

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: VINELAND K-8 CENTER

District Name: Dade

Principal: MaryAnn MacLaren

SAC Chair: Laurenne Moreland

Superintendent: Alberto Carvalho

Date of School Board Approval: Pending

Last Modified on: 10/15/2012

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

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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	MaryAnn MacLaren	B.S.-Elementary Education M.S.-Reading M.S.-Educational Leadership Certifications: Elementary Education, K-12	8	16	<p>2012 Principal of Vineland K-8 Center Vineland K-8 Center-Grade: A Reading Mastery: 78%; Math Mastery 75%, Writing Mastery 92%; Science Mastery: 69%; Reading Learning Gains: 70%; Math Learning Gains: 74%; Lowest 25% Reading: 58%; Lowest 25% Math: 71%.</p> <p>2011 Vineland K-8 Center-Grade: A Reading Mastery: 92%; Math Mastery 86%, Writing Mastery 96%; Science Mastery: 78%; Reading Learning Gains: 67%; Math Learning Gains: 73%; Lowest 25% Reading: 71%; Lowest 25% Math: 62%.</p> <p>2010 Vineland K-8 Center - Grade: A Reading Mastery: 89 %; Math Mastery 83%, Writing Mastery 90%; Science Mastery 75%;</p>

		Gifted Education, Reading, Educational Leadership; ESOL endorsed			<p>Reading Learning Gains: 71%; Math Learning Gains: 66%; Lowest 25% Reading: 60%; Lowest 25% Math: 61%.</p> <p>2009 Vineland K-8 Center-Grade: A Reading Mastery: 93%; Math Mastery: 87%, Writing Mastery: 93%; Science Mastery: 66%; Reading Learning Gains: 78%; Math Learning Gains: 65%; Lowest 25% Reading: 74%; Lowest 25% Math: 56%.</p> <p>2008 Vineland K-8 Center-Grade: A Grade: A; Reading Mastery: 85%; Math Mastery 84%; Writing Mastery: 95%; Science Mastery: 47%. Reading Learning Gains: 60%; Math Learning Gains: 66%; Lowest 25% Reading: 54%; Lowest 25% Math: 83%.</p>
Assis Principal	Joan Cobo	B.A.-English M.S.-Educational Leadership Certifications: English 6-12, Educational Leadership	5	11	<p>2012 Assistant Principal of Vineland K-8 Center Vineland K-8 Center-Grade: A Reading Mastery: 78%; Math Mastery 75%, Writing Mastery 92%; Science Mastery: 69%; Reading Learning Gains: 70%; Math Learning Gains: 74%; Lowest 25% Reading: 58%; Lowest 25% Math: 71%.</p> <p>2011 Vineland K-8 Center-Grade: A Reading Mastery: 92%; Math Mastery 86%, Writing Mastery 96%; Science Mastery: 78%; Reading Learning Gains: 67%; Math Learning Gains: 73%; Lowest 25% Reading: 71%; Lowest 25% Math: 62%.</p> <p>2010 Vineland K-8 Center-Grade: A Reading Mastery: 89 %; Math Mastery: 83%, Writing Mastery: 90%; Science Mastery: 75%; Reading Learning Gains: 71%; Math Learning Gains: 66%; Lowest 25% Reading: 60%; Lowest 25% Math: 61%.</p> <p>2009 Vineland K-8 Center-Grade: A Reading Mastery: 93%; Math Mastery 87%, Writing Mastery: 93%; Science Mastery: 66%; Reading Learning Gains: 78%; Math Learning Gains: 65%; Lowest 25% Reading: 74%; Lowest 25% Math: 56%.</p> <p>2008 Instructional Supervisor, Regional Center V, M-DCPS in 2007-2008 A schools: 47 B schools: 8 C schools: 4 D schools: 1 F schools: 0</p>

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)
N/A					

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	Partnering new teachers with veteran staff	Administration	8/2012 - 6/2013	
2	Professional Development	PD Liaison	8/2012 - 6/2013	
3	Soliciting referrals from current employees and feeder pattern colleagues	Administration	8/2012 - 6/2013	
4	Working with local university schools of education to take on additional teaching interns for the purpose of identifying potential recruits	Administration	8/2012 - 6/2013	

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
Six instructional staff members (10%) are considered out-of-field. Zero teachers received less than an effective rating.	Teachers are completing coursework and or paperwork required to attain ESOL or gifted endorsements.

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
59	0.0%(0)	11.9%(7)	49.2%(29)	39.0%(23)	44.1%(26)	101.7%(60)	13.6%(8)	20.3%(12)	59.3%(35)

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
NA			

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

NA

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

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

School-based MTSS/Rti Team

Identify the school-based MTSS leadership team.

Principal: Provides a common vision for the use of data-based decision-making, monitors the implementation of interventions with the assistant principals, provides support and direction to school staff by meeting with the Multi-Tiered System of Supports (MTSS) team and providing professional development as needed; and, communicates school-based plans regarding MTSS to all stakeholders through EESAC.

Assistant Principal: Develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches in the Pre-Kindergarten through Eighth Grade. Works with the shared reading coach to identify appropriate, evidence-based intervention strategies as communicated by district personnel; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and leads the assessment process and

implementation monitoring, along with the principal. Leads the School Support Team (SST) to gather input from the school psychologist and school social worker, in addition to the general education and special education teachers.

Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies. Assists with the ongoing progress monitoring of students identified as "at risk" by the school support team. Provides guidance on K-12 reading plan (CRRP); facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning; supports the implementation of Tier 1, Tier 2, and Tier 2 intervention plans.

Grade Level/Department Chairpersons: Collaborates with the Principal and Assistant Principal(s) and communicates pertinent information to the grade level/department. Assists in collecting, disaggregating and analyzing data in order to modify instruction and reorganize small learning communities for the grade level/department.

General Education Teachers (Primary and Intermediate): Delivers Tier 1, Tier 2 and Tier 3 interventions to students in their class, collaborates with specialized teachers such as SPED and ELL to ensure optimal learning, reviews data of ongoing progress monitoring, and reports progress and response to intervention to the school support team staff.

Exceptional Student Education (ESE/SPED) Teachers: Participates in student data collection, collaborates with general education teacher to determine strategies for implementation of the intervention program, and provides input at school support team meetings.

School Counselor: In addition to providing interventions, the school counselor continues to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

Student Services Personnel: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. Reaches out to the parents/community to bridge the gap between home and school, and educate parents on the importance of their involvement. Participates in the School Support Team (SST) by participating in collection, interpretation, and analysis of data; facilitates development of intervention plans for "at risk" students; monitors students by analyzing ongoing progress monitoring data of these students.

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 following steps will be considered by the school's Leadership Team to address how we can utilize the RtI process to enhance data collection, data analysis, problem solving, differentiated assistance, and progress monitoring.

The Leadership Team will:

1. Use the Tier 1 Problem Solving process to set Tier 1 goals, monitor academic and behavior data evaluating progress at least three times per year by addressing the following important questions:

- What will all students learn? (curriculum based on standards)
- What progress is expected in each core area?
- How will we determine if students have made expected levels of progress towards proficiency? (common assessments)
- How will we respond when grades, subject areas, or class of, or individual students have not learned? (Response to Intervention problem solving process and monitoring progress of interventions)
- How will we respond when students have learned or already know? (enrichment opportunities).

2. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.

3. Hold regular team meetings. Use the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.

4. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

5. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.

6. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.

7. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.

8. Assist with monitoring and responding to the needs of subgroups within the expectations for meeting Annual Measurable Objectives.

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

The Team adheres to the following guiding principles for school improvement:

Students are first;
Data speak;
Everyone participates;
Responsibility is shared;
The work is public

The team meets quarterly to engage in the following activities:

Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level through Edusoft reports to identify students who are meeting/exceeding benchmarks, at moderate risk, or at high risk for not meeting benchmarks. Other data such as attendance and disciplinary referrals will be consulted as well to provide the team with as much information on the students' progress in all areas of school life. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem-solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

The MTSS team will review findings with the rest of the staff, and facilitate professional conversations regarding how to most practically and effectively modify and differentiate instruction to reach all students.

MTSS Implementation

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

The MTSS team and the Educational Excellence School Advisory Council (EESAC) collaborate to develop the SIP. The team provides data on academic and social/emotional areas that need to be addressed; helps set clear expectations for instruction (Rigor, Relevance, Relationship); monitors the fidelity of the delivery of instruction and intervention; provides levels of support and interventions to students based on data; and aligns processes and procedures.

Data will be used to guide instructional decisions and system procedures for all students to:

- adjust the delivery of curriculum and instruction to meet the specific needs of students
- adjust the delivery of behavior management system
- adjust the allocation of school-based resources
- drive decisions regarding targeted professional development
- create student growth trajectories in order to identify and develop interventions

Managed data will include:

Academic

- Florida Assessments for Instruction in Reading (FAIR) - Reading
- Interim assessments through Edusoft – Reading, Math, Science, Writing
- Florida Comprehensive Assessment Test (FCAT) – Reading, Math, Science, Writing
- Student grades – Reading, Math, Science, Writing
- School site specific assessments - Reading, Math, Science, Writing
- Comprehensive English Language Learning Assessment (CELLA) – Reading, Writing

Behavioral

- Student Case Management
- Suspensions
- Attendance
- Conduct grades
- FABs/BIPs

Describe the plan to train staff on MTSS.

Members of the MTSS team will participate in district professional development on MTSS problem solving, and the data analysis process. This team will provide support for school staff to understand basic MTSS principles and procedures. At the opening of school meeting, and MTSS and differentiated instruction overview will be provided. Then the MTSS team will begin meeting monthly in order to maximize the development of an effective teaching-learning environment, wherein the instruction/interventions are matched to student needs and the monitoring of progress is continuous. The administrative team will participate in ongoing district support for MTSS implementation through feeder patterns.

Describe the plan to support MTSS.

1. Provide effective, actively involved, and resolute leadership that frequently provides visible connections between a MTSS framework with district & school mission statements and organizational improvement efforts.
2. Maintain alignment of policies and procedures across classroom, grade, building, district, and state levels.
3. Provide ongoing efficient facilitation and accurate use of a problem-solving process to support planning, implementing, and evaluating effectiveness of services.
4. Promote strong, positive, and ongoing collaborative partnerships with all stakeholders who provide education services or who otherwise would benefit from increases in student outcomes.
5. Develop comprehensive, efficient, and user-friendly data-systems for supporting decision-making at all levels from the individual student level up to the aggregate district level.
6. Facilitate data-driven professional development activities that align to core student goals and staff needs.
7. Communicate outcomes with stakeholders and celebrate success frequently.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

MaryAnn MacLaren, Principal
 Joanie Cobo, Assistant Principal
 Aurora Vaccaro, SPED Chairperson
 Betty Maley, ELL Chairperson
 Grade level chairpersons
 Elementary counselor
 Secondary counselor
 TRUST specialist
 Timothy Sharp, UTD Steward

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

The purpose of the Reading Leadership Team is to create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. The principal selects team members for the Reading Leadership Team (RLT) based on a cross section of the faculty and administrative team that represents highly qualified professionals who are interested in serving to improve literacy instruction across the curriculum. Much like the MTSS team, the LLT will meet monthly to review trends in student achievement in order to plan relevant, meaningful professional development geared towards assisting teachers in differentiating instruction.

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

The LLT will work with the staff in order to strengthen the vertical team approach through the use of Learning Logs in all grade levels and content areas, and continue to implement the Common Core State Standards as we phase out FCAT 2.0 in favor of PARC.

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 Assistant Principal will continue to provide suggestions and model lessons in applying CRISS strategies across the curriculum for our Upper Academy (UA) teachers. When offered, these teachers will attend the full three-day CRISS training and provide "lessons learned" professional development to the staff during UA meetings. Evidence of reading across the curriculum will be demonstrated in long term lesson plans.

*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 indicate that 28% of students in grades 3-8 scored at or above proficiency level, with 157 scoring at Level 3. Our goal for the 201-2013 school year is for at least 32% of students in grades 3-8 to score at or above proficiency level on the FCAT 2.0 Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (157)	32% (182)

Problem-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	Results from the 2012 FCAT Reading 2.0 suggest that the area offering the greatest opportunity for improvement is Reading Application. Students struggle to read and comprehend complex literary and informational texts independently and proficiently.	Utilize grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining, and/or explaining, to help build students' stamina for reading actively.	MTSS Team	Administration will review assessment data from FAIR, SuccessMaker, and Interim Assessments, as these data become available. E-Gradebook reports that indicate students making unsatisfactory progress will also be reviewed bi-weekly to determine if students are grasping these benchmarks. These reports will be reviewed at monthly MTSS meetings as well as grade level meetings.	Formative: FAIR; SuccessMaker reports; Interim Assessments; reading theme tests; e-Gradebook reports Summative: Results from 2013 Florida Comprehensive Assessment Test (FCAT 2.0) in Reading
2	Results from the 2011 FCAT Reading suggest that the area offering the greatest opportunity for improvement is Reporting Category 2-Reading Application.	Utilize grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining, and/or explaining. Provide opportunities for teachers observe colleague teachers to observe best practices in action.	Rtl Team	Classroom walkthroughs and providing feedback to teachers	Formative: FAIR, Interim Assessments Summative: Results from 2012 FCAT Reading
3	Teachers need time to reflect on their craft and collaborate with colleagues	Provide teachers with the opportunity to observe colleague teachers in model classrooms	Principal, Assistant Principals	Post observation chats and feedback through surveys	Classroom walkthroughs

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:		NA			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
NA		NA			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	NA				

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The 2012 FCAT 2.0 indicates that 49% of students in grades 3-8 scored a Level 4 or 5 in reading. Our goal for the 2012-2013 school year to for at least 51% of students in grades 3-8 to score an FCAT Level 4 or 5 in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
49%(280)	51%(290)

Problem-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	A lag analysis of FCAT trend data indicates that the percentage of students scoring above proficiency in reading declines when the students reach fourth and fifth grades, particularly in Informational Text/Research Process.	Incorporate thematic projects in intermediate grades, to help students connect to relevance of other academic areas and real life. Provide practice for students to integrate and evaluate content presented in diverse formats and media.	Principal and Assistant Principal	Administration will review assessment data from FAIR, SuccessMaker, and Interim Assessments, quarterly, as these data become available. E-Gradebook reports that indicate students making unsatisfactory progress will also be reviewed bi-weekly to determine if students are grasping these benchmarks. These reports will be reviewed at monthly MTSS meetings as well as grade level meetings. Administration will also conduct bi-weekly classroom walkthroughs to further ascertain effectiveness of the reading program through examination of student work and class engagement and performance during the	Formative: Interim Assessments and student work Summative: Results from 2013 Florida Comprehensive Assessment Test (FCAT 2.0) in Reading

				lessons. Follow-up conversations will be conducted with individual teachers as needed.	
2	<p>A lag analysis of FCAT trend data indicates that the percentage of students scoring above proficiency in reading declines when the students reach fifth grade and into middle school, particularly in Reporting Category 4-Informational Text/Research Process.</p> <p>Students who consistently meet benchmarks require enrichment activities to ensure an appropriate level of challenge.</p>	<p>Incorporate thematic projects for students beginning in 5th grade, to help students connect to relevance of other academic areas and real life.</p> <p>Fifth grade will departmentalize to allow teachers the opportunity to develop expertise in each subject area.</p>	Principal, Assistant Principal, teachers of the gifted	Classroom walkthroughs and student work	Formative: Interim Assessments and student work Summative: 2012 FCAT Reading

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	<p>The 2012 FCAT 2.0 Reading indicates that 70% of students in grades 4-8 made learning gains.</p> <p>Our goal for the 2012-2013 school year is for at least 75% of students in grades 4-8 to demonstrate learning gains in reading, an increase of five percentage points.</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:
70% (291)	75% (312)

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	Results from the 2012 FCAT 2.0 Reading suggest that the area offering the greatest opportunity for improvement is Reading Application. Our item analyses have shown that student understanding of how Author's Perspective influences text as well as how to identify text structure and explain how it impacts meaning in text is extremely limited across grade levels.	Students will utilize technology to increase reading proficiency. Reading Plus and SuccessMaker will be used to provide individualized and differentiated practice in reading. Students will be provided direct instruction in identifying causal relationships imbedded in text, as well as opportunities to become familiar with text structures such as cause/effect, compare/contrast, and chronological order.	Principal and Assistant Principal	3a.1. Administration will review assessment data quarterly from FAIR, SuccessMaker, and Interim Assessments, quarterly, as these data become available. E-Gradebook reports that indicate students making unsatisfactory progress will also be reviewed bi-weekly to determine if students are grasping these benchmarks. Flexible guided reading groupings will be reviewed frequently, and ensure that groups are redesigned to target the needs of students based on assessments. Data reports will be reviewed at monthly MTSS meetings as well as grade level meetings. Administration will also conduct quarterly classroom walkthroughs to further ascertain effectiveness of the reading program through examination of student work and class engagement and performance during the lessons. Follow-up conversations will be conducted with individual teachers as needed.	Formative: Analysis of FAIR and Interim Assessment results Summative: Results from 2013 Florida Comprehensive Assessment Test (FCAT 2.0) in Reading
2	Results from the 2011 FCAT Reading suggest that the area offering the greatest opportunity for improvement is Reporting Category 2-Reading Application	Students will utilize technology to increase reading proficiency. Reading Plus and SuccessMaker will be used to provide individualized and differentiated practice in reading.	Principal, Assistant Principals, Reading Coach	Analysis of FAIR and Interim Assessment results Review flexible guided reading groupings frequently, and ensure that groups are redesigned to target the needs of students based on assessments.	Formative: Analysis of FAIR and Interim Assessment results Summative: 2012 FCAT Reading

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

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	The 2011 FCAT Reading indicates that 71% of students in the bottom quartile made learning gains. Our goal for the 2011-2012 school year is for at least 76% of students in the lowest 25% to make learning gains in reading, an increase of five percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
71% (72)	76% (77)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students reading below grade level need extra assistance to build skills and accelerate academic growth in the following reading areas: phonics, phonemic awareness, fluency, vocabulary, and comprehension. Students need additional support in Reading Application.	Using SuccessMaker, elementary teachers will differentiate guided reading instruction for all students to increase skills in phonemic awareness, phonics, fluency, vocabulary and comprehension, as delineated in the CRRP. Secondary students will do this through the Voyager program in Intensive Reading classes. Reading teachers will utilize graphic organizers to aid in summarizing the text and will help students locate evidence from the text to help explain and justify conclusions. Reading Teachers will also provide explicit and systematic structural analysis instruction to focus on decoding larger (multisyllabic) words. Teachers will encourage students to "read widely" from a variety of sources that are high interest/low readability.	MTSS team	Quarterly review of SuccessMaker and Voyager summary reports with grade levels and MTSS team.	Formative: Analysis of FAIR, SuccessMaker, and Interim Assessment results Summative: Results from 2013 Florida Comprehensive Assessment Test (FCAT 2.0) in Reading
2	Inconsistent implementation of small group instruction and intervention during reading instructional block has hindered progress. Students need additional	Using Voyager, elementary teachers will differentiate guided reading instruction for all students to increase skills in phonemic awareness, phonics, fluency vocabulary and comprehension, as	Rtl Team	Regualr review of Voyager data summary reports	Formative: Analysis of FAIR and Interim Assessment results Summative: 2012 FCAT Reading

support in Reporting Category 2-Reading Application.	delineated in the CRRP. Secondary students will do this through Intensive Reading classes.		
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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal #					
	Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	81	83	84	86	88	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	Our goal is for at least 88% of the white student population to score proficient on the 2013 FCAT 2.0 Reading, an increase of 4 percentage points. Our goal is for at least 84% of the Hispanic student population to score proficient on the 2013 FCAT 2.0 Reading, an increase of 6 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 84% (134) Black: NA Hispanic: 78% (251) Asian: NA American Indian: NA	White: 88% (140) Black: NA Hispanic: 84% (270) Asian: NA American Indian: NA

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have limited practice analyzing the author's perspective, choice of words, style, and technique to understand how these elements influence the meaning of text.	Students will be exposed to important learning strategies such as graphic organizers (e.g., note taking, mapping); summarization activities; questioning the author; anchoring conclusions back to the text (e.g., explaining and justifying decisions).	Principal and Assistant Principal	Administration will review assessment data quarterly from FAIR, SuccessMaker, and Interim Assessments, quarterly, as these data become available. E-Gradebook reports that indicate students making unsatisfactory progress will also be reviewed bi-weekly to determine if students are grasping these benchmarks.	Formative: Analysis of FAIR, SuccessMaker, and Interim Assessment results Summative: Results from 2013 Florida Comprehensive Assessment Test (FCAT 2.0) in Reading

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:	Our goal is for at least 65% of the ELL population to score proficient on the 2013 FCAT 2.0 Reading, an increase of 10 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
55% (14)	65% (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	English Language Learners struggle to identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words.	Emphasize strategies for deriving word meanings and word relationships from context, as well as provide additional instruction on word meanings. Students will practice using context clues to distinguish the correct meaning of words that have multiple meanings.	Principal and Assistant Principal	Administration will review assessment data quarterly from FAIR, SuccessMaker, and Interim Assessments, quarterly, as these data become available. E-Gradebook reports that indicate students making unsatisfactory progress will also be reviewed bi-weekly to determine if students are grasping these benchmarks.	Formative: Analysis of FAIR, SuccessMaker, and Interim Assessment results Summative: Results from 2013 Florida Comprehensive Assessment Test (FCAT 2.0) in Reading
2	N/A	N/A	N/A	N/A	N/A

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	Our goal is for at least 53% of the SWD population to score proficient on the 2013 FCAT 2.0 Reading, an increase of 18 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
35% (22)	53% (33)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Baseline interim assessments demonstrate that our Students with Disabilities have significant difficulty in determining the main idea or essential message in grade-level texts.	Use graphic organizers to help students see patterns and summarize the main points. Students must understand how patterns support the main idea, character development, and author's purpose.	Principal and Assistant Principal	Administration will review assessment data quarterly from FAIR, SuccessMaker, and Interim Assessments, quarterly, as these data become available. E-Gradebook reports that indicate students making unsatisfactory progress will also be reviewed bi-weekly to determine if students are grasping these benchmarks.	Formative: Analysis of FAIR, SuccessMaker, and Interim Assessment results Summative: Results from 2013 Florida Comprehensive Assessment Test (FCAT 2.0) in Reading
2	Baseline interim assessments demonstrate that our Students with Disabilities have significant difficulty in determining the main idea or essential message in grade-level texts.	Use graphic organizers to help students see patterns and summarize the main points. Students must understand how patterns support the main idea, character development, and author's purpose.	Principal and Assistant Principal	Administration will review assessment data quarterly from FAIR, SuccessMaker, and Interim Assessments, quarterly, as these data become available. E-Gradebook reports that indicate students making unsatisfactory progress will also be reviewed bi-weekly to determine if	Formative: Analysis of FAIR, SuccessMaker, and Interim Assessment results Summative: Results from 2013 Florida Comprehensive Assessment Test (FCAT 2.0) in

				students are grasping these benchmarks.	Reading
3	N/A	N/A	N/A	N/A	N/A

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	Our goal is for at least 70% of the ED student population to score proficient on the 2013 FCAT 2.0 Reading, an increase of 5 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
65% (145)	70% (156)

Problem-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 have limited practice analyzing the author's perspective, choice of words, style, and technique to understand how these elements influence the meaning of text.	Students will be exposed to important learning strategies such as graphic organizers (e.g., note taking, mapping); summarization activities; questioning the author; anchoring conclusions back to the text (e.g., explaining and justifying decisions).	Principal and Assistant Principal	Administration will review assessment data quarterly from FAIR, SuccessMaker, and Interim Assessments, quarterly, as these data become available. E-Gradebook reports that indicate students making unsatisfactory progress will also be reviewed bi-weekly to determine if students are grasping these benchmarks.	Formative: Analysis of FAIR, SuccessMaker, and Interim Assessment results Summative: Results from 2013 Florida Comprehensive Assessment Test (FCAT 2.0) in Reading
2	Students need additional support in Reporting Category 2-Reading Application.	Using Voyager, elementary teachers will differentiate guided reading instruction for all students to increase skills in phonemic awareness, phonics, fluency vocabulary and comprehension, as delineated in the CRRP. Secondary students will do this through Intensive Reading classes.	Rtl Team	Regular review of Voyager data summary reports.	Formative: Analysis of FAIR and Interim Assessment results Summative: 2012 FCAT Reading

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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Common Core	1, 2, 3-Reading	District	Teachers of grades 1, 2, 3	June 24-26, 2012	Debriefing w/ administration and classroom walkthroughs	Principal, Assistant Principal
Data analysis	PreK-8/All	Assistant Principal	Instructional staff	Monthly grade level meetings and quarterly early release meetings	Data chats through IPEGS process	Principal; Assistant Principal
SuccessMaker	K-5 Teachers	Teachers who attended the District-sponsored workshop	Elementary teachers who provide reading interventions	September 17 Teacher Planning Day	SuccessMaker reports	Principal, Assistant Principal

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
1a.1	Temporary Instructor Funds	EESAC	\$1,000.00
			Subtotal: \$1,000.00
			Grand Total: \$1,000.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal # 1:	Results from the 2012 administration of CELLA indicate that 55% of students in kindergarten through grade eight scored proficient in listening and speaking.
2012 Current Percent of Students Proficient in listening/speaking:	
55% (42)	
Problem-Solving Process to Increase Student Achievement	
	Person or Process Used to

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Students have limited knowledge of the English language because it is not the primary language spoken at home.	When addressing the areas of listening and speaking, reading teachers will model correct phrasing, use substitution and repetition; teachers will ask questions that are interactive and meaningful.	MTSS; LEP committee	Monitoring of Gradebook reports quarterly; FAIR testing; Interim testing, as well as bi-weekly classroom walkthroughs	Formative: FAIR; student grades; Interim Assessments Summative: 2013 CELLA

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:

Results from the 2012 administration of CELLA indicate that 37 percent of students in kindergarten through grade eight scored proficient in reading.

2012 Current Percent of Students Proficient in reading:

37% (28)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	LEP students are required to receive Spanish as their intervention, but this is not always effective. It can take a considerable amount of time to identify learning disabilities among LEP students, because language has to be ruled out as the cause of the insufficient progress. There is limited exposure to English language books at home.	When addressing reading, teachers will model "Think Alouds" to slow down the reading process to allow students to get a good look at how skilled readers construct meaning. Teachers will also utilize a variety of semantic maps to show students how to visually organize information. School will monitor the progress of LEP students through MTSS to determine if LEP committee needs to convene to modify LEP plan.	MTSS; LEP committee	Monitoring of Gradebook reports quarterly; FAIR testing; Interim testing, as well as bi-weekly classroom walkthroughs	Formative: FAIR; student grades; Interim Assessments Summative: 2013 CELLA

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

3. Students scoring proficient in writing.

CELLA Goal #3:

Results from the 2012 administration of CELLA indicate that 47 percent of students in kindergarten through grade eight scored proficient in reading.

2012 Current Percent of Students Proficient in writing:

47% (36)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have limited knowledge of the English language they do not see text written in English at home.	When addressing the area of writing, reading teachers will maintain reading response logs so they may record their thoughts and questions about literature, content area text, or research material.	MTSS; LEP committee	Monitoring of Gradebook reports quarterly; FAIR testing; Interim testing, as well as bi-weekly classroom walkthroughs	Formative: FAIR; student grades; Interim Assessments Summative: 2013 CELLA

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			\$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 2012 FCAT 2.0 Math indicates that 33% of students in grades 3-8 scored at or above proficiency level, with 185 scoring a Level 3. Our goal for the 2012-2013 school year is for at least 35% of students in grades 3-8 to score at or above proficiency level on the FCAT Math, a two percentage point increase.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (185)	35% (199)

Problem-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	Results from the 2012 FCAT 2.0 Math suggest that the area offering the greatest opportunity for improvement is Fractions for grade 3 and Base 10 and Fractions and Geometry for grade 5.	Provide all students with daily opportunities to engage in authentic problem solving activities, incorporating the use of cooperative learning, manipulatives, critical thinking and oral/written communication of problem solving procedures as specified in the Comprehensive Math Plan. Provide opportunities for teachers observe colleague teachers to observe best practices in action.	Principal, Assistant Principal	Administration will review assessment data from SuccessMaker, Destination Math, and Interim Assessments, as these data become available. E-Gradebook reports that indicate students making unsatisfactory progress will also be reviewed bi-weekly to determine if students are grasping these benchmarks. Data reports will be reviewed at grade level meetings. Administration will also conduct regular classroom walkthroughs to further ascertain effectiveness of the math program through examination of student work and class engagement and performance during the lessons. Follow-up conversations will be conducted with individual teachers as needed.	Formative: Analysis of Interim Assessment results Summative: 2013 FCAT 2.0 Mathematics

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	The 2012 FCAT Math 2.0 indicates that 41% of students in grades 3-8 scored a Level 4 or 5. Our goal for the 2012-2013 school year is for at least 43% of students in grades 3-8 scoring a Level 4 or 5 on the FCAT Math.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
41% (235)	43% (244)

Problem-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	In taking a vertical approach to analyzing the FCAT Math results, the data reveal that the percentage of students scoring above proficiency (FCAT Levels 4 and 5), steadily decreases from grades 3 through 5, when the scores begin to recover. The area of geometry and measurement is challenging for many students because of the multiple steps needed to problem solve.	Provide grade-level appropriate activities that promote the composing and decomposing of; describing, analyzing, comparing, and building, drawing, and analyzing models that develop measurement concepts and skills through experiences in analyzing attributes and properties of two- and three-dimensional shapes/objects.	Principal, Assistant Principal	Reviewing lesson plans, classroom walkthroughs, monitoring student grades quarterly	Formative: Analysis of Interim Assessment results Summative: 2013 FCAT 2.0 Mathematics

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

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	NA				

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	The 2012 FCAT 2.0 Math indicates that 74% of students grades 4-8 demonstrated learning gains in mathematics. In 2013, 79% of students in grades 4-8 will demonstrate learning gains in math on the FCAT, a five percentage point increase.
2012 Current Level of Performance:	2013 Expected Level of Performance:
74% (308)	79% (329)

Problem-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	Vocabulary development: Because math language is not often used in everyday language, students need additional support to understand key concepts in math.	Students will be immersed in the language of math through repeated exposure, the use of graphic organizers, and mathematical discourse. Younger students will use images to represent words. The four domains of language (listening, speaking, reading, writing) will be applied in math.	Principal, Assistant Principal	Reviewing lesson plans, classroom walkthroughs, monitoring student grades quarterly	Formative: Analysis of Interim Assessment results Summative: 2013 FCAT 2.0 Mathematics

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

Problem-Solving Process to Increase Student Achievement					
			Person or	Process Used to	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	NA				

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	The 2012 FCAT 2.0 indicates that 71% of students in the lowest 25% of grades 4-8 demonstrated learning gains in mathematics. In 2013, 76% of students in grades 4-8 will demonstrate learning gains in math, an increase of five percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
71% (71)	76% (76)

Problem-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 have had inconsistent exposure to activities that help develop understanding of number and operations through the use of manipulatives and engaging opportunities for practice.	Implement a rotation schedule for small group instruction during the mathematics block using intervention and enrichment activities that incorporate the use of learning logs, technology, and manipulatives. Provide tailored instruction as delineated by the intervention model and/or based on mini assessments.	Principal, Assistant Principal	Lesson plans, bi-weekly classroom walkthroughs, and quarterly data chats	Formative: Interim Assessments Summative: 2013 FCAT 2.0 Math

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 # Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	76	78	81	83	85	

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:	Our goal is for at least 61% of the black student population to score proficient on the 2013 FCAT 2.0 Math, an increase of 15 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: NA	White: NA

Black: 46% (32) Hispanic: NA Asian: NA American Indian: NA	Black: 61% (43) Hispanic: Asian: American Indian:
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students' limited fluency with basic math facts limits their ability to move on to more complex, multi-step problem solving.	Provide the instructional support needed for students to develop quick recall of addition facts and related subtraction facts, and multiplication and related division facts, and fluency with multi-digit addition and subtraction, and multiplication and division of whole numbers, as well as addition and subtraction of fractions and decimals.	Principal, Assistant Principal	Lesson plans, bi-weekly classroom walkthroughs, and quarterly data chats	Formative: Interim Assessments Summative: 2013 FCAT 2.0 Math

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:	Our goal is for at least 63% of the ELL population to score proficient on the 2013 FCAT 2.0 Math, an increase of 8 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
55% (14)	63% (16)

Problem-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' limited fluency with basic math facts limits their ability to move on to more complex, multi-step problem solving.	Provide the instructional support needed for students to develop quick recall of addition facts and related subtraction facts, and multiplication and related division facts, and fluency with multi-digit addition and subtraction, and multiplication and division of whole numbers, as well as addition and subtraction of fractions and decimals.	Principal, Assistant Principal	Lesson plans, bi-weekly classroom walkthroughs, and quarterly data chats	Formative: Interim Assessments Summative: 2013 FCAT 2.0 Math

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:	Our goal is for at least 54% of the SWD population to score proficient on the 2013 FCAT 2.0 Math, an increase of 11 percentage points.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
43% (27)	54% (34)

Problem-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' limited fluency with basic math facts limits their ability to move on to more complex, multi-step problem solving.	Provide the instructional support needed for students to develop quick recall of addition facts and related subtraction facts, and multiplication and related division facts, and fluency with multi-digit addition and subtraction, and multiplication and division of whole numbers, as well as addition and subtraction of fractions and decimals.	Principal, Assistant Principal	Lesson plans, bi-weekly classroom walkthroughs, and quarterly data chats	Formative: Interim Assessments Summative: 2013 FCAT 2.0 Math

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	The results of the 2011 FCAT Mathematics indicate that 74% of students in the Economically Disadvantaged subgroup demonstrated proficiency. Our goal is to increase student proficiency by three percentage points to 77% by providing appropriate interventions and remediation.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
74% (121)	77% (126)

Problem-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' limited fluency with basic math facts limits their ability to move on to more complex, multi-step problem solving.	Provide the instructional support needed for students to develop quick recall of addition facts and related subtraction facts, and multiplication and related division facts, and fluency with multi-digit addition and subtraction, and multiplication and division of whole numbers, as well as addition and subtraction of fractions and decimals.	Principal, Assistant Principal	Lesson plans, bi-weekly classroom walkthroughs, and quarterly data chats	Formative: Interim Assessments Summative: 2013 FCAT 2.0 Math

Middle School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	The 2012 FCAT 2.0 Math indicates that 33% of students in grades 3-8 scored at or above proficiency level, with 185 scoring a Level 3. Our goal for the 2012-2013 school year is for at least 35% of students in grades 3-8 to score at or above proficiency level on the FCAT 2.0 Math, a two percentage point increase.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (185)	35% (199)

Problem-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>Many students struggle with memorizing their basic math facts, and move onto the next grade level without a solid enough foundation to be able to solve more complex, multi-step problems.</p> <p>Students lack a foundational mastery of fractions, ratios, and proportional relationships. In Grade 6.</p>	<p>Create anchor charts with groups of students to provide visual references of recent and ongoing learning and to offer opportunities for students to generalize/connect the highlighted strategy to new problems.</p> <p>Use process (how to) letters to provide individual students with reflective opportunities to apply, analyze, and connect ideas from the content material. This will further students' understanding and increase retention of learning.</p>	Assistant Principal	Lesson plans, bi-weekly classroom walkthroughs, and quarterly data chats	<p>Formative: Analysis of Interim Assessment results</p> <p>Summative: 2013 FCAT 2.0 Mathematics</p>

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal # 1b:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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1	NA			
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	The 2012 FCAT 2.0 Math indicates that 41% of students in grades 3-8 scored a Level 4 or 5. Our goal for the 2012-2013 school year is for at least 43% of students in grades 3-8 scoring a Level 4 or 5 on the FCAT 2.0 Math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
41% (235)	43% (244)

Problem-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	Results from the 2012 FCAT 2.0 Math suggest that the area offering the greatest opportunity for improvement in the middle school is Geometry and Measurement. Students demonstrate inconsistent background knowledge in composing and decomposing of; describing, analyzing, comparing, and classifying; and building, drawing, and analyzing models that develop measurement concepts and skills through experiences in analyzing attributes and properties of two- and three-dimensional shapes/objects.	Implement error analysis to improve computation. Students start practicing with identifying and correcting common errors and move to more complex errors. Use literature in mathematics to provide the necessary meaning for children to successfully grasp measurement concepts and allows students to make connections with real-world situations. Infusing literacy in the mathematics classroom to use mathematics terminology embedded throughout lessons by the teacher and students, journals written by students reflecting about the math they learned, interactive "Word Walls" created by the teacher and students in conjunction with each lesson, or books used as a lesson lead-in, guided practice or closure of the lesson.	Assistant Principal	Lesson plans, classroom walkthroughs, and data chats	Formative: Analysis of Interim Assessment results Summative: 2013 FCAT 2.0 Mathematics

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

NA			NA		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	NA				

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	The 2012 FCAT 2.0 indicates that 74% of students grades 4-8 demonstrated learning gains in mathematics. In 2013, 79% of students in grades 4-8 will demonstrate learning gains in math on the FCAT, a five percentage point increase.
2012 Current Level of Performance:	2013 Expected Level of Performance:
74% (308)	79% (329)

Problem-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	Vocabulary development: Because math language is not often used in everyday language, students need additional support to understand key concepts in math.	Students will be immersed in the language of math through repeated exposure, the use of graphic organizers, and mathematical discourse. The four domains of language (listening, speaking, reading, writing) will be applied in math.	Assistant Principal	Lesson plans, bi-weekly classroom walkthroughs, and quarterly data chats	Formative: Analysis of Interim Assessment results Summative: 2013 FCAT 2.0 Mathematics

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

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool

			Monitoring	Strategy	
1	NA				

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	The 2012 FCAT 2.0 indicates that 71% of students in the lowest 25% of grades 4-8 demonstrated learning gains in mathematics. In 2012, 76% of students in grades 4-8 will demonstrate learning gains in math, an increase of five percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
71% (71)	76% (76)

Problem-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	Due to budget constraints, tutoring opportunities have been extremely limited.	For more dense material, teachers in math will utilize "Chunking." This is when the teacher helps students to practice one part of a lengthy or complex problem, until students completely understand before moving to the next.	Assistant Principal	Lesson plans, classroom walkthroughs, and data chats	Formative: Analysis of Interim Assessment results Summative: 2013 FCAT 2.0 Mathematics

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 # Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%. 5A :					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	76	78	81	83	85	

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:	Our goal is for at least 61% of the black student population to score proficient on the 2013 FCAT 2.0 Math, an increase of 15 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: NA Black: 46% (32) Hispanic: NA Asian: NA American Indian: NA	White: NA Black: 61% (43) Hispanic: Asian: American Indian:

Problem-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' limited fluency with basic math facts limits their ability to move on to more complex, multi-step problem solving.	Provide the instructional support needed for students to develop quick recall of addition facts and related subtraction facts, and multiplication and related division facts, and fluency with multi-digit addition and subtraction, and multiplication and division of whole numbers, as well as addition and subtraction of fractions and decimals.	Assistant Principal	Lesson plans, bi-weekly classroom walkthroughs, and quarterly data chats	Formative: Analysis of Interim Assessment results Summative: 2013 FCAT 2.0 Mathematics

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:	Our goal is for at least 63% of the ELL population to score proficient on the 2013 FCAT 2.0 Math, an increase of 8 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
55% (14)	63% (16)

Problem-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' limited fluency with basic math facts limits their ability to move on to more complex, multi-step problem solving.	Provide the instructional support needed for students to develop quick recall of addition facts and related subtraction facts, and multiplication and related division facts, and fluency with multi-digit addition and subtraction, and multiplication and division of whole numbers, as well as addition and subtraction of fractions and decimals.	Assistant Principal	Lesson plans, bi-weekly classroom walkthroughs, and quarterly data chats	Formative: Analysis of Interim Assessment results Summative: 2013 FCAT 2.0 Mathematics

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:	Our goal is for at least 54% of the SWD population to score proficient on the 2013 FCAT 2.0 Math, an increase of 9 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
43% (27)	54 (34)

Problem-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' limited fluency with basic math facts limits their ability to move on to more complex, multi-step problem solving.	Provide the instructional support needed for students to develop quick recall of addition facts and related subtraction facts, and multiplication and related division facts, and fluency with multi-digit addition and subtraction, and multiplication and division of whole numbers, as well as addition and subtraction of fractions and decimals.	Assistant Principal	Lesson plans, bi-weekly classroom walkthroughs, and quarterly data chats	Formative: Analysis of Interim Assessment results Summative: 2013 FCAT 2.0 Mathematics

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:	Our goal is for at least 70% of the ED population to score proficient on the 2013 FCAT 2.0 Math, an increase of 6 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
64% (143)	70% (156)

Problem-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' limited fluency with basic math facts limits their ability to move on to more complex, multi-step problem solving.	Provide the instructional support needed for students to develop quick recall of addition facts and related subtraction facts, and multiplication and related division facts, and fluency with multi-digit addition and subtraction, and multiplication and division of whole numbers, as well as addition and subtraction of fractions and decimals.	Assistant Principal	Lesson plans, bi-weekly classroom walkthroughs, and quarterly data chats	Formative: Interim Assessments Summative: 2013 FCAT 2.0 Math

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:	One middle school student scored a Level 3 on the 2012
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1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	Algebra1 End of Course (EOC) Exam. The remainder of the students scored a Level 4 or 5. The goal for 2013 is to maintain this high level of performance with no more than one student scoring at a Level 3 on the Algebra 1 EOC exam.
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
1	Planning adequate time to conduct investigations/lessons that actively engage students in learning, understanding concepts, and recognizing relationships is a challenge because of the need to address both 8th grade and Algebra 1 objectives.	Plan investigations/lessons around those 8th grade and Algebra 1 objectives that naturally overlap	Assistant Principal	Lesson plans, probing questions, quizzes, performance assessments	Formative: Interim Assessments; student grades Summative 2013 Algebra 1 EOC Exam

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

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	The 2012 Algebra 1 EOC indicates that 96% of students enrolled in Algebra 1 scored a Level 4 or 5. Our goal for the 2012-2013 school year is to maintain 96% of students scoring a Level 4 or 5 on the Algebra 1 EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
96% (22)	96% (22)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students enter the class with skill deficits, such as working with fractions and integers.	Use technology, such as Riverdeep, Holt Course 3 online materials, including lesson tutorial videos, homework practice help online, interactive practice quizzes, and animated math interactive tutorials to reinforce skills.	Assistant Principal	Lesson plans, probing questions, quizzes, performance assessments	Formative: Interim Assessments; student grades Summative 2013 Algebra 1 EOC Exam

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	Algebra Goal # NA
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by 50%.	3A :					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. Algebra Goal #3B:	NA
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2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

NA	NA				
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	NA				

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

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

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	NA				

End of 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:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

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

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

2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.
 Geometry Goal #2:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

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

Geometry Goal #

3A :

Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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

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

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

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

Geometry Goal #3C:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

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

Geometry Goal #3D:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

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

Geometry Goal #3E:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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
Masterful Math Methods (m3) and Common Core	K-8	Math Liaisons	Schoolwide	Wednesday afternoon PD-September 12, 2012	Classroom walkthroughs; student work	Principal, Assistant Principal
Data analysis	All	Assistant Principal	Grade level and schoolwide	Monthly grade level meetings and quarterly early release meetings	Data chats through IPEGS process	Principal, Assistant Principal

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
2a.1; 3a.1 (middle school)	Math Manipulative Kits for Middle School	EESAC	\$767.92
			Subtotal: \$767.92
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			\$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
1a.1	Temporary instructor coverage for teachers to observe colleague teachers	EESAC	\$1,500.00
			Subtotal: \$1,500.00
			Grand Total: \$2,267.92

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	The 2012 FCAT 2.0 Science indicates that 40% of students in grade 5 and 8 scored a Level 3. Our goal for the 2012-2013 school year is for at least 43% of students in grades 5 and 8 to score a Level 3 on the FCAT Science.
2012 Current Level of Performance:	2013 Expected Level of Performance:
40% (72)	43% (76)

Problem-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 with the greatest opportunity for growth according to the 2012 FCAT 2.0 Science is Physical Science in grade 5 and Nature of Science in grade 8.	Provide activities for students to design and develop science and engineering projects to increase scientific thinking, and the development and implementation of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design in Earth and Space Sciences. Provide opportunities for teachers observe colleague teachers to observe best practices in action.	Principal, Assistant Principal	Lesson plans, bi-weekly classroom walkthroughs, and quarterly data chats	Formative: Interim Assessments Summative: 2013 FCAT 2.0 Science

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	The 2012 FCAT 2.0 Science indicates that 26% (47) of students in grade 5 and 8 scored a Level 4 or 5. Our goal for the 2012-2013 school year is for at least 27% of students in grades 5 and 8 to score a Level 4 or 5 on the FCAT 2.0.Science
2012 Current Level of Performance:	2013 Expected Level of Performance:
26% (47)	27% (49)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need additional support to develop independent projects.	Provide activities for students to design and develop science and engineering projects to increase scientific thinking, and the development and implementation of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design in Earth and Space Sciences. Provide opportunities for teachers observe colleague teachers to observe best practices in action.	Principal, Assistant Principal	Lesson plans, bi-weekly classroom walkthroughs, and quarterly data chats	Interim Assessments Summative: 2013 FCAT 2.0 Science

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

Problem-Solving Process to Increase Student Achievement

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

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
P-Sell Refresher	5/Science	District	Grade 5 teachers	August 2012	Classroom walkthroughs and data chats with teachers	Assistant Principal
Physical Science	8/Science	District	Grade 8 Physical Science teacher	May 2012	Classroom walkthroughs and data chats with teachers	Assistant Principal

Science Budget:

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

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	Results of the 2012 FCAT 2.0 Writing indicate that 91% of students in grades 4 and 8 received a score of Level 3 or higher. For 2013, our goal is for 92% of students in grades 4 and 8 to receive a score of 3 or higher.

2012 Current Level of Performance:	2013 Expected Level of Performance:
91% (156)	92% (158)

Problem-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 increased rigor being applied to the FCAT 2.0 Writing rubric requires additional emphasis on the conventions of grammar and quality of details. Additional teachers need opportunities to receive formal training in scoring using these higher expectations.	Introduce students to self-editing for the purpose of teaching students to assess and monitor their own writing progress and that of their peers, utilizing both anchor papers and the FCAT Writing rubric. Student work will be used as a teaching tool to familiarize students with the expectations set in the scoring rubric.	Assistant Principal	Monitor through bi-weekly classroom walkthroughs and quarterly analysis of student work to monitor progress and adjust focus.	Formative-District baseline and mid-year data Summative-2013 FCAT 2.0 Writing

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	NA
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2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement

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

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 Writing Rubric	4/Writing	Assistant Principal	4th grade teachers	September 17, 2012	Review of student work and district pre-tests	Assistant Principal

FCAT Writing 2.0	Schoolwide/Writing	Assistant Principal	Schoolwide	October 2, 2012	Review of scoring results	Assistant Principal
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Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

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:		Students in 7th grade will increase their knowledge of Civics, as evidenced by an analysis of their scores on a site-authored pre and post-test.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
0% (0)		10% (9)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students often struggle with non-fiction text.	Provide activities that allow students to interpret primary and secondary sources of information.	Assistant Principal	Lesson Plans	Formative: Student work Student grades Summative: Student grades Civics post-test

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

in need of improvement for the following group:

2. Students scoring at or above Achievement Levels 4 and 5 in Civics. Civics Goal #2:	Students in 7th grade will increase their knowledge of Civics, as evidenced by an analysis of their scores on a site-authored pre and post-test.				
2012 Current Level of Performance:	2013 Expected Level of Performance:				
0% (0)	10% (9)				
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Many student need assistance in how to validate opposing points of view and thoughtfully rebut an argument.	Provide students with opportunities to discuss the values, complexities, and dilemmas involved in social, political, and economic issues; assist students in developing well-reasoned positions on issues in order to prepare for debates within the classroom.	Assistant Principal	Lesson Plans	Formative: Student work Student grades Summative: Student grades Civics post-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
Social Studies Summer Institute	6-8	District Social Studies Office	Civics Teacher	June 18-22,2012	Faculty Presentation	Assistant Principal
Civics Training	7	District Social Studies Office	Civics Teacher	9/25/12	Faculty Presentation	Assistant Principal

Civics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Professional Development			

Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
1.1	Implement "We the People" program as a supplementary instructional material.	EESAC	\$455.00
			Subtotal: \$455.00
			Grand Total: \$455.00

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:		<p>For 2012, the school's average daily attendance rate was 96.84%. The goal for 2013 is for the average daily attendance rate to increase to 97.34%</p> <p>For 2012, the number of students with excessive absences was 171. The goal for 2013 is for no more than 162 students to have excessive absences.</p> <p>For 2012, the number of students with excessive tardies was 136. The goal for 2013 is for no more than 129 students to have excessive tardies.</p>			
2012 Current Attendance Rate:		2013 Expected Attendance Rate:			
96.84% (862)		97.34% (866)			
2012 Current Number of Students with Excessive Absences (10 or more)		2013 Expected Number of Students with Excessive Absences (10 or more)			
171		162			
2012 Current Number of Students with Excessive Tardies (10 or more)		2013 Expected Number of Students with Excessive Tardies (10 or more)			
136		129			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	<p>The number of students with 10 or more absences has increased.</p> <p>We have noticed more families arranging family trips based on cost incentives, rather than</p>	<p>Send home Connect Ed messages from the Principal emphasizing the importance of being in school, on time, every day, and have the student services committee establish incentives for students</p>	Assistant Principal	<p>Holding ARC meetings when students reach 3 or more unexcused absences, and monitoring the chronic offenders</p>	<p>Formative: Attendance reports through COGNOS</p> <p>Summative: End of the year attendance report through COGNOS</p>

1	the school calendar. Tardies have increased due to the change in start times of the school day. Pre-K, kindergarten, and first grade students with older siblings tend to come late to school because their parents choose to respect the later start time of the students in grades 2-8.	with perfect attendance. Hold ARC meetings with parents of students whose absences and tardies are either excused or unexcused, instead of meeting with just those who have unexcused absences.			
2	Parents of younger students do not seem to take attendance as seriously as is necessary.	Provide incentives for students with perfect attendance.	Administration	Attendance reports	Formative: Daily attendance bulletins and reports through COGNOS Summative: End of the year 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
No Data Submitted						

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

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:	In 2012, the school had five in-school suspensions. The goal for 2013 is to maintain that record. In 2012, the school suspended four students in-school. The goal for 2013 is to suspend no more than four students in-school. In 2012, the school had ten days of out-of-school suspensions. The goal for 2013 is to reduce the occurrences of out-of-school suspensions by one, to nine. In 2012, the number of students suspended out-of-school was eight. The goal for 2013 is to have no more than seven students suspended out-of-school.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
5	5
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
4	4
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
10	9
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
8	7

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	With the growth of our middle school, the total number of indoor and outdoor suspension incidents increased. There have not been enough opportunities to recognize students for positive behavior.	Provide training for students and parents on the Code of Student Conduct (COSC). Utilize SPOT Success program to positively recognize students.	Administration; Student Services	Quarterly monitoring of demerit tallies, COGNOS report on suspensions, and SCM logs; monitor SPOT Success report	Formative: Monthly COGNOS reports Summative: End of year COGNOS 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
COSC	K-8	Student Services	Students and parents	October 1-5, 2012	Utilize classroom walkthroughs to monitor enforcement of the COSC	Administration
Demerit System	6-8	Assistant Principal	Students and parents	August 17, 2012	Monitor spreadsheet of demerits	AP and TRUST Counselor

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
1.1	COSC photocopies	Supplies	\$100.00
			Subtotal: \$100.00
			Grand Total: \$100.00

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>Although overall parent involvement has been high, the parents of students in our lowest 25% have not been present at many school-sponsored events.</p> <p>Our goal for the 2012-2013 school year is that at least 12% of families with students in the lowest quartile will attend school functions designed to motivate and support our struggling students.</p>

2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
One of the 25 families (4%) that make up the lowest quartile have attended a school function designed to address academic issues.		Minimally, three of the 25 families(12%) that make up the lowest quartile will attend a school function designed to address academic issues.			
Problem-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	Parents have a limited understanding of student data (Baseline, Mid-year, FAIR, and FCAT) and how it affects teaching and learning.	Engage parents of students in the lowest 25%, by targeting them specifically, through personal phone calls from the administration to invite them to participate in customized school events.	EESAC	Collection of sign-in sheets and logs to determine the number of parents attended.	Survey completed by parents of students in the lowest 25%.

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

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

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

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			\$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:		Results from the 2012 FCAT 2.0 Science indicate that 69% of students in grades 5 and 8 met high standards for in science.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Examination the Spring 2012 FCAT Science scores indicate that students in grades 5 have had limited exposure to hands-on experiences within the Physical Science Reporting Category, and students in grade 8 have had limited opportunities to apply the scientific method within the Nature of Science Reporting Category.	Additional opportunities for students to design and develop science, math, and engineering projects, utilizing technology to improve scientific thinking will be provided. Science and mathematics teachers will implement inquiry-based activities to provide students with added opportunities to apply the scientific method.	Assistant Principal	Lesson plans; Science Fair projects; participation in "Science with a Twist" night	Formative: Science Fair projects; Interim Assessment results; student grades Summative: Student grades; 2013 FCAT 2.0 Science

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

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

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

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Technology			

Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			\$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 exposure and opportunities for our Upper Academy students to consider advance career planning options and/or develop interests that they make be able to explore further when they reach high school.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	According to the Student Progression Plan, middle school students are required to take physical education for one of their electives, and if a child scores FCAT Level 1 or 2 in Reading, they are further required to be enrolled in an intensive reading class for their other elective.	Create a schedule that maximizes opportunities for students to be enrolled in elective courses that provide a connection with future career paths, such as television production, newspaper, and web design.	Principal and Assistant Principal	Subject Selection	Master Schedule
2	Limited exposure to a variety of vocational offerings in a K-8 Center	Invite feeder pattern as well as magnet high schools to schedule informational meetings with our students and parents, while they showcase their school's CTE programs.	Assistant Principal	Attendance rosters from these events	Feedback from students and parents

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

CTE Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of CTE Goal(s)

Additional Goal(s)

N/A Goal:

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

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

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

Budget:

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

End of N/A Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading				\$0.00
CELLA				\$0.00
Mathematics	2a.1; 3a.1 (middle school)	Math Manipulative Kits for Middle School	EESAC	\$767.92
Writing				\$0.00
Civics				\$0.00
Attendance				\$0.00
Suspension				\$0.00
Parent Involvement				\$0.00
STEM				\$0.00
CTE				\$0.00
				Subtotal: \$767.92
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading				\$0.00
CELLA				\$0.00
Mathematics				\$0.00
Writing				\$0.00
Civics				\$0.00
Attendance				\$0.00
Suspension				\$0.00
Parent Involvement				\$0.00
STEM				\$0.00
CTE				\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading				\$0.00
CELLA				\$0.00
Writing				\$0.00
Civics				\$0.00
Attendance				\$0.00
Suspension				\$0.00
Parent Involvement				\$0.00
STEM				\$0.00
CTE				\$0.00
				Subtotal: \$0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	1a.1	Temporary Instructor Funds	EESAC	\$1,000.00
CELLA				\$0.00
Mathematics	1a.1	Temporary instructor coverage for teachers to observe colleague teachers	EESAC	\$1,500.00
Writing				\$0.00
Civics	1.1	Implement "We the People" program as a supplementary instructional material.	EESAC	\$455.00
Attendance				\$0.00

Suspension	1.1	COSC photocopies	Supplies	\$100.00
Parent Involvement				\$0.00
STEM				\$0.00
CTE				\$0.00
				Subtotal: \$3,055.00
				Grand Total: \$3,822.92

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

No Attachment (Uploaded on 10/14/2012)

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
Five dollars per student will be used to support the School Improvement Plan, primarily through funding professional development and providing temporary instructors to allow teachers to observe one another and meet to reflect on the experience, and additional supplementary instructional materials.	\$4,137.00

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

The EESAC will assist in the implementation of the SIP and the ongoing progress monitoring of students. EESAC will also take responsibility for putting together the activities related to the parent involvement goal.

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 VINELAND K-8 CENTER 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	92%	86%	96%	78%	352	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	67%	73%			140	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	71% (YES)	62% (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					625	
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 VINELAND K-8 CENTER 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	89%	83%	90%	75%	337	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	71%	66%			137	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	60% (YES)	61% (YES)			121	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					595	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested