI leadership Team (known as the Creekside Academic Council) functions as a natural extension of the school's grade level specific Problem Solving Teams (PST). The school's three PST's includes RtI as an explicit step of problem solving and addresses individual as well as class, grade-level and school-wide issues. The PST's pre-embedded in the infrastructure of the school. Core members of the PST are the assistant principal, school psychologist, speech/language clinician, school counselor, school social worker, and ad hoc teachers. In addition, since parent collaboration is essential for the success of PS/RtI implementation, parent input will be actively sought to enhance student outcomes. The school's leadership team will focus PS/RtI meetings around two essential questions: 1) "How will we respond when they don't learn?" and 2) "How will we respond when they already know it?" The team facilitates sub-groups by discipline and grade level to engage in the following activities: Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and the classroom level to identify student who are either meeting/exceeding expectations or those who are at risk for not meeting benchmarks. For those students who are at risk, interventions are in place to address the deficits and to ensure grade-level proficiency as appropriate. For those students who are exceeding expectations, enrichment activities are in place to ensure acceleration of learning.

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 Creekside Academic Council met with the principal to help develop the SIP. The team provided data on: Tier 1, 2, and 3 targets; academic, behavioral and social/emotional areas that needed to be addressed; helped set clear expectations for instruction; facilitated the development of specific goals and strategies and aligned processes and procedures. The input of the Leadership Team was presented to the School Advisory Council (SAC) by the principal.

#### 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.

Baseline data: Progress Monitoring and Reporting Network (PMRN), FAIR, Florida Comprehensive Assessment Test (FCAT)

Progress Monitoring: PMRN, FAIR, Curriculum Based Measurement (CBM), FCAT Simulation

Midyear: Florida Assessments for Instruction in Reading (FAIR), Diagnostic Assessment for Reading (DAR), Early Reading Diagnostic Assessment (ERDA)

End of year: FAIR, FCAT

Frequency of Data Days: Monthly for data analysis

Describe the plan to train staff on MTSS.

Describe the plan to train staff on RtI.

Professional development will be provided to staff through faculty meetings, grade level meetings, and individual teacher and parent consultations in order to scale up understanding of PS/RtI. School-wide training is provided by members of the School Psychological Services department. Training modules for each step of the Problem Solving/RtI process as well as an overview of PS/RtI is accessible through the PS/RtI link on the Psychological Services link of the district website. Specific training is provided on intervention design, data collection, and development of hypotheses and goal statements. School staff has access to web-based state training on PS/RtI. Job-embedded learning through academic and behavioral data analysis and progress monitoring will enhance the acquisition and application of PS/RtI.

Describe the plan to support MTSS.

## Literacy Leadership Team (LLT)

### School-Based Literacy Leadership Team

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

The Literacy Leadership Team consist of the principal, all department chairpersons, guidance counselor department chair, assistant principal for curriculum and instruction assistant principal for exceptional student education, reading coach, SAC chair, and the budget chair.

Principal  
Assistant Principal  
Reading Coach  
Guidance Department Chair  
Social Studies Department Chair  
Mathematics Department Chair  
Science Department Chair  
Physical Education Department Chair  
Language Arts Department Chair  
Encore Department Chair  
Budget Chair  
SAC Chair

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

The team meets once a month for 45 minutes with an agenda that includes, but not limited to review of monitoring and screening data, discussions of various assessments both formative and summative, discussions of school improvement plan, various teaching strategies, and professional development.

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

Establishing a systematic approach for teacher collaboration for the purpose of increasing student achievement.

## Public School Choice

Supplemental Educational Services (SES) Notification  
[View uploaded file](#) (Uploaded on 10/1/2012)

### \*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.

N/A

### \*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 Creekside Reading coach works with all teachers to provide appropriate professional development related to current reading research, instructional pedagogy, and targeted student needs. All classroom teachers have available to them effective supplemental reading materials in order to meet instructional needs of the students with deficiencies in 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

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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.<br>Reading Goal #1a: | For the number of students scoring a level 3 will increase by 2%. |
| 2012 Current Level of Performance:  | 2013 Expected Level of Performance:                               |
| 28%(300)  | 30%   |

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

|   | Anticipated Barrier   | Strategy  | Person or Position Responsible for Monitoring                                      | Process Used to Determine Effectiveness of Strategy   | Evaluation Tool   |
|---|---|---|--|---|---|
| 1 | Lack of interest in non-fiction reading<br>Opportunities to train new teachers, funding for follow up coaching<br>Lack of PLC time due to supplemental planning time. | Sharing content area curriculum using Primary Sources in the classroom to enhance and enrich knowledge using reading strategies and skills.<br>Provide Professional Development in PLC in the use of non-fiction articles<br>Teachers will receive training in practices that promote high student engagement; receive follow up support and coaching<br>Begin PLC AM time during the 2nd semester. | Reading and Social Studies teachers<br>Coaching Staff<br>Administrator<br>Teachers | Formative Assessments, grade level teachers from each area will meet monthly to evaluate student success using Pinnacle Insight to analyze individualized student data.<br>Peer collaboration<br>Ongoing monitoring of formative and summative assessment data<br>VSET observations and conferences<br>Meet regularly as grade-level teams to foster growth among all students using formative data | Summative assessments such as: End-of-Course Exams, FCAT Assessment<br>End of unit tests<br>Reading assessment data, FAIR data, Math assessment data, Science assessment data, FCAT results |

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

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

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

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

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

|   |   |
|---|---|
| 2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading.<br><br>Reading Goal #2a: | Student's achieving above proficiency (FCAT Levels 4 & 5) in Reading will increase 2% overall |
| 2012 Current Level of Performance:  | 2013 Expected Level of Performance:   |
| 39%(429)  | 41% ()  |

Problem-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>Students already at the high end of success</p> <p>Incorporating Scholastic Science World Magazine Funding for materials<br/>Time<br/>Volunteers</p> <p>Adequate time for teachers to review data, plan differentiated instruction, and deliver the instruction within the school day.</p> <p>8th grade students in Spanish in place of Reading class</p> | <p>Using content of Interactive Notebooks in Advanced History program to demonstrate advanced critical thinking skills</p> <p>Science teachers will use Scholastic Science World Magazine in the classroom to reinforce reading skills when reading about science current events.</p> <p>Teams (with the support of the coaching staff) will meet weekly in Professional Learning Communities to work collaboratively in collecting and analyzing data in order to plan effective differentiated instruction and enrichment.</p> <p>Discontinue allowing 7th graders to take Spanish in place of Reading.</p> | <p>Principal, Reading Coach, Social Studies Chair, and social studies and science teachers.<br/>Parents<br/>Volunteers</p> <p>Coaching Staff<br/>Administrator<br/>Teachers</p> | <p>Teachers will meet monthly to analyze formative assessments through Pinnacle Insight<br/>Formative assessments will be used at the teachers' discretion.<br/>Teacher observation<br/>Student work<br/>Weekly reading assessments</p> <p>Ongoing monitoring of formative and summative assessment data</p> <p>Meet regularly as grade-level teams to foster growth among all students</p> | <p>Summative assessments such as: End-of-Course exams, FCAT assessment</p> <p>Summative assessments such as: common assessments.<br/>Reading Unit Tests</p> <p>District Assessments FCAT results</p> <p>Reading assessment data, FAIR data, Math assessment data, Science assessment data, FCAT results</p> |

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

|  |  |
|--|--|
| 2b. Florida Alternate Assessment:<br>Students scoring at or above Achievement Level 7 in reading.<br><br>Reading Goal #2b: | Students scoring at or above Level 7 on FAA will increase by 2%. |
|--|--|

|                                    |                                     |
|------------------------------------|-------------------------------------|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 1%(1)                              | 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 |  |   |   |   |   |
| 2 | <p>Difficulty of finding high-quality lessons for students with cognitive disabilities that also address varying complexity levels</p> <p>There is a need for more collaboration time amongst teachers of students with cognitive disabilities</p> | <p>District training for teachers on the implementation of Unique Learning System for Access courses</p> <p>Follow-up coaching provided by program specialists</p> <p>Participation of Access course teachers in District's monthly Virtual PLC using webinar platform</p> <p>Evaluation of the student's need to access more rigorous courses and change placement if necessary</p> <p>Discussion of application of skills and knowledge at a higher level and in various settings</p> | <p>Administration ESE Team</p> <p>Administration ESE Team</p> | <p>Check usage and implementation, as well as student progress data using Unique Reports</p> <p>Administrative observation tools</p> <p>District follow-up survey</p> <p>Check student progress data using Unique Reports</p> | <p>Unique Reports<br/>FAA Scores</p> <p>Unique Reports<br/>Survey</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:

|   |   |
|---|---|
| 3a. FCAT 2.0: Percentage of students making learning gains in reading.<br>Reading Goal #3a: | The percentage of student's making learning gains in Reading will increase 2% |
|---|---|

|                                    |                                     |
|------------------------------------|-------------------------------------|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 68% Making Learning Gains          | 70% Learning Gains                  |

Problem-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 | Attendance               | Tiered Reading Program<br><br>Bi-monthly (starting Jan. 2013)PLC meetings for planning, analyzing, and collaboration with all Tiers. | Administration, Reading coach and all Reading Teachers | Diagnostic Testing, informal assessments            | Project-based assessment |
|   | Students with large gaps | Intensive assistance in  | Reading Coach,   | FAIR assessments will be                            | FAIR assessments         |

|   |   |  |   |   |  |
|---|---|--|---|---|--|
| 2 | <p>in reading achievement Teachers using data from available resources and progress monitoring assessments to target instruction in classroom</p> <p>Adequate time for teachers to review data, plan differentiated instruction, and deliver the instruction within the school day.</p> | <p>Reading will be provided by Intensive Reading teachers, assisted by the evaluation and monitoring of the administrative team.</p> | <p>ESE Lead Team, Administrators Provide school based training on Pinnacle Gradebook and Insight reports</p> <p>Teams (with the support of the coaching staff) will meet weekly in Professional Learning Communities to work collaboratively in collecting and analyzing data in order to plan effective differentiated instruction and enrichment.</p> | <p>analyzed three times each year.</p> <p>FCAT Explorer will be monitored monthly to note student improvements.</p> <p>Ongoing monitoring of formative and summative assessment data</p> <p>Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students</p> | <p>FCAT Explorer</p> <p>District Interim Assessments</p> <p>FCAT 2.0</p> <p>FAIR assessments</p> <p>End of course exams</p> <p>Reading assessment data, FAIR data, Science assessment data, FCAT results</p> |
|---|---|--|---|---|--|

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

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

Problem-Solving Process to Increase Student Achievement

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

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

|  |   |
|--|---|
| <p>4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.</p> <p>Reading Goal #4:</p> | <p>The percentage of Students in Lowest 25% making learning gains in reading will increase 5%</p> |
| 2012 Current Level of Performance:   | 2013 Expected Level of Performance:   |
| 64%  | 69%   |

Problem-Solving Process to Increase Student Achievement

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

|   |  |   | Monitoring   | Strategy   |   |
|---|--|---|--|--|---|
| 1 | <p>Attendance<br/>Adequate time for teachers to review data, plan differentiated instruction, and deliver the instruction within the school day.</p> <p>Funding for materials<br/>Time<br/>Volunteers<br/>Students in the lowest 25% are usually students with disabilities, low SES and/or ELL. Many are affected by these multiple barriers.</p> | <p>Tiered Reading Program</p> <p>Through Differentiated Instruction professional Development teachers will learn ways to take to the classroom to help each student at their level of learning.</p> <p>Students will also receive leveled fluency passages which will come from Approaching Teacher Resource from Macmillan reading series.</p> <p>Provide in school tutoring in the areas of vocabulary, fluency, phonics, and comprehension instruction using scientifically based reading materials.</p> | <p>Principal, Administration and Reading Coach and all reading teachers.</p> <p>Coaching Staff<br/>Administrator<br/>Teachers<br/>Parents<br/>Volunteer<br/>Instructional coaches, tutors, administration.</p> | <p>Progress Monitoring tools that are required by the county and state will be used to determine the successes in the classroom</p> <p>Formative assessments<br/>Ongoing monitoring of formative and summative assessment data</p> <p>Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students</p> <p>Teacher observation<br/>Student work<br/>Weekly reading assessments<br/>Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data.</p> | <p>Summative assessments such as: Reading Counts and project-based assessments.<br/>Reading assessment data, FAIR data, Science assessment data, FCAT results</p> <p>Reading Unit Tests</p> <p>District Assessments FCAT Results</p> <p>Reading assessment data, FAIR data, FCAT 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%. | Reading Goal #  |           |           |           |           |           |
|  | In 2012-2013, we will reduce the achievement gap by meeting the AMO target. |           |           |           |           |           |
| 5A :   |   |           |           |           |           |           |
| Baseline data 2010-2011  | 2011-2012   | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |
|  | 74  | 77        | 79        | 81        | 84        |           |

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

|   |  |   |   |                 |
|---|--|---|---|-----------------|
| 5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.<br><br>Reading Goal #5B: | <p>White: 70%</p> <p>Hispanic: 56%</p> <p>Asian: 85%</p> <p>American Indian: N/A</p> <p>Black: 49%</p> |   |   |                 |
| 2012 Current Level of Performance:  | 2013 Expected Level of Performance:  |   |   |                 |
| In 2012-2013, each subgroup will reduce the achievement gap by meeting the AMO target or through Safe Harbor.   | <p>White: 75%</p> <p>Hispanic: 68%</p> <p>Asian: 91%</p> <p>American Indian: N/A</p> <p>Black: 62%</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 | N/A   | N/A  | N/A                              | N/A   | N/A                                   |
| 2 | Hispanic: We have a growing number of Hispanic students that receive services in our ESOL program | Ensure that all teachers receive professional development related to effective instructional strategies in reading for ELL Students. Follow up and coaching will be provided | Reading Coach and Administrators | Ongoing monitoring of formative assessments and teacher observation by administration | District Assessments and FCAT results |

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

|   |                                     |
|---|-------------------------------------|
| 5C. English Language Learners (ELL) not making satisfactory progress in reading.<br>Reading Goal #5C: | N/A                                 |
| 2012 Current Level of Performance:  | 2013 Expected Level of Performance: |
| N/A   | N/A                                 |

Problem-Solving Process to Increase Student Achievement

|   | Anticipated Barrier  | Strategy   | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy                                    | Evaluation Tool   |
|---|--|--|---|--|---|
| 1 | Challenges working with students who come ELL backgrounds with significant gaps in vocabulary. | Provide high-quality vocabulary instruction throughout the day.<br><br>Teach essential content words in depth.<br><br>Use instructional time to address the meanings of common words, phrases, and expressions not yet learned | Instructional Coaches<br><br>Administration   | Ongoing monitoring of formative assessments and teacher observation by administration. | District Assessments and FCAT results<br><br>Progress monitoring of weekly data using graphs/trend lines. |

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

|  |                                     |
|--|-------------------------------------|
| 5D. Students with Disabilities (SWD) not making satisfactory progress in reading.<br>Reading Goal #5D:               | SWD: 33% proficient                 |
| 2012 Current Level of Performance:   | 2013 Expected Level of Performance: |
| In 2012-2013, the achievement gap for SWD students will be reduced by meeting the AMO target or through Safe Harbor. | SWD: 44% proficient                 |

Problem-Solving Process to Increase Student Achievement

|  | Anticipated Barrier  | Strategy   | Person or Position Responsible for Monitoring          | Process Used to Determine Effectiveness of Strategy       | Evaluation Tool   |
|--|--|--|--|---|---|
|  | The individual needs of some students in the Exceptional Student Education program are | Professional development for teachers in tiered reading programs to assist teachers in | Administration, Reading Coach and all reading teachers | Ongoing progress monitoring for classroom and center work | Summative assessments such as: skills, Reading Counts and |

|   |                |  |  |  |   |
|---|----------------|--|--|--|---|
| 1 | not being met. | meeting the needs of students through differentiated instruction and the incorporation of centers<br>Provide intensive, systematic instruction on 3 foundational reading skills in small groups to students who score below the proficient level. Typically, these groups meet between three and five times a week, for 20 to 40 minutes | ESE Assistant Principal, ESE Lead Team | Weekly PLC meetings<br>Ongoing monitoring of formative assessments | project-based assessment<br>FAIR and FCAT |
|---|----------------|--|--|--|---|

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

|   |                                     |
|---|-------------------------------------|
| 5E. Economically Disadvantaged students not making satisfactory progress in reading.<br>Reading Goal #5E:           | ED: 55% proficient                  |
| 2012 Current Level of Performance:  | 2013 Expected Level of Performance: |
| In 2012-2013, the achievement gap for ED students will be reduced by meeting the AMO target or through Safe Harbor. | ED: 60% proficient                  |

Problem-Solving Process to Increase Student Achievement

|   | Anticipated Barrier   | Strategy   | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy        | Evaluation Tool            |
|---|---|--|---|--|----------------------------|
| 1 | Challenges of working with students who do not have exposure to high-level academic vocabulary in their homes | Implementation of a school-wide literacy system that emphasizes a unified, systematic approach to the teaching of vocabulary using research-based strategies | Reading Coach<br>Literacy Leadership Team     | Classroom Walkthrough<br>Literacy Leadership Team Meetings | VSET Observations Domain 3 |

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 |
|--|---------------------|----------------------------------|---|--|-----------------------------------|---|
| Develop an awareness, implement and integrate Common Core Standards in all subject areas<br>PD topic = | 6-8                 | Administration and Dept. Chairs  | School-wide   | 8 Early Release days   | Lesson Plans and VSET             | Administration                                |

|  |            |                                     |                  |   |  |   |
|--|------------|-------------------------------------|------------------|---|--|---|
| Learn how to analyze and interpret reading data to drive classroom instruction.  | 6-8        | Reading Coach                       | Reading Teachers | Initial training September 1st, implementation within 30 days, and structured coaching and mentoring within 60 days as follow-up. | Reports on students' academic progress pulled following reading assessments. | Reading Coach                           |
| Build awareness, implement, and intergrate, Common Core Standards into all areas | Grades 6-8 | Administration and Common Core Team | All faculty      | Early release professional days   | VSET Observations Lesson Plans Pinnacle                                      | Administration<br>Common Core Lead Team |

Reading Budget:

| Evidence-based Program(s)/Material(s) |                          |                       |                         |
|---------------------------------------|--------------------------|-----------------------|-------------------------|
| Strategy                              | Description of Resources | Funding Source        | Available Amount        |
| Increase use on non-fiction text      | Scholastic Magazines     | SAC, PTSA Mini-Grants | \$1,000.00              |
|                                       |                          |                       | Subtotal: \$1,000.00    |
| Technology                            |                          |                       |                         |
| Strategy                              | Description of Resources | Funding Source        | Available Amount        |
| No Data                               | No Data                  | No Data               | \$0.00                  |
|                                       |                          |                       | Subtotal: \$0.00        |
| Professional Development              |                          |                       |                         |
| Strategy                              | Description of Resources | Funding Source        | Available Amount        |
| No Data                               | No Data                  | No Data               | \$0.00                  |
|                                       |                          |                       | Subtotal: \$0.00        |
| Other                                 |                          |                       |                         |
| Strategy                              | Description of Resources | Funding Source        | Available Amount        |
| No Data                               | No Data                  | No Data               | \$0.00                  |
|                                       |                          |                       | Subtotal: \$0.00        |
|                                       |                          |                       | Grand Total: \$1,000.00 |

End of Reading Goals

## Comprehensive English Language Learning Assessment (CELLA) Goals

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

|   |   |
|---|---|
| Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students. |   |
| 1. Students scoring proficient in listening/speaking.<br>CELLA Goal #1:   | The percentage of students scoring proficient in Listening/Speaking on CELLA will increase by 2%. |
| 2012 Current Percent of Students Proficient in listening/speaking:  |   |
| 82% (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 | Providing comprehensible instruction to English Language Learners<br><br>Providing comprehensible instruction to English Language Learners<br>Providing comprehensible instruction to English Language Learners | Data on ELL students language proficiency and achievement levels should be used for differentiated instruction<br><br>Ensure that teachers use English Language Proficiency Standards for English Language Learners<br><br>Ensure that teachers receive professional development related to effective instructional practices for teaching ELLs. | Administrator<br>Academic Coach               | Ongoing monitoring of formative assessments and teacher observations by principal | CELLA, IPT, FCAT, District Assessments |

|   |  |
|---|--|
| Students read in English at grade level text in a manner similar to non-ELL students. |  |
| 2. Students scoring proficient in reading.<br><br>CELLA Goal #2:                      | The percentage of students scoring proficient in Reading on CELLA will increase by 2%. |
| 2012 Current Percent of Students Proficient in reading:                               |  |
| 64% (7)   |  |
| Problem-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 | Providing comprehensible instruction to English Language Learners<br><br>Providing comprehensible instruction to English Language Learners<br>Providing comprehensible instruction to English Language Learners | Data on ELL students language proficiency and achievement levels should be used for differentiated instruction<br><br>Ensure that teachers use English Language Proficiency Standards for English Language Learners<br><br>Ensure that teachers receive professional development related to effective instructional practices for teaching ELLs. | Administrator<br>Academic Coach               | Ongoing monitoring of formative assessments and teacher observations by principal | CELLA, IPT, FCAT, District Assessments |

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

| 3. Students scoring proficient in writing.<br>CELLA Goal #3: |   | The percentage of students scoring proficient in Writing on CELLA will increase by 2%.   |   |   |  |
|--|---|--|---|---|--|
| 2012 Current Percent of Students Proficient in writing:      |   |  |   |   |  |
| 9% (1)   |   |  |   |   |  |
| Problem-Solving Process to Increase Student Achievement      |   |  |   |   |  |
|  | Anticipated Barrier   | Strategy   | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy                               | Evaluation Tool                        |
| 1  | Providing comprehensible instruction to English Language Learners<br><br>Providing comprehensible instruction to English Language Learners<br>Providing comprehensible instruction to English Language Learners | Data on ELL students language proficiency and achievement levels should be used for differentiated instruction<br><br>Ensure that teachers use English Language Proficiency Standards for English Language Learners<br><br>Ensure that teachers receive professional development related to effective instructional practices for teaching ELLs. | Administrator<br>Academic Coach               | Ongoing monitoring of formative assessments and teacher observations by principal | CELLA, IPT, FCAT, District Assessments |

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 |



## 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.<br><br>Mathematics Goal # 1a: | The percentage of students scoring at a level 3 will increase by 2%. |
|--|--|

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

|          |       |
|----------|-------|
| 33%(355) | 35%() |
|----------|-------|

### Problem-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>Students lack organizational skills and do not retain concepts in the long-term</p> <p>Teachers are not yet familiar with the Common Core State Standards in math</p> <p>Not all math teachers are familiar with incorporating literacy strategies.</p> | <p>Implement the use of the Interactive Student Notebook department-wide to improve organizational skills and retention of concepts</p> <p>Provide professional development on embedding the 8 Standards for Mathematical Practices into daily instruction as appropriate</p> <p>Implement new math Curriculum Maps, which have these standards incorporated</p> <p>Provide professional development on literacy strategies appropriate for math teachers.</p> | Principal, Mathematics Department Chair, Individual Mathematics Teachers, and all Administration | <p>Monthly department meetings will be used to discuss implementation, monitor progress, and share ideas and strategies.</p> <p>Ongoing monitoring of formative assessments and teacher observations by administrators</p> | <p>Progress of all students on assessments, including Differentiated Accountability, District Assessments, and FCAT results</p> <p>VSET Evaluation</p> <p>FSA, SSA, District Interims</p> <p>FCAT 2.0</p> |

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

|  |   |
|--|---|
| 1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.<br><br>Mathematics Goal # 1b: | The number of students scoring 4, 5, and 6 on the FAA will increase by 2% |
|--|---|

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

|         |     |
|---------|-----|
| 39% (5) | 41% |
|---------|-----|

### Problem-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>Students have much difficulty with abstract concepts in math</p> <p>Not all instruction has been consistently aligned to the NGSSS access points</p> <p>Difficulty of finding high-quality lessons for students with cognitive disabilities that also address varying complexity levels</p> | <p>Use of manipulatives to master abstract concepts</p> <p>Implement Equals Math in all Access courses, as well as Standards-Referenced Grading</p> <p>District training for teachers on the implementation of Unique Learning System for Access courses</p> <p>Follow-up coaching provided by program specialists</p> | <p>ESE Administrator</p> <p>ESE Teachers and Paraprofessionals</p> | <p>Formative and summative assessments</p> <p>Equals Curriculum-based assessments</p> <p>Check usage and implementation, as well as student progress data using Unique Reports</p> <p>Check usage and implementation, as well as student progress data using Unique Reports</p> <p>Administrative observation tools</p> <p>Administrative observation tools</p> | <p>Florida Alternate Assessment</p> <p>Unique Reports</p> <p>FAA Scores</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:

|   |   |
|---|---|
| 2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics.<br>Mathematics Goal #2a: | The students scoring above grade level on the 2013 administration of the FCAT Mathematics Test will increase by 2%. |
| 2012 Current Level of Performance:  | 2013 Expected Level of Performance:   |
| 39%   | 41%   |

Problem-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>Students do not receive enough on-grade level FCAT content review</p> <p>Lack of time and focus to devote to professional dialogue about teaching practices</p> | <p>Each grade level will administer the same FCAT formative assessments as determined by a schedule.</p> <p>Participate in professional development on Lesson Study, to include a focus on the following elements: Identifying similarities and differences, summarizing and note taking, setting objectives and providing feedback, and cooperative learning</p> <p>Consider the incorporation of project-based learning elements for enrichment.</p> | <p>Mathematics Department Chair, Individual Mathematics teachers</p> <p>Administration Instructional Coaches</p> | <p>Teachers will meet bimonthly to analyze the results of the formative assessments using Pinnacle and Performance Matters.</p> <p>Participation in professional development, coupled with follow-up observations</p> <p>Teacher reflections</p> | <p>Progress of all students on assessments, including Differentiated Accountability, District Assessments, and FCAT results</p> <p>Evaluation Tool VSET observation</p> <p>FCAT 2.0</p> |

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

|   |  |
|---|--|
| 2b. Florida Alternate Assessment:<br>Students scoring at or above Achievement Level 7 in mathematics.<br><br>Mathematics Goal # 2b: | The students scoring level 7 or higher on the FAA will increase by 2%. |
| 2012 Current Level of Performance:  | 2013 Expected Level of Performance:                                    |
| 54% (7)   | 56%  |

Problem-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>Difficulty of finding high-quality lessons for students with cognitive disabilities that also address varying complexity levels</p> <p>There is a need for more collaboration time amongst teachers of students with cognitive disabilities</p> | <p>District training for teachers on the implementation of Unique Learning System for Access courses</p> <p>Follow-up coaching provided by program specialists</p> <p>Participation of Access course teachers in District's monthly Virtual PLC using webinar platform</p> <p>Evaluation of the student's need to access more rigorous courses and change placement if necessary</p> <p>Discussion of application of skills and knowledge at a higher level and in various settings</p> | Administration<br>ESE Team                    | <p>Check usage and implementation, as well as student progress data using Unique Reports</p> <p>Administrative observation tools</p> <p>District follow-up survey</p> <p>Check student progress data using Unique Reports</p> | <p>Unique Reports<br/>FAA Scores</p> <p>Unique Reports<br/>Survey</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:

|  |   |
|--|---|
| 3a. FCAT 2.0: Percentage of students making learning gains in mathematics.<br><br>Mathematics Goal # 3a: | The students making learning gains on the 2013 administration of the FCAT Mathematics Test will increase by 2%. |
| 2012 Current Level of Performance:   | 2013 Expected Level of Performance:   |
| 71%  | 73%   |

Problem-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>Students do not receive enough on-grade level FCAT content review</p> <p>Not all math teachers are familiar with incorporating literacy strategies.</p> | <p>Each grade level will administer the same FCAT formative assessments as determined by a schedule.</p> <p>Provide professional development on literacy strategies appropriate for math teachers.</p> | <p>Math Department Chair, Individual Mathematics Teachers</p> <p>Administration</p> | <p>Teachers will meet bimonthly to analyze the results of the formative assessments using Pinnacle.</p> <p>Ongoing monitoring of formative assessments, summative district assessments, and teacher observations by administrators</p> | <p>Progress of all students on assessments, including Differentiated Accountability, District Assessments, and FCAT results</p> <p>VSET Evaluation</p> <p>FSA, SSA, District Interims</p> <p>FCAT 2.0</p> |
|---|--|--|---|--|---|

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

|  |                                     |
|--|-------------------------------------|
| 3b. Florida Alternate Assessment:<br>Percentage of students making Learning Gains in mathematics.<br><br>Mathematics Goal #3b: | 71%                                 |
| 2012 Current Level of Performance:   | 2013 Expected Level of Performance: |
| Students making learning gains on FAA in math will increase by 2%.   | 73%                                 |

Problem-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>Not all instruction has been consistently aligned to the NGSSS access points</p> <p>There is a need for more collaboration time amongst teachers of students with cognitive disabilities</p> <p>Difficulty of finding high-quality lessons for students with cognitive disabilities that also address varying complexity levels</p> | <p>Implement Access courses in all core academic areas, as well as Standards-Referenced Grading</p> <p>Participation of Access course teachers in District's monthly Virtual PLC using webinar platform</p> <p>District training for teachers on the implementation of Unique Learning System for Access courses</p> <p>Follow-up coaching provided by program specialists</p> | Administration<br>ESE Team                    | <p>Check usage and implementation, as well as student progress data using Unique Reports</p> <p>Administrative observation tools</p> <p>District follow-up survey</p> <p>Check student progress data using Unique Reports</p> | <p>Unique Reports Survey</p> <p>FAA Scores</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:

|   |   |
|---|---|
| 4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.<br><br>Mathematics Goal #4: | The students in the lowest 25% will make gains on the 2013 administration of the FCAT Mathematics Test by 2%. |
| 2012 Current Level of Performance:  | 2013 Expected Level of Performance:   |

| 72%   |   |   |  |   | 74%  |
|---|---|---|--|---|--|
| Problem-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   | Below grade level performance in reading comprehension prevents students from increasing achievement in mathematics<br><br>Not all math teachers are familiar with incorporating literacy strategies. | Math teachers will collaborate with the Reading Coach to incorporate reading strategies within the mathematics classroom to help students improve their reading comprehension<br><br>Provide professional development on literacy strategies appropriate for math teachers. | Mathematics department chair, Reading Coach, Individual mathematics teachers | Teachers will meet monthly during common planning and use Pinnacle and Performance Matters to assess student proficiency in state standards.<br><br>Ongoing monitoring of formative assessments, summative district assessments, and teacher observations by administrators | Progress of all students on assessments, including Differentiated Accountability, District Assessments, and FCAT results<br><br>VSET Evaluation<br><br>FSA, SSA, District Interims<br><br>FCAT 2.0 |

|  |           |   |           |           |           |           |
|--|-----------|---|-----------|-----------|-----------|-----------|
| Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target              |           |   |           |           |           |           |
| 5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%. |           | Middle School Mathematics Goal #<br>In 2012-2013, we will reduce the achievement gap by meeting the AMO target.<br>5A : |           |           |           |           |
| Baseline data 2010-2011  | 2011-2012 | 2012-2013   | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |
|  | 70        | 73  | 75        | 78        | 81        |           |

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

| Problem-Solving Process to Increase Student Achievement |   |   |   |   |  |
|---|---|---|---|---|--|
|   | Anticipated Barrier   | Strategy  | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy   | Evaluation Tool  |
| 1   | Hispanic: We have a growing number of Hispanic students that receive services in our ESOL program | Ensure that all teachers receive professional development related to effective instructional strategies in reading for ELL Students. Follow up and coaching will be provided. | Instructional Coach and Administrators        | Ongoing monitoring of formative assessments, summative district assessments, and teacher observations by administrators | VSET Evaluation<br><br>FSA, SSA, District Interims<br><br>FCAT 2.0 |



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

|  |   |
|--|---|
| 5C. English Language Learners (ELL) not making satisfactory progress in mathematics.<br><br>Mathematics Goal #5C:    | White: 69%<br>Hispanic: 54%<br>Asian: 82%<br>American Indian: N/A<br>Black: 47% |
| 2012 Current Level of Performance:   | 2013 Expected Level of Performance:   |
| In 2012-2013, the achievement gap for ELL students will be reduced by meeting the AMO target or through Safe Harbor. | White: 70%<br>Hispanic: 65%<br>Asian: 88%<br>American Indian: N/A<br>Black: 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 | Challenges working with students who come ELL backgrounds with significant gaps in vocabulary. | Provide high-quality vocabulary instruction throughout the day.<br><br>Teach essential content words in depth.<br><br>Use instructional time to address the meanings of common words, phrases, and expressions not yet learned | Instructional Coaches<br><br>Administration   | Ongoing monitoring of formative assessments and teacher observation by administration. | District Assessments and FCAT results<br><br>Progress monitoring of weekly data using graphs/trend lines. |

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

|  |                                     |
|--|-------------------------------------|
| 5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.<br><br>Mathematics Goal #5D:   | SWD: 31% proficient                 |
| 2012 Current Level of Performance:   | 2013 Expected Level of Performance: |
| In 2012-2013, the achievement gap for SWD students will be reduced by meeting the AMO target or through Safe Harbor. | SWD: 34% proficient                 |

Problem-Solving Process to Increase Student Achievement

|   | Anticipated Barrier   | Strategy   | Person or Position Responsible for Monitoring  | Process Used to Determine Effectiveness of Strategy   | Evaluation Tool   |
|---|---|--|--|---|---|
| 1 | Below grade level performance in reading comprehension prevents students from increasing achievement in mathematics.<br><br>The individual needs of some students in the Exceptional Student Education program are not being met. | Math teachers will collaborate with the Reading Coach to incorporate strategies within the mathematics classroom to help students improve their reading comprehension.<br><br>Provide intensive, systematic instruction on 3 foundational skills in small groups to students who score below the | Math department chair, Individual Math Teachers<br>Instructional Coaches<br>Administration | Teachers will meet monthly during common planning and use Pinnacle to assess student proficiency in state standards.<br><br>Ongoing monitoring of formative assessments | Progress of all students on assessments, including Differentiated Accountability, District Assessments, and FCAT results<br><br>FAIR<br><br>FSA/SSA/District Interims |

|  |  |  |          |
|--|--|--|----------|
|  | proficient level. Typically, these groups meet between three and five times a week, for 20 to 40 minutes |  | FCAT 2.0 |
|--|--|--|----------|

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

|  |                                     |
|--|-------------------------------------|
| 5E. Economically Disadvantaged students not making satisfactory progress in mathematics.<br>Mathematics Goal #5E:    | ED: 49%                             |
| 2012 Current Level of Performance:   | 2013 Expected Level of Performance: |
| In 2012-2013, the achievement gap for SWD students will be reduced by meeting the AMO target or through Safe Harbor. | ED: 53%                             |

Problem-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 | Below grade level performance in reading comprehension prevents students from increasing achievement in mathematics.<br><br>Challenges of working with students who do not have exposure to high-level academic vocabulary in their homes | Math teachers will collaborate with the Reading Coach to incorporate strategies within the mathematics classroom to help students improve their reading comprehension.<br><br>Implementation of school-wide curriculum resources, including core program and diagnostic/intervention materials that emphasize the use of multiple instructional strategies | Math department chair, Individual Math Teachers Administration<br><br>Instructional Coaches | Teachers will meet monthly during common planning and use Pinnacle to assess student proficiency in state standards.<br><br>Classroom Walkthrough<br><br>Ongoing monitoring of diagnostic/formative/summative assessments | Progress of all students on assessments, including Differentiated Accountability, District Assessments, and FCAT results<br>VSET<br>Observations<br>Domain 3<br><br>FSA/SSA/District Interims<br><br>FCAT 2.0 |

*End of Middle School Mathematics Goals*

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

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

|  |  |   |           |                 |  |
|--|--|---|-----------|-----------------|--|
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: |  |   |           |                 |  |
| 1. Students scoring at Achievement Level 3 in Algebra.<br>Algebra Goal #1:   |  | Students scoring at a level 3 in Algebra will increase by 2%. |           |                 |  |
| 2012 Current Level of Performance:   |  | 2013 Expected Level of Performance:                           |           |                 |  |
| 48% (91)   |  | 50%   |           |                 |  |
| Problem-Solving Process to Increase Student Achievement  |  |   |           |                 |  |
|  |  |   | Person or | Process Used to |  |

|   | Anticipated Barrier  | Strategy  | Position Responsible for Monitoring     | Determine Effectiveness of Strategy  | Evaluation Tool |
|---|--|---|---|--|-----------------|
| 1 | Teachers are not yet familiar with the Common Core State Standards in math | Provide professional development on embedding the 8 Standards for Mathematical Practices into daily instruction as appropriate<br>Implement new math Curriculum Maps, which have these standards incorporated | Administration<br>Math Department Chair | Ongoing monitoring of formative assessments and teacher observations by administrators | VSET Evaluation |

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

|  |  |
|--|--|
| 2. Students scoring at or above Achievement Levels 4 and 5 in Algebra.<br>Algebra Goal #2: | Students scoring at or above achievement level 4 in Algebra will increase by 2%. |
| 2012 Current Level of Performance:   | 2013 Expected Level of Performance:  |
| 44% (84)   | 46%  |

Problem-Solving Process to Increase Student Achievement

|   | Anticipated Barrier  | Strategy  | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy   | Evaluation Tool  |
|---|--|---|---|---|------------------|
| 1 | Lack of time and focus to devote to professional dialogue about teaching practices | Participate in professional development on Lesson Study, to include a focus on the following elements: Identifying similarities and differences, summarizing and note taking, setting objectives and providing feedback, and cooperative Learning | Administration<br>Instructional Coaches       | Participation in professional development, coupled with follow-up observations<br><br>Teacher reflections | VSET observation |

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 #      |           |           |           |           |           |
|  | Data not available. |           |           |           |           |           |
| Baseline data 2010-2011  | 2011-2012           | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |
|  |                     |           |           |           |           |           |

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

|   |  |
|---|--|
| 3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra.<br><br>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                       |
|---|---|---|---|--|---------------------------------------|
| 1 | Hispanic: We have a growing number of Hispanic students that receive services in our ESOL program | Ensure that all teachers receive professional development related to effective instructional strategies in reading for ELL Students. Follow up and coaching will be provided. | Reading Coach and Administrators              | Ongoing monitoring of formative assessments and teacher observation by administration. | District Assessments and FCAT results |

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

|   |                     |
|---|---------------------|
| 3C. English Language Learners (ELL) not making satisfactory progress in Algebra.<br><br>Algebra Goal #3C: | Data not available. |
|---|---------------------|

|                                    |                                     |
|------------------------------------|-------------------------------------|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| N/A                                | N/A                                 |

Problem-Solving Process to Increase Student Achievement

|   | Anticipated Barrier  | Strategy   | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy                                    | Evaluation Tool   |
|---|--|--|---|--|---|
| 1 | Challenges working with students who come ELL backgrounds with significant gaps in vocabulary. | Provide high-quality vocabulary instruction throughout the day.<br><br>Teach essential content words in depth.<br><br>Use instructional time to address the meanings of common words, phrases, and expressions not yet learned | Instructional Coaches<br><br>Administration   | Ongoing monitoring of formative assessments and teacher observation by administration. | District Assessments and FCAT results<br><br>Progress monitoring of weekly data using graphs/trend lines. |

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.<br><br>Algebra Goal #3D: | Data not available. |
|--|---------------------|

|                                    |                                     |
|------------------------------------|-------------------------------------|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| N/A                                | N/A                                 |

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

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

|   |                                     |
|---|-------------------------------------|
| 3E. Economically Disadvantaged students not making satisfactory progress in Algebra.<br><br>Algebra Goal #3E: | Data not available.                 |
| 2012 Current Level of Performance:  | 2013 Expected Level of Performance: |
| N/A   | N/A                                 |

| Problem-Solving Process to Increase Student Achievement |   |  |   |  |                            |
|---|---|--|---|--|----------------------------|
|   | Anticipated Barrier   | Strategy   | Person or Position Responsible for Monitoring               | Process Used to Determine Effectiveness of Strategy        | Evaluation Tool            |
| 1   | Challenges of working with students who do not have exposure to high-level academic vocabulary in their homes | Implementation of a school-wide literacy system that emphasizes a unified, systematic approach to the teaching of vocabulary using research-based strategies | Administration<br>Reading Coach<br>Literacy Leadership Team | Classroom Walkthrough<br>Literacy Leadership Team Meetings | VSET Observations Domain 3 |

*End of Algebra EOC Goals*

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

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

|  |                                     |
|--|-------------------------------------|
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: |                                     |
| 1. Students scoring at Achievement Level 3 in Geometry.<br><br>Geometry Goal #1:   |                                     |
| 2012 Current Level of Performance:   | 2013 Expected Level of Performance: |
|  |                                     |
| Problem-Solving Process to Increase Student Achievement  |                                     |

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

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

|  |                                     |
|--|-------------------------------------|
| 2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.<br><br>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 style="width: 100%; height: 40px;" type="text"/> |   |   |   |   |
| Baseline data 2011-2012  | 2012-2013  | 2013-2014   | 2014-2015   | 2015-2016   | 2016-2017   |
| <input style="width: 100%; height: 20px;" type="text"/>  | <input style="width: 100%; height: 20px;" type="text"/>      | <input style="width: 100%; height: 20px;" type="text"/> | <input style="width: 100%; height: 20px;" type="text"/> | <input style="width: 100%; height: 20px;" type="text"/> | <input style="width: 100%; height: 20px;" 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.<br><br>Geometry Goal #3B: |                                     |
| 2012 Current Level of Performance:  | 2013 Expected Level of Performance: |
|   |                                     |

Problem-Solving Process to Increase Student Achievement

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

|   |  |
|---|--|
| 3E. Economically Disadvantaged students not making satisfactory progress in Geometry.<br><br>Geometry Goal #3E: |  |
|---|--|

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

*End of Geometry EOC Goals*

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

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

| PD Content /Topic and/or PLC Focus   | Grade Level/Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g. , PLC, subject, grade level, or school-wide) | Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring                  | Person or Position Responsible for Monitoring |
|--|---------------------|----------------------------------|--|--|--|---|
| Develop an awareness and implement the 8 Standards for Mathematical Processes within the Common Core Standards | 6-8                 | Administration and Dept. chairs  | School-wide  | 8 Early Release dates and common planning times                                | VSET, Observations, Lesson Plans, Pinnacle reports | Administration                                |

Mathematics Budget:

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



## Elementary and Middle School Science Goals

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

| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: |   |   |  |   |  |
|--|---|---|--|---|--|
| 1a. FCAT2.0: Students scoring at Achievement Level 3 in science.<br><br>Science Goal #1a:  |   | Students achieving proficiency (FCAT Level 3) in science will increase by 2%.   |  |   |  |
| 2012 Current Level of Performance:   |   | 2013 Expected Level of Performance:   |  |   |  |
| 41% (166)  |   | 43%   |  |   |  |
| Problem-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  | Full cooperation of all science teaching staff<br><br>Lack of knowledge of CCSS standards and literacy strategies to incorporate into science instruction | Teachers will use a school-wide lab report form on a regular basis when applicable. The report will reinforce major concepts including cause/effect relationships through graphing and writing.<br><br>Use of PAWS time for intervention<br><br>Collaboration time for creation and implementation of formative assessments<br><br>Participate in professional development on the 5E Instructional Model<br><br>Participate in training on incorporating CCSS Literacy and Mathematics Standards in Science Lessons (such as close reading) | Science Department Chairperson<br><br>Administration<br><br>Science PLCs | Lab report format will be implemented and monitored by science classroom teachers.<br><br>Monitor usage and implementation through:<br>Formal Lab Reports (2 per quarter) | Improvement on formative assessments and common assessments will be used as an indicator of the effectiveness of the lab report format.<br><br>Formal Lab Reports<br><br>FSA & SSA<br><br>District Interim Assessments |

|  |  |
|--|--|
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: |  |
| 1b. Florida Alternate Assessment:  |  |

|   |  |
|---|--|
| Students scoring at Levels 4, 5, and 6 in science.<br>Science Goal #1b: | Students scoring at or Levels 4,5,and 6 on FAA in science will increase by 2%. |
| 2012 Current Level of Performance:                                      | 2013 Expected Level of Performance:  |
| 25% (1)   | 27%  |

Problem-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 | Not all instruction has been consistently aligned to the NGSSS access points.<br><br>Lack of targeted curriculum for science<br><br>Scheduling issues do not always permit collaboration between Gen Ed and ESE teachers | Implement Access courses in all core academic areas, as well as Standards-Referenced Grading ASAP Science (Accessing Science through the Access Points)<br><br>Collaboration between Gen Ed teachers and the Access Science teachers, including materials and facilities sharing | Administration<br>Gen Ed and ESE<br>Teacher Teams | Check usage and implementation, as well as student progress data using Unique Reports<br><br>Administrative observation tools<br>ASAP Science Curriculum-based assessments<br>Teacher Response to Administrative Query | Unique Reports<br>FAA Scores<br>ASAP Science Curriculum-based assessments<br><br>FAA<br><br>VSET Evidence in Domain 4 |

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

|   |   |
|---|---|
| 2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science.<br>Science Goal #2a: | Students scoring at or above achievement level 4 in science will increase 2%. |
| 2012 Current Level of Performance:  | 2013 Expected Level of Performance:   |
| 26% (104)   | 28%   |

Problem-Solving Process to Increase Student Achievement

|   | Anticipated Barrier   | Strategy  | Person or Position Responsible for Monitoring  | Process Used to Determine Effectiveness of Strategy   | Evaluation Tool   |
|---|---|---|--|---|---|
| 1 | Parent/Student resources at home.<br><br>Time constraints of students in extracurricular activities outside of school.<br><br>Some students are reluctant to participate, and it can be hard to determine what individual students know on a daily basis. | All advanced and gifted students will complete a science fair project including the research involved in such an activity.<br><br>Ensure appropriate placement of students<br><br>Implement 75 Formative Assessment Strategies as a Science Department<br><br>Increase Level of | Science Fair Coordinator<br><br>Counselors<br><br>Administration<br><br>Science PLCs<br><br>Science Department Chair | Classroom science teachers will collectively evaluate project to determine quality of projects.<br><br>Teacher Data | A science fair project grading rubric will be used by all science teachers to maintain consistent evaluation school-wide.<br><br>Vset Evaluation Domain 3 |

|  |   |  |  |
|--|---|--|--|
|  | Student Questioning To Focus on Cognitive Complexity of Learning Targets for instruction and assessment |  |  |
|--|---|--|--|

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

|  |   |
|--|---|
| 2b. Florida Alternate Assessment:<br>Students scoring at or above Achievement Level 7 in science.<br><br>Science Goal #2b: | Students scoring at or above Level 7 on FAA in science will increase by 2%. |
| 2012 Current Level of Performance:   | 2013 Expected Level of Performance:   |
| 75% (3)  | 77%   |

Problem-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 | Difficulty of finding high-quality lessons for students with cognitive disabilities that also address varying complexity levels<br><br>There is a need for more collaboration time amongst teachers of students with cognitive disabilities | District training for teachers on the implementation of Unique Learning System for Access courses<br><br>Follow-up coaching provided by program specialists<br><br>Participation of Access course teachers in District's monthly Virtual PLC using webinar platform<br><br>Evaluation of the student's need to access more rigorous courses and change placement if necessary<br><br>Discussion of application of skills and knowledge at a higher level and in various settings | Administration ESE Team                       | District follow-up survey<br><br>Check student progress data using ASAP Science Curriculum-based assessments and Unique Reports | ASAP Science Curriculum-based assessments<br><br>Unique Reports Survey |

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 |
|--|---------------------|----------------------------------|--|--|--------------------------------------|---|
| Develop an awareness and implement Common Core State Standards and literacy strategies | 6-8                 | Administration and Dept. Chairs  | School-wide  | 8 Early Release days and common planning times                                 | VSET, Observations, Pinnacle reports | Administration                                |

Science Budget:

| Evidence-based Program(s)/Material(s)   |   |                |                         |
|---|---|----------------|-------------------------|
| Strategy                                | Description of Resources  | Funding Source | Available Amount        |
| Science Common Core Questions Alignment | Use of subs for teachers to create bank of questions for CCSS alignment | SAC, PTSA      | \$2,500.00              |
|   |   |                | Subtotal: \$2,500.00    |
| Technology                              |   |                |                         |
| Strategy                                | Description of Resources  | Funding Source | Available Amount        |
| No Data                                 | No Data   | No Data        | \$0.00                  |
|   |   |                | Subtotal: \$0.00        |
| Professional Development                |   |                |                         |
| Strategy                                | Description of Resources  | Funding Source | Available Amount        |
| No Data                                 | No Data   | No Data        | \$0.00                  |
|   |   |                | Subtotal: \$0.00        |
| Other                                   |   |                |                         |
| Strategy                                | Description of Resources  | Funding Source | Available Amount        |
| No Data                                 | No Data   | No Data        | \$0.00                  |
|   |   |                | Subtotal: \$0.00        |
|   |   |                | Grand Total: \$2,500.00 |

End of Science Goals

## Writing Goals

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

|  |   |
|--|---|
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: |   |
| 1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing.<br><br>Writing Goal #1a:  | Students scoring achievement level 3.0 or higher on the FCAT Writing Test will increase by 2% |
| 2012 Current Level of Performance:   | 2013 Expected Level of Performance:   |
| 82%  | 84%   |
| Problem-Solving Process to Increase Student Achievement  |   |
|  | Person or Process Used to   |

|   | Anticipated Barrier   | Strategy   | Position Responsible for Monitoring   | Determine Effectiveness of Strategy   | Evaluation Tool   |
|---|---|--|---|---|---|
| 1 | Students who lack interest or motivation in developing writing skills.<br><br>Teachers outside of Language Arts do not often provide practice for students to write about their content areas | Professional Development<br><br>Increased individualized attention through PAWS class.<br><br>Develop catalog of grade-level writing for more timed essay practice.<br><br>Use Springboard activities in class daily.<br><br>Administer Volusia Writes schedule with fidelity in all curriculum areas<br><br>Provide support and coaching to teachers on scoring<br><br>Implement CCSS Anchor Literacy Standards school-wide.<br><br>Use the state-provided CD of 2012 students' FCAT Writing responses for professional development<br><br>Implement writing strategies provided through district training which focus on the change in state writing expectations. | Language Arts Department chair and individual Language Arts teachers<br><br>Instructional Coaches<br>Administration | Ongoing discussions in department meetings to share ideas and strategies for success during common planning time<br><br>Group grade Volusia County Writing prompts<br><br>Specify by grade level what teaching needs to occur<br><br>Monitor growth of Volusia Writes scores<br><br>Monitor Volusia Writes scores | Teacher-created evaluations<br><br>Interim reports<br>Report cards<br><br>Volusia Writes data<br><br>FCAT Writing |

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

|   |  |
|---|--|
| 1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.<br><br>Writing Goal # 1b: | Students scoring at or above Level 7 on FAA in writing will be maintained. |
| 2012 Current Level of Performance:  | 2013 Expected Level of Performance:  |
| 100% (4)  | 100%   |

Problem-Solving Process to Increase Student Achievement

|  | Anticipated Barrier   | Strategy   | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy   | Evaluation Tool                                       |
|--|---|--|---|---|---|
|  | Not all instruction has been consistently aligned to the NGSSS access points<br><br>Difficulty of finding | Implement Access courses in all core academic areas, as well as Standards-Referenced Grading | Administration<br>ESE Team                    | Check usage and implementation, as well as student progress data using Unique Reports<br><br>Administrative | Unique Reports<br>FAA Scores<br>Unique Reports Survey |

|   |   |   |  |  |  |
|---|---|---|--|--|--|
| 1 | high-quality lessons for students with cognitive disabilities that also address varying complexity levels<br>There is a need for more collaboration time amongst teachers of students with cognitive disabilities | District training for teachers on the implementation of Unique Learning System for Access courses<br><br>Follow-up coaching provided by program specialists<br>Participation of Access course teachers in District's monthly Virtual PLC using webinar platform |  | observation tools<br>District follow-up survey<br><br>Check student progress data using Unique 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 |
|--|---------------------|----------------------------------|--|--|--|---|
| Develop an awareness, provide training and implement Volusia Writes schedule and scoring in all curriculum areas while implementing CCSS Anchor Literacy Standards | 6-8                 | Administration and Dept. Chairs  | School-wide  | 8 Early release days and common planning times                                 | VSET, observations, and Pinnacle reports | Administration                                |

Writing Budget:

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

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

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

| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: |  |   |  |   |   |
|--|--|---|--|---|---|
| 1. Students scoring at Achievement Level 3 in Civics.<br>Civics Goal #1:   |  |   | Data is not available  |   |   |
| 2012 Current Level of Performance:   |  |   | 2013 Expected Level of Performance:  |   |   |
| N/A  |  |   | N/A  |   |   |
| Problem-Solving Process to Increase Student Achievement  |  |   |  |   |   |
|  | Anticipated Barrier  | Strategy  | Person or Position Responsible for Monitoring                                | Process Used to Determine Effectiveness of Strategy   | Evaluation Tool   |
| 1  | Lack of knowledge about Civics EOC<br><br>Lack of knowledge of CCSS standards and literacy strategies to incorporate into social studies instruction | Participate in Creation of District Formative Assessments for Civics<br><br>Participate in District Professional Development and Webinars to explain support materials, such as item specifications, test reviews<br><br>Participate in training on incorporating CCSS Literacy Standards in Social Studies Lessons (such as close reading) | Administration<br>Social Studies PLCs<br><br>Social Studies Department Chair | Monitor usage and implementation through:<br>Teacher Formative Assessment<br>Document-Based Question Assessments<br>Participation in Professional Development | Document-Based Question Assessments<br>Civics EOC field test results<br>VSET Evaluation |

| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: |   |                                       |   |   |                          |
|--|---|---------------------------------------|---|---|--------------------------|
| 2. Students scoring at or above Achievement Levels 4 and 5 in Civics.<br>Civics Goal #2:   |   |                                       | Data is not available.                        |   |                          |
| 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          |
|  | Some students are reluctant to participate, and it can be hard to | Increase Level of Student Questioning | Administration<br>Social Studies              | Observation and monitoring through evaluations      | VSET Evaluation Domain 3 |

|   |   |  |   |              |
|---|---|--|---|--------------|
| 1 | determine what individual students know on a daily basis. | To Focus on Cognitive Complexity of Learning Targets for instruction and assessment<br><br>Infusion of technology and collaboration among students | PLCs<br><br>Social Studies Department Chair | Teacher Data |
|---|---|--|---|--------------|

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

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

| PD Content /Topic and/or PLC Focus   | Grade Level/Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g., PLC, subject, grade level, or school-wide) | Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring        | Person or Position Responsible for Monitoring |
|--|---------------------|----------------------------------|---|--|--|---|
| Develop an awareness and implement Common Core State Standards and literacy strategies | 6-8                 | Administration and Dept. Chairs  | School-wide   | 8 Early Release days and Common Planning times                                 | VSET, observations, and Pinnacle reports | Administration                                |

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<br>Attendance Goal # 1:                                | We will work to maintain our current rate of attendance while decreasing our excessive absences, focusing on our low socio-economic students and our transient population. The number of unexcused absences and excessive tardies will decrease by 5%. |
| 2012 Current Attendance Rate:  | 2013 Expected Attendance Rate:   |
| 96 %   | 97%  |
| 2012 Current Number of Students with Excessive Absences (10 or more) | 2013 Expected Number of Students with Excessive Absences (10 or more)  |
| 239  | 227  |
| 2012 Current Number of Students with Excessive Tardies (10 or more)  | 2013 Expected Number of Students with Excessive Tardies (10 or more)   |
| 190  | 180  |

Problem-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 | <ul style="list-style-type: none"> <li>Extended vacations (often out of the country)</li> <li>Flu Season</li> <li>Transportation (lack of Votran Services)</li> <li>Bus Suspensions</li> <li>Obtaining Information from Teachers</li> </ul> <p>Available trained mentors</p> | <ul style="list-style-type: none"> <li>Conference with students from last year (excessive absences)</li> <li>Complete Request for Assistance Paperwork</li> <li>5 days – conference with student</li> <li>10 days – Conference with Student and Parent</li> <li>15 days – PST meeting with School Social Worker – Attendance Contract completed...referral to CINS/FINS and/or referral with court system</li> </ul> <p>Quarterly incentives for students who make their attendance goals</p> <p>Assign library duties to increase responsibility and accountability at school, as needed</p> <p>Match excessively absent students with a trained mentor</p> | <ul style="list-style-type: none"> <li>Teachers</li> <li>Guidance Counselors</li> <li>Administrators</li> <li>Attendance Clerk</li> <li>School Social Worker</li> <li>Media Specialist</li> <li>Mentors</li> </ul> | <ul style="list-style-type: none"> <li>Increased Attendance Rate Data on Monthly Reports</li> <li>Decreased numbers of absences for the excessive students</li> </ul> <p>Individual Student Data on Reports</p> | <ul style="list-style-type: none"> <li>Monthly, Quarterly and Yearly Attendance Reports</li> </ul> |

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

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

Attendance Budget:

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

*End of Attendance Goal(s)*

## Suspension Goal(s)

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

|   |  |
|---|--|
| Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement: |  |
| 1. Suspension<br>Suspension Goal # 1:   | To decrease all suspension by 10%.                   |
| 2012 Total Number of In-School Suspensions  | 2013 Expected Number of In-School Suspensions        |
| 564   | 508  |
| 2012 Total Number of Students Suspended In-School   | 2013 Expected Number of Students Suspended In-School |
| 218   | 991  |

|   |  |
|---|--|
| 2012 Number of Out-of-School Suspensions              | 2013 Expected Number of Out-of-School Suspensions        |
| 205   | 185  |
| 2012 Total Number of Students Suspended Out-of-School | 2013 Expected Number of Students Suspended Out-of-School |
| 100   | 90   |

**Problem-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 | Established behaviors of students and parents | <p>Increase requirement of parents in conferences, contracts and involvement of outside agency resources.</p> <p>Create student incentive/recognition program</p> <p>Behavior Leadership Team develops school-wide procedures to improve operations</p> <p>ESE Behavior Support Team will meet biweekly to develop strategies to assist students</p> | <p>Administrators of each grade level house</p> <p>Principal</p> <p>BLT and ESE BST</p> | Monthly review of discipline data                   | Discipline data reports |

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

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

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

Suspension Budget:

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

| Strategy                        | Description of Resources | Funding Source | Available Amount           |
|---------------------------------|--------------------------|----------------|----------------------------|
| No Data                         | No Data                  | No Data        | \$0.00                     |
|                                 |                          |                | Subtotal: \$0.00           |
| <b>Professional Development</b> |                          |                |                            |
| Strategy                        | Description of Resources | Funding Source | Available Amount           |
| No Data                         | No Data                  | No Data        | \$0.00                     |
|                                 |                          |                | Subtotal: \$0.00           |
| <b>Other</b>                    |                          |                |                            |
| Strategy                        | Description of Resources | Funding Source | Available Amount           |
| No Data                         | No Data                  | No Data        | \$0.00                     |
|                                 |                          |                | Subtotal: \$0.00           |
|                                 |                          |                | <b>Grand Total: \$0.00</b> |

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:<br><br><i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i> |   | Parent Involvement will continue to grow as measured through the Five Star Award process with an expected gain of 5%.  |   |  |   |
| 2012 Current Level of Parent Involvement:   |   | 2013 Expected Level of Parent Involvement:   |   |  |   |
| 60% involved, as measured by the Five Star Award process  |   | 65% involved, as measured by the Five Star Award process   |   |  |   |
| Problem-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   | Households without access to the internet | Increase communication with families through the use of the internet, specifically the use of Pinnacle, Edmodo and our school website<br><br>Use of ConnectEd to update families on school news<br><br>Host more on-campus activities for families | Administrative Team, all teachers             | Monthly calendar and participation reviews by administration | Monitoring of website hits and sign-in sheets |

(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<br>STEM Goal #1:  |   | Teachers will produce 2 new project-based STEM Lessons in math and science classes in grades 6-8 at Creekside Middle School. In addition, we also want to increase the participation of students in our school's STEM afterschool club by 10%. |   |   |                 |
| Problem-Solving Process to Increase Student Achievement                                 |   |  |   |   |                 |
|   | Anticipated Barrier   | Strategy   | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy   | Evaluation Tool |
|   | Lack of time to develop high-quality lessons that integrate all areas of STEM | Utilize STEM Modules created by the STEM Cadre, which are aligned to the Common Core ELA and   | District STEM TOA Administration              | Monitor usage and implementation data of STEM modules | Usage data      |

|   |  |   |  |
|---|--|---|--|
| 1 | Mathematical Practices, at extracurricular STEM events (such as Science Fair, STEM Family Night, STEM afterschool club) to excite interest in STEM activities. | Science Department Chair<br>Math Department Chair |  |
|---|--|---|--|

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 |
|--|---------------------|--|--|--|---------------------------------------|---|
| Develop an awareness of Science, Technology, Engineering, and Math (STEM) areas.<br><br>Share examples of high quality lessons that integrate all areas of STEM. | 6-8                 | Administration, Math, Science, and Technology teachers | School-wide  | 8 Early Release days and common planning times                                 | VSET, walk-throughs, Pinnacle reports | Administration                                |

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:  |   |   |   |   |                    |
| Problem-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   | Elective teachers lack experience in using the writing rubric to score student assignments. | Elective teachers will participate in professional development training for writing expectations. | Administration                                | walk-throughs, observations, evidence of student writings | VSET, observations |

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)*

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## 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                               | Increase use on non-fiction text        | Scholastic Magazines  | SAC, PTSA Mini-Grants | \$1,000.00              |
| Science                               | Science Common Core Questions Alignment | Use of subs for teachers to create bank of questions for CCSS alignment | SAC, PTSA             | \$2,500.00              |
|                                       |   |   |                       | Subtotal: \$3,500.00    |
| Technology                            |   |   |                       |                         |
| Goal                                  | Strategy                                | Description of Resources  | Funding Source        | Available Amount        |
| No Data                               | No Data                                 | No Data   | No Data               | \$0.00                  |
|                                       |   |   |                       | Subtotal: \$0.00        |
| Professional Development              |   |   |                       |                         |
| Goal                                  | Strategy                                | Description of Resources  | Funding Source        | Available Amount        |
| 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: \$3,500.00 |

## 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.

No Attachment (Uploaded on 10/22/2012)

## School Advisory Council

### School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

| Describe projected use of SAC funds | Amount |
|-------------------------------------|--------|
| No data submitted                   |        |

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

The School Advisory Council will be involved with development and monitoring of our School Improvement Plan. The council meets monthly to discuss and advise on many topic such as; Data Analysis, Five Star School Award, Business Partners and Volunteers, School Operations, Climate Surveys, Program Highlights, District and School issues.

# 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

| Volusia School District<br>CREEKSIDE MIDDLE SCHOOL<br>2010-2011 |           |           |         |         |                     |   |
|---|-----------|-----------|---------|---------|---------------------|---|
|   | Reading   | Math      | Writing | Science | Grade Points Earned |   |
| % Meeting High Standards (FCAT Level 3 and Above)               | 83%       | 78%       | 90%     | 73%     | 324                 | 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                             | 69%       | 70%       |         |         | 139                 | 3 ways to make gains:<br>● Improve FCAT Levels<br>● Maintain Level 3, 4, or 5<br>● Improve more than one year within Level 1 or 2   |
| Adequate Progress of Lowest 25% in the School?                  | 67% (YES) | 66% (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  |           |           |         |         | 596                 |   |
| Percent Tested = 100%   |           |           |         |         |                     | Percent of eligible students tested   |
| School Grade*   |           |           |         |         | A                   | Grade based on total points, adequate progress, and % of students tested  |

| Volusia School District<br>CREEKSIDE MIDDLE SCHOOL<br>2009-2010 |           |           |         |         |                     |   |
|---|-----------|-----------|---------|---------|---------------------|---|
|   | Reading   | Math      | Writing | Science | Grade Points Earned |   |
| % Meeting High Standards (FCAT Level 3 and Above)               | 82%       | 79%       | 95%     | 64%     | 320                 | 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                             | 66%       | 73%       |         |         | 139                 | 3 ways to make gains:<br>● Improve FCAT Levels<br>● Maintain Level 3, 4, or 5<br>● Improve more than one year within Level 1 or 2   |
| Adequate Progress of Lowest 25% in the School?                  | 60% (YES) | 66% (YES) |         |         | 126                 | 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  |           |           |         |         | 585                 |   |
| Percent Tested = 100%   |           |           |         |         |                     | Percent of eligible students tested   |
| School Grade*   |           |           |         |         | A                   | Grade based on total points, adequate progress, and % of students tested  |