

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: DR. ROLANDO ESPINOSA K-8 CENTER

District Name: Dade

Principal: Reva A. Vangates

SAC Chair: Emma Romero

Superintendent: Alberto M. Carvalho

Date of School Board Approval: Pending

Last Modified on: 10/9/2012

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

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

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Reva A. Vangates	Degree(s): Bachelors of Science – English Masters of Science – Educational Leadership Certification(s): Educational Leadership	5	16	'12 '11 '10 '09 '08 School Grade A A A * C AMO Reading: 87 AMO Math: 86 High Standards Rdg. 69 84 85 47 High Standards Math 68 83 83 64 Lrng Gains-Rdg. 77 76 79 60 Lrng Gains-Math 77 73 71 77 Gains-Rdg-25% 75 65 76 47 Gains-Math-25% 77 68 65 83 *Planning Year
Assis Principal	Felicia Diaz	Degree(s): Bachelors of Science – Elementary Education Certification(s): Elementary Education (1-6), ESOL (K-12), Educational	1	5	'12 '11 '10 '09 '08 School Grade A A B A A AMO Reading: 87 AMO Math: 86 High Standards Rdg. 69 88 83 81 81 High Standards Math 68 88 82 77 77 Lrng Gains-Rdg. 77 77 70 78 64 Lrng Gains-Math 77 56 67 66 56 Gains-Rdg-25% 75 78 49 77 57

		Leadership (K-12), and SPED (K-12)			Gains-Math-25% 77 63 70 73 59
Assis Principal	Stanley L. Nelson	Degree(s): Bachelors of Science – Political Science, Student Education Masters of Science – Educational Leadership Certification(s): Political Science (6-12), Social Science (5-9), and Educational Leadership (K-12)	2	3	'12 '11 '10 '09 '08 School Grade A D D D C AMO Reading: 87 AMO Math: 86 High Standards Rdg. 69 36 35 35 35 High Standards Math 68 32 41 35 36 Lrng Gains-Rdg. 77 56 51 14 54 Lrng Gains-Math 77 52 61 59 65 Gains-Rdg-25% 75 76 60 69 61 Gains-Math-25% 77 64 60 65 69
Assis Principal	Estela M. Rodriguez	Degree(s): Bachelors of Science - Elementary Education Masters of Science - ESOL Certification(s): Elementary Education (1 – 6), ESOL (K-12), and Educational Leadership (K-12)	1	1	'12 '11 '10 '09 '08 School Grade A B A A A AMO Reading: 87 AMO Math: 86 High Standards Rdg. 69 73 73 65 71 High Standards Math 68 81 81 76 79 Lrng Gains-Rdg. 77 63 66 67 70 Lrng Gains-Math 77 65 70 64 72 Gains-Rdg-25% 75 49 70 69 71 Gains-Math-25% 77 69 68 60 68
Assis Principal	Liliana D. Suarez	Degree(s): Bachelors of Science - Elementary Education Masters in Science – Educational Leadership Certification(s): Elementary Education (1-6), ESOL (K-12), Educational Leadership (K-12), Gifted (K-12)	5	6	'12 '11 '10 '09 '08 School Grade A A A A A AMO Reading: 87 AMO Math: 86 High Standards Rdg. 69 79 84 85 71 High Standards Math 68 79 83 83 79 Lrng Gains-Rdg. 77 72 76 79 70 Lrng Gains-Math 77 66 73 71 72 Gains-Rdg-25% 75 75 65 76 71 Gains-Math-25% 77 65 68 65 68

INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading Coach	Robin F. Ward	Degree: Bachelors of Science – Elementary Education Certification(s): Early Childhood Education (K-3), Elementary Education (K-5), Reading (K-12)	5	4	'12 '11 '10 '09 '08 School Grade A A A A A AMO Reading: 87 AMO Math: 86 High Standards Rdg. 69 79 84 85 63 High Standards Math 68 79 83 83 70 Lrng Gains-Rdg. 77 72 76 79 62 Lrng Gains-Math 77 66 73 71 70 Gains-Rdg-25% 75 75 65 76 61 Gains-Math-25% 77 65 68 65 71

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	Provide mentoring through collaborative process for beginning teachers which provides access to veteran teachers in order to facilitate comprehensive information. This collaborative effort between teachers will enhance student achievement, allows collaborative reflection, supports sharing of best practices, and standardizes analysis of student work and academic achievement.	Principal, Instructional Coach, Grade Level Chairpersons, Teacher Mentors, Reading Literacy Team	Ongoing	
2	Coordinate internship availability between local universities and Dr. Rolando Espinosa K-8 Center K-8 Center, therefore increasing the number of Highly Qualified candidates for employment at Dr. Rolando Espinosa K-8 Center K-8 Center.	Principal and Assistant Principals	Ongoing	
3	Acknowledging teachers that achieve outstanding student performance throughout the school year.	Principal and Assistant Principals	Ongoing	

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
7.87% (18)	Assist teachers in preparing for state-mandated subject area certification examinations in order to meet the highly-qualified teacher requirement. Refer teachers to professional developments in test tutorial sessions offered at local universities by content experts.

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
104	3.8%(4)	45.2%(47)	35.6%(37)	15.4%(16)	41.3%(43)	77.9%(81)	8.7%(9)	1.0%(1)	60.6%(63)

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
N/A	N/A	N/A	N/A

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

N/A

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

N/A

Title III

N/A

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

N/A

Nutrition Programs

N/A

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

N/A

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Dr. Rolando Espinosa K-8 Center's school-based MTSS/RtI Leadership Team consists of:

Principal
Assistant Principal (Primary)
Assistant Principal (Intermediate)
Assistant Principal (Middle School - Reading/Social Studies)
Assistant Principal (Middle School – Math/Science)
Reading Coach
Counselor (Primary)
Counselor (Intermediate)
Technology Specialist
Kindergarten Chairperson
First Grade Chairperson
Second Grade Chairperson
Third Grade Chairperson
Fourth Grade Chairperson
Fifth Grade Chairperson
Sixth Grade Department Head
Seventh Grade Department Head
Eighth Grade Department Head

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

The MTSS/RtI Leadership Team will meet three times a year to review the Tier 1 Problem-Solving process, set Tier 1 goals, and monitor academic and behavior data in order to identify students in need of support. Data will be collected and analyzed in order to determine professional development needed for faculty as indicated by group or individual student diagnostic and process monitoring assessment. The MTSS/RtI Leadership Team will communicate findings to the faculty through data chats, grade level meetings, and faculty meetings. Standards, curriculum, and instruction will be reviewed through ongoing progress monitoring (OPM) for all interventions and the data will be analyzed utilizing the Tier 2 Problem-Solving process after each OPM. The team will develop a plan for implementation of intervention strategies based on findings. Data will be reviewed on a regular basis to determine the efficacy of the intervention plan.

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?

Through the MTSS/RtI process, the MTSS/RtI Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis. The team will monitor teachers to assure the fidelity of the program, as well as provide levels of support and interventions to students based on the 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.

Dr. Rolando Espinosa K-8 Center will utilize data to guide instructional decisions and system procedures for all students by:

- adjusting the delivery of curriculum and instruction to meet the specific needs of the students
- adjusting the delivery of behavior management systems
- adjusting the allocation of school-based resources
- driving decisions regarding targeted professional development
- creating student growth trajectories in order to identify and develop interventions

Dr. Rolando Espinosa K-8 Center will utilize the following data sources:

Academic

- Baseline data: Progress Monitoring and Reporting Network (PMRN), Florida Comprehensive Assessment Test 2.0 (FCAT), School based Pre-test in core subject areas in all grade levels, EduSoft, and Florida Assessment for Instruction in Reading (FAIR).
- Midyear data: Florida Assessments for Instruction in Reading (FAIR), Winter Interims
- End of Year: School-Based Post-Tests, FCAT scores, and Final Examinations

Data analysis will take place through quarterly Data Chats.

Behavior

- Student Case Management System
- Detentions

- Suspensions/expulsions
- Referrals
- Attendance

Describe the plan to train staff on MTSS.

Dr. Rolando Espinosa K-8 Center will provide professional development (PD) during the teachers' common planning time and on selected Wednesdays throughout the year. An overview of MTSS/RtI will be presented during the Opening of School Faculty Meeting and on an as needed basis.

Describe the plan to support MTSS.

The plan to support MTSS/RtI at Dr. Rolando Espinosa K-8 Center includes:

- Actively involving the MTSS/RtI Leadership Team to provide visible connections between a MTSS/RtI framework and the schools mission statement.
- Align policies and procedures across all different levels (i.e. classrooms, grade levels, district, and state).
- Facilitate ongoing use of the Problem-Solving process to support the planning, implementation, and evaluation of the effectiveness of services.
- Establish strong, positive, and ongoing collaborative partnerships with all stakeholders who provide education services to our students.
- Offer support to assist staff members and teachers through problem-solving efforts.
- Provide ongoing data-driven professional development activities that align to core student goals and staff needs.
- Communicate outcomes with stakeholders while celebrating successes.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The Literacy Team consists of :

Reva A. Vangates, Principal
 Felicia Diaz, Assistant Principal
 Stanley L. Nelson, Assistant Principal
 Estela M. Rodriguez, Assistant Principal
 Lilliana Suarez, Assistant Principal
 Robin Ward, Reading Coach
 Maria Gonzalez, Media Specialist
 Allison Faehnle, Reading Teacher
 Claudia Perez, Reading Teacher
 Emma Romero, Reading Teacher
 Camille Lopez, Reading Teacher
 Jessica Macia, Reading Teacher
 Melissa Travieso, Language Arts Teacher
 Margaret Shepard, Language Arts Teacher
 Cynthia Saavedra, Language Arts Teacher

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

The Literacy Leadership Team (LLT) meets once a month to discuss professional development, reading issues, trends, strategies, assessments, data, and interventions. The principal selects members that are highly qualified professionals that will work to improve literacy instruction. The principal will encourage school-wide literacy across all content areas by being an active participant in all Literacy Leadership Team meetings and activities. The principal will provide the resources needed to the LLT. The Reading Coach will share experience in reading instruction to assist the team in making instructional decisions. The Reading Coach together with the team will work to ensure the implementation of the K-12 CRRP effectively. The Reading Coach in collaboration with the team will create a school-wide focus on literacy by organizing model classrooms, conferencing with teachers and administrators and providing professional development. In addition, the LLT will maintain a connection with the MTSS/RtI process by utilizing the RtI problem solving approach to ensure that a multi-tiered system of reading support is present and effective. Additionally, the LLT will develop Lesson Studies that focus on developing and implementing instructional routines that utilize complex text and incorporate text dependent questions. Multi-disciplinary teams will develop lessons that provide students with the opportunity for research and incorporate writing throughout.

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

- Implementation of MTSS/RtI
- Continue the successful use of FAIR (screening, ongoing progress monitoring, and end of year outcome)
- Implementation of Four Square Writing Across the Grade Levels (2nd grade through 8th grade)
- Reading Strategies in the Content Area
- Successful implementation of the K-12 CRRP

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

N/A

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

The District Pacing Guides will provide teachers with the framework to facilitate reading strategies in addition to their general academic curriculum as well as align the focus to meet all Common Core State Standards. The implementation of practical and effective reading strategies and resources, as well as genre focus in all subject areas will be utilized across the curriculum. In the area of Science, the students are to read biographies of scientists and inventors that have impacted the field of Science and the development of modern society through technology, innovation, and industry. In the Social Studies subject areas, the curriculum and instruction will aim to immerse the students in reference-based resources in order to develop their ideas, support their learning, and foster critical thinking skills. Mathematics will utilize reading strategies through the development of critical thinking skills, vocabulary, and word problems. The implementation of these strategies will be monitored regularly through classroom observations, review of lesson plans, and assessment data by the school's reading coach and technology specialist.

*High Schools Only

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

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

N/A

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

N/A

Postsecondary Transition

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

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

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The results of the 2012 FCAT 2.0 Reading Test indicate that 26% of students achieved level 3 proficiency. Our goal for the 2012-2013 school year is to increase level 3 student proficiency by 2 percentage points to 28%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
26% (298)	28% (326)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>The area of deficiency overall as noted on the 2012 administration of the FCAT 2.0 Reading test for grade 3 and 5 was Reporting Category 2, Reading Application.</p> <p>Students demonstrate difficulty understanding author's purpose, main idea, compare/contrast, and text features.</p>	<p>Provide opportunities for students to utilize Reciprocal Teaching, Think Alouds, and Think/Pair/Share strategies during whole/small group instruction utilizing grade-level appropriate texts including identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining/explaining and recognizing the author's perspective in text.</p> <p>Provide opportunities for students to utilize how-to articles, brochures, fliers and other real-world documents to identify text features (subtitles, headings, charts, graphs, diagrams, etc.) and to locate, interpret and organize information.</p>	LLT and MTSS/RtI Leadership Team	The MTSS/RtI team will monitor monthly classroom assessments utilizing the FCIM model focusing on students' ability to make connections within and across texts.	<p>Formative: Weekly classroom assessments, SuccessMaker, Baseline Benchmark Assessments, District Interim Assessments (Fall & Winter), FLKRS, FAIR, and student work.</p> <p>Summative: 2013 FCAT 2.0 Reading Assessment</p>
2	<p>The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test for grade 4 and 8 was Reporting Category 3, Literary Analysis.</p> <p>Students demonstrate difficulty understanding character development, point of view, and</p>	<p>The students will require instruction aligned with the Common Core Standards in identifying the elements of character development and point of view through the use of appropriate grade level text varying in difficulty.</p> <p>The students will utilize</p>	LLT and MTSS/RtI Leadership Team Reading Department Head	The MTSS/RtI team will monitor monthly classroom assessments utilizing the FCIM model focusing on the students' knowledge of character development, point of view and the author's use of Figurative/Descriptive language.	<p>Formative: Weekly classroom assessments, SuccessMaker, Baseline Benchmark Assessments, District Interim Assessments (Fall & Winter), FLKRS, FAIR, and student</p>

	figurative language.	poetry to practice identifying descriptive and figurative language that defines moods and provides imagery.			work. Summative: 2013 FCAT 2.0 Reading Assessment
3	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test for grade 6 was Reporting Category 1, Vocabulary. Students need strategic and rigorous instruction in order to develop their vocabulary skills. Students must be familiar with multiple meaning words, shades of meaning, synonyms/antonyms, and use context clues to develop comprehension.	Provide strategic instruction with a focus on Key Vocabulary and dictionary skills in order to prepare students to utilize provided resources. Students should keep vocabulary journals to monitor their progress and understanding. Instruction to include the use of word banks, reading response journals, phonics kits and reciprocal teaching activities.	LLT and MTSS/RtI Leadership Team	The MTSS/RtI team will monitor monthly student progress and the effectiveness of program delivery using data from prescribed intervention assessments utilizing the FCIM model.	Formative: Baseline Benchmark Assessments, District Interim Assessments (Fall & Winter), FAIR, student work. Summative: 2013 FCAT 2.0 Reading Assessment.
4	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test for grade 7 was Reporting Category 4, Informational Text/Research Process. Students lack the research and reference skills to adequately answer questions that require analysis of reference and critical thinking.	Students will be exposed to research and reference based materials, such as real-world documents, websites and texts in order to strengthen their research skills. Students will identify text features and practice locating, interpreting and organizing information within and across texts.	LLT and MTSS/RtI Leadership Team	The MTSS/RtI team will monitor monthly classroom assessments utilizing the FCIM model focusing on the students' ability to identify interpret and organize information provided by text and the student's ability to analyze and utilize reference materials in order to conduct research and apply critical thinking skills.	Formative: Bi-weekly classroom assessments, SuccessMaker, Baseline Benchmark Assessments, District Interim Assessments (Fall & Winter), and student work. Summative: 2013 FCAT 2.0 Reading Assessment

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	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	The area of deficiency overall as noted on the 2012 administration of the FCAT 2.0 Reading test for grade 3 was Reporting Category 2, Reading Application. Students lack the skills necessary to respond to	Provide opportunities for students to be exposed to multiple reads of a selection prior to responding to comprehension questions such as using read alouds, auditory tapes, and text readers that provide print with visuals	LLT and MTSS/RtI Leadership Team	The MTSS/RtI team will monitor monthly student progress utilizing the FCIM model and the effectiveness of program delivery using data from prescribed intervention assessments.	Formative: Baseline Benchmark Assessments, District Interim Assessments (Fall & Winter), FAIR, student work. Summative:

comprehension questions correctly.	and or symbols. Provide training for teachers to effectively implement Access Points.		2013 FCAT 2.0 Reading Assessment and the 2013 Florida Alternate Assessment.
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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 reading. Reading Goal #2a:	The results for the 2012 FCAT 2.0 Reading Test indicate 40% of students achieved levels 4 and 5 proficiency. Our goal for the 2012-2013 school year is to increase levels 4 and 5 student proficiency by 1 percentage point to 41%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
40% (465)	41% (478)

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	The area of deficiency overall as noted on the 2012 administration of the FCAT 2.0 Reading test for grade 3 and 5 was Reporting Category 2, Reading Application. Students demonstrate difficulty identifying descriptive language that defines moods and provides imagery.	Students will be provided with enrichment activities that infuse elements of story structure within and across texts. Such activities include the use of poetry to practice identifying descriptive language that defines moods and provides imagery, classroom novels and Time for Kids to enhance higher-order thinking.	LLT and MTSS/RtI Leadership Team	The MTSS/RtI team will monitor student progress monthly utilizing the FCIM model and the effectiveness of program delivery using data from ongoing progress monitoring.	Formative: Student work samples utilizing rubric and mini assessments and results from Ongoing Progress Monitoring. Summative: 2013 FCAT 2.0 Reading Assessment.
2	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test for grade 4 and 8 was Reporting Category 3, Literary Analysis. Students demonstrate difficulty understanding character development, point of view, and figurative language.	Provide opportunities for students to utilize rigorous/enrichment activities such as Project Based Learning utilizing real-world documents and novels to identify text features, character development, point of view, figurative language in order to locate, interpret, and organize information found within or across texts to move students from guided learners to independent learners during whole/small group instruction.	LLT and MTSS/RtI Leadership Team	The MTSS/RtI will monitor monthly classroom assessments utilizing the FCIM model and focusing on ability to complete assignments during whole/small group instruction on an independent level. Rubric will be utilized to assess student learning.	Formative: Student authentic work samples utilizing rubric; Bi-weekly assessments; District Interim assessment Summative: 2013 FCAT 2.0 Reading Assessment
	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test in grade 6 was Reporting Category 1- Vocabulary. Students need rigorous instruction in order to develop their vocabulary	Provide enrichment opportunities for students in a small group setting to participate in activities where they can building on the meanings of words, phrases, and expressions paying special attention to the	LLT and MTSS/RtI Leadership Team	The MTSS/RtI will monitor monthly classroom assessments utilizing the FCIM model and review student work samples through the use of rubrics and results from Ongoing Progress Monitoring (OPM) assessments to ensure	Formative: Student work samples utilizing rubric and mini assessments and results from Ongoing Progress Monitoring. Summative: 2013

3	skills. Students must be familiar with multiple meaning words, shades of meaning, synonyms/antonyms, and use context clues to develop comprehension.	familiar roots and affixes derived from Greek and Latin to determine meanings of unfamiliar complex words. Students should use sentence and word context to determine meaning utilizing concept maps, Word Attack strategies, vocabulary box, and word walls to help build on their general knowledge of word meanings, relationships, and vocabulary.		progress is being made and adjust instruction as needed.	FCAT 2.0 Reading Assessment.
4	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test for grade 7 was Reporting Category 4, Informational Text/Research Process. Students lack the research and reference skills to adequately answer questions that require analysis of reference and critical thinking.	Provide enrichment activities for students that include real-world documents such as, how-to articles, weekly readers, brochures, fliers, and websites to identify text features (subtitles, headings, charts, graphs, diagrams, etc.) to locate, interpret, and organize information during whole/small group instruction where they will be able to apply critical thinking skills.	LLT and MTSS/RtI Leadership Team	The MTSS/RtI team will monitor monthly classroom assessments utilizing the FCIM model focusing on the students' ability to identify interpret and organize information provided by text and the student's ability to analyze and utilize reference materials in order to conduct research and apply critical thinking skills.	Formative: Bi-weekly classroom assessments, SuccessMaker, Baseline Benchmark Assessments, District Interim Assessments (Fall & Winter), and student work. Summative: 2013 FCAT 2.0 Reading Assessment

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	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	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test grade 3 was Reporting Category 2, Reading Application. Students need intensive instruction in vocabulary and reading comprehension	Provide opportunities for students in a small group setting to engage in vocabulary activities that offer a connection between pictures and print. Pictures should be faded for long term comprehension and retention. Provide reading comprehension activities that are at students' level (high interest low readability). Students must have continuous	LLT and MTSS/RtI Leadership Team Reading Department Head	The MTSS/RtI team will monitor monthly student progress utilizing the FCIM model and the effectiveness of program delivery using data from prescribed intervention assessments.	Formative: Baseline Benchmark Assessments, District Interim Assessments (Fall & Winter), FAIR, student work. Summative: 2013 FCAT 2.0 Reading Assessment and the 2013 Florida Alternate Assessment

		<p>review/practice when learning reading concepts.</p> <p>Provide training for teachers to effectively implement Access Points.</p>		
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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:

<p>3a. FCAT 2.0: Percentage of students making learning gains in reading.</p> <p>Reading Goal #3a:</p>	<p>The results of the 2012 FCAT 2.0 Reading Test indicate that 78% of students made learning gains.</p> <p>Our goal for the 2012-2013 school year is to increase student achieving learning gains by 5 percentage points to 83%.</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:
78% (647)	83% (688)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test for grade 3 and grade 5 was Reporting Category 2, Reading Application.</p> <p>Students demonstrate difficulty with identifying author's purpose, text structures, and text features. .</p>	<p>Students will be provided with opportunities to utilize grade-level appropriate texts that include identifying author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining.</p> <p>Practice will be provided during small group instruction that include identifying topics and themes within texts, analyzing and interpreting references, identifying text features in order to draw conclusions and develop meaning, and identifying text structures such as cause/effect, compare/contrast, and chronological order.</p>	LLT and MTSS/RtI Leadership Team	The MTSS/RtI team will monitor monthly classroom assessments utilizing the FCIM model focusing on students' ability to identify, analyze, and interpret author's purpose, text structures, and text features.	<p>Formative: Weekly classroom assessments, Baseline Benchmark Assessments, District Interim Assessments (Fall & Winter), FLKRS, FAIR, and student work.</p> <p>Summative: 2013 FCAT 2.0 Reading Assessment</p>
	<p>The area of deficiency overall as noted on the 2012 administration of the FCAT 2.0 Reading Test for grade 4 and 8 was Reporting Category 3, Literary Analysis.</p> <p>Students lack the skills to identify plot development, setting,</p>	<p>Students will be provided individualized instruction through a small group setting that includes identifying and interpreting elements of story structure within and across texts.</p> <p>Practice will be provided in the use poetry to</p>	LLT and MTSS/RtI Leadership Team	The MTSS/RtI team will monitor monthly classroom assessments utilizing the FCIM model and focusing on students' ability to identify plot development, setting, plot development, and character point of view.	<p>Formative: Weekly classroom assessments, Baseline Benchmark Assessments, District Interim Assessments (Fall & Winter), FLKRS, FAIR, and student work.</p>

2	character development, and character point of view. Focus needs to be given to identifying descriptive language, figurative language, and text features.	practice identifying descriptive language that defines moods and provides imagery. Strategies include the use of how-to articles, brochures, fliers and other real-world documents to identify text features (subtitles, headings, charts, graphs, diagrams, etc.).			Summative: 2013 FCAT 2.0 Reading Assessment
3	3A.3. As noted on the 2012 administration of the FCAT 2.0 Reading Test for grade 6 was Reporting Category 1, Vocabulary. Students need strategic and rigorous instruction in order to develop their vocabulary skills. Students must be familiar with multiple meaning words, shades of meaning, synonyms/antonyms, identify figurative language and use context clues to develop comprehension.	3A.3. Students will be given the opportunity to work in small group setting where the focus will be on Key Vocabulary and dictionary skills in order to prepare students to utilize provided resources. Students should keep vocabulary journals to monitor their progress and understanding. Instruction to include the use of word banks, reading response journals, phonics kits and reciprocal teaching activities.	LLT and MTSS/RtI Leadership Team Reading Department Head	3A.3. The MTSS/RtI team will monitor monthly student progress and the effectiveness of program delivery using data from prescribed intervention assessments utilizing the FCIM model.	3A.3. Formative: Baseline Benchmark Assessments, District Interim Assessments (Fall & Winter), FAIR, student work. Summative: 2013 FCAT 2.0 Reading Assessment.
4	3A.4. The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test for grade 7 was Reporting Category 4, Informational Text/Research Process. Students lack the research and reference skills to adequately answer questions that require analysis of reference and critical thinking.	3A.4. Students will be provided opportunities to work in small group settings where exposure to research and reference based materials, such as real-world documents, websites and texts in order to strengthen their research skills will be available. Students will identify text features and practice locating, interpreting and organizing information within and across texts.	3A.4. LLT and MTSS/RtI Leadership Team Reading Department Head	3A.4. The MTSS/RtI team will monitor monthly classroom assessments utilizing the FCIM model focusing on the students' ability to identify interpret and organize information provided by text and the student's ability to analyze and utilize reference materials in order to conduct research and apply critical thinking skills.	3A.4. Formative: Bi-weekly classroom assessments, SuccessMaker, Baseline Benchmark Assessments, District Interim Assessments (Fall & Winter), and student work. Summative: 2013 FCAT 2.0 Reading Assessment

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

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

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool
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			Monitoring	Strategy	
1	<p>The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test for grade 3 was Reporting Category 2, Reading Application.</p> <p>Students demonstrate difficulty with identifying author's purpose, text structures, and text features.</p>	<p>Students will be provided with opportunities to utilize grade-level appropriate texts that include identifying author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining.</p> <p>Practice will be provided during small group instruction that include identifying topics and themes within texts, analyzing and interpreting references, identifying text features in order to draw conclusions and develop meaning, and identifying text structures such as cause/effect, compare/contrast, and chronological order.</p>	LLT and MTSS/RtI Leadership Team Reading Department Head	The MTSS/RtI team will monitor monthly student progress and the effectiveness of program delivery using data from prescribed intervention assessments utilizing the FCIM model.	<p>Formative: Baseline Benchmark Assessments, District Interim Assessments (Fall & Winter), FAIR, student work.</p> <p>Summative: 2013 FCAT 2.0 Reading Assessment and the 2013 Florida Alternate Assessment.</p>

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.	The results of 2012 FCAT 2.0 Reading Test indicate that 78% of the students in the lowest 25% made learning gains.
Reading Goal #4:	Our goal for the 2012-2013 school year is to increase the lowest 25% achieving learning gains by 5 percentage points to 83%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
78% (165)	83% (176)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test for grade 3 was reporting category 2, Reading Application.</p> <p>These students are in need of remediation and intervention. Monitoring of interventions needs to be implemented with fidelity with a focus on Reading Application.</p>	<p>Students will require explicit instruction utilizing the Voyager Passport program.</p> <p>Intervention groups will be implemented utilizing the Voyager Passport program to monitor student progress in Reading Application.</p>	LLT and MTSS/RtI Leadership Team	The LLT and MTSS/RtI teams will monitor ongoing intervention groups utilizing the FCIM model and review Voyager assessment data to ensure student progress is evident.	<p>Formative: Voyager Passport Assessments.</p> <p>Summative: 2013 FCAT 2.0 Reading Assessment.</p>
2	The area of deficiency overall as noted on the 2012 administration of the FCAT 2.0 Reading Test for grade 4 was Reporting Category 3, Literary Analysis.	<p>Students will require explicit instruction utilizing the Voyager Passport program.</p> <p>Intervention groups will be implemented utilizing the Voyager Passport</p>	LLT and MTSS/RtI Leadership Team	The LLT and MTSS/RtI teams will monitor ongoing intervention groups utilizing the FCIM model and review Voyager assessment data to ensure student progress is evident.	<p>Formative: Voyager Passport Assessments.</p> <p>Summative: 2013 FCAT 2.0 Reading Assessment.</p>

	These students are in need of remediation and intervention. Monitoring of interventions needs to be implemented with fidelity with a focus on Literary Analysis.	program to monitor student progress in Literary Analysis.			
3	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test for grade 5 was reporting category 2, Reading Application. These students are in need of remediation and intervention. Monitoring of interventions needs to be implemented with fidelity with a focus on Reading Application.	Students will require explicit instruction utilizing the Voyager Passport program. Intervention groups will be implemented utilizing the Voyager Passport program to monitor student progress in Reading Application.	LLT and MTSS/RtI Leadership Team	The LLT and MTSS/RtI teams will monitor ongoing intervention groups utilizing the FCIM model and review Voyager assessment data to ensure student progress is evident.	Formative: Voyager Passport Assessments. Summative: 2013 FCAT 2.0 Reading Assessment.

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 # The goal of AMO-2 is to reduce 8% of non-proficient by 50% over six years (2010-11 to 2016-17). 5A :					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	70	73	75	78	81	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	The student subgroups based on Ethnicity not making satisfactory progress in reading was the school's White 79%, Hispanic 68%, and Asian 75% populations achieving proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 79% (58) Black: N/A Hispanic: 68% (719) Asian: 75% (16) American Indian: N/A	White: 82% (61) Black: N/A Hispanic: 72% (762) Asian: 94% (20) American Indian: 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
White: 79% (58) Black: N/A Hispanic: 68% (719) Asian: 75% (16) American Indian: N/A As noted on the administration of the 2012 FCAT 2.0 Reading Test the White, Hispanic, and Asian	Instruction to include the use of real-world documents such as how-to-articles, brochures, flyers, and websites while students use text features to locate, interpret and organize information. Instruction providing students with graphic	LLT and MTSS/RtI Leadership Team	The MTSS/RtI team will monitor monthly classroom assessments utilizing the FCIM model while focusing on students' ability to analyze, interpret and synthesize reference information provided in the text.	Formative: Baseline Benchmark Assessments, District Interim Assessments (Fall & Winter), FLKRS, FAIR, student work. Summative:

1	subgroups did not make satisfactory progress due to a deficiency in Reporting Category 4, Informational Text. The White, Hispanic, and Asian subgroups of students lacks the ability to locate, interpret and organize information in order to be successful readers.	organizers, visuals, and charts to help students organize the information in the text and develop a framework from which to derive meaning from the information in the text. Provide students cooperative learning opportunities to further develop their skills.		2013 FCAT 2.0 Reading Assessment
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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:	On the 2012 administration of the FCAT Reading Test, 55% of the students in the English Language Learners (ELL) subgroup did not make satisfactory progress. Our goal for the 2012-2013 school year is to increase proficiency by 7 percentage points to 62%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
55% (196)	62% (221)

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	As noted on the administration of the 2012 FCAT 2.0 Reading Test the English Language Learners (ELL) subgroup did not make satisfactory progress on AMO requirements due to a deficiency in Reporting Category 1, Vocabulary. Students need strategic and rigorous instruction in order to develop their vocabulary skills. Students must be familiar with multiple meaning words, shades of meaning, synonyms/antonyms, identify figurative language and use context clues to develop comprehension	Strategic instruction with a focus on Key Vocabulary and dictionary skills in order to prepare students to utilize provided resources. Students should keep vocabulary journals to monitor their progress and understanding. Instruction to include the use the word banks, reading response journals, and reciprocal teaching activities.	LLT and MTSS/RtI Leadership Team	The MTSS/RtI will monitor student progress monthly utilizing the FCIM model and the effectiveness of program delivery using data from prescribed intervention assessments.	Formative: Baseline Benchmark Assessments, District Interim Assessments (Fall & Winter), FAIR, student work. Summative: 2013 FCAT 2.0 Reading Assessment.

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	On the 2012 administration of the FCAT Reading Test, 30% of the students in the Students with Disabilities (SWD) subgroup did not make satisfactory progress. Our goal for the 2012-2013 school year is to increase proficiency by 14 percentage points to 44%.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (16)	44% (24)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>As noted on the administration of the 2012 FCAT 2.0 Reading Test the Students with Disabilities (SWD) subgroup did not make satisfactory progress on AMO requirements due to a deficiency in Reporting Category 1, Vocabulary.</p> <p>Students need strategic and rigorous instruction in order to develop their vocabulary skills. Students must be familiar with multiple meaning words, shades of meaning, synonyms/antonyms, identify figurative language and use context clues to develop comprehension.</p>	<p>Strategic instruction with a focus on Key Vocabulary and dictionary skills in order to prepare students to utilize provided resources. Students should keep vocabulary journals to monitor their progress and understanding.</p> <p>Instruction to include the use of the word banks, reading response journals, and reciprocal teaching activities.</p>	MTSS/RtI Leadership Team	The MTSS/RtI will monitor student progress monthly utilizing the FCIM model and the effectiveness of program delivery using data from prescribed intervention assessments.	<p>Formative: Baseline Benchmark Assessments, District Interim Assessments (Fall & Winter), FAIR, student work.</p> <p>Summative: 2013 FCAT 2.0 Reading Assessment.</p>

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	N/A
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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			

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
Understanding Common Core	K-8/Reading	Reading Coach	K-8	September 26, 2012	Assessment Data	MTSS/RtI Leadership Team, Assistant Principal, and Reading Coach
Best Practices for Reading Application	2-8/Reading	Reading Coach	K-8	Week of October 8, 2012 during designated Grade Level Planning	Walk Throughs and Review Assessment Data	MTSS/RtI Leadership Team, Assistant Principal, and Reading Coach
FLKRS Training	Kindergarten/Reading	Reading Coach	Kindergarten	September 17, 2012	Assessment Data	MTSS/RtI Leadership Team, Assistant Principal, and Reading Coach

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Elements of Reading and Vocabulary Kits	Interactive program to increase knowledge of vocabulary	EESAC Funds	\$1,910.50
			Subtotal: \$1,910.50
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Accelerated Reader License and STAR Program	Technology Program that matches books to the students' independent reading level.	EESAC Funds	\$4,159.00
			Subtotal: \$4,159.00
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: \$6,069.50

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal # 1:	The results of the 2012 CELLA Listening/Speaking Test indicate that 46% of students achieved proficiency. Our goal for the 2012-2013 school year is to increase student's proficiency by 1 percentage point to 47%.
2012 Current Percent of Students Proficient in listening/speaking:	

46% (261)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>As noted on the administration of the 2012 CELLA Test the English Language Learners (ELL) subgroup did not meet proficiency in Listening/Speaking.</p> <p>Students need strategic and rigorous instruction in Listening skills.</p> <p>Students must be familiar with the use of substitutions, expansion, paraphrasing, and repetition when utilizing Speaking skills.</p>	<p>Provide opportunities for students to participate in Language Experience Approach (LEA), Total Physical Response (TPR), and use Simple, Direct Language strategies during teacher led groups.</p>	<p>LLT and MTSS/Rtl Leadership Team</p>	<p>The LLT will monitor monthly classroom assessments utilizing the FCIM model and review of formative data reports to ensure progress is being made and adjust instruction as needed.</p>	<p>Formative: Biweekly assessments; District Interim assessments; Authentic student work samples</p> <p>Summative: 2013 CELLA Assessment Results</p>

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

2. Students scoring proficient in reading.

CELLA Goal #2:

The results of the 2012 CELLA Reading Test indicate that 39% of students achieved proficiency.

Our goal for the 2012-2013 school year is to increase Level 3 students proficiency by 1 percentage points to 40%.

2012 Current Percent of Students Proficient in reading:

39% (219)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>As noted on the administration of the 2012 CELLA Test the English Language Learners (ELL) subgroup did not meet proficiency in Reading due to a deficiency in Reporting Category 1, Vocabulary.</p> <p>Students lack the vocabulary needed in order to read and fully comprehend text being read.</p>	<p>Provide opportunities for students to engage in activities such as; picture walk, KWL, Questioning Answer Relationship (QAR), task cards, Reader's Theatre, graphic organizers, semantic mapping, decoding/phonics/spelling, chunking, think/pair/share and Reciprocal Teaching.</p>	<p>LLT and MTSS/Rtl Leadership Team</p>	<p>The LLT will monitor monthly classroom assessments utilizing the FCIM model and review of formative data reports to ensure progress is being made and adjust instruction as needed.</p>	<p>Formative: Bi-weekly assessments; District Interim assessments; Authentic student work samples</p> <p>Summative: 2013 CELLA Assessment Results</p>

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

3. Students scoring proficient in writing. CELLA Goal #3:	The results of the 2012 CELLA Writing Test indicate that 36% of students achieved proficiency. Our goal for the 2012-2013 school year is to increase student's proficiency by 1 percentage point to 37%.
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2012 Current Percent of Students Proficient in writing:

36% (207)

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	As noted on the administration of the 2012 CELLA Test the English Language Learners (ELL) subgroup did not meet proficiency in Writing due to a deficiency in conventions. Students lack the knowledge and understanding of conventions of the written English language.	Provide opportunities for students to engage in activities such; journals, graphic organizers, illustrating and labeling, spelling, and process writing.	LLT and MTSS/RtI Leadership Team	The LLT will monitor monthly classroom assessments utilizing the FCIM model and review formative data reports to ensure progress is being made and adjust instruction as needed.	Formative: Bi-weekly assessments; District Interim assessments; Authentic student work samples Summative: 2013 CELLA Assessment Results

CELLA Budget:

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

Subtotal: \$0.00

Grand Total: \$0.00

End of CELLA Goals

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:	The results of the 2012 FCAT 2.0 Mathematics Test indicates that 30% of students achieved Level 3 proficiency. Our goal for the 2012-2013 school year is to increase Level 3 student proficiency by 1 percentage points to 31%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (347)	31% (361)

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	The area which demonstrated declines or no change on the 2012 administration of the FCAT 2.0 Mathematics Test for grade 3 was Reporting Category 2, Fractions. Students have difficulty with understanding fractions and fraction equivalence solving routine and non-routine problems.	Provide opportunities for students to participate in activities that develop understandings of multiplication and division, related division facts, fractions and fraction equivalence; represent, compute, estimate and solve problems using numbers through hundred thousand and how to solve non-routine problems.	MTSS/RtI Leadership Team	The MTSS/RtI team will review monthly formative assessment data utilizing the FCIM model to ensure progress is being made in the area Fractions and instruction is modified as needed.	Formative: Bi-weekly Classroom assessments, District Interim data reports (Fall & Winter) student authentic work, and SuccessMaker reports. Summative: 2013 FCAT 2.0 Mathematics Assessment
2	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test for grade 4 and 5 was Reporting Category 3, Geometry and Measurement.	Provide opportunities for students to explore geometric and measurement concepts utilizing manipulatives and engaging in grade-level appropriate activities that include the practice of composing and decomposing of, describing, analyzing, comparing, and classifying, building, drawing, and analyzing models that develop geometric and measurement concepts and skills through experiences in a real-world context.	MTSS/RtI Leadership Team	The MTSS/RtI team will review formative bi-weekly assessment data reports utilizing the FCIM model to ensure progress is being made and adjust instruction as needed. Conduct grade-level meetings to obtain teacher feedback on effectiveness of manipulative usage with students.	Formative: Bi-weekly assessments; District Interim data reports; Student authentic work samples Summative: 2013 FCAT 2.0 Mathematics Assessment

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal # 1b:	N/A
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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	<p>The area which demonstrated declines or no change on the 2012 administration of the FCAT 2.0 Mathematics Test for grade 3 was Reporting Category 2, Fractions.</p> <p>Students lack the necessary mathematical skills to master math concepts.</p>	<p>Provide students with opportunities to learn concepts using manipulatives visuals, number lines and assistive technology. Repetition for long term learning math concepts such as rote counting and fact fluency.</p> <p>Provide students with continuous review/practice when learning math concepts.</p>	MTSS/RtI Leadership Team	<p>The MTSS/RtI team will review formative bi-weekly assessment data reports utilizing the FCIM model to ensure progress is being made and adjust instruction as needed.</p> <p>Conduct grade-level meetings to obtain teacher feedback on effectiveness of manipulative usage with students.</p>	<p>Formative: Bi-weekly assessments; District Interim data reports; SuccessMaker reports, Student authentic work samples</p> <p>Summative: 2013 FCAT 2.0 Mathematics Assessment and the 2013 Florida Alternate Assessment</p>

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics.	The results of the 2012 FCAT Mathematics Test indicate that 36 % of students achieved proficiency (Levels 4 and 5).
Mathematics Goal #2a:	Our goal for the 2012-2013 school year is to increase student proficiency by 1 percentage point to 37%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
36% (420)	37% (431)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>The area which demonstrated declines or no change on the 2012 administration of the FCAT 2.0 Mathematics Test for grade 3 was Reporting Category 2, Fractions.</p> <p>Students have difficulty with understanding fractions, fraction equivalence, and communication their understanding of difficult concepts. .</p>	<p>Students will be provided with enrichment activities aligned to the Common Core Standards where students can model fractions and fraction equivalent representations of given numbers utilizing manipulatives.</p> <p>Focus will be given to increasing opportunities for students to engage in mathematical discourse through the use of writing to help students communicate their understanding of difficult concepts, reinforcing</p>	The MTSS/RtI team Leadership team	The MTSS/RtI team will review monthly formative assessment data utilizing the FCIM model to ensure progress is being made in the area of Fractions and adjust instruction as needed.	<p>Formative: Bi-weekly Classroom assessments, District Interim data reports (Fall & Winter), and student authentic work.</p> <p>Summative: 2013 FCAT 2.0 Mathematics Assessment</p>

		skills and allowing for correction of misconceptions.			
2	The area of deficiency as noted on the 2012 administration of the FCAT Mathematics Test for grade 4 and 5 was Reporting Category-Geometry and Measurement.	Provide enrichment opportunities for students to explore geometric and measurement concepts utilizing manipulatives and engaging in grade-level appropriate activities that include the practice of composing and decomposing of, describing, analyzing, comparing, and classifying, building, drawing, and analyzing models that develop geometric and measurement concepts and skills through experiences in a real-world context.	MTSS/RtI Leadership Team	The MTSS/RtI will review monthly formative assessment data reports utilizing the FCIM model to ensure progress is being made and adjust instruction as needed. Conduct grade-level meetings to obtain teacher feedback on effectiveness of manipulative usage with students.	Formative: Bi-weekly assessments; District Interim data reports; Student authentic work samples. Summative: 2013 FCAT 2.0 Mathematics Assessment

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	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	The area which demonstrated declines or no change on the 2012 administration of the FCAT 2.0 Mathematics Test for grade 3 was Reporting Category 2, Fractions. Students have difficulty with understanding mathematical concepts. Additional practice must be provided.	Provide students with opportunities to review math concepts such as rote counting and fact fluency in a teacher led small group setting. Teachers will guide discussions that engage students in real life math problems. Students must be provided with opportunities for continuous repetition/practice when learning math concepts.	MTSS/RtI Leadership Team	The MTSS/RtI team will review monthly formative assessment data utilizing the FCIM model to ensure progress is being made in the area of Fractions and adjust instruction as needed.	Formative: Bi-weekly Classroom assessments, District Interim data reports (Fall & Winter), and student authentic work. Summative: 2013 FCAT 2.0 Mathematics Assessment and the Florida Alternate Assessment.

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

	The results of the 2012 FCAT Mathematics Test
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3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	indicates that 78% of students made learning gains. Our goal for the 2012-2013 school year is to increase the percentage of students making learning gains by 5 percentage points to 83%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
78% (646)	83% (687)

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	The area which demonstrated declines or no change on the 2012 administration of the FCAT 2.0 Mathematics Test for grade 3 was Reporting Category 2, Fractions. Students are in need of small group instruction in order to participate in hands-on learning activities that increase conceptual understanding of Fractions.	Provide opportunities for students to participate in hands-on learning activities utilizing manipulatives in whole/small group settings where students can increase conceptual understanding of Fractions. Utilize journals to reflect on what was learned and interactive math Word Walls created by the teacher and students to help build general knowledge of word meanings, relationships, and vocabulary related to the Fractions.	The MTSS/RtI team Leadership team	The MTSS/RtI team will review monthly formative assessment data utilizing the FCIM model to ensure progress is being made in the area of Fractions and instruction is modified as needed.	Formative: Bi-weekly Classroom assessments, District Interim data reports (Fall & Winter) student authentic work, and SuccessMaker reports. Summative: 2013 FCAT 2.0 Mathematics Assessment
2	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test for grade 4 and 5 was Reporting Category 3, Geometry and Measurement. Students are in need of small group instruction in order to participate in hands-on learning activities that increase conceptual understanding of Geometry and Measurement.	Provide opportunities for students to explore, in a small group setting, geometric and measurement concepts utilizing manipulatives and engaging in grade-level appropriate activities that include the practice of composing and decomposing of, describing, analyzing, comparing, and classifying, building, drawing, and analyzing models that develop geometric and measurement concepts and skills through experiences in a real-world context.	MTSS/RtI Leadership Team	The MTSS/RtI team will review formative monthly assessment data reports utilizing the FCIM model to ensure progress is being made and adjust instruction as needed. Conduct grade-level meetings to obtain teacher feedback on effectiveness of manipulative usage with students.	Formative: Bi-weekly assessments; District Interim data reports; Student authentic work samples Summative: 2013 FCAT 2.0 Mathematics Assessment

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	N/A
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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	<p>The area which demonstrated declines or no change on the 2012 administration of the FCAT 2.0 Mathematics Test for grade 3 was Reporting Category 2, Fractions.</p> <p>Students are in need of small group instruction in order to participate in hands-on learning activities that increase conceptual understanding of Fractions.</p>	<p>Provide opportunities for students to participate in hands-on learning activities utilizing manipulatives in whole/small group settings where students can increase conceptual understanding of Fractions.</p> <p>Utilize journals to reflect on what was learned and interactive math Word Walls created by the teacher and students to help build general knowledge of word meanings, relationships, and vocabulary related to the Fractions.</p>	MTSS/RtI Leadership Team	<p>The MTSS/RtI team will review formative monthly assessment data reports utilizing the FCIM model to ensure progress is being made and adjust instruction as needed.</p> <p>Conduct grade-level meetings to obtain teacher feedback on effectiveness of manipulative usage with students.</p>	<p>Formative: Bi-weekly Classroom assessments, District Interim data reports (Fall & Winter) student authentic work, and SuccessMaker reports.</p> <p>Summative: 2013 FCAT 2.0 Mathematics Assessment</p>

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

<p>4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.</p> <p>Mathematics Goal #4:</p>	<p>The results of the 2012 FCAT 2.0 Mathematics Test indicates that 81% of students in the lowest 25% made learning gains.</p> <p>Our goal for the 2012-2013 school year is to increase the lowest 25% achieving learning gains by 5 percentage points to 86%.</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:
81% (178)	86% (189)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>The area which demonstrated declines or no change on the 2012 administration of the FCAT 2.0 Mathematics Test for grade 3 was Reporting Category 2, Fractions.</p> <p>Students are in need of remediation and intervention.</p>	<p>Implement intervention/tutorial during and after school with supplemental research-based resources.</p> <p>Monitor Success Maker reports monthly to ensure students are making progress. Provide grade-level appropriate activities that promote the use of manipulatives</p>	MTSS/RtI Team Leadership Team	<p>The MTSS/RtI team will monitor monthly formative assessment data utilizing the FCIM model to ensure progress is being made and adjust instruction as needed.</p>	<p>Formative: Bi-weekly assessments, District Interim data reports, SuccessMaker data and student authentic work.</p> <p>Summative: 2013 FCAT 2.0 Mathematics Assessment</p>

		in whole/small group settings where students can increase conceptual understanding of Fractions.			
2	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test for grade 4 and 5 was Reporting Category 3, Geometry and Measurement. Students require additional practice and support in their defined areas of deficiencies in Geometry and Measurement.	Implement intervention/tutorial during and after school with supplemental research-based resources. Monitor Success Maker reports monthly to ensure students are making progress. Provide grade-level appropriate activities that promote the use geometric knowledge and spatial reasoning to develop foundations for understanding perimeter, area, volume, and surface area (Grade 5 concept).	MTSS/RtI Team Leadership Team	The MTSS/RtI team will monitor monthly formative assessment data utilizing the FCIM model to ensure progress is being made and adjust instruction as needed.	Formative: Bi-weekly assessments, District Interim data reports, SuccessMaker data and student authentic work. Summative: 2013 FCAT 2.0 Mathematics Assessment

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 # The goal of AMO-2 is to reduce 14.5% of non-proficient by 50% over six years (2010-11 to 2016-17). 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	70	73	75	78	81	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	The student subgroups based on Ethnicity not making satisfactory progress is the school's White and Asian populations with 65% of White and 85% of Asian achieving proficiency. Our goal for the 2012-2013 school year is to increase White proficiency by 15 percentage points and Asian by 15 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 65% (48) Black: N/A Hispanic: N/A Asian: 85% (18) American Indian: N/A	White: 80% (59) Black: N/A Hispanic: N/A Asian: 100% (21) American Indian: 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
White: 65% (48) Black: N/A Hispanic: N/A Asian: 85% (18) American Indian: N/A	Implement intervention/tutorial during and after school with supplemental research-based resources.	MTSS/RtI Leadership Team	The MTSS/RtI team will monitor monthly formative assessment data utilizing the FCIM model to ensure progress	Formative: Bi-weekly assessments, District Interim data reports, SuccessMaker

1	<p>As noted on the administration of the 2012 FCAT 2.0 Mathematics Test the White and Asian subgroups did not make satisfactory progress due to a deficiency in Reporting Category 3, Geometry and Measurement.</p> <p>Students require additional practice and support in their defined areas of deficiencies in Geometry and Measurement.</p>	<p>Monitor Success Maker reports monthly to ensure students are making progress. Provide grade-level appropriate activities that promote the use geometric knowledge and spatial reasoning to develop foundations for understanding perimeter, area, volume, and surface area (Grade 5 concept).</p>	<p>is being made and adjust instruction as needed.</p>	<p>data and student authentic work.</p> <p>Summative: 2013 FCAT 2.0 Mathematics Assessment</p>
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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:

<p>5C. English Language Learners (ELL) not making satisfactory progress in mathematics.</p> <p>Mathematics Goal #5C:</p>	<p>On the 2012 administration of the FCAT 2.0 Mathematics Test, 61% of the students in the English Language Learners (ELL) subgroup did not make satisfactory progress.</p> <p>Our goal for the 2012-2013 school year is to increase proficiency by 6 percentage points to 67%.</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>61% (217)</p>	<p>67% (238)</p>

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>As noted on the administration of the 2012 FCAT 2.0 Mathematics Test the English Language Learners (ELL) subgroup did not make satisfactory progress due to a deficiency in Reporting Category 1, Number and Operations.</p> <p>Students need strategic instruction that will foster the use of meanings of numbers to create strategies for solving problems and responding to practical situations. Students must utilize models to show place-value and properties of operations to represent mathematical operations as well as create equivalent representation of given numbers.</p>	<p>Provide instruction that integrates mathematical literature offering the necessary meaning for children to successfully grasp number and operation concepts allowing students to make connections with real-world situations.</p> <p>Teachers will explicitly instruct students on Math Vocabulary.</p>	<p>MTSS/RtI Team Leadership Team</p>	<p>The MTSS/RtI will monitor monthly classroom assessments utilizing the FCIM model focusing on students' ability to apply strategies for solving non-routine problems, create equivalent-representations of given numbers and use models and/or properties to solve problems.</p>	<p>Formative: Bi-weekly assessments, District Interim data reports and authentic student work.</p> <p>Summative: 2013 FCAT 2.0 Mathematics Assessment</p>

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	On the 2012 administration of the FCAT 2.0 Mathematics Test, 24% of the students in the Students with Disabilities (SWD) subgroup did not make satisfactory progress. Our goal for the 2012 - 2013 school year is to increase proficiency by 13 percentage points to 37%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
24% (13)	37% (20)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As noted on the administration of the 2012 FCAT 2.0 Mathematics Test the Students with Disabilities (SWD) subgroup did not make satisfactory progress due to a deficiency in Reporting Category 1, Number and Operations. Students need rigorous instruction that will provide opportunities for them to verify the reasonableness of Numbers and Operations.	Provide instruction that integrates mathematical literature offering the necessary meaning for children to successfully grasp number and operation concepts allowing students to make connections with real-world situations. Teachers will explicitly instruct students on Math Vocabulary.	MTSS/RtI Team Leadership Team	The MTSS/RtI will monitor monthly classroom assessments utilizing the FCIM model focusing on students' ability to apply strategies for solving non-routine problems, create equivalent-representations of given numbers and use models and/or properties to solve problems.	Formative: Bi-weekly assessments, District Interim data reports and authentic student work. Summative: 2013 FCAT 2.0 Mathematics Assessment

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	On the 2012 administration of the FCAT 2.0 Mathematics Test, 59% of the students in the Economically Disadvantaged subgroup not making satisfactory progress. Our goal for the 2012 - 2013 school year is to increase proficiency by 5 percentage points to 64%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
59% (255)	64% (276)

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
	As noted on the administration of the 2012 FCAT 2.0 Mathematics Test the Economically Disadvantaged	Engage students in activities to use technology, such as Gizmos, SuccessMaker and/or Riverdeep that include visual stimulus	MTSS/RtI Team Leadership Team	The MTSS/RtI will monitor monthly SuccessMaker data utilizing the FCIM focusing on students' ability to develop an	Formative: Bi-weekly assessments, District Interim data reports, SuccessMaker

1	<p>subgroup did not make satisfactory progress due to a deficiency in Reporting Category 1, Number and Operations.</p> <p>Students need rigorous instruction that will provide opportunities for them to verify the reasonableness of Numbers and Operations.</p>	<p>to develop conceptual understanding of number operations, including in problem situations.</p>	<p>understanding of number operations and the ability to solve routine and non-routine problems.</p>	<p>data and authentic student work.</p> <p>Summative: 2013 FCAT 2.0 Mathematics Assessment</p>
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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:

<p>1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics.</p> <p>Mathematics Goal # 1a:</p>	<p>The results of the 2012 FCAT 2.0 Mathematics Test indicates that 30% of students achieved Level 3 proficiency.</p> <p>Our goal for the 2012-2013 school year is to increase Level 3 student proficiency by 2 percentage points to 31%.</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>30% (347)</p>	<p>31% (361)</p>

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>The area which demonstrated declines or no change on the 2012 administration of the FCAT 2.0 Mathematics Test for grade 6 and 8 was Reporting Category 3, Geometry and Measurement.</p> <p>Students have difficulty with spacial reasoning, standard unit measure and using scaled instruments.</p>	<p>Provide the instructional support needed utilizing the Common Core Standards to develop student understanding of geometric and measurement concepts through the use of scaled instruments, manipulatives, math literature used as lesson lead-ins and grade-level appropriate activities.</p>	<p>MTSS/RtI Leadership Team</p>	<p>The MTSS/RtI will review monthly formative assessment data utilizing the FCIM model to ensure progress is being made in the area of Geometry and Measurement and adjust instruction as needed.</p>	<p>Formative: Bi-weekly classroom assessments, District Interim data reports (Fall & Winter) student authentic work, SuccessMaker, Baseline Benchmark Assessments and District Interim Assessments (Fall & Winter).</p> <p>Summative: 2013 FCAT 2.0 Mathematics Assessment</p>
	<p>The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test for grade 7 was Reporting Category 4, Statistics and Probability.</p>	<p>Provide opportunities for students to develop departmental grade level and/or course-alike learning teams to facilitate the implementation of best practice instructional strategies. Infuse the</p>	<p>MTSS/RtI Leadership Team</p>	<p>The MTSS/RtI team will monitor monthly assessment data reports utilizing the FCIM model to ensure progress is being made and adjust instruction as needed.</p> <p>Conduct department</p>	<p>Formative: Bi-weekly assessments; District Interim data reports; Student authentic work samples</p> <p>Summative: 2013</p>

2	Students lack the skills needed to solve real-world based problems.	Step-It-Up Problem Solving Protocol into daily instruction to equip students with strategies to solve real-world application based problems. Utilize the Pacing Guide aligned Topic Assessments and the FLDOE Florida Achieves!	meetings to obtain teacher feedback on effectiveness of strategies with students, adjust instruction as needed.	FCAT 2.0 Mathematics Assessment
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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:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal # 1b:	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			

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:	The results of the 2012 FCAT Mathematics Test indicate that 36 % of students achieved proficiency (Levels 4 and 5). Our goal for the 2012-2013 school year is to increase student proficiency by 1 percentage point to 37%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
36% (420)	37% (431)

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	The area which demonstrated declines or no change on the 2012 administration of the FCAT 2.0 Mathematics Test for grade 6 and 8 was Reporting Category 3, Geometry and Measurement. Students lack	Provide enrichment opportunities for students to engage in rigorous, real-world problems through the use of cooperative learning groups. Provide opportunities for students to verify reasonableness of geometric operations in a	MTSS/RtI Leadership Team	The MTSS/RtI team will review bi-weekly formative assessment data utilizing the FCIM model to ensure progress is being made in the area of Geometry/Measurement and adjust instruction as needed	Formative: Bi-weekly classroom assessments, District Interim data reports (Fall & Winter) student authentic work, SuccessMaker, Baseline Benchmark Assessments and

	opportunities to engage in mathematical discourse and real-world problem solving activities in a cooperative group setting.	small group setting where students can engage in mathematical discourse and problem solving activities.			District Interim Assessments (Fall & Winter). Summative: 2013 FCAT 2.0 Mathematics Assessment
2	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test for grade 7 was Reporting Category 4, Statistics and Probability. Students lack opportunities to engage in mathematical discourse and real-world problem solving activities in a cooperative group setting.	Provide enrichment opportunities for students to develop departmental grade level and/or course-alike learning teams to facilitate the implementation of best practice instructional strategies. Provide opportunities for students to verify reasonableness of statistics and probability in a small group setting where students can engage in mathematical discourse and problem solving activities. Infuse the Step-It-Up Problem Solving Protocol into daily instruction to equip students with strategies to solve real-world application based problems.	MTSS/RTI Leadership Team	The MTSS/RTI team will monitor monthly assessment data reports utilizing the FCIM model to ensure progress is being made and adjust instruction as needed. Conduct department meetings to obtain teacher feedback on effectiveness of strategies with students, adjust instruction as needed.	Formative: Bi-weekly assessments; District Interim data reports; Student authentic work samples Summative: 2013 FCAT 2.0 Mathematics Assessment

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:		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			

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:	The results of the 2012 FCAT Mathematics Test indicates that 78% of students made learning gains. Our goal for the 2012-2013 school year is to increase the percentage of students making learning gains by 5 percentage points to 83%.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
78% (646)	83% (687)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>The area which demonstrated declines or no change on the 2012 administration of the FCAT 2.0 Mathematics Test for grade 6 and 8 was Reporting Category 3, Geometry and Measurement.</p> <p>Students lack the skills necessary to solve real-world problems associated with spacial reasoning, standard unit measure and using scaled instruments.</p>	<p>Provide the instructional support needed to develop student understanding of geometric and measurement concepts through the use of scaled instruments, manipulatives, math literature used as lesson lead-ins and grade-level appropriate activities.</p> <p>Provide opportunities for small group/differentiated instruction in order to target the skills needed to solve real-world problems.</p>	MTSS/RtI Leadership Team	The MTSS/RtI will review monthly formative assessment data utilizing the FCIM model to ensure progress is being made in the area of Geometry and Measurement and adjust instruction as needed.	<p>Formative: Bi-weekly classroom assessments, District Interim data reports (Fall & Winter) student authentic work, SuccessMaker, Baseline Benchmark Assessments and District Interim Assessments (Fall & Winter).</p> <p>Summative: 2013 FCAT 2.0 Mathematics Assessment</p>
2	<p>The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test for grade 7 was Reporting Category 4, Statistics and Probability.</p> <p>Students lack the skills needed to solve real-world based problems.</p>	<p>Provide opportunities for small group/differentiated instruction in order to target the skills needed to solve real-world problems.</p> <p>Provide strategies that infuse the Step-It-Up Problem Solving Protocol into daily instruction to equip students with the strategies needed to solve real-world application based problems.</p>	MTSS/RtI Leadership Team	<p>The MTSS/RtI team will monitor monthly assessment data reports utilizing the FCIM model to ensure progress is being made and adjust instruction as needed.</p> <p>Conduct department meetings to obtain teacher feedback on effectiveness of strategies with students, adjust instruction as needed.</p>	<p>Formative: Bi-weekly classroom assessments; District Interim data reports; Student authentic work samples</p> <p>Summative: 2013 FCAT 2.0 Mathematics Assessment</p>

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

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

Problem-Solving Process to Increase Student Achievement

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	The results of the 2012 FCAT 2.0 Mathematics Test indicates that 81% of students in the lowest 25% made learning gains. Our goal for the 2012-2013 school year is to increase the lowest 25% achieving learning gains by 5 percentage points to 86%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
81% (178)	86% (189)

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	The area which demonstrated a decline or no change on the 2012 administration of the FCAT Mathematics Test was Reporting Category 3, Geometry and Measurement. Computer-based learning was an obstacle due to limited time to utilize SuccessMaker.	Provide development of student understanding for measurement concepts by supporting the use of computer-based learning through SuccessMaker and engaging opportunities for practice.	MTSS/RtI Leadership Team Math Department Head	The MTSS/RtI team will review monthly formative assessment data utilizing the FCIM model to ensure progress is being made and adjust instruction as needed.	Formative: Bi-weekly assessments, District Interim data reports, SuccessMaker, data student authentic work. Summative: 2013 FCAT 2.0 Mathematics Assessment
2	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test was Reporting Category 4, Statistics and Probability.	Provide development of student understanding for measurement concepts by supporting the use of computer-based learning through SuccessMaker and engaging opportunities for practice.	MTSS/RtI Leadership Team Math Department Head	The MTSS/RtI team will monitor monthly assessment data reports utilizing the FCIM model to ensure progress is being made and adjust instruction as needed. Conduct department meetings to obtain teacher feedback on effectiveness of strategies with students, adjust instruction as needed.	Formative: Bi-weekly assessments; District Interim data reports; Student authentic work samples Summative: 2013 FCAT 2.0 Mathematics Assessment

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 # The goal of AMO-2 is to reduce 7% of non-proficient by 50% over six years (2010-11 to 2016-17). 5A :					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	70	73	75	78	81	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	The student subgroups based on Ethnicity not making satisfactory progress is the school's White and Asian populations with 65% of White and 85% of Asian achieving proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 65% (48) Black: N/A Hispanic: N/A Asian: 85% (18) American Indian: N/A	White: 80% (59) Black: N/A Hispanic: N/A Asian: 100% (21) American Indian: 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	White: 65% (48) Black: N/A Hispanic: N/A Asian: 85% (18) American Indian: N/A As noted on the administration of the 2012 FCAT 2.0 Mathematics Test the White and Asian subgroups did not make satisfactory progress due to a deficiency in Reporting Category 3, Geometry and Measurement. Students require additional practice and support in their defined areas of deficiencies in Geometry and Measurement.	Provide contexts for mathematical exploration and the development of student understanding of Geometry and Measurement through the use of manipulatives and engaging opportunities for practice. Provide opportunities to utilize Gizmos which include visual stimulus to develop conceptual understanding of numbers.	MTSS/RtI Leadership Team	The MTSS/RtI team will monitor monthly classroom assessments utilizing the FCIM model focusing on students' ability to develop fluency of whole numbers and quickly recall addition, subtraction, multiplication and division facts.	Formative: Bi-weekly assessments, District Interim data reports, Gizmos reports and authentic student work. Summative: 2013 FCAT 2.0 Mathematics Assessment

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	On the 2012 administration of the FCAT 2.0 Mathematics Test, 61% of the students in the English Language Learners (ELL) achieved proficiency. Our goal for the 2012-2013 school year is to increase proficiency by 6 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
61% (217)	67% (238)

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	<p>As noted on the administration of the 2012 FCAT 2.0 Mathematics Test the ELL subgroup did not make satisfactory progress due to a deficiency in Reporting Category 1, Numbers and Operations.</p> <p>The ELL subgroup of students lacks the ability to develop fluency of whole numbers and quick recall of addition, subtraction multiplication and division facts of integers.</p>	<p>Provide contexts for mathematical exploration and the development of student understanding of number and operations through the use of manipulatives and engaging opportunities for practice.</p> <p>Offer opportunities for students to utilize technology such as Gizmos which include visual stimulus to develop conceptual understanding of numbers.</p>	MTSS/RtI Leadership Team	<p>The MTSS/RtI team will monitor monthly classroom assessments utilizing the FCIM model focusing on students' ability to develop fluency of whole numbers and quickly recall addition, subtraction, multiplication and division facts.</p>	<p>Formative: Bi-weekly assessments, District Interim data reports, Gizmo reports and authentic student work.</p> <p>Summative: 2013 FCAT 2.0 Mathematics Assessment</p>
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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:

<p>5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.</p> <p>Mathematics Goal #5D:</p>	<p>On the 2012 administration of the FCAT 2.0 Mathematics Test, 24% of the students in the Students with Disabilities (SWD) subgroup achieved proficiency.</p> <p>Our goal for the 2012-2013 school year is to increase proficiency by 13 percentage points.</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:
24% (13)	37% (20)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>As noted on the administration of the 2012 FCAT 2.0 Mathematics Test the SWD subgroup did not make satisfactory progress due to a deficiency in Reporting Category 1, Numbers and Operations.</p> <p>The SWD subgroup of students lacks the ability to develop fluency of whole numbers and quick recall of addition, subtraction multiplication and division facts of integers.</p>	<p>Provide contexts for mathematical exploration and the development of student understanding of number and operations through the use of manipulatives and engaging opportunities for practice.</p> <p>Offer opportunities for students to utilize technology such as Gizmos and SuccessMaker which include visual stimulus to develop conceptual understanding of numbers.</p>	MTSS/RtI Leadership Team	<p>The MTSS/RtI team will monitor monthly classroom assessments utilizing the FCIM model focusing on students' ability to develop fluency of whole numbers and quickly recall addition, subtraction, multiplication and division facts.</p>	<p>Formative: Bi-weekly assessments, District Interim data reports, SuccessMaker data, Gizmo reports, and authentic student work.</p> <p>Summative: 2013 FCAT 2.0 Mathematics Assessment</p>

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

On the 2012 administration of the FCAT 2.0
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5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	Mathematics Test, 59% of the students in the Economically Disadvantaged subgroup achieved proficiency. Our goal for the 2012-2013 school year is to increase proficiency by 5 percentage points to 64%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
59% (255)	64% (276)

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	As noted on the administration of the 2012 FCAT 2.0 Mathematics Test the Economically Disadvantaged subgroup did not make satisfactory progress in Reporting Category 1, Numbers and Operations. Students need rigorous instruction that will provide opportunities for them to verify the reasonableness of number operation results, especially in relation to problem solving.	Engage students in activities to use technology, such as Gizmos, SuccessMaker and/or Riverdeep that include visual stimulus to develop conceptual understanding of number operations, including in problem situations.	MTSS/RTI Leadership Team Computer Specialist	The Computer Specialist and Administration will monitor monthly SuccessMaker data utilizing the FCIM model focusing on students' ability to develop an understanding of number operations and the ability to solve routine and non-routine problems.	Formative: Bi-weekly assessments, District Interim data reports, SuccessMaker data and authentic student work. Summative: 2013 FCAT 2.0 Mathematics Assessment

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:	The results of the 2012 Algebra EOC assessment indicate that 4% (1) of students scored in the middle third (Level 3-5). Our goal for the 2012-2013 school year is to maintain proficiency at 4%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
4% (1)	4% (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
	According to the 2012	Provide students	MTSS/RTI	During department	Formative:

1	<p>Algebra 1 EOC assessment, the area of greatest difficulty for students in the middle third (Level 3-5) was Reporting Category 3, Rationals, Radicals, Quadratics, & Discrete Mathematics.</p> <p>Students lack the skills needed to identify relationships and patterns. Students need practice in interpreting performing set operations.</p>	<p>opportunities to practice in using a Venn diagram to identify relationships and patterns and to create an argument about the relationships between sets.</p> <p>Provide students with opportunities for more practice in interpreting performing set operations such as union, intersection, complement, and cross-product.</p> <p>Provide inductive reasoning strategies that include discovery learning activities.</p>	<p>Leadership Team Mathematics Department Head</p>	<p>meetings, the MTSS/RtI team will ensure that the results of bi-weekly assessments are reviewed utilizing the FCIM model to ensure progress and adjust curriculum focus as needed.</p> <p>District data results will be reviewed and adjustments to strategies made as needed.</p>	<p>Biweekly assessments and District Interim Data reports.</p> <p>Summative: Results from the 2013 Algebra 1 EOC Assessment</p>
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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:

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra.	<p>The results of the 2012 Algebra 1 EOC assessment indicate that 96% of students scored in the upper third (Levels 4 and 5).</p> <p>Our goal for the 2012-2013 school year is to maintain proficiency at 96%.</p>
Algebra Goal #2:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
96% (24)	96% (24)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>According to the 2012 Algebra 1 EOC assessment, the area of greatest difficulty for students in the upper third (Level 4 and 5) was Reporting Category 3, Rationals, Radicals, Quadratics, & Discrete Mathematics.</p> <p>Students lack the skills needed to identify relationships and patterns. Students need practice in interpreting performing set operations.</p>	<p>Provide students enrichment opportunities to explore and apply the use of a system of equations in the real-world problems and opportunities for more practice in interpreting performing set operations such as union, intersection, complement, and cross-product in a cooperative group setting.</p> <p>Provide opportunities for students to optimize their learning styles through an instructional model that embraces diversity and the brain's natural learning cycle.</p>	<p>MTSS/RtI Leadership Team Mathematics Department Head</p>	<p>During department meetings, the MTSS/RtI team will ensure that the results of bi-weekly assessments are reviewed utilizing the FCIM model to ensure progress and adjust curriculum focus as needed.</p> <p>District data results will be reviewed and adjustments to strategies made as needed.</p>	<p>Formative: Bi-weekly assessments and District Interim Data reports.</p> <p>Summative: Results from the 2013 Algebra 1 EOC Assessment</p>

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

Algebra Goal #

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.

The goal of AMO-2 is to reduce 7% of non-proficient by 50% over six years (2010-11 to 2016-17)

3A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	70	73	75	78	81	

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

<p>3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra.</p> <p>Algebra Goal #3B:</p>	<p>The student subgroup based on Ethnicity that did make satisfactory progress on the 2012 Algebra 1 EOC Assessment was the school's Hispanic population with 68% achieving proficiency.</p> <p>Our goal for the 2012-2013 school year is to increase proficiency by 3 percentage points.</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:
<p>White: N/A Black: N/A Hispanic: 68% (14) Asian: N/A American Indian: N/A</p>	<p>White: N/A Black: N/A Hispanic: 71% (14) Asian: N/A American Indian: N/A</p>

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>White: N/A Black: N/A Hispanic: 68% (14) Asian: N/A American Indian: N/A</p> <p>As noted on the administration of the 2012 Algebra 1 EOC Assessment, the Hispanic subgroup did not make satisfactory progress due to a deficiency Reporting Category 3, Rationals, Radicals, Quadratics, & Discrete Mathematics.</p>	<p>Provide opportunities for additional practice in solving and graphing algebra, both with and without technology, that involve real-world applications.</p> <p>Utilize Venn diagrams in a variety of ways to illustrate intersection, union, and difference, null and disjoint sets and to solve a variety of real-world problems.</p> <p>Technology such as Gizmos and SuccessMaker include visual stimulus to develop conceptual understanding of algebraic expressions.</p>	<p>MTSS/RtI Leadership Team Mathematics Department Head</p>	<p>During department meetings, the MTSS/RtI team will ensure that the results of bi-weekly assessments are reviewed utilizing the FCIM model to ensure progress and adjust curriculum focus as needed.</p> <p>District data results will be reviewed and adjustments to strategies made as needed.</p>	<p>Formative: Bi-weekly assessments and District Interim Data reports.</p> <p>Summative: Results from the 2013 Algebra 1 EOC Assessment</p>

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

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

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

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

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

3E. Economically Disadvantaged students not making satisfactory progress in Algebra. Algebra Goal #3E:	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			

End of Algebra EOC Goals

Geometry End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1:	On the 2012 administration of the Geometry EOC Assessment, 7% of students scored in the middle third (Level 3). Our goal for the 2012-2013 school year is to maintain proficiency at 7%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
7% (1)	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	According to the 2012 Geometry EOC assessment, the area of greatest difficulty for students in the middle third (Level 3) was Reporting Category 3, Trigonometry & Discrete Mathematics. Students are having difficulty in utilizing coordinates in geometry.	Provide students opportunities to practice using coordinates in geometry to find slopes, parallel lines, perpendicular lines, and equations of lines. Provide inductive reasoning strategies that include discovery learning activities.	Administration Math Department Head	During department meetings, results of bi-weekly assessments will be reviewed utilizing the FCIM model to ensure progress and adjust curriculum focus as needed.	Formative: Biweekly assessments and District Interim Data reports. Summative: Results from the 2013 Geometry EOC Assessment.

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

2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	On the 2012 administration of the Geometry EOC Assessment, 93% of students scored in the upper third (Levels 4 and 5). Our goal for the 2012-2013 school year is to maintain proficiency at 93%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
93% (14)	93% (14)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	According to the 2012 Geometry EOC assessment, the area of greatest difficulty for students in the upper third (Levels 4 and 5) was Reporting Category 3, Trigonometry & Discrete Mathematics. Students lack the skills necessary to solve mathematical problems	Provide enrichment opportunities for students to participate in cooperative groups to developing meaning through mathematical problem solving in a real-world context. Provide students opportunities to optimize their learning styles through an	Administration Math Department Head	During department meetings, results of bi-weekly assessments will be reviewed utilizing the FCIM model to ensure progress and adjust curriculum focus as needed.	Formative: Bi-weekly assessments and District Interim Data reports. Summative: Results from the 2013 Geometry EOC Assessment.

	in real-world context.	instructional models that embraces diversity and the brain's natural learning cycle.		
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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

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

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

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

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

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

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

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

3E. Economically Disadvantaged students not making satisfactory progress in Geometry. Geometry Goal #3E:	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			

End of Geometry EOC Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Utilizing Vocabulary Strategies Across All Content Areas	K-8/ All Subjects	Reading Coach	K-8	September 12, 2012	Data Chats	Administration, Mathematics Liaison and Reading Coach

Mathematics Budget:

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

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.		The results of the 2012 FCAT 2.0 Science Test indicates that 35% of students achieved Level 3 proficiency.			
Science Goal #1a:		Our goal for the 2012-2013 school year is to increase Level 3 student proficiency by 3 percentage points to 38%.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
35% (138)		38% (151)			
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	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Science Test in grade 5 was the area of Reporting Category, Earth and Space Science.	Science teachers will develop Professional Learning Communities (PLC) in order to research, collaborate, design, and implement instructional strategies to increase rigor in the area of Earth and	MTSS/RtI Leadership Team	The MTSS/RtI team will review quarterly the results of school site assessment data utilizing the FCIM model to monitor student progress.	Formative: Interim Assessment and School-based bi-weekly Assessments. Summative: 2013 FCAT 2.0 Science

	Students need to develop critical thinking skills through inquiry based learning in the area of Earth and Space Science.	Space Science.			Assessment
2	The area of deficiency as noted on the 2012 administration of the FCAT Science Test in grade 8 was Reporting Category, Nature of Science. Students need to develop higher order thinking skills in order to increase levels of proficiency through a variety of hands-on inquiry-based learning opportunities.	Provide a variety of hands-on inquiry-based learning opportunities for students to analyze, draw appropriate conclusions, and apply key instructional concepts during lab activities that are identified by benchmarks and include solid science content to ensure that full hands-on minds-on experience.	MTSS/RtI Team Leadership Team	The MTSS/RtI team will review quarterly the results of District Interim assessment data, student science journals, and student work folders utilizing the FCIM model to ensure adequate progress is being made and to adjust instruction as needed.	Formative: District Interim assessments; Student science journals; Authentic student work samples Summative: 2013 FCAT 2.0 Science Test

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	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			

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	The results of the 2012 FCAT Science Test indicate that 19% of students achieved proficiency (Level 4 and 5). Our goal for the 2012-2013 school year is to increase student proficiency by 1 percentage points to 20%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
19% (74)	20% (79)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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1	<p>The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Science Test in grade 5 was the area of Reporting Category, Earth and Space Science.</p> <p>Students need to develop higher order thinking skills in order to increase levels of proficiency through a variety of hands-on inquiry-based learning opportunities.</p>	<p>Provide enrichment activities for students to design and develop science and engineering projects to increase scientific thinking, and the development and implementation of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design in Earth and Space Science.</p>	MTSS/RtI Team Leadership Team	<p>The MTSS/RtI team will review quarterly the results of District Interim assessment data, student science journals, and student work folders utilizing the FCIM model to ensure adequate progress is being made and to adjust instruction as needed.</p>	<p>Formative: District Interim assessments; Student science journals; Authentic student work samples.</p> <p>Summative: 2013 FCAT 2.0 Science Assessment</p>
2	<p>The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Science Test for grade 8 was Reporting Category, Nature of Science.</p> <p>Students need to develop higher order thinking skills in order to increase levels of proficiency through a variety of hands-on inquiry-based learning opportunities.</p>	<p>Provide students with enrichment activities that utilize a variety of hands-on inquiry-based learning opportunities for students to analyze, draw appropriate conclusions, and apply key instructional concepts during lab activities that are identified by benchmarks and include solid science content to ensure that full hands-on, minds-on experience.</p>	MTSS/RtI Team Leadership Team	<p>The MTSS/RtI team will review quarterly the results of District Interim assessment data, student science journals, and student work folders utilizing the FCIM model to ensure adequate progress is being made and to adjust instruction as needed.</p>	<p>Formative: District Interim assessments; Student science journals; Authentic student work samples .</p> <p>Summative: 2013 FCAT 2.0 Science Assessment</p>

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:		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			

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
Best Practices for Instruction in Science	3-8/Science	Science Liaison	K-8	October 12, 2012	Classroom Walk Throughs and Data Chats	Leadership Team

Science Budget:

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

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
<p>1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing.</p> <p>Writing Goal #1a:</p>	<p>The results of the 2012 FCAT Narrative Writing Test indicate that 73% of students achieved proficiency Level 3.0 and higher.</p> <p>Our goal for the 2012-2013 school year is to increase by 3 percentage points to 76% the students achieving proficiency Level 3.0 and higher.</p> <p>The results of the 2012 FCAT Narrative Writing Test indicate that 53% of students achieved proficiency Level 4.0 and higher.</p> <p>Our goal for the 2012-2013 school year is to increase by 3 percentage points to 56% the students achieving proficiency Level 4.0 and higher.</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:

73% (256)

76% (265)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>The area of deficiency as noted on the 2012 administration of the FCAT Narrative Writing Test in grade 4 Writing Application, Creative.</p> <p>Students lack skills in organizing ideas and adding supporting details when writing narratives.</p>	<p>Provide opportunities for students to utilize graphic organizers/strategies (e.g., linear graphic organizers, timelines and storyboards that focus on one main event, applying personal narrative genre characteristics, using appropriate hook (e.g., quotation, definition, questions, or descriptions),</p> <p>Provide teachers with professional development in writing that include organization and descriptive strategies.</p>	MTSS/RtI Reading Coach	The MTSS/RtI team will ensure that teachers administer and score students' monthly writing prompts, monitor and document students' progress, student writing folders utilizing the FCIM model and adjust instruction as needed.	<p>Formative: Students' scores on monthly assessments; Student writing samples</p> <p>Summative: 2013 FCAT Narrative Writing Assessment</p>
2	<p>The area of deficiency as noted on the 2012 administration of the FCAT Narrative Writing Test in grade 8 was Writing Application, Creative.</p> <p>Students lack skills in organizing ideas, adding supporting details, using descriptive strategies when writing narratives.</p>	<p>Provide students with opportunities to write narrative accounts with an engaging plot (including rising action, conflict, suspense, climax, falling action and resolution), and that use a range of appropriate strategies and specific narrative action (e.g., dialogue, movement, gestures, expressions) and include well-chosen details using both narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison/contrast of characters) in a cooperative group setting.</p>	MTSS/RtI Reading Coach	The MTSS/RtI team will ensure that teachers administer and score students' monthly writing prompts, monitor and document students' progress, student writing folders utilizing the FCIM model and adjust instruction as needed.	<p>Formative: Students' scores on monthly assessments; Student writing samples</p> <p>Summative: 2013 FCAT Narrative Writing Assessment</p>

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.

N/A

Writing Goal #1b:

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			

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
Four Square Writing Process	K-8	Reading Coach	K-8 Teachers	August 20, 2012- June 5, 2013	Leadership Team will meet monthly to monitor student progress and the effectiveness of Four Square Writing.	Principal

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide Professional Development in Writing	Materials needed such as word jars, sentence strips, and dry erase boards.	EESAC funds	\$150.00
			Subtotal: \$150.00
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: \$150.00

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:	The results of the 2012 District Baseline Civic Test indicate that 0% of students achieved proficiency (Level 3). Our goal for the 2012-2013 school year is to increase student proficiency by 11 percentage points to 11%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (1)	11% (20)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted per Civics teachers include the lack of skills students have content-specific vocabulary taught in government/civics.	Provide opportunities for students to strengthen their content-specific vocabulary by utilizing vocabulary word maps, word walls, variety of texts, shades of meaning, and engaging in affix or root word activities.	MTSS/RtI Administration	The MTSS/RtI team will monitor monthly classroom assessments utilizing the FCIM model focusing on students' knowledge of words and phrases and using vocabulary in context.	Formative: Weekly classroom assessments, Pretest and Post test Summative: District Spring Assessment

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

2. Students scoring at or above Achievement Levels 4 and 5 in Civics. Civics Goal #2:	The results of the 2012 District Baseline Civic Test indicate that 0% of students achieved proficiency (Level 4 and 5). Our goal for the 2012-2013 school year is to increase student proficiency by 11 percentage points to 11%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (1)	11% (20)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted per Civics teachers include the lack of skills students have in graphic representations.	Provide opportunities for students to strengthen their abilities to read and interpret graphs, charts, maps, timelines, political cartoons, and other graphic representations.	MTSS/RtI Administration	The MTSS/RtI team will monitor monthly classroom assessments utilizing the FCIM model focusing on students' ability to analyze information and graphic representations.	Formative: Weekly classroom assessments, Pretest and Post test Summative: District Spring Assessment

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
Project Citizen	7th Grade Social Science	District	7th Grade Teachers Social Science Teachers	September 17,2012	Department meeting to collaborated on implementation	Department Head

Civics Budget:

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

End of Civics Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal # 1:	Our goal for the 2012-2013 is to increase student attendance by 0.5% points from 96.03% to 96.53% by rewarding classes and individual students.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
96.03% (1786)	96.53% (1795)
2012 Current Number of Students with Excessive	2013 Expected Number of Students with Excessive

Absences (10 or more)	Absences (10 or more)
455	432
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
431	409

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	455 students accrued 10 or more absences during the 2011-2012 school year. Parents, particularly those with students in the primary grades, have a limited understanding of the District's attendance policy due to language barriers.	Identify and refer students who may be developing a pattern of non-attendance to the Attendance Review Committee (ARC) and review the District's attendance policy. In collaborations with the City of Doral, students will be entered into a monthly drawing for various rewards. Classes with 100% attendance for the month will be rewarded.	Administrators ARC Committee Counselors	The ARC committee will review Attendance Reports with Absences on a monthly basis and determine the percentage of students entered in the contest.	Formative: Attendance Review Committee (ARC) records Summative: Attendance Reports
2	431 students accrued 10 or more tardies during the 2011-2012 school year. Parents, particularly those with students in the primary grades, have a limited understanding of the District's attendance policy due to a language barrier.	Identify and refer students who may be developing a pattern of excessive tardies to the Attendance Review Committee (ARC) and review the District's attendance policy.	Assistant Principal ARC Committee Counselors	The ARC committee will meet monthly, using data to monitor student tardies and provide intervention when necessary.	Formative: Attendance Review Committee (ARC) records Summative: Attendance Reports

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

School representatives will attend professional development sessions offered by the Alliance for a Healthier Generation	K-8 / Wellness	Staff from Alliance for a Healthier Generation	Counselors and two teachers	September 17, 2012 – Teacher Planning Day October 26, 2012 – Teacher Planning Day February 06, 2013 – Teacher Planning Day	The school will create a wellness council committee in order to monitor the implementation of Policy and Systems recommended by the Alliance for a Healthier Generation, the American Heart Association and the Clinton Foundation.	Administrators
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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:	Our goal for the 2012-2013 school year is to decrease the total number of in-school and out of school suspensions from 21 to 19.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
8	7
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
7	6
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions

21	19				
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School				
19	17				
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>The total number of in-school suspensions was 8.</p> <p>Parents are unfamiliar with the Student Code of Conduct and the reasons for possible student suspensions.</p>	<p>The school's Guidance Counselor and the Administrative team will contact parents of students who are struggling to abide by the Student Code of Conduct.</p> <p>Parents will be provided with training on building and understanding of the Student Code of Conduct.</p> <p>Teachers will monitor and enforce all rules and procedures as stated in the Student Code of Conduct and ensure the highest expectations of all students.</p>	Guidance Counselor Administration	Administration will monitor student in-school suspension rates and parent contact log for evidence of communication with parents of students who have been placed on in-school suspension on a monthly basis and will provide interventions as necessary.	Parent Communication Logs, Parent Sign-In Logs, Parental Involvement Monthly School Report
2	<p>The total number of outdoor suspensions was 19.</p> <p>There is a need for an anti-bullying presentation provided for all students.</p> <p>Intervention programs provided by District such as DARE need to be implemented with fidelity.</p>	<p>An Anti-Bullying Curriculum will be implemented by the counselors and teachers to promote positive character traits and ethical choices.</p> <p>The school's counselor will contact parents of students who receive an increased number of referrals. Parents will be provided with training on building an understanding of the Student Code of Conduct.</p>	Guidance Counselor Administration	Administration will monitor outdoor suspension rates and parent contact log for evidence of communication with parents of students who have been placed on outdoor suspension on a monthly basis and will provide interventions as necessary.	Parent Communication Logs, Parent Sign-In Logs, Parental Involvement Monthly School Report

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
The Student Code of Conduct	PreK-8	Administration	K-8	August 20, 2012 – June 5, 2013	Utilize classroom walkthroughs to monitor teachers' enforcement of the Student Code of Conduct.	Leadership 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:	
<p>1. Parent Involvement</p> <p>Parent Involvement Goal #1:</p> <p><i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i></p>	<p>During the 2011-2012 school year, parent participation in School- wide activities was 91%.</p> <p>Our goal for the 2012-2013 school year is to increase parent participation by 1 percentage point, from 91% to 92%.</p>
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
91% (1258)	92% (1298)
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	Failure of students to give notices to parents in a timely manner, as well as the current demographic includes many families new to the United States and are not familiar with our educational system and the activities offered.	Promote Parent Teacher Association membership by rewarding classes that receive 80% PTA Involvement. Offer FCAT Nights, Math and Science Night, and Reading Under the Stars, rewarding classes with highest percentage of attendance. Utilize ConnectEd to inform parents of upcoming events and pertinent school information.	Administration	Administration will maintain binder with data regarding parent participation.	Percentage in attendance and ConnectEd 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
FCAT/Assessments	PreK-8	Reading Coach	Parents	February 13, 2013	Review sign-in sheets/logs to determine the number of parents attending	School Administration Reading Coach

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

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:		Our goal for the 2012 – 2013 school year is to have 10% of the students in grade 5 participate in the SECME program.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are not exposed to enrichment activities targeting the correlation between Science, Technology, Engineering, and Mathematics.	Utilize differentiated instruction strategies at all levels of instruction in the science classes. During delivery of content, use multiple media (oral, graphics, written, technology-Gizmos) to reach a wide range of learning styles. Assign projects and activities based on student interest and give students the opportunity to demonstrate what they have learned through participating in the SECME program.	Administration	Administration will review quarterly the results of District Interim assessment data, student science journals, and student work folders utilizing the FCIM model to ensure adequate progress is being made and to adjust instruction as needed.	Formative: District Interim assessments; Gizmo assessments, Student science journals; Authentic student work samples Summative: 2013 FCAT 2.0 Science Test

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Gizmos	3-8/ Mathematics and Science	Mario Junco	Individual Classroom Teachers	December 12, 2012 and December 18, 2012	Classroom Walkthroughs/ Gizmos Usage Reports	Administration

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount

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

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:		Increase student exposure to Career and Professional Education (CAPE) academies.			
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	Teachers not exposed to CTE curriculum	Encourage articulation between the middle school and high school feeder pattern through school visits and recruitment. Provide teachers opportunities for career exploration through the Social Studies department meetings.	Administration Middle School Counselor	Administration will participate in articulation with the feeder pattern high school to ensure building pipeline for students enrolling in CAPE academies.	Formative: Articulation for 8th grade students. Summative: Sign-in sheets

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
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PLC Focus on Career Exploration	Grade 8	Social Studies Department Head	Grade 8 Teachers	November 9, 2012	Monthly Department Head Meetings	Administration
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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	Elements of Reading and Vocabulary Kits	Interactive program to increase knowledge of vocabulary	EESAC Funds	\$1,910.50
Writing	Provide Professional Development in Writing	Materials needed such as word jars, sentence strips, and dry erase boards.	EESAC funds	\$150.00
				Subtotal: \$2,060.50
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Accelerated Reader License and STAR Program	Technology Program that matches books to the students' independent reading level.	EESAC Funds	\$4,159.00
				Subtotal: \$4,159.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
				Grand Total: \$6,219.50

Differentiated Accountability

School-level Differentiated Accountability Compliance

<input checked="" type="checkbox"/> Priority	<input checked="" type="checkbox"/> Focus	<input checked="" type="checkbox"/> Prevent	<input checked="" 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 10/8/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Accelerated Reader License and STAR Program	\$4,159.00

Elements of Reading and Vocabulary Kits	\$1,910.50
Reading Department Resources for Professional Development in Writing	\$150.00

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

The School Advisory Council at Dr. Rolando Espinosa K-8 Center K-8 Center will participate in the creation and implementation of the School Improvement Plan, community involvement, address resources needed, monitor student progress and the decision making process of the school through monthly meetings.

AYP DATA

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

SCHOOL GRADE DATA

No Data Found

Dade School District DR. ROLANDO ESPINOSA K-8 CENTER 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	79%	79%	76%	53%	287	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	72%	66%			138	3 ways to make gains: <ul style="list-style-type: none"> ● 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?	75% (YES)	65% (YES)			140	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					565	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Dade School District DR. ROLANDO ESPINOSA K-8 CENTER 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	84%	83%	90%	63%	320	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	76%	73%			149	3 ways to make gains: <ul style="list-style-type: none"> ● 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)	68% (YES)			133	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					602	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested