

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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325 West Gaines Street
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School Name: HOSFORD ELEMENTARY JUNIOR HIGH SCHOOL

District Name: Liberty

Principal: Aaron Day

SAC Chair: Becky Brown

Superintendent: Dr. Sue Summers

Date of School Board Approval:

Last Modified on: 10/29/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
					<p>2011-12 Principal at Hosford School: School Grade of A 65% of students scored proficient in reading 67% of students made learning gains in reading 75% of lowest quartile students made learning gains in reading 52% of students scored proficient in math 67% of students made learning gains in math 74% of lowest quartile students made learning gains in math 79% of students met state standards in writing. 41% of students at or above grade level in science</p> <p>2010-2011 Principal at Hosford School; School Grade of A 79% of students scored proficient in reading 67% of students made learning gains in</p>

	Principal	Aaron Day	Bachelors in Multilingual/Multicultural Education, Masters in Educational Leadership	3	7	<p>reading 58% of lowest quartile students made learning gains in reading 77% of students scored proficient in math 62% of students made learning gains in math 61% of lowest quartile students made learning gains in math 89% of students met state standards in writing 57% of students at or above grade level in science. Did NOT make AYP; 85% of criteria met; white students did not make AYP in reading and math; economically disadvantaged students did not make AYP in reading and math.</p> <p>2009-2010 Principal at Hosford School; School Grade of A 82% of students scored proficient in reading 71% of students made learning gains in reading 65% of lowest quartile students made learning gains in reading 78% of students scored proficient in math 77% of students made learning gains in math 64% of lowest quartile students made learning gains in math 88% of students met state standards in writing. 63% of students at or above grade level in science Did make AYP; 100% of criteria met; white students made AYP in reading and math; economically disadvantaged students made AYP in reading, but not in math.</p> <p>2008-09 Assistant Principal at WR Tolar; School Grade of B 71% of students scored proficient in reading 62% of students made learning gains in reading 64% of lowest quartile students made learning gains in reading 62% of students scored proficient in math 60% of students made learning gains in math 62% of lowest quartile students made learning gains in math 85% of students met state standards in writing. 33% of students at or above grade level in science Did NOT make AYP; 90% of criteria met; white and economically disadvantaged students made AYP in reading; students with disabilities did not make AYP in reading; students with disabilities met AYP in math; economically disadvantaged and white students did not make AYP in math</p> <p>2007-08 Assistant Principal at WR Tolar; School Grade of A 67% of students scored proficient in reading 68% of students made learning gains in reading 71% of lowest quartile students made learning gains in reading 65% of students scored proficient in math 75% of students made learning gains in math 81% of lowest quartile students made learning gains in math 72% of students met state standards in writing. 38% of students at or above grade level in science Did NOT make AYP; 85% of criteria met; white students met AYP in math and reading; economically disadvantaged students and students with disabilities did not meet AYP in math or reading.</p> <p>2006-07 Assistant Principal at WR Tolar; School Grade of C 69% of students scored proficient in reading 60% of students made learning gains in reading 57% of lowest quartile students made</p>
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					<p>learning gains in reading 60% of students scored proficient in math 63% of students made learning gains in math 60% of lowest quartile students made learning gains in math 74% of students met state standards in writing. 41% of students at or above grade level in science Did NOT make AYP, 85% of criteria met; white students met AYP in reading and math; economically disadvantaged students and students with disabilities did not meet AYP in reading or math</p> <p>2005-06 Assistant Principal at WR Tolar; School Grade of B 72% of students scored proficient in reading 60% of students made learning gains in reading 62% of lowest quartile students made learning gains in reading 65% of students scored proficient in math 62% of students made learning gains in math 79% of students met state standards in writing. Provisional AYP; 90% of criteria met; white and economically disadvantaged students met AYP in reading; students with disabilities did not meet AYP in reading; white students met AYP in math; economically disadvantaged students and students with disabilities did not make AYP in math</p>
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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)
District Reading Coach	Lara Deason	BS- Elementary Education Media Specialist K-12, Reading Endorsement Masters Degree in Educational Leadership	3	9	2011-2012 School Grade of A 2010-2011 School Grade of A 2009-2010 School Grade of A 2008-2009 School Grade of B 2007-2008 School Grade of C 2006-2007 School Grade of A 2005-2006 School Grade of A

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Provide monetary supplement upon completion of additional endorsements to current certification	Principal	On-going	
2	2. Continuation of Teacher Mentoring Program which includes partnering new teachers with veteran teachers	Principal/Director of Administration	On-going	

3	3. Common grade level planning to promote collaboration and support	Principal/Guidance Counselor	On-going
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Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
4% [1] Teacher 0% [0] Paraprofessionals	On-going Professional Development provided through the District. Teacher Mentoring Program with District supervising teacher. Partnering new teachers, and teachers in a new grade level, with veteran teachers at the school level. Encouraging all staff members to complete additional certifications by providing monetary supplements upon successful completion.

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
24	8.3%(2)	16.7%(4)	41.7%(10)	33.3%(8)	33.3%(8)	95.8%(23)	33.3%(8)	0.0%(0)	25.0%(6)

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
Jill Davis	Karey Gautier	First year teacher	Beginning Teacher Program Observation Portfolio and Feedback
Jill Davis	Ashley Dowdy	First year teacher	Beginning Teacher Program Observation Portfolio and Feedback
Jill Davis	Mandie Crosby	First year in new grade level	Observation Portfolio and Feedback
Jill Davis	Whitney Holcomb	First year in new grade level	Observation Portfolio and Feedback

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Title I, Part A

The services provided by the Liberty County School District under Title I, Part A are integrated and coordinated with other funding sources in the district to ensure that the needs of disadvantaged children and youth are met. Based on the review of students achievement data and identified needs Title I, Part A provides funds to support instructional positions to increase the academic achievement of disadvantaged students. In addition funds are used to supplement instructional materials in the areas of reading and math, to purchase supplemental computer based software and instructional materials to differentiate instruction.

Title I, Part A coordinates with Title II to provide on-going inservice and professional development to assist teachers and staff in core academic subject areas. Planning meetings were held to examine the needs of the District based on the needs of disadvantaged children and youth. Areas of deficiencies included; reading, math, science and writing. Professional development activities were planned to address these needs utilizing research based professional development activities. Research based inservice activities supported by Title I, Part A include: professional development in the area of the Florida Continuous Improvement Model; implementation of Common Core standards in reading, math, and science; new writing standards, curriculum development/alignment; positive behavior support; monitored independent reading; computer based instruction/remediation; and support for leadership teams to engage in the analysis and disaggregation of school data.

Through the coordinated use of funds from Title I, Part A and the School Improvement Initiative grant (1003a) parent involvement opportunities are provided to support activities identified in the Parent Involvement Plan. These activities include, but are not limited to, Family Reading Nights, Family Math Nights, parent information nights, and other activities designed to increase parent involvement and student achievement.

Title I, Part A funds are set aside to support teacher to become highly qualified. These funds also provide incentives for teachers who increase their effectiveness by successfully meeting the requirements for the Reading Endorsement and CAR-PD. This funding source also provides reimbursement for teachers to add subject areas to their teaching certificate which leads to Highly Qualified status.

Title I, Part C- Migrant

Migrant Liaison provides services and support to students and parents to ensure student needs are met.

Title I, Part D

The District receives funds to support services which are coordinated with District Drop-Out Prevention programs. The District allocates funds to provide counseling and transition services for students returning to the District from DJJ facilities.

Title II

Planning meetings were held to identify the needs for professional development based on student achievement data. Areas of deficiencies included; reading, math, science and writing. Title II, Title I, IDEA and other programs coordinate to provide research based professional development activities in the areas of curriculum development/alignment, differentiated instruction, monitored independent reading, leadership teams, and other areas as needs are identified.

Title III

N/A

Title X- Homeless

District provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

The SAI allocation is used to support guidance and data entry positions. Guidance Counselor supports teachers and student instruction through the coordination of Response to Intervention, assistance with curriculum alignment, data disaggregation, and facilitation of the progress monitoring assessments and printing of reports.

Violence Prevention Programs

Character Ed is incorporated into the curriculum. The school participates in Red Ribbon Days.

Nutrition Programs

The district has a wellness plan to address the nutrition needs of all students in the district.

Housing Programs

N/A

Head Start

Our district has both Even Start and Head Start Programs. There is collaboration within these programs and our other school programs (many of which have Title I funding). At monthly principal meetings the Title programs are reviewed and the implementation is monitored through these meetings. Principals and district staff use collaboration between the programs in meeting the needs of the students and to close the achievement gap.

Adult Education

N/A

Career and Technical Education

8th Grade Career Course and development of ePEPs.

Job Training

N/A

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Principal, Aaron Day: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing MTSS/RtI, ensures there is follow-up in the implementation of interventions including proper support and documentation, ensures adequate professional development to support MTSS/RtI implementation, and communicates with parents regarding school-based MTSS/RtI plans and activities.

Guidance Counselor, Alex Mercer: Conducts and coordinates meetings with team members and ensures appropriate data are available, maintains a log of relevant dates and notes of discussion at meetings, assists in development and interpretation of data charts and graphs, assists in the development of intervention plans and follows-up on plan implementation, schedules CST meetings and invites all relevant professionals and parents to the meetings as needed, provides referral packet to classroom teachers as needed, manages the case file throughout the MTSS/RtI process, provides support to the referring teachers throughout the process.

General Education Teachers (Primary and Intermediate): Provides information regarding core instruction, participates in student data collection, delivers Tier 1 instruction, and collaborates with other staff to implement Tier 2/3 interventions.

Dr. Celeste Shuler- District School Psychologist: Provides expertise regarding strategies and interventions to address academic and behavioral concerns, assists in the data collection and interpretation of data.

Johnette Wahlquist-Family Service Worker/Staffing Assistance/LATS: Coordinates child-serving and community agencies to the school and families to support the child's academic, social, emotional and behavioral well-being.

Chaille Eikeland – Staffing Specialist: Assists in the coordination of ESE testing services, assists in maintenance of IEPs, coordinates periodic review of IEPs, schedules and attends CST meetings as needed.

Exceptional Student Education (ESE) Teacher: Participates in student data collection, provides expertise regarding strategies and interventions to address academic and behavioral concerns, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers.

Reading Coach: Assists with whole school screening programs, assists in designing and implementing progress monitoring, data collection, and data analysis, participates in design and delivery of professional development, supports the implementation of Tier 1, 2, and 3 reading 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 RtI Leadership Team collaborates with the School Leadership Team and grade level teams to maintain an active problem-solving process. At the beginning of the school year, each grade level team will meet and review universal screening data to identify at-risk students. Grade level teams will send a representative to the School Leadership Team/RtI Leadership Team meetings to present the grade level universal screening data and number of students identified as "at-risk". Universal screening data will be reviewed at least three times per school year to identify at-risk students. Each grade level team representative will provide the SLT/RtI Team with monthly updates on progress monitoring data.

Grade level teams will meet biweekly throughout the school year to review student data and interventions. The leadership team representative will be responsible for leading the grade level team meetings. Teachers will be provided with extended time to meet with the team.

Each teacher will keep a binder of information that includes data for every at-risk student in their class. The binder will include student identifying data, parent contact documentation, summaries of contacts with resource providers, interventions utilized, progress monitoring plans, and progress monitoring data. Students who fail to exhibit adequate response to interventions will be referred to the RtI Team.

The RtI Leadership Team seeks to facilitate RtI efforts through a variety of methods. In addition to collaborating with other school based teams, the RtI team will engage in program evaluation activities to ensure continual improvement of the RtI process. Other RtI leadership team efforts will include consensus building, increasing infrastructure, monitoring interventions for fidelity, and practicing new processes/skills to ensure continual progress.

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 RtI Leadership Team takes an active role in the development and implementation of the SIP. The problem-solving process utilized by the RtI team is essential to both problem identification and implementation of effective solution focused interventions necessary for school improvement. The RtI Leadership Team has identified a variety of concerns across all tiers, which include not only the academic needs but the social/emotional needs of students. To address the needs of students at Hosford School, the RtI Leadership Team has recommended intervention strategies which include but are not limited to the following: improvement of behavioral interventions across all tiers, increased focus on core instructional fidelity, increased individual student progress monitoring, and increased assessment guided instruction using individual student progress monitoring data.

MTSS Implementation

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

Baseline data: Progress Monitoring and Reporting Network (PMRN), Florida Comprehensive Assessment Test (FCAT), Classworks, STAR Reading, Liberty Writes

Progress Monitoring: PMRN, FCAT Explorer, Florida Achieves (FCAT Focus), Classworks, Liberty Writes, and District provided progress monitoring evaluations. Each grade level uses a progress monitoring data spreadsheet which includes specific data elements. The teachers complete the progress monitoring spreadsheet for their class as new information becomes available and share the information during grade level meetings. The MTSS/RtI Leadership Team uses the progress monitoring spreadsheet data to determine the effectiveness of school-wide programs (Tier 1) and also to make determinations if individual students need additional interventions (Tier 2 or 3.)

Behavior: FOCUS, an online data management system, is used for tracking behavior information and allows for anecdotal data to be added. This product provides report options to determine location, time, person referring, etc. in easily understandable reports. Parents can also view behavioral referrals on their children through this system. We will also utilize RtIB/PBS.

Describe the plan to train staff on MTSS.

Professional Development was provided to all instructional staff during the summer of 2011 by the School Psychologist and District Reading Coach. Additional professional development will be provided during faculty and team meetings throughout the coming year to all new hires and through the mentoring program.

Describe the plan to support MTSS.

The Principal and Guidance Counselor provide ongoing support for MTSS/RtI during faculty and staff meetings. The School

Psychologist and District Reading Coach will participate on the MTSS/RtI team to provide ongoing training/support.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Principal – Aaron Day
Guidance Counselor – Alex Mercer
District Reading Coach – Lara Deason
Kindergarten Representative – Judith Peddie
First Grade Representative – Jessica Peddie
Second Grade Representative – Shelly Stafford
Third Grade Representative – Beckie Black
Fourth Grade Representative – Zann Geiger
Fifth – 8th Grade Representatives – Tim Davis, Stephanie Shuler, and Cassie Vickers
Media – Alice Mansell

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

The LLT will meet on the first Wednesday of each month to discuss literacy issues and to brainstorm solutions. The team member support others on their grade level teams with implementation of school and district-wide literacy initiatives utilizing high-yield, research based strategies. All subject area teachers embed reading & writing strategies and practices in their curriculum. Team members also serve on district wide committees on issues related to literacy.

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

Help implement and monitor the use of reading assessments such as Star Reading, FAIR, Classworks, and provide support to individual teachers who need assistance.
Ensure that Monitored Independent Reading (MIR) is taking place in all reading classes following the policies and procedures outlined in the District MIR manual.
Focus on the inclusion of more nonfiction books being read at all grade levels.
Maintain current literacy events/initiatives (i.e. Family Reading Nights, Dr. Seuss's birthday celebration, AR celebrations).

Public School Choice

Supplemental Educational Services (SES) Notification
[View uploaded file](#) (Uploaded on 9/17/2012)

*Elementary Title I Schools Only: Pre-School Transition

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

Pre-K/Kindergarten Transition Plan

Early Childhood Coordinator will meet with each Pre-K teacher (Pre-K disabilities, Head Start, School Readiness, VPK, etc.) by class and with the group to discuss Pre-K children individually and as a group.

Recommendations will be made to the coordinator regarding individual student's behavior, academics, placement, special needs, etc.

Early Childhood Coordinator and/or Pre-K teachers will meet with Kindergarten teachers and/or guidance counselor to discuss issues regarding advancing students.

Recommendations will be made to assist receiving schools in the most appropriate placement of each student.

Parent Involvement is encouraged in the discussion and placement of all children when possible.

***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.

All teachers will address reading in their IPDPs (Individual Professional Development Plans). During common planning times, review of a variety of reading strategies will be presented and discussed to build a knowledge base for all teachers. Administration and reading specialist will be conducting classroom walkthroughs in all content classes on a regular basis to observe embedded literacy strategies.

***High Schools Only**

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

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

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

Postsecondary Transition

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

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	Increase the number of students achieving proficiency by 1% over 2012 performance levels as assessed by the FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% [59] of students scored level 3 on the FCAT in Reading.	31% of students will score level 3 on the FCAT in Reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1A.1. Teachers are not comfortable with the transition to the Common Core Standards in Reading.	1A.1. Provide Professional Development on Common Core Standards and implementation.	1A.1.Principal and District Professional Development Coordinator	1A.1.During classroom walkthroughs, observers will focus on standards being taught. Periodic testing and data analysis of FAIR, Classworks, and Star results. Periodic review of lesson plans.	1A.1. STAR, FAIR, Classworks, simulated FCAT tests, and 2013 FCAT results.
2	1A.2. Implementation of computer programs designed to maximize student achievement and measure progress.	1A.2. Provide Professional Development on Classworks, AR, and FCAT Explorer as needed. Utilize Classworks program 45 minutes per week in reading.	1A.2. Principal, Guidance Counselor, District Reading Coach, Classroom Teachers, Technology Coordinator	1A.2.Periodic review of computer program reports.	1A.2. STAR, FAIR, Classworks, simulated FCAT tests, and 2013 FCAT results.
3	1A.3.Student's ability to use reading strategies in a variety of grade-level texts.	1A.3. Include higher order questions in lessons to be used for discussion of text meaning and interpretation Utilize FCAT Explorer. Emphasize the 12 Power Benchmarks recommended by Dr. Oropallo. Use Monitored Independent Reading on a daily basis as outlined in District MIR manual.	1A.3. Principal , District Reading Coach, Classroom Teachers	1A.3. During classroom walkthroughs, observers will focus on the types of questions being asked and quality of student response. Periodic testing and data analysis of FAIR, Classworks, and Star results. Review Monitored Independent Reading Policies and Procedures.	1A.3. Classroom walkthroughs, STAR, FAIR, Classworks, simulated FCAT tests, AR logs and reports, and 2013 FCAT results.

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	Maintain high levels of performance on the FAA reading even as numbers of students assessed by FAA increases.
2012 Current Level of Performance:	2013 Expected Level of Performance:

0% of students scored at Levels 4, 5, or 6 on the FAA in Reading			No more than 50% of students will score at levels 4, 5, or 6 on the FAA in Reading.		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1B.1.Procedural concerns with FAA assessment. Time consuming to administer. Number of students needing FAA is on the rise. Lack of familiarity with FAA testing procedures.	1B.1.Start assessment early in the assessment window to ensure adequate time is allowed. Increase usage of FAA where appropriate. Provide Professional Development to all personnel who will administer FAA. Allocate sufficient number of staff to conduct assessments.	1B.1.Principal, Guidance Counselor, ESE personnel	1B.1. Assessment Schedule Review of IEP to determine appropriate usage of FAA, training records.	1B.1. Assessment Schedule, IEP, and FAA 2013 results
2	1B.2. Lack of understanding of how to interpret and utilize FAA data to improve future performance.	1B.2. Provide Professional Development regarding FAA data.	1B.2. Professional Development Coordinator, ESE Personnel	1B.2 Guided review and interpretation of student performance data	1B.2.FAA 2013 results
3	1B.3.Incorporation of high interest informational and literary texts at appropriate reading levels.	1B.3. Utilize school library and classroom libraries to supply appropriate leveled informational and literary texts for use in the exceptional student education classroom.	1B.3. Principal, Reading Coach, ESE Personnel, Media Center Personnel	2B.3.Student Reading Logs Lesson Plans Classroom Observations	1B.3.Star Reading, Classworks

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:	Increase the number of students achieving proficiency by 1% over 2012 performance levels as assessed by the FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
36% [72] of students scored level 4 or higher on the FCAT in Reading.	37% of students will score level 4 or higher on the FCAT in Reading.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2A.1. Teachers are not comfortable with the transition to the Common Core Standards in Reading	2A.1. Provide Professional Development on Common Core Standards and implementation.	2A.1. Principal and District Professional Development Coordinator	2A.1. During classroom walkthroughs, observers will focus on standards being taught. Periodic testing and data analysis of FAIR, Classworks, and Star results. Periodic review of lesson plans.	2A.1. STAR, FAIR, Classworks, simulated FCAT tests, and 2013 FCAT results.
	2A.2. Implementation of computer programs designed to maximize	2A.2. Provide Professional Development on Classworks, AR, and	2A.2. Principal, Guidance Counselor, District	2A.2.Periodic review of computer program reports.	2A.2. STAR, FAIR, Classworks, simulated FCAT

2	student achievement and measure progress.	FCAT Explorer as needed. Utilize Classworks program 45 minutes per week in reading.	Reading Coach, Classroom Teachers, Technology Coordinator		tests, and 2013 FCAT results.
3	2A.3. Student's ability to use reading strategies in a variety of grade-level texts including challenging, high-interest texts.	2A.3. Include higher order questions in lessons to be used for discussion of text meaning and interpretation Utilize FCAT Explorer. Emphasize the 12 Power Benchmarks recommended by Dr. Oropallo. Use Monitored Independent Reading on a daily basis as outlined in District MIR manual. Utilize high interest and high complexity text to increase level of comprehension. (Fables, classic literature, novel units, etc.)	2A.3. Principal, District Reading Coach, Classroom Teachers	2A.3. During classroom walkthroughs, observers will focus on the types of questions being asked and quality of student response. Periodic testing and data analysis of FAIR, Classworks, and Star results. Review Monitored Independent Reading Policies and Procedures.	2A.3. Classroom walkthroughs, STAR, FAIR, Classworks, simulated FCAT tests, AR logs and reports, and 2013 FCAT results.

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	Maintain high levels of performance on the FAA reading even as numbers of students assessed by FAA increases.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% [2] of students tested scored at or above Level 7 in Reading.	100% of students tested will score at or above Level 7 in Reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2B.1. Procedural concerns with FAA assessment. Time consuming to administer. Number of students needing FAA is on the rise. Lack of familiarity with FAA testing procedures.	2B.1. Start assessment early in the assessment window to ensure adequate time is allowed. Increase usage of FAA where appropriate. Provide Professional Development to all personnel who will administer FAA. Allocate sufficient number of staff to conduct assessments.	2B.1. Principal, Guidance Counselor, ESE personnel	2B.1. Assessment Schedule Review of IEP to determine appropriate usage of FAA, training records.	2B.1. Assessment Schedule, IEP, and FAA 2013 results
2	2B.2. Lack of understanding of how to interpret and utilize FAA data to improve future performance.	2B.2. Provide Professional Development regarding FAA data.	2B.2. Professional Development Coordinator, ESE Personnel	2B.2 Guided review and interpretation of student performance data	2B.2. FAA 2013 results
3	2B.3. Incorporation of high interest informational and literary texts at appropriate and challenging reading levels.	2B.3. Utilize school library and classroom libraries to supply sufficiently challenging informational and literary texts for use in the exceptional student education classroom.	2B.3. Principal, Reading Coach, ESE Personnel, Media Center Personnel	2B.3. Student Reading Logs Lesson Plans Classroom Observations	2B.3. Star Reading, Classworks

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:	Increase the number of students achieving proficiency by 1% over 2012 performance levels as assessed by the FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
67% [133] of students made learning gains in Reading.	68% of students will make Learning Gains in Reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3A.1. Teachers are not comfortable with the transition to the Common Core Standards in Reading	3A.1. Provide Professional Development on Common Core Standards and implementation.	3A.1. Principal and District Professional Development Coordinator	3A.1. During classroom walkthroughs, observers will focus on standards being taught. Periodic testing and data analysis of FAIR, Classworks, and Star results. Periodic review of lesson plans.	3A.1. STAR, FAIR, Classworks, simulated FCAT tests, and 2013 FCAT results.
2	3A.2. Implementation of computer programs designed to maximize student achievement and measure progress.	3A.2. Provide Professional Development on Classworks, AR, and FCAT Explorer as needed. Utilize Classworks program 45 minutes per week in reading.	3A.2. Principal, Guidance Counselor, District Reading Coach, Classroom Teachers, Technology Coordinator	3A.2. Periodic review of computer program reports.	3A.2. STAR, FAIR, Classworks, simulated FCAT tests, and 2013 FCAT results.
3	3A.3. Student's ability to use reading strategies in a variety of grade-level texts.	3A.3. Include higher order questions in lessons to be used for discussion of text meaning and interpretation Utilize FCAT Explorer. Emphasize the 12 Power Benchmarks recommended by Dr. Oropallo. Use Monitored Independent Reading on a daily basis as outlined in District MIR manual.	3A.3. Principal, District Reading Coach, Classroom Teachers	3A.3. During classroom walkthroughs, observers will focus on the types of questions being asked and quality of student response. Periodic testing and data analysis of FAIR, Classworks, and Star results. Review Monitored Independent Reading Policies and Procedures.	3A.3. Classroom walkthroughs, STAR, FAIR, Classworks, simulated FCAT tests, AR logs and reports, and 2013 FCAT results.

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	At least 50% of students assessed with the FAA will show learning gains in Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
No students tested with FAA in Reading in 2011.	At least 50% of students assessed with FAA will show learning gains in Reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3B.1.Procedural concerns with FAA assessment. Time consuming to administer. Number of students needing FAA is on the rise. Lack of familiarity with FAA testing procedures.	3B.1.Start assessment early in the assessment window to ensure adequate time is allowed. Increase usage of FAA where appropriate. Provide Professional Development to all personnel who will administer FAA. Allocate sufficient number of staff to conduct assessments.	3B.1.Principal, Guidance Counselor, ESE personnel	3B.1. Assessment Schedule, Review of IEP to determine appropriate usage of FAA, training records.	3B.1. Assessment Schedule, IEP, and FAA 2013 results
2	3B.2. Lack of understanding of how to interpret and utilize FAA data to improve future performance.	3B.2. Provide Professional Development regarding FAA data.	3B.2. Professional Development Coordinator, ESE Personnel	3B.2 Guided review and interpretation of student performance data	3B.2.FAA 2013 results
3	3B.3.Lack of appropriate data available to inform instruction.	3B.3. Purchase and utilize the Brigance Assessment to provide meaningful data to inform instruction.	3B.3. Principal, ESE Personnel, Staffing Specialist	3B.3. Review of IEP goals, Review of student data	3B.3. Brigance and FAA 2013 results

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	Increase the number of students achieving proficiency by 1% over 2012 performance levels as assessed by the FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
75% of students in the lowest 25% made learning gains in Reading.	76% of students in the lowest 25% will make learning gains in Reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	4A.1. Teachers are not comfortable with the transition to the Common Core Standards in Reading	4A.1. Provide Professional Development on Common Core Standards and implementation.	4A.1. Principal and District Professional Development Coordinator	4A.1. During classroom walkthroughs, observers will focus on standards being taught. Periodic testing and data analysis of FAIR, Classworks, and Star results. Periodic review of lesson plans.	4A.1. STAR, FAIR, Classworks, simulated FCAT tests, and 2013 FCAT results.
2	4A.2. Implementation of computer programs designed to maximize student achievement and measure progress.	4A.2. Provide Professional Development on Classworks, AR, and FCAT Explorer as needed. Utilize Classworks program 45 minutes per week in reading.	4A.2. Principal, Guidance Counselor, District Reading Coach, Classroom Teachers, Technology Coordinator	4A.2.Periodic review of computer program reports.	4A.2. STAR, FAIR, Classworks, simulated FCAT tests, and 2013 FCAT results.
	4A.3.Student's ability to use reading strategies in a variety of grade-level texts	4A.3. Include higher order questions in lessons to be used for discussion of text meaning and interpretation Utilize FCAT Explorer.	4A.3. Principal , District Reading Coach, Classroom Teachers	4A.3. During class room walkthroughs, observers will focus on the types of questions being asked and quality of student response.	4A.3. Classroom walkthroughs, STAR, FAIR, Classworks, simulated FCAT tests, AR logs and

3	Emphasize the 12 Power Benchmarks recommended by Dr. Oropallo. Use Monitored Independent Reading on a daily basis as outlined in District MIR manual. Provide remediation in addition to the regular reading class.	Periodic testing and data analysis of FAIR, Classworks, and Star results. Review Monitored Independent Reading Policies and Procedures.	reports, and 2013 FCAT results.
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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 #					
	Increase Reading scores from 66% (2011-2012) to 94% (2016-2017)					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	66%	72%	77%	83%	88%	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	White subgroup will score proficient on FCAT Reading
2012 Current Level of Performance:	2013 Expected Level of Performance:
66% of the white subgroup scored at or above grade level in Reading.	67% of the white subgroup will score at or above grade level in Reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5B.1. Teachers are not comfortable with the transition to the Common Core Standards in Reading.	5B.1. Provide Professional Development on Common Core Standards and implementation.	5B.1. Principal and District Professional Development Coordinator	5B.1. During classroom walkthroughs, observers will focus on standards being taught. Periodic testing and data analysis of FAIR, Classworks, and Star results. Periodic review of lesson plans.	5B.1. STAR, FAIR, Classworks, simulated FCAT tests, and 2013 FCAT results.
2	5B.2. Implementation of computer programs designed to maximize student achievement and measure progress.	5B.2. Provide Professional Development on Classworks, AR, and FCAT Explorer as needed. Utilize Classworks program 45 minutes per week in reading.	5B.2. Principal, Guidance Counselor, District Reading Coach, Classroom Teachers, Technology Coordinator	5B.2. Periodic review of computer program reports.	5B.2. STAR, FAIR, Classworks, simulated FCAT tests, and 2013 FCAT results.
3	5B.3. Student's ability to use reading strategies in a variety of grade-level texts.	5B.3. Include higher order questions in lessons to be used for discussion of text meaning and interpretation. Utilize FCAT Explorer. Emphasize the 12 Power	5B.3. Principal, District Reading Coach, Classroom Teachers	5B.3. During classroom walkthroughs, observers will focus on the types of questions being asked and quality of student response. Periodic testing and data	5B.3. Classroom walkthroughs, STAR, FAIR, Classworks, simulated FCAT tests, AR logs and reports, and 2013

	Benchmarks recommended by Dr. Oropallo. Use Monitored Independent Reading on a daily basis as outlined in District MIR manual.	analysis of FAIR, Classworks, and Star results. Review Monitored Independent Reading Policies and Procedures.	FCAT results.
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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:

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

Problem-Solving Process to Increase Student Achievement

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

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:	Increase the number achieving proficiency by 1% over 2012 performance levels as assessed by the FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33%(9)of students with disabilities made learning gains on the Reading FCAT	34% of students with disabilities will score at or above grade level in Reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5D.1. Appropriate scaffolding of curriculum to ensure success in the standard curriculum.	5D.1. Strategic planning to ensure that support staff are available to support Students with Disabilities in standard curriculum courses.	5D.1. Principal, Guidance Counsel, ESE Personnel	5D.1. Student schedules	5D.1. Classworks FCAT 2013 results
2	5D.2. Lack of use of comprehension instructional sequence strategies in core content area courses.	5D.2. Professional development in the use of comprehension instructional sequence in content area courses.	5D.2. District Reading Coach, Principal, ESE Personnel	5D.2. Class walkthroughs, Student performance data	5D.2. Classworks FCAT 2013 results

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

5E. Economically Disadvantaged students not making	
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satisfactory progress in reading. Reading Goal #5E:	Increase the number of students achieving proficiency by 1% over 2012 performance levels as assessed by the FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
64% of Economically Disadvantaged students scored at or above grade level in Reading.	65% of Economically Disadvantaged students will score at or above grade level in Reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Reliable and criterion based data needed for monitoring of student progress.	Utilize ClassWorks assessment data for ongoing progress monitoring in Reading.	Principal and Reading Specialist.	Periodic testing and data analysis of ClassWorks reports.	ClassWorks results and lesson plans.
2	Fully utilizing available computer programs to maximize student achievement.	Opening computer labs from 7:30 - 8:30 every morning.	Principal and faculty.	Monitoring various computer program reports.	Various computer program reports as well as usage logs.

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
Implementation of Common Core Standards	K – 8	Dr. Oropallo	K – 8 Teachers	2012-13 School Year	Classroom visits, AR and STAR reports, Media Circulation Records and Student Reading Logs, Benchmark Assessments	Principal and Reading Specialist
Springboard Training	6-8		6-8 Teachers	2012-13 School Year	Classroom visits, AR and STAR reports, Media Circulation Records and Student Reading Logs, Benchmark Assessments	Principal and Reading Specialist
Classworks	K-8	Jason Fowler	K-8 Teachers	2012-13 School Year	Review of computer reports	Jason Fowler and Principal

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Informational Text	Text exemplars	Reading Allocation	\$2,000.00
SpringBoard Consumable Text	SpringBoard Consumable Text	Instructional materials	\$2,158.00
			Subtotal: \$4,158.00
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
Kathy Oropolla	Professional Development Common Core Reading	Title I Title II	\$5,500.00
			Subtotal: \$5,500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$9,658.00

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.		NA		
CELLA Goal # 1:				
2012 Current Percent of Students Proficient in listening/speaking:				
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
No Data Submitted				

Students read in English at grade level text in a manner similar to non-ELL students.				
2. Students scoring proficient in reading.		NA		
CELLA Goal # 2:				
2012 Current Percent of Students Proficient in reading:				
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
No Data Submitted				

Students write in English at grade level in a manner similar to non-ELL students.				
3. Students scoring proficient in writing. CELLA Goal #3:		NA		
2012 Current Percent of Students Proficient in writing:				
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
No Data Submitted				

CELLA Budget:

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

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	Increase the number of students achieving proficiency by 1% over 2012 performance levels as assessed by the FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% [28] of students scored Level 3 in mathematics.	29% of students will score Level 3 in mathematics.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1A.1. Implementation of Common Core Standards in grades K – 2 while continuing to use NGSSS in grades 3 – 8.	1A.1. Provide ongoing Professional Development with a math consultant to give teachers support they need during transition to Common Core at all grade levels.	1A.1. Principal and District Professional Development Coordinator.	1A.1. During class room walkthroughs, observers will focus on standards being taught. Periodic testing and data analysis of Classworks, and Star results. Periodic review of lesson plans.	1A.1. Classroom walkthroughs, Classworks, simulated FCAT tests, and 2013 FCAT results.
2	1A.2. Implementation of computer programs designed to maximize student achievement and measure progress.	1A.2. Provide Professional Development on Classworks and Florida Achieves. Utilize Classworks program 45 minutes per week in math.	1A.2. Principal, Guidance Counselor, Classroom Teachers, Technology Coordinator	1A.2. Periodic review of computer program reports.	1A.2. Classworks, simulated FCAT tests, and 2013 FCAT results.
3	1A.3. Facilitating higher order thinking skills and ability to solve complex problems.	1A.3. Utilize higher order thinking questions in daily math lessons requiring students to solve complex problems.	1A.3. Principal and Classroom Teachers	1A.3. Classroom walkthroughs and performance on class tests.	1A.3. Classworks, simulated FCAT tests, and 2013 FCAT results.

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal # 1b:	Achieve high levels of proficiency as the number of students assessed with FAA increases.
2012 Current Level of Performance:	2013 Expected Level of Performance:
No elementary students tested using FAA in 2012.	Unknown, dependent upon enrollment

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	1B.1.Procedural concerns with FAA assessment. Time consuming to administer. Number of students needing FAA is on the rise. Lack of familiarity with FAA testing procedures.	1B.1.Start assessment early in the assessment window to ensure adequate time is allowed. Increase usage of FAA where appropriate. Provide Professional Development to all personnel who will administer FAA. Allocate sufficient number of staff to conduct assessments.	1B.1.Principal, Guidance Counselor, ESE personnel	1B.1. Assessment Schedule Review of IEP and to determine appropriate usage of FAA, training records.	1B.1. Assessment Schedule, IEP, and FAA 2013 results
2	1B.2. Lack of understanding of how to interpret and utilize FAA data to improve future performance.	1B.2. Provide Professional Development regarding FAA data.	1B.2. Professional Development Coordinator, ESE Personnel	1B.2 Guided review and interpretation of student performance data	1B.2.FAA 2013 results
3	1B.3. Implementation of computer programs designed to maximize student achievement and measure progress.	1B.3. Provide Professional Development on Classworks. Utilize Classworks program 45 minutes per week in math	1B.3. Principal, Guidance Counselor, Classroom Teachers, Technology Coordinator	1B.3.Periodic review of computer program reports.	1B.3 Classworks, and 2013 FCAT results.
4	1B.3. Implementation of computer programs designed to maximize student achievement and measure progress.	1B.3. Provide Professional Development on Classworks Utilize Classworks program 45 minutes per week in math	1B.3. Principal, Guidance Counselor, Classroom Teachers, Technology Coordinator	1B.3.Periodic review of computer program reports.	1B.3 Classworks, and 2013 FCAT results.

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	Increase the number of students achieving proficiency by 1% over 2012 performance levels as assessed by the FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
19% [21] of students achieved Level 4 or higher in math.	20% of students will achieve Level 4 or higher in math.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2A.1.Implementation of Common Core Standards in grades K – 2 while continuing to use NGSSS in grades 3 – 8.	2A.1. Provide ongoing Professional Development with a math consultant to give teachers support they need during transition to Common Core at all grade levels.	2A.1.Principal and District Professional Development Coordinator.	2A.1. During class walkthroughs, observers will focus on standards being taught. Periodic testing and data analysis of Classworks results. Periodic review of lesson plans.	2A.1. Class walkthroughs. Classworks, simulated FCAT tests, and 2013 FCAT results.
2	2A.2. Implementation of computer programs designed to maximize student achievement and measure progress.	2A.2. Provide Professional Development on Classworks and Florida Achieves. Utilize Classworks program 45 minutes per week in math.	2A.2. Principal, Guidance Counselor, Classroom Teachers, Technology Coordinator	2a.2.Periodic review of computer program reports.	2A.2. Classworks, simulated FCAT tests, and 2013 FCAT results.
	2A.3. Facilitating higher order thinking skills and ability to solve complex	2A.3. Utilize higher order thinking questions in daily math lessons requiring	2A.3. Principal and Classroom Teachers	2A.3. Classroom walkthroughs and performance on class	2A.3. Classworks, simulated FCAT tests, and 2013

3	problems.	students to solve complex problems. Provide differentiated instruction to advanced students during daily lessons.	tests.	FCAT results.
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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:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	Achieve high levels of proficiency as the number of students assessed with FAA increases.
2012 Current Level of Performance:	2013 Expected Level of Performance:
No elementary students tested using FAA in 2012.	Unknown, dependent upon enrollment

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2B.1.Procedural concerns with FAA assessment. Time consuming to administer. Number of students needing FAA is on the rise. Lack of familiarity with FAA testing procedures.	2B.1.Start assessment early in the assessment window to ensure adequate time is allowed. Increase usage of FAA where appropriate. Provide Professional Development to all personnel who will administer FAA. Allocate sufficient number of staff to conduct assessments.	2B.1.Principal, Guidance Counselor, ESE personnel	2B.1. Assessment Schedule Review of IEP to determine appropriate usage of FAA, training records.	2B.1. Assessment Schedule, IEP, and FAA 2013 results
2	2B.2. Lack of understanding of how to interpret and utilize FAA data to improve future performance.	2B.2. Provide Professional Development regarding FAA data.	2B.2. Professional Development Coordinator, ESE Personnel	2B.2 Guided review and interpretation of student performance data	2B.2.FAA 2013 results
3	2B.3. Implementation of computer programs designed to maximize student achievement and measure progress.	2B.3. Provide Professional Development on Classworks Math. Utilize Classworks program 45 minutes per week in math.	2B.3. Principal, Guidance Counselor, Classroom Teachers, Technology Coordinator	2B.3.Periodic review of computer program reports.	2B.3 Classworks, and 2013 FCAT results.

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	Increase the number of students achieving proficiency by 1% over 2012 performance levels as assessed by the FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
53% [64] of students made Learning Gains in math.	54% of students will make Learning Gains in math.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3A.1.Implementation of Common Core Standards in grades K – 2 while continuing to use NGSSS in grades 3 – 8.	3A.1. Provide ongoing Professional Development with a math consultant to give teachers support they need during transition to Common Core at all grade levels.	3A.1.Principal and District Professional Development Coordinator.	3A.1. During classroom walkthroughs, observers will focus on standards being taught. Periodic testing and data analysis of Classworks results. Periodic review of lesson plans.	3A.1. Class walkthroughs, Classworks, simulated FCAT tests, and 2013 FCAT results.
2	3A.2. Implementation of computer programs designed to maximize student achievement and measure progress.	3A.2. Provide Professional Development on Classworks and Florida Achieves. Utilize Classworks program 45 minutes per week in math.	3A.2. Principal, Guidance Counselor, Classroom Teachers, Technology Coordinator	3A.2.Periodic review of computer program reports.	3A.2. Classworks, simulated FCAT tests, and 2013 FCAT results.
3	3A.3. Facilitating higher order thinking skills and ability to solve complex problems.	3A.3. Utilize higher order thinking questions in daily math lessons requiring students to solve complex problems.	3A.3. Principal and Classroom Teachers	3A.3. Classroom walkthroughs and performance on class tests.	3A.3. Classworks, simulated FCAT tests, and 2013 FCAT results.

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	Achieve high levels of proficiency as the number of students assessed with FAA increases.
2012 Current Level of Performance:	2013 Expected Level of Performance:
No elementary students tested using FAA in 2012.	Unknown, dependent upon enrollment

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3B.1.Procedural concerns with FAA assessment. Time consuming to administer. Number of students needing FAA is on the rise. Lack of familiarity with FAA testing procedures.	3B.1.Start assessment early in the assessment window to ensure adequate time is allowed. Increase usage of FAA where appropriate. Provide Professional Development to all personnel who will administer FAA. Allocate sufficient number of staff to conduct assessments.	3B.1.Principal, Guidance Counselor, ESE personnel	3B.1. Assessment Schedule Review of IEP to determine appropriate usage of FAA, training records.	3B.1. Assessment Schedule, IEP, and FAA 2013 results
2	3B.2. Lack of understanding of how to interpret and utilize FAA data to improve future performance.	3B.2. Provide Professional Development regarding FAA data.	3B.2. Professional Development Coordinator, ESE Personnel	3B.2 Guided review and interpretation of student performance data	3B.2.FAA 2013 results
3	3B.3. Implementation of computer programs designed to maximize student achievement and measure progress.	3B.3. Provide Professional Development on Classworks Math. Utilize Classworks program 45 minutes per week in math.	3B.3. Principal, Guidance Counselor, Classroom Teachers, Technology	3B.3.Periodic review of computer program reports.	3B.3 Classworks, and 2013 FCAT results.

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	Increase the number of students achieving proficiency by 1% over 2012 performance levels as assessed by the FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
60% [10] of students in the lowest 25% made Learning Gains in math.	61% of students in the lowest 25% will make Learning Gains in math.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	4A.1.Implementation of Common Core Standards in grades K – 2 while continuing to use NGSSS in grades 3 – 8.	4A.1. Provide ongoing Professional Development with a math consultant to give teachers support they need during transition to Common Core at all grade levels.	4A.1.Principal and District Professional Development Coordinator.	4A.1. During class room walkthroughs, observers will focus on standards being taught. Periodic testing and data analysis of Classworks results. Periodic review of lesson plans.	4A.1. Classroom walkthroughs, Classworks, simulated FCAT tests, and 2013 FCAT results.
2	4A.2. Implementation of computer programs designed to maximize student achievement and measure progress.	4A.2. Provide Professional Development on Classworks and Florida Achieves. Utilize Classworks program 45 minutes per week in math.	4A.2. Principal, Guidance Counselor, Classroom Teachers, Technology Coordinator	4A.2.Periodic review of computer program reports.	4A.2. Classworks, simulated FCAT tests, and 2013 FCAT results.
3	4A.3. Mastery of basic skills.	4A.3. Provide differentiated instruction during daily lessons to support struggling learners. Ability group to provide differentiated instruction.	4A.3. Principal and Classroom Teachers	4A.3. Classroom walkthroughs and performance on class tests.	4A.3. Classworks, simulated FCAT tests, and 2013 FCAT results.

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal #					
	Increase Elementary Math scores from 44% (2010-11) to 67% in 2016-2017.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	44%	49%	53%	58%	62%	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	White subgroup will make learning gains in mathematics.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
44% of white students scored a level 3 or higher on the FCAT Math exam.	45% of white students will score a 3 or higher on the FCAT Math Exam.

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	Facilitating higher order thinking skills.	Utilize higher order thinking questions provided in daily math lessons.	Principal	Classroom walkthroughs	FCAT
2	Grasping abstract Math concepts	Utilize Math manipulatives to enhance Math instruction.	Principal and teachers	Classroom walkthroughs	FCAT
3	Reliable and criterion based data needed for monitoring of student progress.	Utilize ClassWorks assessment data for ongoing progress monitoring in Math.	Principal and teachers.	Periodic testing and data analysis of ClassWorks reports. Review of ClassWorks data and review lesson plans.	ClassWorks results and 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:

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

Problem-Solving Process to Increase Student Achievement

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

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:	Students with Disabilities will make learning gains in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (2)of students with disabilities made learning gains on the FCAT Math Assessment	51% of students will make learning gains on the FCAT Math Assessment.

Problem-Solving Process to Increase Student Achievement

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

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	5D.1. Appropriate scaffolding of curriculum to ensure success in the standard curriculum.	5D.1. Strategic planning to ensure that support staff are available to support Students with Disabilities in standard curriculum courses.	5D.1. Principal, Guidance Counsel, ESE Personnel	5D.1. Student schedules	5D.1. Classworks FCAT 2013 results

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

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	Achieve learning gains in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
59% of economically disadvantaged students made Learning Gains in mathematics.	60% of economically disadvantaged students will make Learning Gains in mathematics.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Reliable and criterion based data needed for monitoring of student progress.	Utilize ClassWorks assessment data for ongoing progress monitoring in Math.	Principal and teachers.	Periodic testing and data analysis of ClassWorks reports. Review of ClassWorks data and review lesson plans.	ClassWorks results and lesson plans.
2	Implementation of NGSSS/Common Core in all grade levels.	Utilize the Math program that is designed to meet the new standards.	Principal and teachers.	Mastery of skills on benchmark and chapter assessments.	Benchmark and chapter assessments.
3	Facilitating higher order thinking skills.	Utilize higher order thinking questions provided in daily math lessons.	Principal	Classroom walkthroughs	FCAT
4	Grasping abstract Math concepts	Utilize Math manipulatives to enhance Math instruction.	Principal and teachers	Classroom walkthroughs	FCAT

End of Elementary School Mathematics Goals

Middle School Mathematics Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	Increase the number of students achieving proficiency by 1% over 2012 performance levels as assessed by the FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
37% [32] of students scored Level 3 in mathematics.	38% of students will score Level 3 in mathematics.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1A.1.Implementation of Common Core Standards in grades K – 2 while continuing to use NGSSS in grades 3 – 8.	1A.1. Provide ongoing Professional Development with a math consultant to give teachers support they need during transition to Common Core at all grade levels.	1A.1.Principal and District Professional Development Coordinator.	1A.1. During classroom walkthroughs, observers will focus on standards being taught. Periodic testing and data analysis of Classworks results. Periodic review of lesson plans.	1A.1. Classroom walkthroughs, Classworks, simulated FCAT tests, and 2013 FCAT results.
2	1A.2. Implementation of computer programs designed to maximize student achievement and measure progress.	1A.2. Provide Professional Development on Classworks and Florida Achieves. Utilize Classworks program 45 minutes per week in math.	1A.2. Principal, Guidance Counselor, Classroom Teachers, Technology Coordinator	1A.2.Periodic review of computer program reports.	1A.2. STAR Math, Classworks, simulated FCAT tests, and 2013 FCAT results.
3	1A.3. Facilitating higher order thinking skills and ability to solve complex problems.	1A.3. Utilize higher order thinking questions in daily math lessons requiring students to solve complex problems. Ability group students in order to provide differentiation.	1A.3. Principal and Classroom Teachers	1A.3. Classroom walkthroughs and performance on class tests.	1A.3. Classworks, simulated FCAT tests, and 2013 FCAT results.

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	Increase the number of students achieving proficiency by 1% over 2012 performance levels as assessed by the FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% [1] of students scored Level 4, 5, or 6 on the FAA in Math.	51% of students will score Level 4, 5, or 6 on the FAA in Math.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1B.1.Procedural concerns with FAA assessment. Time consuming to administer. Number of students needing FAA is on the rise. Lack of familiarity with FAA testing procedures.	1B.1.Start assessment early in the assessment window to ensure adequate time is allowed. Increase usage of FAA where appropriate. Provide Professional Development to all personnel who will administer FAA. Allocate sufficient number of staff to conduct assessments.	1B.1.Principal, Guidance Counselor, ESE personnel	1B.1. Assessment Schedule Review of IEP to determine appropriate usage of FAA, training records.	1B.1. Assessment Schedule, IEP, and FAA 2013 results
2	1B.2. Lack of understanding of how to interpret and utilize FAA data to improve future performance.	1B.2. Provide Professional Development regarding FAA data.	1B.2. Professional Development Coordinator, ESE Personnel	1B.2 Guided review and interpretation of student performance data	1B.2.FAA 2013 results
3	1B.3. Implementation of computer programs designed to maximize student achievement and measure progress.	1B.3. Provide Professional Development on Classworks Utilize Classworks program 45 minutes per	1B.3. Principal, Guidance Counselor, Classroom Teachers,	1B.3. Periodic review of computer program reports.	1B.3 Classworks, and 2013 FCAT results.

		week in math.	Technology Coordinator	
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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:	Increase the number of students achieving proficiency by 1% over 2012 performance levels as assessed by the FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
22% [19] of students achieved Level 4 or higher in math.	23% of students will achieve Level 4 or higher in math.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2A.1. Implementation of Common Core Standards in grades K – 2 while continuing to use NGSSS in grades 3 – 8.	2A.1. Provide ongoing Professional Development with a math consultant to give teachers support they need during transition to Common Core at all grade levels.	2A.1. Principal and District Professional Development Coordinator.	2A.1. During classroom walkthroughs, observers will focus on standards being taught. Periodic testing and data analysis of Classworks results. Periodic review of lesson plans.	2A.1. Classroom walkthroughs, Classworks, simulated FCAT tests, and 2013 FCAT results.
2	2A.2. Implementation of computer programs designed to maximize student achievement and measure progress.	2A.2. Provide Professional Development on Classworks and Florida Achieves. Utilize Classworks program 45 minutes per week in math.	2A.2. Principal, Guidance Counselor, Classroom Teachers, Technology Coordinator	2A.2. Periodic review of computer program reports.	2A.2. Classworks, simulated FCAT tests, and 2013 FCAT results.
3	2A.3. Facilitating higher order thinking skills and ability to solve complex problems.	2A.3. Utilize higher order thinking questions in daily math lessons requiring students to solve complex problems. Ability group students in order to provide differentiation.	2A.3. Principal and Classroom Teachers	2A.3. Classroom walkthroughs and performance on class tests.	2A.3. Classworks, simulated FCAT tests, and 2013 FCAT results.

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal # 2b:	Increase the number of students achieving proficiency by 1% over 2012 performance levels as assessed by the FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% [1] of students scored at or above Level 7 on the FAA in Math.	51% of students will score at or above Level 7 on the FAA in Math.

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	2B.1.Procedural concerns with FAA assessment. Time consuming to administer. Number of students needing FAA is on the rise. Lack of familiarity with FAA testing procedures.	2B.1.Start assessment early in the assessment window to ensure adequate time is allowed. Increase usage of FAA where appropriate. Provide Professional Development to all personnel who will administer FAA. Allocate sufficient number of staff to conduct assessments.	2B.1.Principal, Guidance Counselor, ESE personnel	2B.1. Assessment Schedule Review of IEP to determine appropriate usage of FAA, training records.	2B.1. Assessment Schedule, IEP, and FAA 2013 results
2	2B.2. Lack of understanding of how to interpret and utilize FAA data to improve future performance.	2B.2. Provide Professional Development regarding FAA data.	2B.2. Professional Development Coordinator, ESE Personnel	2B.2 Guided review and interpretation of student performance data	2B.2.FAA 2013 results
3	2B.3. Implementation of computer programs designed to maximize student achievement and measure progress.	2B.3. Provide Professional Development on Classworks. Utilize Classworks program 45 minutes per week in math.	2B.3. Principal, Guidance Counselor, Classroom Teachers, Technology Coordinator	2B.3.Periodic review of computer program reports.	2B.3 Classworks, and 2013 FCAT results.

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	Increase the number of students making learning gains by 1% over 2012 performance levels as assessed by the FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
76% [62] of students made Learning Gains in math.	77% of students will make Learning Gains in math.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3A.1.Implementation of Common Core Standards in grades K – 2 while continuing to use NGSSS in grades 3 – 8.	3A.1. Provide ongoing Professional Development with a math consultant to give teachers support they need during transition to Common Core at all grade levels.	3A.1.Principal and District Professional Development Coordinator.	3A.1. During class walkthroughs, observers will focus on standards being taught. Periodic testing and data analysis of Classworks results. Periodic review of lesson plans.	3A.1. Class walkthroughs, Classworks, simulated FCAT tests, and 2013 FCAT results.
2	3A.2. Implementation of computer programs designed to maximize student achievement and measure progress.	3A.2. Provide Professional Development on Classworks and Florida Achieves. Utilize Classworks program 45 minutes per week in math.	3A.2. Principal, Guidance Counselor, Classroom Teachers, Technology Coordinator	3A.2.Periodic review of computer program reports.	3A.2. Classworks, simulated FCAT tests, and 2013 FCAT results.
3	3A.3. Facilitating higher order thinking skills and ability to solve complex problems.	3A.3. Utilize higher order thinking questions in daily math lessons requiring students to solve complex problems. Ability group to provide differentiation.	3A.3. Principal and Classroom Teachers	3A.3. Classroom walkthroughs and performance on class tests.	3A.3. Classworks, simulated FCAT tests, and 2013 FCAT results.

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

of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	At least 50% of students assessed with the FAA will show learning gains in Math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
No students tested with FAA in math in 2011.	50% of students assessed with FAA will show learning gains in Math.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3B.1.Procedural concerns with FAA assessment. Time consuming to administer. Number of students needing FAA is on the rise. Lack of familiarity with FAA testing procedures.	3B.1.Start assessment early in the assessment window to ensure adequate time is allowed. Increase usage of FAA where appropriate. Provide Professional Development to all personnel who will administer FAA. Allocate sufficient number of staff to conduct assessments.	3B.1.Principal, Guidance Counselor, ESE personnel	31B.1. Assessment Schedule Review of IEP to determine appropriate usage of FAA, training records.	3B.1. Assessment Schedule, IEP, and FAA 2013 results
2	3B.2. Lack of understanding of how to interpret and utilize FAA data to improve future performance.	3B.2. Provide Professional Development regarding FAA data.	3B.2. Professional Development Coordinator, ESE Personnel	3B.2 Guided review and interpretation of student performance data	3B.2.FAA 2013 results
3	3B.3. Implementation of computer programs designed to maximize student achievement and measure progress.	3B.3. Provide Professional Development on Classworks. Utilize Classworks program 45 minutes per week in math.	3B.3. Principal, Guidance Counselor, Classroom Teachers, Technology Coordinator	3B.3.Periodic review of computer program reports.	3B.3 Classworks and 2013 FCAT results.

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	Increase the number of students making learning gains by 1% over 2012 performance levels as assessed by the FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
76% [16] of students in the lowest 25% made Learning Gains in math.	77% of students in the lowest 25% will make Learning Gains in math.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	4A.1.Implementation of Common Core Standards in grades K – 2 while continuing to use NGSSS	4A.1. Provide ongoing Professional Development with a math consultant to give teachers support	4A.1.Principal and District Professional Development	4A.1. During class room walkthroughs, observers will focus on standards being taught.	4A.1. Classroom walkthroughs, Classworks, simulated FCAT

1	in grades 3 – 8.	they need during transition to Common Core at all grade levels.	Coordinator.	Periodic testing and data analysis of Classworks results. Periodic review of lesson plans.	tests, and 2013 FCAT results.
2	4A.2. Implementation of computer programs designed to maximize student achievement and measure progress.	4A.2. Provide Professional Development on Classworks and Florida Achieves. Utilize Classworks program 45 minutes per week in math.	4A.2. Principal, Guidance Counselor, Classroom Teachers, Technology Coordinator	4A.2.Periodic review of computer program reports.	4A.2. Classworks, simulated FCAT tests, and 2013 FCAT results.
3	4A.3. Mastery of basic skills.	4A.3. Utilize higher order thinking questions in daily math lessons requiring students to solve complex problems. Ability group to provide differentiation.	4A.3. Principal and Classroom Teachers	4A.3. Classroom walkthroughs and performance on class tests.	4A.3. Classworks, simulated FCAT tests, and 2013 FCAT results.
4	4A.3. Mastery of basic skills.	4A.3. Utilize higher order thinking questions in daily math lessons requiring students to solve complex problems. Ability group to provide differentiation.	4A.3. Principal and Classroom Teachers	4A.3. Classroom walkthroughs and performance on class tests.	4A.3. Classworks, simulated FCAT tests, and 2013 FCAT results.

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target						
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Middle School Mathematics Goal # Increase Middle School Math scores from 59% (2011-12) to 77% (2016-2017) 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	59%	63%	66%	70%	73%	

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:	Increase white subgroup math scores
2012 Current Level of Performance:	2013 Expected Level of Performance:
76% [62] of white students made Learning Gains in math.	77% of white students will make learning gains in math

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5B.1.Implementation of Common Core Standards in grades K – 2 while continuing to use NGSSS in grades 3 – 8.	5B.1. Provide ongoing Professional Development with a math consultant to give teachers support they need during transition to Common Core at all grade levels.	5B.1.Principal and District Professional Development Coordinator.	5B.1. During class walkthroughs, observers will focus on standards being taught. Periodic testing and data analysis of Classworks results. Periodic review of lesson	5B.1. Class walkthroughs, Classworks, simulated FCAT tests, and 2013 FCAT results.

				plans.	
2	5B.2. Implementation of computer programs designed to maximize student achievement and measure progress.	5B.2. Provide Professional Development on Classworks and Florida Achieves. Utilize Classworks program 45 minutes per week in math.	5B.2. Principal, Guidance Counselor, Classroom Teachers, Technology Coordinator	5B.2. Periodic review of computer program reports.	5B.2. Classworks, simulated FCAT tests, and 2013 FCAT results.
3	5B.3. Facilitating higher order thinking skills and ability to solve complex problems.	5B.3. Utilize higher order thinking questions in daily math lessons requiring students to solve complex problems. Ability group to provide differentiation.	5B.3. Principal and Classroom Teachers	5B.3. Classroom walkthroughs and performance on class tests.	5B.3. Classworks, simulated FCAT tests, and 2013 FCAT results.

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	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
No Data Submitted				

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	Increase the number of students making learning gains by 1% over 2012 performance levels as assessed by the FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (8) of students with disabilities made Learning Gains in math.	51% of students with disabilities will make learning gains in math

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5D.1. Implementation of Common Core Standards in grades K – 2 while continuing to use NGSSS in grades 3 – 8.	5D.1. Provide ongoing Professional Development with a math consultant to give teachers support they need during transition to Common Core at all grade levels.	5D.1. Principal and District Professional Development Coordinator.	5D.1. During class room walkthroughs, observers will focus on standards being taught. Periodic testing and data analysis of Classworks results.	5D.1. Classroom walkthroughs, Classworks, simulated FCAT tests, and 2013 FCAT results.

				Periodic review of lesson plans.	
2	5D.2. Implementation of computer programs designed to maximize student achievement and measure progress.	5D.2. Provide Professional Development on Classworks and Florida Achieves. Utilize Classworks program 45 minutes per week in math.	5D.2. Principal, Guidance Counselor, Classroom Teachers, Technology Coordinator	5D.2. Periodic review of computer program reports.	5D.2. Classworks, simulated FCAT tests, and 2013 FCAT results.
3	5D.3. Mastery of basic skills.	5D.3. Utilize higher order thinking questions in daily math lessons requiring students to solve complex problems. Ability group to provide differentiation.	5D.3. Principal and Classroom Teachers	5D.3. Classroom walkthroughs and performance on class tests.	5D.3. Classworks, simulated FCAT tests, and 2013 FCAT results.

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

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	Achieve learning gains in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
59% of economically disadvantaged students made Learning Gains in mathematics.	60% of economically disadvantaged students will make Learning Gains in mathematics.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Reliable and criterion based data needed for monitoring of student progress.	Utilize ClassWorks assessment data for ongoing progress monitoring in Math.	Principal and teachers.	Periodic testing and data analysis of ClassWorks reports. Review of ClassWorks data and review lesson plans.	ClassWorks results and lesson plans.
2	Implementation of NGSSS/Common Core in all grade levels.	Utilize the Math program that is designed to meet the new standards.	Principal and teachers.	Mastery of skills on benchmark and chapter assessments.	Benchmark and chapter assessments.
3	Facilitating higher order thinking skills.	Utilize higher order thinking questions provided in daily math lessons.	Principal	Classroom walkthroughs	FCAT
4	Grasping abstract Math concepts	Utilize Math manipulatives to enhance Math instruction.	Principal and teachers	Classroom walkthroughs	FCAT

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:	Increase enrollment to a minimum of 50% of eligible students while achieving an increase of 1% over 2012 results.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
38% [3] of students scored a level 3.	39% of students will score a level 3.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1.Experienced math teacher, but will be teaching this course for the first time	1.1. Additional Professional Development with a math consultant and ongoing support throughout the year	1.1. Principal, Professional Development Coordinator, Teacher	1.1. Progress monitoring data, classroom assessments, FCAT focus results	1.1. Classworks, classroom assessments, benchmark assessments, EOC Exam results
2	1.2. Challenging coursework	1.2. Scaffolded instruction to maximize success	1.2. Teacher	1.2. Classroom walkthroughs, progress monitoring data, classroom assessments, FCAT focus results	1.2.Classworks, classroom assessments, benchmark assessments, EOC Exam results
3	1.3. Small population from which to draw students	1.3. Careful selection of students based upon prior year FCAT data	1.3. Principal, Guidance Counselor	1.3. Progress monitoring data, classroom assessments, FCAT focus results	1.3. Classworks, classroom assessments, benchmark assessments, EOC Exam 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 Algebra. Algebra Goal #2:	Increase enrollment to a minimum of 50% of eligible students while achieving an increase of 1% over 2012 results.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
50% [4] of students scored a level 4 or higher	51% of students will score a level 4 or higher.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1.Experienced math teacher, but will be teaching this course for the first time	2.1. Additional Professional Development with a math consultant and ongoing support throughout the year	2.1. Principal, Professional Development Coordinator, Teacher	2.1. Progress monitoring data, classroom assessments, FCAT focus results	2.1. Classworks, classroom assessments, benchmark assessments, EOC Exam results
2	2.2. Challenging coursework	2.2. Scaffolded instruction to maximize success	2.2. Teacher	2.2. Classroom walkthroughs, progress monitoring data, classroom assessments, FCAT focus results	2.2.Classworks, classroom assessments, benchmark assessments, EOC Exam results
3	2.3. Small population from which to draw students	2.3. Careful selection of students based upon prior year FCAT data	2.3. Principal, Guidance Counselor	2.3. Progress monitoring data, classroom assessments, FCAT focus results	2.3. Classworks, classroom assessments, benchmark assessments, EOC Exam results

Geometry End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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
Math Standards and Instruction	K – 8	Linda Walker	Teachers will meet in grade level groups	Summer of 2012	IPDP's and Inservice Records	Principal and Classroom Teachers
Algebra/Geometry Standards and Instruction	Algebra Teacher	Linda Walker	Algebra Teacher	Summer of 2012	IPDP's and Inservice Records	Principal and Classroom Teachers

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
K-6 Curriculum Alignment Math, MJ Math and Algebra	Linda Walker	Title I Title II	\$4,400.00
			Subtotal: \$4,400.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$4,400.00

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.		Increase the number of students achieving proficiency by 1% over 2012 performance levels as assessed by the FCAT.			
Science Goal #1a:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
30% [18] of students achieved proficiency in science.		31% of students will achieve proficiency in science.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool

			Monitoring	Strategy	
1	1A.1. Reliable and criterion based data needed for monitoring of student progress.	1A.1. Utilize benchmark assessment data for ongoing progress monitoring in Science.	1A.1. Principal and teachers.	1A.1. Periodic testing and data analysis of benchmark assessments. Progress monitoring through Performance Matters.	1A.1. Benchmark assessments. Performance Matters.
2	1A.2. Fully utilizing available computer programs to maximize student achievement.	1A.2. Utilize computer labs and classroom computers as needed.	1A.2. Principal, Technology Coordinator, and Classroom Teachers	1A.2. Monitoring various computer program reports.	1A.2. Various computer program reports as well as usage logs.
3	1A.3. Comprehension of science (nonfiction) texts.	1A.3. Science teachers will incorporate reading strategies into lessons.	1a.3. Principal, Classroom Teachers, Reading Specialist	1A.3. Classroom walkthroughs and review of lesson plans.	1A.3. Class tests and FCAT 2013 results.

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	Maintain high levels of performance on the FAA Science even as numbers of students assessed by FAA increases.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% of students scored at Levels 4, 5, or 6 on the FAA in Science	No more than 50% of students will score at levels 4, 5, or 6 on the FAA in Science.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1B.1.Procedural concerns with FAA assessment. Time consuming to administer. Number of students needing FAA is on the rise. Lack of familiarity with FAA testing procedures.	1B.1.Start assessment early in the assessment window to ensure adequate time is allowed. Increase usage of FAA where appropriate. Provide Professional Development to all personnel who will administer FAA. Allocate sufficient number of staff to conduct assessments.	1B.1.Principal, Guidance Counselor, ESE personnel	1B.1. Assessment Schedule Review of IEP to determine appropriate usage of FAA, training records.	1B.1. Assessment Schedule, IEP, and FAA 2013 results
2	1B.2. Lack of understanding of how to interpret and utilize FAA data to improve future performance.	1B.2. Provide Professional Development regarding FAA data.	1B.2. Professional Development Coordinator, ESE Personnel	1B.2 Guided review and interpretation of student performance data	1B.2.FAA 2013 results
3	1B.3. Comprehension of science (nonfiction) texts.	1B.3. Science teachers will incorporate reading strategies into lessons providing additional scaffolding for ESE students as needed.	1B.3. Principal, Classroom Teachers, Reading Specialist	1B.3. Classroom walkthroughs and review of lesson plans.	1B.3. Class tests and FCAT 2013 results.

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science.	Increase the number of students achieving proficiency by 1% over 2012 performance levels as assessed by
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Science Goal #2a:	the FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
12% [7] of students scored Level 4 or higher in science.	13% of students will score Level 4 or higher in science.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2A.1. Reliable and criterion based data needed for monitoring of student progress..	2A.1. Utilize benchmark assessment data for ongoing progress monitoring in Science.	2A.1. Principal and teachers.	2A.1. Periodic testing and data analysis of benchmark assessments.	2A.1. Benchmark assessments.
2	2A.2. Fully utilizing available computer programs to maximize student achievement.	2A.2. Utilize computer labs and classroom computers as needed.	2A.2. Principal, Technology Coordinator, and Classroom Teachers	2A.2. Monitoring various computer program reports.	2A.2. Various computer program reports as well as usage logs.
3	2A.3. Comprehension of science (nonfiction) texts.	2A.3. Science teachers will incorporate reading strategies into lessons.	2a.3. Principal, Classroom Teachers, Reading Specialist	2a.3. Classroom walkthroughs and review of lesson plans.	2a.3. Class tests and FCAT 2013 results.

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	Maintain high levels of performance on the FAA Science even as numbers of students assessed by FAA increases.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% [1] of students tested scored at or above Level 7 in Science.	100% of students tested will score at or above Level 7 in Science.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2B.1.Procedural concerns with FAA assessment. Time consuming to administer. Number of students needing FAA is on the rise. Lack of familiarity with FAA testing procedures.	2B.1.Start assessment early in the assessment window to ensure adequate time is allowed. Increase usage of FAA where appropriate. Provide Professional Development to all personnel who will administer FAA. Allocate sufficient number of staff to conduct assessments.	2B.1.Principal, Guidance Counselor, ESE personnel	2B.1. Assessment Schedule Review of IEP to determine appropriate usage of FAA, training records.	2B.1. Assessment Schedule, IEP, and FAA 2013 results
2	2B.2. Lack of understanding of how to interpret and utilize FAA data to improve future performance.	2B.2. Provide Professional Development regarding FAA data.	2B.2. Professional Development Coordinator, ESE Personnel	2B.2 Guided review and interpretation of student performance data	2B.2.FAA 2013 results

3	2B.3. Comprehension of science (nonfiction) texts.	2B.3. Science teachers will incorporate reading strategies into lessons providing additional scaffolding for ESE students as needed.	2B.3. Principal, Classroom Teachers, Reading Specialist	2B.3. Classroom walkthroughs and review of lesson plans.	2B.3. Class tests and FCAT 2013 results.
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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
Performance Matters	3-8 Science	Jason Fowler	3-8 Science Teachers	2012-2013 School Year	IPDPs and Inservice Records	Principal, Science Teachers
Science Workshop with Donna Szyrka	3 – 8 Science	Donna Szyrka	3- 8 Science teachers	Summer 2012	IPDPs and Inservice Records	Principal, Science Teachers

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Curriculum Alignment Science	Donna Szyrka	Title I Title II	\$2,500.00
			Subtotal: \$2,500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$2,500.00

End of Science Goals

Writing Goals

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

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

1a. FCAT 2.0: Students scoring at Achievement Level

3.0 and higher in writing. Writing Goal #1a:	Increase the number of students achieving proficiency by 1% over 2012 performance levels as assessed by the FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
79% of students achieved proficiency in writing.	80% of students will achieve proficiency in writing.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1A.1.Ongoing monitoring of student progress in writing.	1A.1. Liberty Writes is administered quarterly in all grade levels.	1A.1.Reading Specialist and Teachers	1A.1.Liberty Writes, Writers' Notebooks, and portfolios	1A.1. Liberty Writes, Bi-weekly assessments, My Access, and FCAT Writes
2	1A.2. Poor spelling skills	1A.2. Increase accountability for correct spelling of commonly used words through the use of word walls and other spelling resources during writing practice	1A.2. Principal, Teachers	1A.2. Liberty Writes, Writers' Notebooks, and Portfolios	1A.2. Liberty Writes, Bi-weekly assessments, Portfolios, My Access, and FCAT Writes
3	1A.3. Sufficient Practice	1A.3. Revision and editing process will be explicitly taught and seen in student writing drafts	1A.3. Principal, Teachers	1A.3. Writers' Notebooks, Portfolios, My Access	1A.3. Liberty Writes, Bi-weekly assessments, My Access, Portfolios, and FCAT Writes 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 group:

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	Achieve high levels of proficiency as the number of students assessed with FAA increases.
2012 Current Level of Performance:	2013 Expected Level of Performance:
No students tested in writing using FAA in 2012.	Unknown, dependent upon enrollment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1B.1.Procedural concerns with FAA assessment. Time consuming to administer. Number of students needing FAA is on the rise. Lack of familiarity with FAA testing procedures.	1B.1.Start assessment early in the assessment window to ensure adequate time is allowed. Increase usage of FAA where appropriate. Provide Professional Development to all personnel who will administer FAA. Allocate sufficient	1B.1.Principal, Guidance Counselor, ESE personnel	1B.1. Assessment Schedule Review of IEP to determine appropriate usage of FAA, training records.	1B.1. Assessment Schedule, IEP, and FAA 2013 results

		number of staff to conduct assessments.			
2	1B.2. Sufficient Practice	1B.2. Revision and editing process will be explicitly taught and seen in student writing drafts	1B.2. Principal, Teachers	1B.2. Writers' Notebooks, Portfolios,	1B.2. Liberty Writes, Portfolios, and FCAT Writes 2013.

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
Liberty Writes Rubric	ALL	Lara Deason	Liberty Writes Scoring Team	Summer 2012	Quarterly Scoring Meetings	Lara Deason and Scoring Team

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
Computer Based Instruction	My Access	Title I	\$3,000.00
			Subtotal: \$3,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Writing Strategies Training	Transition to new writing standards	Title I	\$1,500.00
			Subtotal: \$1,500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$4,500.00

End of Writing Goals

Civics End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Civics. Civics Goal #1:	75% of students will score proficient on the Civics EOC.

2012 Current Level of Performance:			2013 Expected Level of Performance:		
na			75% of students will score proficient on the Civics EOC.		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. New curriculum standards	1.1 Teachers will align curriculum to Civics standards to ensure success on the End of Course Exam.	1.1. Teachers	1.1. Classroom Walkthroughs	1.1.Civics EOC

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

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

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Civics curriculum alignment	7th grade Civics	Law Education Foundation	Jeri Flowers	July, 2012	Implementation of Civics standards with fidelity	Principal Classroom teacher

Civics Budget:

Strategy	Description of Resources	Funding Source	Available Amount
Purchase of research based instructional materials	Civics Textbooks	Instructional materials allocation	\$5,000.00
			Subtotal: \$5,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Civics	Textbook company will provide training and facilitate fidelity of use of resources	Instructional materials Allocation	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$5,000.00

End of Civics Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Attendance		Decrease the number of students with excessive absences (missing more than 5 days per nine weeks) and tardies (tardy more than 5 times per nine weeks).			
Attendance Goal # 1:					
2012 Current Attendance Rate:		2013 Expected Attendance Rate:			
89% [310]		90%			
2012 Current Number of Students with Excessive Absences (10 or more)		2013 Expected Number of Students with Excessive Absences (10 or more)			
11% [40]		10%			
2012 Current Number of Students with Excessive Tardies (10 or more)		2013 Expected Number of Students with Excessive Tardies (10 or more)			
2% [7]		1%			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	1.1. Parent involvement and support.	1.1. Keeping parents involved in their child's attendance records and	1.1. Data Entry and Guidance	1.1. Analysis of attendance data	1.1. Attendance records, truancy court dockets

1		aggressively pursuing those in violation of the attendance policy. Utilizing the automated calling system (AlertNow) that notifies parents of student absence on a daily basis.		
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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
Meetings with SRO, Principal, Guidance, District Truancy Officer, and Data Entry Personnel	All	District Truancy Officer	SRO, Truancy Officer, Principal, Guidance, Data Entry Personnel	As needed	Monitor attendance weekly and contact parent as needed	Guidance, Principal, Data Entry Personnel

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:

1. Suspension Suspension Goal # 1:	Reduce the number of in school and out of school suspensions
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
30 incidents 52 days	29 or less incidents
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
19 students	18 or less students
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
18 incidents 34 days	17 or less incidents
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
9 students	8 or less students

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Discipline Action Plan needs to be reviewed and revised as needed.	1.1. Leadership team will discuss Discipline Action Plan and ensure that it is effective and appropriate for all grade levels.	1.1. Leadership Team	1.1. FOCUS records evaluation	1.1. FOCUS
2	1.2. PBS (Positive Behavior Support) team needs to be reorganized	1.2. Reorganize the PBS team and provide professional development in PBS as needed.	1.2. PBS Team, Principal, Guidance Counselor	1.2. FOCUS records evaluation	1.2. FOCUS
3	1.3. No personnel to cover ISS	1.3. Restructure ISS to allow a consistent paraprofessional to supervise and implement character education during ISS	1.3. Principal, Guidance, ISS Personnel	1.3. Suspension records	1.3. FOCUS

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
PBS Training	All	PBS Team	K-8 Teachers	Ongoing	Classroom Walkthroughs, Focus records review	PBS team, Principal, Guidance
RTIb/Positive Behavioral Support	ALL	Dr. Bailey	PBS/RTIb Team (Aaron Day, Beckie Black, Judith Peddie, and Whitney Holcomb)	Summer 2012	Classroom Walkthroughs, Focus Records Review, RTIb Meetings once a month	RTIb/PBS Team

Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:

1. Parent Involvement Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	Improve communication and involvement between parents and teachers.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
Less than 30% on a regular basis.	31% participate on a regular basis.
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Many parents work in locations that are too far from the school to allow for easy participation.	1.1. Provide more information regarding volunteer opportunities after school hours	1.1. Leadership Team, Principal, Guidance, Classroom Teachers	1.1. Feedback from parents, number of parents involved	1.1. Parent Surveys, Sign-in Sheets
2	1.2. Parents are unaware of how they can assist their children academically.	1.2. Provide more information through bi-weekly Family Math and Family Reading Nights.	1.2. Family Reading and Family Math Committee Members	1.2. Sign-in Sheets	1.2. Parent Surveys, Sign-in Sheets.
3	1.3 Parents are unaware of many of the school's activities.	1.3. Conduct Open House at the beginning of the year. Classes send weekly, or bi-weekly newsletters, update marquee in a timely manner.	1.3. Principal, Classroom Teachers, Media	1.3. Sign-in sheets, copies of newsletters, parent feedback	1.3. Parent Surveys, Sign-in Sheets, Parent Contact Logs

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

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

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

Parent Involvement Budget:

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

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

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

Based on the analysis of school data, identify and define areas in need of improvement:				
1. STEM				
STEM Goal #1:				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

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

STEM Budget:

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

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

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:				
1. CTE				
CTE Goal #1:				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

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

CTE Budget:

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

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

End of CTE Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Informational Text	Text exemplars	Reading Allocation	\$2,000.00
Reading	SpringBoard Consumable Text	SpringBoard Consumable Text	Instructional materials	\$2,158.00
Civics	Purchase of research based instructional materials	Civics Textbooks	Instructional materials allocation	\$5,000.00
				Subtotal: \$9,158.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Writing	Computer Based Instruction	My Access	Title I	\$3,000.00
				Subtotal: \$3,000.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Kathy Oropolla	Professional Development Common Core Reading	Title I Title II	\$5,500.00
Mathematics	K-6 Curriculum Alignment Math, MJ Math and Algebra	Linda Walker	Title I Title II	\$4,400.00
Science	Curriculum Alignment Science	Donna Szyrka	Title I Title II	\$2,500.00
Writing	Writing Strategies Training	Transition to new writing standards	Title I	\$1,500.00
Civics	Civics	Textbook company will provide training and facilitate fidelity of use of resources	Instructional materials Allocation	\$0.00
				Subtotal: \$13,900.00
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: \$26,058.00

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 10/24/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Please verify the

statement above by selecting "Yes" or "No" below.

✓ Yes. Agree with the above statement.

Describe projected use of SAC funds	Amount
No data submitted	

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

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

Liberty School District HOSFORD ELEMENTARY JUNIOR HIGH SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	79%	77%	89%	57%	302	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	67%	62%			129	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	58% (YES)	61% (YES)			119	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					550	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Liberty School District HOSFORD ELEMENTARY JUNIOR HIGH SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	82%	78%	88%	63%	311	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	71%	77%			148	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	65% (YES)	64% (YES)			129	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					588	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested