

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: DAVID C HINSON SR MIDDLE SCHOOL

District Name: Volusia

Principal: Lesley Sileo-Robinson

SAC Chair: Susan Higle

Superintendent: Dr. Margaret Smith

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

Last Modified on: 10/19/2012

Gerard Robinson, Commissioner  
Florida Department of Education  
325 West Gaines Street  
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## 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	Lesley Sileo-Robinson	BA: Religion MS: Public Administration MS: Ed. Leadership  Certification: Elem. Ed., School Principal	8	10	David C. Hinson Sr. Middle School 2012 A School, (79%R 77%M: 68%R 75% M: 63%R 72%M)* 2011 A School, AYP 77% (75%R 78%M: 57% R 74% M, 63% R, 69%M) 2010-A School, AYP 87% (79%R 77%M: 68%R 75%M: 63%R 72%M) 2009- A School, AYP 85% (81%R 80%M: 67%R 77%M: 67%R 65%M) 2008 – A School, AYP 92% (80%R 80%M: 70R 78%M 69%R 72%M) 2007 – A School, AYP 92% (77%R 75%M: 60%R 72%M: 56%R 68% M) 2006 A School, AYP 92% (77%R 74%M, 68%R 70% M, 72%R) Ormond Beach Middle School 2005 A School, AYP 97% (76% R 73%M: 67%R 73%M, 67%R) Deltona Middle School 2004 A School, AYP 97% (67%R 64% M,;67%R67%M: 67%R 69%M)

					*(%Proficient Reading/Math,% Learning Gains Reading/Math, % Lowest 25% Learning Gains Reading/Math)
Assis Principal	Ronnie Dickens	BS: Vocational (Agriculture) grades 6-12 MS: Educational Leadership  Certification: Agriculture Educational Leadership	8	12	David C. Hinson Sr. Middle School 2012 A School, (79%R 77%M: 68%R 75% M: 63%R 72%M) 2011 A School, AYP 77% (75%R 78% M: 57% R 74% M: 63% R 69%M) 2010-A School, AYP 87% (79%R 77%M: 68%R 75%M: 63%R 72%M) 2009- A School, AYP 85% (81%R 80%M: 67%R 77%M: 67%R 65%M) 2008 – A School, AYP 92% (80%R 80%M: 70R 78%M 69%R 72%M) 2007 – A School, AYP 92% (77%R 75%M: 60%R 72%M: 56%R 68% M) 2006 A School, AYP 92% (77%R 74%M, 68%R 70% M, 72%R) Mainland High School 2005 – C School, AYP 60% (31%R 66% M: 46% R 71% M: 56% R) 2004 C School, AYP 60% (32% R 60% M: 46%R 73% M: 48%R) 2003 C School, AYP NA (35%R 57%M: 53%:R 72%M: 57%R) 2002 C School, AYP NA (34%R 57%M: 54% R 68%M: 55R)  *(% Proficient REading/Math, % Learning Gains Reading/Math)
Assis Principal	Christie Campanella	B.S. - Elementary Education M.Ed. - Educational Leadership  Certifications: Elementary Ed. (1-6) Educational Leadership Mathematics (5-9)	1	9	Mainland Higl School 2012 School Grade Pending AYP 2011 School Grade Pending AYP 72% 2010 Ormond MS - A School; AYP 82% (77%R/79%M; 64%R/79%M; 60%R/73%M) 2009 Ormond MS - A School AYP 92% (77%R/77%M; 68%R/74%M; 70%R/64%M)  2008 Ormond MS - A School AYP90% (77%R/77%M; 66%R/74%M; 60%R/67%M)  2007 Ormond MS - A School AYP 95% (79%R/72%M; 66%R/71%M) 2006 Ormond MS A-School AYP 92% (75% R/70%M; 60%R/67%M; 55%R/65%M) 2005 - Ormond MS A School AYP 97% (*77%R/73%M: 65%R/68%M; 72%R
Assis Principal	Jennifer Goodwin	BS: Special Education MS: Educational Leadership  Certifications: Exceptional Student Education K-12, Educational Leadership K-12	1	6	Holly Hill School 2012 (41% R 39%M: 52%R 65%M: 63%R 69%M)* 2011 B School, AYP 74% (55%R 55%M: 57%R 69%M: 75%R 78%M) 2010 B School, AYP 60% (60%R 56%M: 67%R 66%M: 65%R 78%M) 2009 B School, AYP 75% (62%R 54%M: 67%R 66%M: 75%R 67%M) 2008 B School, AYP 85% (54%R 55%M: 61%R 70%M: 72%R 71%M) 2007 C School, AYP 70% (51%R 49%M: 52%R 57%M: 57%R 60%M)  *(% Proficient Reading/Math, % Learning Gains Reading/Math, % Lowest 25% Learning Gains Reading/Math)

## INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading Coach	Robin Alday	Elementary Education  Certifications Primary (K-3) Elementary Ed (1-6) ESOL (K-12)	8	1	David C. Hinson Sr. Middle School 2012 A School, (79%R 77%M: 68%R 75% M: 63%R 72%M)*  *(% Proficient Reading/Math, % Learning Gains Reading/Math, % Lowest 25% Learning Gains Reading/Math)

## EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Staff Development (Volusia System for Empowering Teachers/teacher evaluation system, Common Core)	County Level Administrators Principal Administration Select Teachers	May 2013	
2	2. PLC Activities/Subject Area Meetings	Administration Subject Area Department Chairpersons	June 2013	
3	3. Deliberate Practice (Individual Growth Plan) (Individual)	Administration Teachers	June 2013	
4	4. Teacher Recognition • PTA monthly recognition • Chamber of Commerce Teacher of the Quarter • Teacher of the Year	PTA (parent/student voting) Administration Teacher Voting	June 2013	
5	5. Business Partner Support	Volunteer Coordinator	June 2013	

## Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
Paraprofessionals: 11% (1) Gifted Endorsed: 1% (1) ESOL: 14% (8) Not highly effective: Data not available	Teachers are seeking the ESOL endorsement by taking classes to fulfill state requirements.

## 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
58	3.4%(2)	13.8%(8)	34.5%(20)	48.3%(28)	74.1%(43)	100.0%(58)	20.7%(12)	13.8%(8)	15.5%(9)

## 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
Ed Diniger (PAR)	Carl Shafer	Carl is a first year teacher being mentored by a district assigned Peer Assistance and Review	Coaching, observations, collaborative lesson planning, Empowering Educator Excellence Program (E3)

		(PAR) teacher.	
Ed Diniger (PAR)	Esther Ashtyn	Esther is a first year teacher being mentored by a district assigned Peer Assistance and Review (PAR) teacher.	Coaching, observations, collaborative lesson planning, Empowering Educator Excellence Program (E3)
Ed Diniger (PAR)	Kelly Hanrahan	Kelly is a second year teacher being mentored a district assigned Peer Assistance and Review (PAR) teacher.	Coaching, observations, collaborative lesson planning, Empowering Educator Excellence Program (E3)

## 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

NA

Title I, Part C- Migrant

NA

Title I, Part D

NA

Title II

NA

Title III

NA

Title X- Homeless

NA

Supplemental Academic Instruction (SAI)

NA

Violence Prevention Programs

NA

Nutrition Programs

NA

Housing Programs

NA

Head Start

NA

Adult Education

NA

Career and Technical Education

NA

Job Training

NA

Other

NA

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 I instruction/intervention, collaborates with other staff to implement Tier II interventions and integrates Tier I materials/instruction with Tier II/III 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.

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

School Social Worker: Assists school in identifying interventions and assists parents with accessing community agencies to support the child's academic, emotional, behavioral, and social success.

School Social Worker: Assists in identifying students at risk for academic, social-emotional, and behavioral concerns. Helps team to identify specific trends in mental health and behavioral concerns among groups of students.

Reading Instructional Specialist: Provides guidance on K-12 reading plan: facilitates and supports data collection activities: assists in data analysis: provides professional development and technical assistance to teachers regarding data-based instructional planning: supports the implementation of Tier I, Tier II, and Tier III intervention plans.

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 functions as a natural extension of the school's Problem Solving Team (PST). The school's PST includes RTI as an explicit step of problem solving and addresses individual as well as class, grade-level and school-wide issues. The PST is embedded in the infrastructure of the school. Core members of the PST are the principal, assistant principal, curriculum specialists, academic coaches, 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 PLC 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 meets regularly 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, tiered level supports 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 school improvement plan is data driven and focuses on areas of school-based need for both specific content areas as well as specific student populations. Similarly, MTSS is a data-driven framework that seeks to find solutions/resources matched in intensity to student need in academic and behavioral areas. The MTSS framework follows the district's four-step problem solving process, with RTI as an integral component of the process. As a result, the school improvement plan is based on a strategic analysis of data, and identified resources (as identified by the MTSS school based leadership team) are matched to the needs of the students/schools. Building the SIP within the context of MTSS results in the school determining the areas of most significant need and, as importantly, enables the school to develop a plan that can be addressed based on existing resources.

#### 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.

Pinnacle Gradebook provides evidence of performance in core instruction across content areas. In addition, information gleaned from FAIR assessments, DRAs, OPM probes, interim assessments and FCAT provide valuable information regarding reading performance for both individuals and groups of students. Interim assessments and FCAT also provide critical information regarding student performance in the areas of mathematics, science, and writing. Pinnacle Insight reports provide further information regarding performance by both individual and groups of students (disaggregated by specific groups) in order to inform instruction and intervention. Behavioral expectations are communicated by the school to all students and parents. Those students who do not obtain proficiency in behavioral expectations are provided supports and interventions matched to student need. Office discipline data are maintained and monitored by the school site. Tier 2 and tier 3 supports/interventions and the response to these interventions are entered into the electronic PST system. Summary reports within the system are available to MTSS school-based leadership (i.e. the Principal, PST Chair, and school psychologist).

Describe the plan to train staff on MTSS.

The district Coordinator of MTSS in conjunction with the Deputy Superintendent for Instructional Services will be providing schools with relevant training materials on MTSS. In addition to an overview of MTSS that will be available to all schools, the foundational principles of MTSS and resources will be embedded within other resources and trainings (e.g., Deliberate Practice and Common Core State Standards Training).

Describe the plan to support MTSS.

School-based support for MTSS will be provided by the District MTSS Leadership Team. In turn, the school-based MTSS Leadership team will disseminate relevant MTSS information to teachers and parents. Data-based meetings throughout the school year will identify those students in need of academic and/or behavioral supports. Furthermore, based on this data-based decision making, supports will be implemented and monitored. School-specific reports, such as those available in Pinnacle Insight, will facilitate the development of a data-based MTSS framework. This data, in conjunction with identified school-based tiered resources, will ensure that a Multi-Tiered System of Supports is an overarching framework that guides the work of the school.

## School-Based Literacy Leadership Team

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

**Principal:** Provides a common vision for the use of data-based decision-making. 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/MMTS (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.

**Reading Coach:** The goal of the reading coach is to increase teacher efficacy to positively impact student learning. To accomplish this, the reading coach will work with classroom teachers and go into the classroom to help incorporate research-based practices into their teaching to raise the quality of teaching and student literacy. The reading coach will also support new Common Core curriculum and promote practices of common assessments in each grade level.

**Department Chairpersons:** The department chairpersons are responsible for the implementation and monitoring of the Common Core and school improvement plan in their subject area. In addition, the department chairpersons address the incorporation of literacy skills into their subject area. They monitor the incorporation of reading and writing skills into their subject area. The chairpersons will collaborate to maximize instructional support to all core subject areas.

**Media Specialist:** The media specialist serves as an instructional and resource person for the school. The media specialist teaches literacy skills by developing library and technology skills. The media specialist also provides materials for classroom teachers to use in the classroom to develop literacy skills. The media specialist will provide teachers with data to support item analysis in their subject area.

**Guidance Counselors:** The guidance counselors' role on the literacy leadership team will be to assist students and teachers with two essential questions: 1) "How will we respond when they don't learn?" and 2) "How will we respond when they already know it?" Guidance counselors will engage in the following activities: Review universal screening data and link to instructional decisions regarding literacy; review progress monitoring data at the grade level and the classroom level to identify students who are either meeting/exceeding expectations or those who are at risk for not meeting benchmarks. For those students who are at risk, tiered level supports 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.

**School Advisory Council (SAC) Chairperson:** The SAC chairperson will serve as a liaison between the LLT and SAC. Duties include communicating information between the two committees, overseeing the implementation of the school improvement plan, and assisting in locating funding for curriculum needs.

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

The school's Literacy Team functions as the leaders to monitor the implementation and integrations of the Common Core standards and strategies in the curriculum. The school's Literacy Team includes the RtI/MMTS approach to problem solving and addresses individual as well as class, grade-level and school-wide issues. The Literacy Team is embedded in the infrastructure of the school. Core members of the Literacy Team are the principal, assistant principal, SAC chairperson, academic coaches, and department chairpersons. The school's literacy team will focus meetings around two PLC 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 meets regularly to engage in the following activities: Review universal screening data and link to instructional decisions to the classroom and school 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, tiered level supports 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.

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

The initiatives of the LLT will be to meet quarterly to focus on Common Core curriculum decisions and instructional practices using a variety of data sources. The LLT will also support teachers with common language in PLC's in areas of common assessment, District grading policy, and monitoring student progress.

## Public School Choice

Supplemental Educational Services (SES) Notification  
No Attachment

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

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

NA

### \*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.

Every secondary school has the support of a Reading Coach to ensure that all teachers receive professional development related to current reading research and instructional pedagogy. All classroom teachers integrate Common Core Literacy Standards into their content-specific curriculum to support their students' critical reading and writing skills.

### \*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?

NA

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?

NA

### 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](#)

NA



## PART II: EXPECTED IMPROVEMENTS

### Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	Student proficiency will increase by 2% in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (262)	32%

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Training teachers on Common Core standards and strategies	Train teachers to use high-impact literacy strategies that support achieving the Anchor Literacy Standards	Administration Reading Coach	VSET observations Lesson Plans	FAIR data FCAT 2013 data
2	Time for teachers to collaborate and have professional dialogue about effective teaching practices	Day of collaboration for each department to review FCAT data, Common Core Reading and Writing strategies, and curriculum planning	Administration Reading Coach SAC Chairperson Department Chairpersons	Agenda and Minutes for day of collaboration	Lesson plans and curriculum reflect implementation and integration of Literacy and Writing standards and strategies

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	Students scoring at or Levels 4, 5, and 6 on FAA in reading will increase by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% (9)	29%

#### Problem-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	Implement Access courses in all core academic areas	ESE Administrator ESE Teachers	Monitor usage and implementation as well as progress data using Unique Reports (Civics)	FAA scores

				VSET observations	
2	Time for organization and operating the school store	LCCE students will operate the CARE (school) store	ESE Administrator ESE Teachers	Teacher observation of math, reading, and job skills  Social Interaction	Student participation and development of job skills.
3	Training teachers to collaborate and have professional dialogue about effective teaching practices	Train teachers to use high-impact literacy standards that support achieving the Anchor Literacy Standards	Administration Reading Coach	VSET observations Lesson Plans	FAA scores

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	Student proficiency within the cohort groups will increase by 2% in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
34% (300)	36%

Problem-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	Training teachers on Common Core standards and strategies	Train teachers to use high-impact literacy strategies that support achieving the Anchor Literacy Standards	Administration Reading Coach	VSET observations Lesson Plans	FCAT 2013
2	Time for teachers to collaborate and have professional dialogue about effective teaching strategies	Day of collaboration for each department to review FCAT data, Common Core Literacy and Writing strategies, and curriculum planning	Administration Reading Coach SAC Chairperson Department Chairperson	Day of collaboration agenda and minutes	Lesson plans and curriculum reflect implementation and integration of Literacy and Writing standards and strategies

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	Students scoring at or above Level 7 in reading will increase by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
39% (13))	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
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1	Not all instruction has been consistently aligned to the NGSSS access points	Implement Access courses in all core academic areas	ESE Administrator ESE Teachers	Monitor usage and implementation as well as progress data using Unique Reports (Civics) VSET observations	FAA Scores
2	Time for organizing and operating the school store	LCCE students will operate the CARE (school) store	ESE Administrator ESE Teachers	Teacher observation of math, reading, and job skill	Student participation and development of job skills
3	Training teachers on Common Core standards and strategies	Train teachers to use high-impact literacy standards that support achieving the Anchor Literacy Standards	Administration Reading Coach	VSET observations Lesson Plans	FAA scores

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The percentage of students making learning gains in reading will increase by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
68% (537)	70%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Training teachers on Common Core standards and strategies	Train teachers to use high-impact literacy strategies that support achieving the Anchor Literacy Standards	Administration Reading Coach	VSET observations Lesson Plans	FCAT 2013
2	Time for teachers to collaborate and have professional dialogue about effective teaching strategies	Day of collaboration for each department to review FCAT data, Common Core Literacy and Writing Strategies, and curriculum planning.	Administration Reading Coach Department Chairperson	Day of collaboration agendas and minutes	Lesson plans and curriculum reflect implementation and integration of Literacy and Writing Standards

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	Percent of students making learning gains in reading will increase by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
56% (15)	58%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool
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			Monitoring	Strategy	
1	Not all instruction has been consistently aligned to the NGSSS access points	Implement Access courses in all core academic areas	ESE Administrator ESE Teachers	Monitor usage and implementation as well as progress data using Unique Reports (Civics) VSET observations	FAA scores
2	Time for organization and operating the school store	LCCE students will operate the CARE (school) store	ESE Administrator ESE Teachers	Teacher observation of math, reading, and job skills	Student participation and development of job skills
3	Training teachers on Common Core standards and strategies	Train teachers to use high-impact literacy standards that support achieving the Anchor Literacy Standards	Administration Reading Coach	VSET observations Lesson Plans	FAA Scores

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	The percentage of students in the lowest 25% making learning gains in reading will increase by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
58%	60%

Problem-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	Training teachers on Common Core standards and strategies Student attendance	Train teachers to use high-impact literacy strategies that support achieving the Anchor Literacy standards	Administration Reading Coach	VSET observations Lesson Plans	FCAT 2013
2	Time for teachers to collaborate and have professional dialogue about effective teaching strategies	Day of collaboration for each department to review FCAT data, Common Core Literacy and Writing strategies, and curriculum planning	Administration Reading Coach SAC Chairperson Department Chairperson	Day of collaboration agenda and minutes	Lesson plans and curriculum reflect implementation and integration of Literacy and Writing Standards

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 2010-2011, 67% of students scored at level 3 or higher in reading. Target: Increase the number of students achieving level 3 and higher to 82% in 2016-2017.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	65%	69%	72%	75%	78%	

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

5B. Student subgroups by ethnicity (White, Black,	
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Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	In 2013, students subgroups by ethnicity not making satisfactory progress in reading will improve to the percentages listed in the expected level of performance.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 71% African-American: 45% Hispanic: 62% Asian: 83% Native American: NA	White: 73% African-American: 50% (2012 AMO Target was achieved) Hispanic: 65% (2012 AMO Target was achieved) Asian: 82% (2012 AMO Target was achieved) American Indian: NA

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Training for teachers on Common Core standards and strategies	Train teachers to use high-impact literacy strategies that support achieving the Anchor Literacy standards	Administration Reading Coach	VSET observations Lesson Plans	FCAT 2013
2	Time for teachers to collaborate and have professional dialogue about effective teaching strategies	Day of collaboration for each department to review FCAT data, Common Core Literacy and Writing strategies, and curriculum planning	Administration Reading Coach SAC Chairperson Department Chairperson	Day of collaboration agenda and minutes	FCAT 2013

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	In 2012-2013 65% of ELL students will make satisfactory progress in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
62%	65%

Problem-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	Training teachers on Common Core standards and strategies	train teachers to use high-impact literacy strategies that support achieving the Anchor Literacy Standards	Administration Reading Coach	VSET observations Lesson Plans	FAIR Data FCAT 2013
3	Time for teachers to collaborate and have professional dialogue about effective teaching practices	Day of collaboration for each department to review FCAT data, Common Core Reading and Writing strategies, and curriculum planning	Administration Reading Coach SAC Chairperson Department Chairpersons	Agenda and Minutes for day of collaboration	Lesson plans and curriculum reflect implementation and integration of Literacy and Writing standards and strategies

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading.  Reading Goal #5D:	In 2012-2013 47% students with disabilities will make satisfactory progress in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
41%	47%

Problem-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	Training teachers on Common Core standards and strategies	Train teachers to use high-impact literacy strategies that support achieving the Anchor Literacy standards	Administration Reading Coach	VSET observations Lesson Plans	FCAT 2013
2					FCAT 2013
3	Time for teachers to collaborate and have professional dialogue about effective teaching strategies	Day of collaboration for each department to review FCAT data, Common Core Literacy and Writing strategies, and curriculum planning	Administration Reading Coach SAC Chairperson Department Chairperson	Day of collaboration agenda and minutes	Lesson plans and curriculum reflect implementation and integration of Literacy and Writing standards

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

5E. Economically Disadvantaged students not making satisfactory progress in reading.  Reading Goal #5E:	In 2012-2013, 57% of economically disadvantaged students will make satisfactory progress in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
52%	57% (2012 AMO Target was achieved)

Problem-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	Training teachers on Common Core standards and strategies	Train teachers to use high-impact literacy strategies that support achieving the Anchor Literacy standards	Administration Reading Coach	VSET observations Lesson Plans	FCAT 2013
2	Time for teachers to collaborate and have professional dialogue about effective teaching strategies	Day of collaboration for each department to review FCAT data, Common Core Literacy and Writing strategies and curriculum planning	Administration Reading Coach SAC Chairperson Department	Day of Collaboration agenda and minutes	Lesson plans and curriculum reflect implementation and integration of Literacy and Writing standards

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 and strategies into all subject areas	6-8	Administration Common Core Lead	school-wide	Eight early release professional development days	Lesson plans VSET observations	Administration Common Core Lead

Reading 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 Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.

1. Students scoring proficient in listening/speaking. CELLA Goal #1:		The percentage of students scoring proficient in Listening/Speaking will increase by 2%.			
2012 Current Percent of Students Proficient in listening/speaking:					
76% (13)					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Providing comprehensible instruction to English Language Learners	Complete a needs assessment to determine the needs of ELL students and use the data for instruction	Administration Guidance Classroom teachers	Ongoing monitoring of formative assessments and teacher observations	CELLA test FCAT 2013 District Assessments
2	Providing comprehensible instruction to English Language Learners	Ensure that teachers use English Language Proficiency Standards for ELL students	Administrator Classroom teachers	Lesson plan accommodations Formative assessments	CELLA test FCAT 2013 District Assessments

Students read in English at grade level text in a manner similar to non-ELL students.					
2. Students scoring proficient in reading. CELLA Goal #2:		The percent of students scoring proficient in reading will increase by 2%.			
2012 Current Percent of Students Proficient in reading:					
82% (14)					
Problem-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	Complete a needs assessment to determine the needs of ELL students and use the data for instruction	Administration Guidance Classroom teachers	Ongoing monitoring of formative assessments and teacher observations	CELLA test FCAT 2013 District Assessments
2	Providing comprehensible instruction to English Language Learners	Ensure that teachers use English Language Proficiency Standards for ELL students	Administration Classroom Teachers	Lesson plan accommodations Formative assessments	CELLA test FCAT 2013 District Assessments

Students write in English at grade level in a manner similar to non-ELL students.					
3. Students scoring proficient in writing. CELLA Goal #3:		The percent of students scoring proficient in writing will increase by 2%.			



2012 Current Percent of Students Proficient in writing:

24% (4)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Providing comprehensible instruction to English Language Learners	Complete a needs assessment to determine the needs of the ELL students and use the data for instruction	Administration Guidance Classroom teachers	Ongoing formative assessments and teacher observations	CELLA test FCAT 2013 District Assessments
2	Providing comprehensible instruction to English Language Learners	Ensure that teachers use English Language Proficiency Standards for ELL students	Administrator Classroom teachers	Lesson plan accommodations Formative assessments	CELLA test FCAT 2013 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

End of CELLA Goals

## Middle School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	Student proficiency will increase by 2% in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
31% (271)	33%

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Training teachers on Common Core standards and strategies	Train teachers to use high-impact Mathematics strategies that support achieving the Anchor Mathematics Standards	Administration Reading Coach	VSET observations Lesson Plans	FCAT 2013
2	Time for teachers to collaborate and have professional dialogue about effective teaching strategies	Day of collaboration for each department to review FCAT data, Common Core Mathematics and Writing strategies, and curriculum planning	Administration Reading Coach SAC Chairperson Department Chairperson	Day of collaboration agenda and minutes	Lesson plans and curriculum reflect implementation and integration of Mathematics and Writing standards

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal # 1b:	Students scoring at Levels 4, 5, and 6 on FAA in math will increase by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
39% (13)	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	Not all instruction has been consistently aligned to NGSSS Access points	Implement Equals Math in all Access courses	Administration ESE Teachers	Equals Curriculum based assessments Teacher observation	FAA scores
2	Time for organization and operating the school store	LCCE students will operate the CARE (school) store	ESE Administrator ESE Teachers	Teacher observation of math, reading, and job skills	Student participation and development of job skills

3	Training teachers on Common Core standards and strategies	Train teachers to use high-impact literacy standards that support achieving the Anchor Literacy Standards	Administration Reading Coach	VSET observations Lesson Plans	FAA scores
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	Student proficiency in mathematics will increase by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
36%	38%

Problem-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	Training teachers on Common Core standards and strategies	Train teachers to use high-impact mathematics strategies	Administration Reading Coach	VSET observations Lesson plans	FCAT 2013 results
2	Time for teachers to collaborate and have professional dialogue about effective teaching strategies	Day of collaboration for each department to review FCAT data, Common Core Mathematics and Writing strategies, and curriculum planning	Administration Reading Coach SAC Chairperson Department Chairperson	Day of collaboration agenda and minutes	Lesson plans and curriculum reflect implementation and integration of Mathematics and Writing standards

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	Students scoring at or above achievement level 7 in mathematics will increase by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
18% (13)	20%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not all instruction has been consistently aligned to the NGSSS Access points	Implement Access points in all core academic areas	ESE Administrator ESE Teachers	Equals based curriculum assessments Teacher observation	FAA scores
2	Time for organization and operating the school store	LCCE students will operate the CARE (school) store	ESE Administrator ESE Teachers	Teacher observation of math, reading, and job skills Social interaction	Student participation and development of job skills

3	Training teachers on Common Core standards and strategies	Train teachers to use high-impact literacy standards that support achieving the Anchor Literacy standards	Administration Reading Coach	VSET observation Lesson plans	FAA scores
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in mathematics.  Mathematics Goal #3a:	Students making learning gains in mathematics will increase by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
75%	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	Training teachers on Common Core standards and strategies	Train teachers to use high-impact mathematics strategies	Administration Reading Coach	VSET observations Lesson plans	FCAT 2013 results
2	Time for teachers to collaborate and have professional dialogue about effective teaching strategies	Day of collaboration for each department to review FCAT data, Common Core Mathematics and Writing strategies, and curriculum planning	Administration Reading Coach SAC Chairperson Department Chairperson	Day of collaboration agenda and minutes	Lesson plans and curriculum reflect implementation and integration of Mathematics and Writing standards

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.  Mathematics Goal #3b:	The percent of students making learning gains on the FAA will increase by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (8)	32%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not all instruction has been consistently aligned to the NGSSS Access points	Implement Access courses in all core academic areas	ESE Administrator ESE Teachers	Equals based curriculum assessments Teacher observation	FAA scores
2	Time for organization and operating the school store	LCCE teachers will operate the CARE (school) store	ESE Administrator ESE Teachers	Teacher observation of math, reading and job skills	Student participation and development of job skills

				Social interaction	
3	Training teachers to collaborate and have professional dialogue about effective teaching practices	Train teachers to use high-impact literacy standards that support achieving the Anchor Literacy Standards	Administration Reading Coach	VSET observations Lesson plans	FAA scores

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	Percentage of students in the lowest 25% making learning gains in mathematics will increase by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
60%	62%

Problem-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	Training teachers on Common Core standards and strategies	Train teachers to use high-impact mathematics strategies	Administration Reading Coach	VSET observations Lesson plans	FCAT 2013 results
2	Time for teachers to collaborate and have professional dialogue about effective teaching strategies	Day of collaboration for each department to review FCAT data, Common Core Mathematics and Writing strategies, and curriculum planning	Administration Reading Coach SAC Chairperson Department Chairperson	Day of collaboration agenda and minutes	Lesson plans and curriculum reflect implementation and integration of Mathematics and Writing standards

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Middle School Mathematics Goal # In 2010-2011, 67% scored at level 3 or higher in math. Target: increase the number of students achieving level 3 and higher to 84% by 2016-2017					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	68%	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. Mathematics Goal #5B:	In 2013, the number of students by ethnicity not making satisfactory progress in mathematics will increase to the percentages listed in the expected level of performance.
2012 Current Level of Performance:	2013 Expected Level of Performance:
	White: 78% (2012 Target AMO was achieved)  African-American: 51% (2012 Target AMO was achieved)

White: 75% African-American: 46% Hispanic: 65% Asian: 84% American Indian: NA	Hispanic: 68%  Asian: 86%  American Indian: NA
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Problem-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	Training teachers on Common Core standards and strategies	Train teachers to use high-impact mathematics strategies	Administration Reading Coach	VSET observations Lesson plans	FCAT 2013
2	Time for teachers to collaborate and have professional dialogue about effective teaching strategies	Day of collaboration for each department to review FCAT data, Common Core Mathematics and Writing strategies, and curriculum planning	Administration Reading Coach SAC Chairperson Department Chairperson	Day of collaboration agenda and minutes	Lesson plans and curriculum reflect implementation and integration of Mathematics and Writing standards

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics.  Mathematics Goal #5C:	In 2013, the number of ELL students making satisfactory progress will increase to the percentage below.
2012 Current Level of Performance:	2013 Expected Level of Performance:
63%	65%

Problem-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	Training teachers on Common Core standards and strategies	Train teachers to use high-impact mathematics strategies	Administration Reading Coach	VSET observations Lesson Plans	FCAT 2013
2	Time for teachers to collaborate and have professional dialogue about effective teaching strategies	Day of collaboration for each department to review FCAT data, Common Core Mathematics and Writing strategies, and curriculum planning	Administration Reading Coach SAC Chairperson Department Chairperson	Day of collaboration agenda and minutes	Lesson plans and curriculum reflect implementation and integration of Mathematics and Writing standards

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.  Mathematics Goal #5D:	In 2013, the number of students with disabilities not making satisfactory progress in mathematics will decrease to 44%.
2012 Current Level of Performance:	2013 Expected Level of Performance:

43%					48%
Problem-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	Training teachers on Common Core standards and strategies	Train teachers to use high-impact mathematics strategies	Administration Reading Coach	VSET observations Lesson plans	FCAT 2013
2	Time for teachers to collaborate and have professional dialogue about effective teaching strategies	Day of collaboration for each department to review FCAT data, Common Core Mathematics and Writing strategies, and curriculum planning	Administration Reading Coach SAC Chairperson Department Chairperson	Day of collaboration agenda and minutes	Lesson plans and curriculum reflect implementation and integration of Mathematics and Writing standards

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	In 2013, the number of economically disadvantaged students not making satisfactory progress in mathematics will decrease to 55%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
55%	57%

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Training teachers on Common Core standards and strategies	Train teachers to use high-impact mathematics strategies	Administration Reading Coach	VSET observations Lesson plans	FCAT 2013
2	Time for teachers to collaborate and have professional dialogue about effective teaching strategies	Day of collaboration for each department to review FCAT data, Common Core Mathematics and Writing strategies, and curriculum planning	Administration Reading Coach SAC Chairperson Department Chairperson	Day of collaboration agenda and minutes	Lesson plans and curriculum reflect implementation and integration of Mathematics and Writing standards

*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. Algebra Goal #1:	Students scoring at achievement level 3 in algebra will increase by 2%.

2012 Current Level of Performance:	2013 Expected Level of Performance:
36% (31)	38%

Problem-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	Training teachers on Common Core standards and strategies	Train teachers to use high-impact mathematics strategies that support the Anchor Mathematics Standards	Administration Reading Coach	VSET observations Lesson Plans	FCAT 2013
2	Time for teachers to collaborate and have professional dialogue about effective teaching strategies	Day of collaboration for each department to review FCAT data, Common Core Mathematics and Writing strategies and curriculum planning	Administration Reading Coach Department Chairperson	Day of collaboration agenda and minutes	Lesson plans and curriculum reflect implementation and integration of Literacy and Writing standards

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

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra.  Algebra Goal #2:	Students scoring at or above achievement level 4 in algebra will increase by 2%.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
73% (87)	75%

Problem-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	Training teachers on Common Core standards and strategies	Train teachers to use high-impact literacy strategies that support Anchor Literacy Standards	Administration Reading Coach	VSET observation Lesson Plans	FCAT 2013
2	Time for teachers to collaborate and have professional dialogue about effective teaching practices	Day of collaboration for each department to review FCAT data,	Administration Reading Coach Department Chairperson	Agenda and minutes for day of collaboration	Implementation and integration of standards into lesson plans and curriculum

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 #					
	<div style="border: 1px solid black; padding: 2px;">           In 2011-2012, 98% of students scored at level 3 or higher on the algebra I EOC.         </div> 3A : No AMO data has been provided.					

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra.  Algebra Goal #3B:	Student subgroups by ethnicity will maintain the current level of performance on the Algebra I EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Data not available	Data not available

Problem-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	Training teachers on Common Core standards and strategies	Train teachers to use high-impact literacy strategies that support achieving the Anchor Literacy Standards	Administration Reading Coach	VSET observations Lesson Plans	FCAT 2013
2	Time for teachers to collaborate and have professional dialogue about effective teaching practices	Day of collaboration for each department to review FCAT data, Common Core Reading and Writing standards, and curriculum planning	Administration Reading Coach SAC Chairperson Department Chairperson	Agenda and minutes for the day of collaboration	Implementation and integration of standards into lesson plans and curriculum

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

3C. English Language Learners (ELL) not making satisfactory progress in Algebra.  Algebra Goal #3C:	Data not available
2012 Current Level of Performance:	2013 Expected Level of Performance:
Data not available	Data not available

Problem-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	
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satisfactory progress in Algebra. Algebra Goal #3D:	Data not available
2012 Current Level of Performance:	2013 Expected Level of Performance:
Data not available	Data not available

Problem-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	Training teachers on Common Core standards and strategies	Train teachers to use high-impact mathematics strategies that support the standards	Administration Reading Coach	VSET observations Lesson plans	FACT 2013
2	Time for teachers to collaborate and have professional dialogue about effective teaching practices	Day of collaboration for each department to review FCAT data, Common Core Math and Literacy standards, and curriculum	Administration Reading Coach SAC Chairperson Department Chairperson	Agenda and minutes for day of collaboration	Implementation and integration of standards into lesson plans

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

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

Problem-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	Training teachers on Common Core standards and strategies	Train teachers to use high-impact mathematics standards	Administration Reading Coach	VSET observations Lesson plans	FCAT 2013
2	Time for teachers to collaborate and have professional dialogue about effective teaching practices	Day of collaboration for each department to review FCAT data, Common Core Math and Literacy standards, and curriculum planning	Administration Reading Coach SAC Chairperson Department Chairperson	Agenda and minutes for day of collaboration	Implementation and integration of standards into lesson plans

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

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

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

1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement

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

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

2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement

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

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 # NA 3A :				
Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry.	NA
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Geometry Goal #3B:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
NA		NA			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	NA				

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

3C. English Language Learners (ELL) not making satisfactory progress in Geometry. Geometry Goal #3C:		NA			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
NA		NA			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	NA				

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

3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry. Geometry Goal #3D:		NA			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
NA		NA			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	NA				

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

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

Problem-Solving Process to Increase Student Achievement

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

*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, implement, and integrate Common Core standards and strategies into all subject areas	6-8	Administration Common Core Lead	school-wide	Eight early release professional development days	Lesson plans VSET observations	Administration Common Core Lead

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
Purchase BrainPop (school-wide subscription to use for instruction and formative assessments)	Internet learning tool	SAC	\$1,095.00
			Subtotal: \$1,095.00
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: \$1,095.00			

End of Mathematics Goals

## Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT2.0: Students scoring at Achievement Level 3 in science.  Science Goal #1a:			Students scoring at achievement level 3 in science will increase by 2%.		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
43% (131)			45%		
Problem-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	Training teachers on Common Core standards and strategies	Train teachers to use high-impact literacy strategies that support the Anchor Literacy Standards	Administration Reading Coach	VSET observations Lesson plans	FCAT 2013
2	Time for teachers to collaborate and have professional development about effective teaching strategies	Day of collaboration for each department to review FCAT data, Common Core Literacy and Writing strategies, and curriculum planning	Administration Reading Coach SAC Chairperson Department Chairperson	Day of collaboration agenda and minutes	Lesson plans and curriculum reflect implementation and integration of Literacy and Writing standards

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.  Science Goal #1b:			Students scoring at levels 4, 5, and 6 on FAA science will increase by 2%.		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
57% (7)			59%		
Problem-Solving Process to Increase Student Achievement					

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not all instruction has been consistently aligned to the NGSSS Access points	Implement ACCESS courses in all academic areas	ESE Administrator ESE Teachers	VSET observations Lesson plans	FAA scores
2	Training teachers on Common Core standards and strategies	Train teachers to use high-impact literacy standards that support achieving the Anchor Literacy Standards	Administration Reading Coach	VSET observations Lesson plans	FAA scores

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	Student proficiency (FCAT Levels 4 and 5) in science will increase 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
24% (131)	26%

Problem-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	Training teachers on Common Core standards and strategies	Train teachers to use high-impact literacy and writing standards	Administration Reading Coach	VSET observations Lesson plans	FCAT 2013
2	Time for teachers to collaborate and have professional dialogue about effective teaching strategies	Day of collaboration for each department to review FCAT data, Common Core Literacy and Writing strategies, and curriculum planning	Administration Reading Coach SAC Chairperson Department Chairperson	Day of collaboration agenda and minutes	Lesson plans and curriculum reflect implementation and integration of Literacy and Writing standards

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	Students scoring at or above achievement level 7 on FAA science will increase by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
14% (1)	16%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool
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			Monitoring	Strategy	
1	Not all instruction has been consistently aligned to the NGSSS Access points	Implement Access courses in all core academic areas	ESE Administrator ESE Teachers	VSET observations Lesson plans	FAA scores
2	Training teachers on Common Core standards and strategies	Train teachers to use high-impact literacy standards that support achieving the Anchor Literacy Standards	Administration Reading Coach	VSET observations Lesson plans	FAA scores

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Develop an awareness, implement, and integrate Common Core standards and strategies into all subject areas	6-8	Administration Common Core Lead	school-wide	Eight early release professional development days	Lesson plans VSET observations	Administration Common Core Lead

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Use of BrainPop Junior for students in full-time ESE program	Internet learning tool providing instruction and formative assessments	SAC	\$290.00
			Subtotal: \$290.00
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: \$290.00



## Writing Goals

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

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

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing.  Writing Goal #1a:	Percentage of 8th grade students scoring a 4 or higher will increase by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
89% (268)	91%

### Problem-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	Training teachers on Common Core standards and strategies	Train teachers to use high-impact literacy strategies that support the Anchor Literacy Standards	Administration Reading Coach	VSET observations Lesson Plans	Florida Writes 2.0
2	Time for teachers to collaborate and have professional dialogue about effective teaching strategies	Day of collaboration for each department to review FCAT data, Common Core Literacy and Writing strategies, and curriculum planning	Administration Reading Coach SAC Chairperson Department Chairperson	Day of collaboration agenda and minutes	Lesson plans and curriculum reflect implementation and integration of Literacy and Writing standards
3	Time for professional development and teacher planning	Each subject area department will select one form of writing (argumentative, informational, or expressive) and receive training on Common Core Writing strategies. This will be followed by two classroom writing activities completed by the end of the year.	Administration Reading Coach SAC Chairperson Department Chairperson	Lesson plans Writing samples	Teacher reflection and summary Writing sample/scoring rubric

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.  Writing Goal #1b:	Students scoring at 4 or higher on FAA writing will increase by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
71% (5)	73%

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool
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			Monitoring	Strategy	
1	Not all instruction has been consistently aligned to the NGSSS Access points	Implement Access courses in all core academic areas	ESE Administrator ESE Teachers	VSET observation Lesson plans	FAA scores
2	Training teachers on Common Core standards and strategies	Train teachers to use high-impact literacy standards that support achieving the Anchor Literacy Standards	Administration Reading Coach	VSET observations Lesson Plans	FAA scores

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Develop an awareness, implement, and integrate Common Core standards and strategies into all subject areas	6-8	Administration Common Core Lead	school-wide	Eight early release professional development days	Lesson plans VSET observations	Administration Common Core Lead

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. Civics Goal #1:	Baseline data will be collected when the Civics EOC is given in May.
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Training teachers on Common Core standards and strategies	Train teachers to use high-impact literacy strategies that support achieving the Anchor Literacy Standards	Administration Reading Coach	VSET observations Lesson Plans	Civics EOC results
2	Time for teachers to collaborate and have professional dialogue about effective teaching practices	Day of collaboration for each department to review FCAT data, Common Core Reading and Writing standards, and curriculum planning	Administration Reading Coach SAC Chairperson Department Chairperson	Agenda and minutes for the day of collaboration	Implementation and integration of Common Core standards into lesson plans and curriculum
3	Lack of knowledge about Civics EOC	Participate in the creation of District Formative Assessments	Social Studies Department Chairperson	Formative and summative assessments	Document-based question assessments Civics field test 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:

2. Students scoring at or above Achievement Levels 4 and 5 in Civics. Civics Goal #2:	Baseline data will be collected in 2013
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Training teachers on Common Core standards and strategies	Train teachers to use high-impact literacy standards that support achieving Anchor Literacy standards	Administration Reading Coach	VSET observations Lesson Plans	FCAT 2013
	Time for teachers to	Day of collaboration for	Administration	Agenda and minutes for	Implementation

2	collaborate and have professional dialogue about effective teaching practices	each department to review FCAT data, Common Core Reading and Writing standards, and curriculum planning	Reading Coach SAC Chairperson Department Chairperson	the day of collaboration	and integration of standards into lesson plans and curriculum
3	Lack of knowledge about Civics EOC	Participate in the creation of District Formative Assessments	Department Chairperson	Formative and summative assessments	Civics 2013 field test

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Develop an awareness, implement, and integrate Common Core standards and strategies into all subject areas	6-8	Administration Common Core Lead	6-8	Eight early release professional development days	Lesson plans VSET observations	Administration Common Core Lead

Civics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Purchase Civics Document Based Questions for school-wide writing initiative.	Binder containing lessons using document based questions for civics.	SAC	\$302.00
			Subtotal: \$302.00
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: \$302.00

## Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal # 1:	The number of unexcused absences and 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)
236	214
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
171	162

### Problem-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 parent support Lack of community resources Lack of public transportation to the school	5 unexcused absences results in the house clerk calling home 10 unexcused absences results in a letter sent home via the US mail. If needed, the PST process will begin with a parent conference. 15 unexcused absences results in a referral to the social worker, refers to CINS/FINS program with possible legal consequence	House Clerk House Clerk Guidance Counselors Guidance Counselors Social Worker ESE students: case manager, IEP facilitator, and case manager will be notified.	Guidance counselors will review attendance reports.	Attendance reports
2	Attendance reports	Increase school-wide awareness of student attendance. Increase school affiliation through CARE activities	Guidance counselors CARE committee	Attendance reports	Attendance reports
3		Enforcement of school policy: 1st tardy is a warning 2nd tardy is parent contact 3rd tardy is a thirty minute detention 4th tardy is referral to	Administration Guidance counselors House clerks	Quarterly reports	Reduction in tardies

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 and strategies into all subject areas	6-8	Administration Common Core Lead	school-wide	Eight early release professional development days	Lesson plans VSET observations	Administration Common Core Lead

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:	
	Total number of in-school and out of school suspensions will be reduced by 10% respectively when comparing the

1. Suspension Suspension Goal # 1:	2012 school year with the 2013 school year.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
808	727
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
269	242
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
428	385
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
181	167

Problem-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 having an administrator for each grade level.	Positive incentive program for student behavior at and above expectations  Implement the CARE Behavior Initiative (Courtesy, Achievement, Respect, Environment)  School-wide discipline plan (CARE Behavior Chart)  Second Step program	CARE committee	Staff feedback  Number of referrals	Quarterly discipline reports
2	Funding	Monthly rewards for students following the CARE discipline plan  Quarterly event for well behaved students.	CARE Committee	Staff feedback Decrease in referrals	Quarterly discipline reports
3		Implementation and follow-up through the Response to Intervention/Multi-tiered Systems of Supports (MMTS) process	RtI/MMTS Committee Administration Classroom teachers	Staff feedback  Number of referrals	Quarterly discipline 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, implement, and integrate Common Core standards and strategies into all subject areas	6-8	Administration Common Core Lead	school-wide	Eight early release professional development days	Lesson plans VSET observations	Administration Common Core Lead

Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
<p>1. Parent Involvement</p> <p>Parent Involvement Goal #1:</p> <p><i>*Please refer to the percentage of parents who participated in school activities, duplicated or</i></p>	<p>Maintain 5 Star school status by continued, consistent parental involvement at all school function and parent-teacher conferences.</p>



unduplicated.					
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
5 Star School		Maintain 5 Star School			
Problem-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	Timely communication to parents Transportation	Ensure timely communication to parents through the use of Connect Ed, school newsletter, marquee, flyers, planners, Pinnacle	Administration Teachers Parents	Sign-in sheets Parent-teacher conference forms Parent climate survey	5 Star School Process

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 and strategies into all subject areas	6-8	Administration Common Core Lead	school-wide	Eight early release professional development days	Lesson plans VSET observations	Administration Common Core Lead

Parent Involvement Budget:

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

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

*End of Parent Involvement Goal(s)*

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

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM STEM Goal #1:			To introduce sixth grade students to "Driving Science, a course that integrates the skills and abilities inherent to auto racing." The skills include the "physics of force, speed, energy and motion, along with engineering, math, science, and critical thinking."		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time within the curriculum  Scheduling  Collaboration with math and science department	Incorporate the six week program into the spring semester of one critical thinking class taught by the technology teacher	Administration  Technology teacher	Mouse-trap car  Measure data and chart speed and distance  Design of car	Presentation  Data log  (Electronic) Portfolio

## 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 and strategies into all subject areas	6-8	Administration  Common Core Lead	school-wide	Eight early release professional development days	Lesson plans  VSET observations	Administration  Common Core Lead

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
<b>Technology</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
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 STEM Goal(s)

## Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. CTE CTE Goal #1:		Career and technical teachers will include two writing assignments that are relevant to their discipline and correlated to the Common Core Writing standards.			
Problem-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	Training teachers on Common Core standards and strategies	Train teachers to use high-impact literacy strategies that support achieving the Anchor Literacy standards	Administration Reading Coach	VSET observations Lesson plans	FCAT 2013
2	Time for teachers to collaborate and have professional dialogue about effective teaching practices	Day of collaboration for each department to review FCAT data, Common Core Reading and Writing standards, and curriculum planning	Administration Reading Department SAC Chairperson Department Chairpersons	Agenda and minutes for the day of collaboration	Implementation and integration of standards into lesson plans and curriculum

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, implement, and integrate Common Core standards and strategies into all subject areas	6-8	Administration Common Core Lead	school-wide	Eight early release professional development days	Lesson plans VSET observations	Administration Common Core Lead

CTE Budget:

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

End of CTE Goal(s)

## Additional Goal(s)

Hinson Middle School will participate in the American Cancer Society Making Strides 5K in memory of Kathi Weaver, Hinson Middle's Agriculture teacher. Goal:

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

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

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

Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
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
			<b>Grand Total: \$0.00</b>

*End of Hinson Middle School will participate in the American Cancer Society Making Strides 5K in memory of Kathi Weaver, Hinson Middle's Agriculture teacher. Goal(s)*

# FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Civics	Purchase Civics Document Based Questions for school-wide writing initiative.	Binder containing lessons using document based questions for civics.	SAC	\$302.00
				Subtotal: \$302.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Mathematics	Purchase BrainPop (school-wide subscription to use for instruction and formative assessments)	Internet learning tool	SAC	\$1,095.00
Science	Use of BrainPop Junior for students in full-time ESE program	Internet learning tool providing instruction and formative assessments	SAC	\$290.00
				Subtotal: \$1,385.00
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: \$1,687.00

## Differentiated Accountability

### School-level Differentiated Accountability Compliance

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

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

No Attachment (Uploaded on 8/28/2012)

## School Advisory Council

### School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
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Once SAC receives a budget for the 2013 school year the council will spend a minimum of 50% of funds on the school improvement plan.	\$0.00
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Describe the activities of the School Advisory Council for the upcoming year

SAC will be involved with the development, implementation, and monitoring of the school improvement plan. The council will also oversee the climate surveys to stakeholders.

# 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 DAVID C HINSON SR MIDDLE SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	75%	78%	89%	66%	308	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	57%	74%			131	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	63% (YES)	69% (YES)			132	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					571	
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 DAVID C HINSON SR MIDDLE SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	79%	77%	94%	62%	312	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	68%	75%			143	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	63% (YES)	72% (YES)			135	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					590	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested