FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: LAVILLA SCHOOL OF THE ARTS

District Name: Duval

Principal: Janelle D. Wagoner

SAC Chair: David Baldwin

Superintendent: Ed Pratt-Dannals

Date of School Board Approval:

Last Modified on: 10/11/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Janelle Wagoner	B.S. Art Education M.S. Administration and Supervision Certification: Art K-12 Administration	8	13	Principal LaVilla School of the Arts School Grades A,A,A,A,A,A,A (2005-2012) Student performance data can be found in part II of the School Improvement Plan
Assis Principal	Andrew Lorentz	B.A. History M.Ed. Social Studies Secondary Education M.Ed. Educational Leadership Certification: Social Studies 6-12 Educational Leadership	3	3	C.I.S. Julia Landon College Prep. School Grade A (2010) A.P. LaVilla School of the Arts School Grades A, A (2011-2012) Student performance data can be found in part II of the School Improvement Plan
		B.S. P.E./Health M.Ed. Educational Leadership			Curriculum Liaison/House Administrator La Villa School of the Arts School Grades A,A,A, (2010-2012)

Assis Principal	Melissa Simms	M.A. Criminal Justice Certification: Health/P.E. Educational Leadership	12	1	Teacher, La Villa School of the Arts School Grades A,A,A,A,A,A,A,A,A (2001-2009) Student performance data can be found in part II of the School Improvement Plan
Assis Principal	Sheryl Dumont	B.S. Professional Aeronautics M.A Secondary Education M.Ed. Educational Leadership Certification: MGI, ESOL, Educational Leadership	1	2	Instructional Coach Highlands Middle School School Grade D (2011) Reading Level 3 & above 44%, Math Level 3 & above 41%, Writing Level 4 & above 73%, Science Level 3 & Above 24%, Reading Gains 53%, Math Gains 58%, Lowest 25% Reading Gains 57%, Lowest 25% Math Gains 66%, and all NCLB sub-groups did not make AYP in Math or Reading A.P. Joseph Stilwell Middle School School Grade D (2012) Reading Level 3 & above 37%, Math Level 3 & above 35%, Writing Level 3.5 & above 73%, Science Level 3 & Above 34%, Reading Gains 59%, Math Gains 51%, Lowest 25% Reading Gains 60%, Lowest 25% Math Gains 51%, and all NCLB sub-groups did not make AYP in Math or Reading

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	N/A	N/A			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	1. "A" grade attracts teachers to our school	Faculty and Staff	On-going	
2	2. Regular meetings with PDF	PDF	On-going	
3	3. Mentor/mentee partnering	Principal and PDF	On-going	
4	4. District T.I.P. meetings	District Cadre and new teacher	On-going	
5	5. Staff development through early dismissal days	PDF and Administrators	On-going	
6	6. Job fairs and recruiting	Human Resources	Early spring	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).
*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
4.1% [3]	All teachers that are considered out-of-field are currently enrolled in professional development courses that will have them considered in-field and highly effective

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
72	2.8%(2)	12.5%(9)	47.2%(34)	37.5%(27)	36.1%(26)	90.3%(65)	4.2%(3)	12.5%(9)	13.9%(10)

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
Jennifer Farrell	Stephanie Barker	Master Social Language Arts Teacher	Classroom observation and reflection. Weekly meetings, mentor demonstration, joint lesson planning
Cheryl Lunger	Ariane Simon	Master Art Teacher	Classroom observation and reflection. Weekly meetings, mentor demonstration, joint lesson planning
Joan Bacon	Rebecca Dodd	NBCT and school Professional Development Facilitator	Classroom observation and reflection. Weekly meetings, mentor demonstration, joint lesson planning
Douglas Matthews	Sonia Kreis	Master Piano Teacher	Classroom observation and reflection. Weekly meetings, mentor demonstration, joint lesson planning
Carol Griffin	Angelo Goddeere-Mandar	Master Orchestra Teacher	Classroom observation and reflection. Weekly meetings, mentor demonstration, joint lesson planning
Christopher Banks	Michelle Merrill	Master Band Teacher	Classroom observation and reflection. Weekly meetings, mentor demonstration, joint lesson planning

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

This section is not applicable for LaVilla School of the Arts

Title I, Part C- Migrant

This section is not applicable for LaVilla School of the Arts

Title I, Part D

This section is not applicable for LaVilla School of the Arts

Title II

This section is not applicable for LaVilla School of the Arts

Title III

This section is not applicable for LaVilla School of the Arts

Title X- Homeless

This section is not applicable for LaVilla School of the Arts

Supplemental Academic Instruction (SAI)

This section is not applicable for LaVilla School of the Arts

Violence Prevention Programs

This section is not applicable for LaVilla School of the Arts

Nutrition Programs

This section is not applicable for LaVilla School of the Arts

Housing Programs

This section is not applicable for LaVilla School of the Arts

Head Start

This section is not applicable for LaVilla School of the Arts

Adult Education

This section is not applicable for LaVilla School of the Arts

Career and Technical Education

This section is not applicable for LaVilla School of the Arts

Job Training

This section is not applicable for LaVilla School of the Arts

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, Assistant Principals, ESE Teachers, General Education Teachers, & Guidance Counselors

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 team meets at least once a month to discuss how all students are being assessed and instructed. Additionally, the team

reviews RtI referrals from teachers, and then creates suggestions for classroom teacher to use for each student referred. The next month previously referred cases are reviewed to determine the level of success from the implementation of the interventions, and then it is decided if further interventions need to be applied.

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 works closely in the development and implementation of the School improvement Plan. Their input in all objectives and goals for the year is instrumental is assisting our students reach their academic and behavior goals.

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 data used in evaluating students comes from teacher created assessments, district created LSA assessments, previous FCAT and FAIR scores (when applicable), and district created benchmark tests. This information is found in the district adopted computer based programs OnCourse and Pearson's Insight/Inform. Data relating to behavior comes from teacher observation and referral history reports out of Genesis.

Describe the plan to train staff on MTSS.

The staff has been and is trained during early release faculty meetings, and during drop-in meetings that take place during teacher's planning periods.

Describe the plan to support MTSS.

We have found MTSS to be a valuable tool in correcting student struggles within our school. It is supported through the dedicated faculty and staff of LaVilla School of the Arts, and used as a tool to foster an environment of academic and behavioral growth.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Principal, Assistant Principals, ELA Chairperson, Intensive Reading Teacher, General Education Teachers, ESE Teachers, and Guidance Counselor.

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

The team will meeting quarterly to discuss how all students are being assessed and indentified according to what tier they fall into, and how students will be supported according to needs.

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

The initiatives of the LLT will be to assess and monitor the reading and writing scores of our student population through the Florida Performance Measurement system (FPMS). The LLT will e responsible for the implementation of Duval County's district initiative, "Read it Forward Jax", in conjunction with our school wide reading and writing strategies to be used throughout all academic courses. Additionally, the LLT will see that students participate in district wide writing prompts as practice for Florida Writes, and analyze those results to identify what, if any, writing deficiencies our students have and adjust the school writing strategies to address those issues.

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

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

All core academic teachers are or will be C.R.I.S.S. trained by the end of the school year. Teachers will met to plan using their respective learning schedules and instructional focus calendars. Teachers will monitor student progress through various assessments (LSA's, District Benchmarks, and teacher created assessments) to track the levels of student mastery. Classrooms will also be observed regularly by the school leadership team and by district personal semi-annually. Cross-curricular observations are planned for teachers to observe one another "in action" implementing reading strategies and other instructional techniques in their classrooms.

*High Schools Only

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

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

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:	In grades 6-8, 35% [372] will be proficient on FCAT Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% [320]	35% [372]

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1A.1. Teachers have multiple "preps" and classrooms. Most PLC teams do not have common planning with other members of their PLC, and those with common planning have limited access to common space where they can meet.	1A.1. Teachers will work in Professional Learning Communities on early dismissal days to pool their resources, create common assessments, participate in lesson study, and analyze data together (Benchmarks, LSA, and PLC team- created assessments).	1A.1. Principal, PLC Chair, ELA teachers, & Social Studies teachers.	1A.1. Professional Learning Communities meetings (at least once every other week). Lessons will reflect a focus on areas of need, based on data gleaned from district & classroom assessments. Access to lesson plans and teacher communication through OnCourse. Classroom observations by the administrative team, the site visit team, and, when appropriate, cross-curricular and interdepartmental classroom visitations. Results of learning schedule assessments, FAIR testing, SRI Testing.	1A.1. Yearly FCAT Assessment FAIR Testing Learning Schedule Assessments Teacher Assessments
	1A.2. Many students report being over-scheduled (after school) or too busy for reading, even if they enjoy it. Many simply have not developed a habit of reading for pleasure regularly	1A.2. Students will consistently read for a set period of time in each 6th, 7th, and 8th grade ELA classroom from books that they select based on interest and reading level. Teachers and students will pursue the 25 Book Goal as part of the Read it Forward, Jax	1A.2. PLC Chair, ELA teachers.	1A.2. Professional Learning Communities meetings (at least once every other week). Lessons will reflect a focus on areas of need based on data gleaned from benchmarks and other assessments.	1A.2. Yearly FCAT Assessment FAIR Testing Learning Schedule Assessments Teacher Assessments

2		initiative. In each ELA class, teachers will set goals, track progress, and monitor comprehension.		Access to lesson plans and teacher communication through On Course. Classroom observations by the administrative team, the site visit team, and when appropriate, cross curricular and interdepartmental classroom visitations. Results of learning schedule assessments, FAIR testing, SRI testing, and Compass Odyssey Diagnostic testing. Daily or weekly reading logs, as determined by the PLC	Teacher-created documents used to track 25 book goals and progress.
3	1A.3. An increased focus on testing gives students fewer opportunities to self-select books, fewer opportunities to discuss reading—as real readers do, and fewer opportunities to experiment with new reading strategies.	1A.3. Students will learn to practice and apply a variety of specific reading strategies including the Superintendent's Six Strategies as part of Read It Forward, Jax. Students will participate in small and whole group discussion of specific texts, including literature circles.	1A.3. PLC Chair, ELA teachers, & Social Studies teachers.	1A.3. Professional Learning Communities meetings (at least once every other week). Lessons will reflect a focus on areas of need based on data gleaned from benchmarks and other assessments. Access to lesson plans and teacher communication through On Course. Classroom observations by the administrative team, the site visit team, and when appropriate, cross curricular and interdepartmental classroom visitations. Results of learning schedule assessments, teacher assessments.	1A.3. Yearly FCAT Assessment FAIR Testing Learning Schedule Assessments Teacher Assessments Compass Odyssey

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	N/A	
2012 Current Level of Performance:	2013 Expected Level of Performance:	
N/A	N/A	

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

			Monitoring	Strategy	
1	N/A	N/A	N/A	N/A	N/A

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	In grades 6-8, 44% [468] will perform at or above a Level 4 on FCAT Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
39% [420]	44% [468]

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2A.1. It's more difficult to improve the proficiency of the level 4 or 5 students. Teachers who are accustomed to teaching a Standard-level population may struggle to increase the rigor of Advanced instructional techniques.	2A.1. Teachers will work in Professional Learning Communities to pool their resources to create common assessments, participate in lesson study, analyze data together (benchmarks, LSA assessments, and PLC team created assessments), and adjust the rigor as needed. PLC members will participate in informal peer-mentoring opportunities when needed. Those with more experience teaching proficient learners will share ways to adjust instructional methods and behavior management techniques to meet the needs of these students.	2A.1. Principal, PLC Chair, ELA teachers, & Social Studies teachers.	2A.1. Professional Learning Communities meetings (at least once every other week). Lessons will reflect a focus on areas of need based on data gleaned from benchmarks and other assessments. Access to lesson plans and teacher communication through On Course. Classroom observations by the administrative team, the site visit team, and when appropriate, cross curricular and interdepartmental classroom visitations. Results of learning schedule assessments, teacher assessments.	2A.1. Yearly FCAT Assessment Learning Schedule Assessments Teacher Assessments Oral Fluency Probes Compass Odyssey
2	2A.2. At our school, the higher level students are often placed in higher level arts areas. This means more time is dedicated to performances and rehearsals. They report being overscheduled (after school) or too busy for reading, even if they enjoy it. Many simply have not developed a habit of reading.	2A.2. Students will consistently read for a set period of time in each 6th, 7th, and 8th grade ELA classroom from books that they select based on interest and reading level. Teachers and students will pursue the 25 Book Goal as part of the Read it Forward, Jax initiative. In each ELA class, teachers will set goals, track progress, and monitor comprehension.	2A.2. PLC Chair, ELA teachers.	2A.2. Professional Learning Communities meetings (at least once every other week). Lessons will reflect a focus on areas of need based on data gleaned from benchmarks and other assessments. Access to lesson plans and teacher communication through On Course.	2A.2. Yearly FCAT Assessment Learning Schedule Assessments Teacher Assessments Oral Fluency Probes Compass Odyssey

				Classroom observations by the administrative team, the site visit team, and when appropriate, cross curricular and interdepartmental classroom visitations. Results of learning schedule assessments, teacher assessments.	
3	2A.3. An increased focus on testing gives students fewer opportunities to self-select books, fewer opportunities to discuss reading—as real readers do, and fewer opportunities to experiment with new reading strategies.	2A.3. Students will learn to practice and apply a variety of specific reading strategies including the Superintendent's Six Strategies as part of Read It Forward, Jax. Students will participate in small and whole group discussion of specific texts, including literature circles.	2A.3. PLC Chair, ELA teachers, & Social Studies teachers.	2A.3. Professional Learning Communities meetings (at least once every other week). Lessons will reflect a focus on areas of need based on data gleaned from benchmarks and other assessments. Access to lesson plans and teacher communication through On Course. Classroom observations by the administrative team, the site visit team, and when appropriate, cross curricular and interdepartmental classroom visitations. Results of learning schedule assessments, teacher assessments.	2A.3. Yearly FCAT Assessment Learning Schedule Assessments Teacher Assessments Compass Odyssey

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

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

3a. FCAT 2.0: Percentage of students making learning

gains in reading. Reading Goal #3a:			Sixty-three percent, or 670 students made learning gains in reading. Our goal is to increase this number to sixty-six percent, or 702 students.	
2012 Current Level of Performance:			2013 Expected Level of Performance:	
63% [670]			66% [700]	

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3A.1. Teachers have multiple preps and locations. Most PLC teams do not have common planning time.	3A.1. Teachers will work in Professional Learning Communities to pool their resources to create common assessments, participate in lesson studies, and analyze data (benchmarks, PLC, PLC team- created assessments, and Learning Schedule Assessments) together.	3A.1. Principal, PLC Chair, ELA, and SS teachers.	3A.1. Professional Learning Communities meet at least every other week during early release time. Lessons will reflect a focus on areas of need based on data gleaned from benchmarks and other assessments. Access to lesson plans and teacher communication through OnCourse. Classroom observations by the administrative team, the district site visit team, and when appropriate, cross-curricular and interdepartmental classroom visitations. Results of teacher and PLC-created assessments, Learning Schedule Assessments, CAST, FAIR, SRI testing,.	3A.1. Yearly FCAT Assessment FAIR testing Learning Schedule Assessments Teacher Assessments PLC-created Assessments Read180 Scholastic Reading Inventory Read180 Student Achievement Manager Read180 Skills Assessment Oral Fluency Probes Compass Odyssey
2	3A.2. Many students report being overscheduled after school or too busy for reading, even if they enjoy it. Many simply have not developed a habit of reading.	3A.2. Students will read for a set period of time in each 6th, 7th, and 8th, grade ELA classroom from books they select based on interest and reading level. Teachers will provide challenging texts. Teachers and students will set goals, track progress, and monitor comprehension.	3A.2. Principal, PLC Chair, ELA, and SS teachers.	3A.2. Professional Learning Communities meet at least every other week during early release time. Lessons will reflect a focus on areas of need based on data gleaned from benchmarks and other assessments. Access to lesson plans and teacher communication through OnCourse. Classroom observations by the administrative team, the district site visit team, and when appropriate, cross-curricular and interdepartmental	3.2. Yearly FCAT Assessment FAIR Testing Progress-Monitoring Assessments 3A.2. Yearly FCAT Assessment FAIR testing Learning Schedule Assessments Teacher Assessments PLC-created Assessments

				classroom visitations. Results of teacher and PLC-created assessments, Learning Schedule Assessments, CAST, FAIR, SRI testing.	Read180 Scholastic Reading Inventory Read180 Student Achievement Manager Read180 Skills Assessment Oral Fluency Probes Compass Odyssey
3	3A.3. An increased focus on testing gives students fewer opportunities to self-select books, fewer opportunities to discuss reading – as real readers do, and fewer opportunities to experiment with new reading strategies.	3A.3. Students will learn a variety of specific reading strategies. Students will participate in small and whole group discussion of specific texts, including in literature circles.	3A.3. Principal, PLC Chair, ELA, and SS teachers.	3A.3. Professional Learning Communities meet at least every other week during early release time. Lessons will reflect a focus on areas of need based on data gleaned from benchmarks and other assessments. Access to lesson plans and teacher communication through OnCourse. Classroom observations by the administrative team, the district site visit team, and when appropriate, cross-curricular and interdepartmental classroom visitations. Results of teacher and PLC-created assessments, Learning Schedule Assessments, CAST, FAIR, SRI testing.	3A.3. Yearly FCAT Assessment FAIR testing Learning Schedule Assessments Teacher Assessments PLC-created Assessments Read180 Scholastic Reading Inventory Read180 Student Achievement Manager Read180 Skills Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A
Problem-Solving Process to Increase Student Achievement	

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

1	N/A	N/A	N/A	N/A	N/A

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	In 2012, 62% (166) of students in the Lowest 25% made learning gains. In 2012 our goal is to increase our lowest 25% making gains to 66% (177)..
2012 Current Level of Performance:	2013 Expected Level of Performance:
62% [164]	66% [175]

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	4A.1. Students need additional instructional support to demonstrate adequate yearly progress on FCAT Reading.	4A.1. Students will be given 90 minutes of daily reading interventions based on the Scholastic READ 180 Instructional Model, in which they will be provided with small group and individual instruction. Students will participate in 20 minutes of independent reading daily and have access to a variety of leveled and interest-based books, as determined by the Scholastic Reading Inventory Lexile score and student interest-inventories.	4A.1. Principal, PLC Chair, ELA teachers.	4A.1. Professional Learning Communities meetings (at least every other week). Lessons will reflect a focus on areas of need based on data gleaned from benchmarks and other assessments. Access to lesson plans and teacher communication through On Course. Classroom observations by the administrative team, the Results Now site visit team, and when appropriate, cross curricular and interdepartmental classroom visitations. Results of progress monitoring assessments (teacher and district), FAIR testing, SRI testing, Hampton-Brown Edge Assessments.	4A.1. Yearly FCAT Assessment FAIR Testing Learning Schedule Assessments (LSA) Teacher Assessments READ 180 Scholastic Reading Inventory Oral Fluency Probes Compass Odyssey READ 180 Student Achievement Manager READ 180 Skills Assessment Hampton-Brown Edge Assessment Tools
	4A.2. Not all Level 2 students are placed in Intensive Reading classes.	4A.2. Students are placed into Research classes, where teachers determine and address the specific academic needs of the class. Students are provided with access to Compass Odyssey outside of regular school hours, in which they are assigned an individualized plan using the FCAT diagnostic path within	4A.2. PLC Chair, ELA teachers.	4A.2. Professional Learning Communities meetings (at least every other week). Lessons will reflect a focus on areas of need based on data gleaned from benchmarks and other assessments. Access to lesson plans and teacher communication through	4A.2. Yearly FCAT Assessment FAIR Testing Learning Schedule Assessments (LSA) Teacher Assessments Diagnostic testing.

| 2 | | the program. Students' classes are scheduled appropriately, based on results of the MAZE portion of the FAIR assessment. | | On Course.

Classroom observations by the administrative team, the Results Now site visit team, and when appropriate, cross curricular and interdepartmental classroom visitations.

Results of progress monitoring assessments (teacher and district), FAIR testing, SRI testing. | |

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 # 5A :				

Reading Goal #

LaVilla's performance target is to reduce the achievement gap by 50%, bringing our number of students making satisfactory progress to 915 students, or 86%, by the 2016-2017 school year.

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	74% [787]	77% [819]	79% [840]	81% [861]	84% [893]	

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 largest student subgroup not making satisfactory yearly progress is the African-American subgroup. This represents 149 students. The goal is to reduce the number of students not making satisfactory progress to 106 students or better.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 0.08% [86] Black: 0.14% [149] Hispanic: 0.01% [16] Asian: 0.01% [11] American Indian: 0.0009% [1]	White: 0.05% [53] Black: 0.10% [106] Hispanic: 0.009% [9] Asian: 0.009% [9] American Indian: 0% [0]

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	5B.1. Black: Students may not feel represented in the literature discussed in language arts classes.	5B.1. Teachers will incorporate use of the Holt Multicultural reader into lessons; teachers will use selections by African-American writers as the focus for author studies (for example: 8th grade Walter Dean Myers author study, Seventh grade author study	5B.1. PLC Chair, ELA teachers.	5B.1. Professional Learning Communities meetings (at least every other week). Lessons will reflect a focus on areas of need based on data gleaned from benchmarks and other assessments. Access to lesson plans and teacher communication through	5B.1. Yearly FCAT Assessment FAIR testing Learning Schedule Assessments Teacher Assessments

				On Course. Classroom observations by the administrative team, the site visit team, and when appropriate, cross curricular and interdepartmental classroom visitations. Results of LSA's (teacher and district), FAIR testing, SRI Testing.	PLC-created Assessments Read180 Scholastic Reading Inventory Read180 Student Achievement Manager Read180 Skills Assessment
1		Sharon Flake or Christopher Paul Curtis literature genre study. Teachers will maintain classroom libraries and highlight genres that appeal to African-American students.			

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	In 2012, only 2 English Language Learners were not making satisfactory progress. For 2013, we hope to improve this to be only one English Language learner not making progress, or better.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0.002% [2].	0.001% [1]

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr>
<td></td>
<td align="center">Anticipated Barrier</td>
<td align="center">Strategy</td>
<td align="center">Person or Position Responsible for Monitoring</td>
<td align="center">Process Used to Determine Effectiveness of Strategy</td>
<td align="center">Evaluation Tool</td>
</tr>
<tr>
<td>1</td>
<td>5C.1. Students need opportunities to read and immerse themselves in the English Language—literature and conversation.</td>
<td>5C.1.
Teachers will maintain classroom libraries with a variety of genres and levels.

Students will read for a set period of time in each 6th, 7th, and 8th grade ELA classroom from books that they select based on interest and reading level.

Teachers and students will set goals, track progress, and monitor comprehension.

Teachers will also provide opportunities for students to discuss their reading in pairs (Think pair share), small groups, student to student conversations about reading material.</td>
<td>5C.1.
Principal, PLC Chair, ELA teachers</td>
<td>5C.1.

Professional Learning Communities meetings (at least every other week).
Lessons will reflect a focus on areas of need based on data gleaned from benchmarks and other assessments.

Access to lesson plans and teacher communication through On Course.

Classroom observations by the administrative team, the district site visit team, and when appropriate, cross curricular and interdepartmental classroom visitations.

Results of Learning Schedule assessments (teacher and district), FAIR testing,</td>
<td>5C.1.

FAIR Testing

Learning Schedule Assessments

Teacher Assessments

READ 180

Scholastic Reading Inventory

READ 180 Student Achievement Manager

READ 180 skills Assessment</td>
</tr>
</table>

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	Currently, 32 students with disabilities are not making

satisfactory progress in reading.

Reading Goal #5D:

satisfactory progress in reading. LaVilla's goal is to get at least 11 more students to a satisfactory level of performance, bringing that total down to 21 students not making satisfactory progress.

2012 Current Level of Performance:	2013 Expected Level of Performance:
0.03% [32]	0.02% [21]

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5D.1. The number of currently certified personnel that directly provide services to Students with Disabilities, as outlined in their respective IEP's, is inadequate.	5D.1. Formally request an additional ESE Inclusion teacher upon completion of student-based needs assessment	5D.1. Principal Ken Sutton Jenny Jones EE/SS Staff	5D.1. Result/Outcome of the formal request and resultant changes in school based service model and student achievement.	5D.1. Schedule IEP goals and objectives Formal and Informal Assessments Yearly FCAT Assessment FAIR testing Learning Schedule Assessments Teacher Assessments PLC-created Assessments
2	5D.2. Provide teachers with an in-service training on accommodating students with disabilities and utilizing various methodologies to co-teaching in an inclusion classroom.	5D.2. Administration General Education Teachers Inclusion Teachers EE/SS Staff	5D.2. PLC's Training schedules Observations	5D.2. Teacher Assessments CAST Formal Observation Learning Gains of the Students	5D.2. Schedule IEP goals and objectives Formal and Informal Assessments Yearly FCAT Assessment FAIR testing Learning Schedule Assessments Teacher Assessments PLC-created Assessments
	5D.3. Incoming students that are enrolled in both intensive and standard classes will receive instruction in the intensive class to support the specific needs, gaps,	5D.3. General Education Teachers Inclusion Teachers Intensive Teachers	5D.3. Learning Gains of the Students Ongoing formal and informal monitoring of the discrepancy	5D.3. Teacher Assessments FCAT LSA Grades	5D.3. Schedule IEP goals and objectives Formal and Informal

3	and lack of understanding of the concepts taught in the standard class.	Administration EE/SS Staff		Benchmark Testing	Assessments Yearly FCAT Assessment FAIR testing Learning Schedule Assessments Teacher Assessments PLC-created Assessments

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	12% (133 students) of our Economically Disadvantaged students did not make satisfactory progress for the 2012 school year. Our goal for the 2012 school year is to decrease that percentage to 9 % (or 95 students).
2012 Current Level of Performance:	2013 Expected Level of Performance:
12% [133]	9% [95]

Problem-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	5E.1. Students may not have the same access to books in the home, or transportation to get to libraries.	5E.1. Teachers will host a book drive to be able to give students as many as three books each for their own classroom libraries. Teachers donate new books to the drive and ELA teachers deliver them via cart during planning. Students choose their own books since they are more likely to read a book that is self-selected(see NY Times Op-Ed about the power of giving students their own library)this will be part of our Read It Forward Jax campaign as teachers make donations that will be the first steps toward building a student's at home library.	5E.1. Principal, PLC Chair, All teachers.	5E.1. Professional Learning Communities meetings (at least every other week). Lessons will reflect a focus on areas of need based on data gleaned from benchmarks and other assessments. Access to lesson plans and teacher communication through On Course. Classroom observations by the administrative team, the district site visit team, and when appropriate, cross curricular and interdepartmental classroom visitations. Results of progress monitoring assessments (teacher and district), FAIR testing, SRI testing, and Compass Odyssey Diagnostic testing.	5E.1. Yearly FCAT Assessment FAIR Testing Progress-Monitoring Assessments Teacher Assessments READ 180 Scholastic Reading Inventory Oral Fluency Probes Compass Odyssey READ 180 Student Achievement Manager READ 180 skills Assessment
	5E.2. Students may not see the value of reading for pleasure or may not have access to a	5E.2. Teachers will maintain classroom libraries with a variety of genres and levels.	5E.2. Principal, PLC Chair, All teachers.	5E.2. Professional Learning Communities meetings (at least every other week).	5E.2. Yearly FCAT Assessment FAIR Testing Progress-

2	variety of books.	Students will read for a set period of time in each 6th, 7th, and 8th students will pursue the 25 book goal as part of Read It Forward Jax. In each ELA class, they will set goals, track progress, and monitor comprehension.		Lessons will reflect a focus on areas of need based on data gleaned from benchmarks and other assessments. Access to lesson plans and teacher communication through On Course. Classroom observations by the administrative team, the district site visit team, and when appropriate, cross curricular and interdepartmental classroom visitations. Results of progress monitoring assessments (teacher and district), FAIR testing, SRI testing, and Compass Odyssey Diagnostic testing.	Monitoring Assessments Teacher Assessments READ 180 Scholastic Reading Inventory READ 180 Student Achievement Manager READ 180 skills Assessment
3	5E.3. Teachers who are traveling cannot carry libraries from class to class.	5E.3. Teachers will schedule regular trips to the school Media Center into their lessons.	5E.3. Principal, PLC Chair, All teachers.	5E.3. Professional Learning Communities meetings (at least every other week). Lessons will reflect a focus on areas of need based on data gleaned from benchmarks and other assessments. Access to lesson plans and teacher communication through On Course. Classroom observations by the administrative team, the district site visit team, and when appropriate, cross curricular and interdepartmental classroom visitations. Results of progress monitoring assessments (teacher and district), FAIR testing, SRI testing, and Compass Odyssey Diagnostic testing.	5E.3. Library calendar and check-out statistics

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
PLC Training for Middle School	8th	Coker-Daniel & Leonard District instructional; Support Staff for Cluster 3	Eighth grade PLC members, Melissa Simms, Bradley Gianneschi	9/4, 11/19, 1/28, 3/12	PLC meetings on Early release	Administrative Team, ELA PLC Chair

In-service training on accommodating students with disabilities and utilizing various methodologies to co-teaching in an inclusion classroom.	6-8	Bradley Gianneschi	ELA Department/PLC (Could be school wide...)	By December 14th	PLC Meetings; collaboration with ESE teachers	Administrative Team, ELA PLC Chair

Reading Budget:

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

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	Last year we had 2 ELL students. Although both did not test out of the CELLA program, both are conversationally competent with regards to their use of the English language
2012 Current Percent of Students Proficient in listening/speaking:	
0 % [0]	

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	1.1. Students understanding the idiosyncrasies of the English Language	1.1. Continue to work with our ELL student in conversational English and work on improving her vocabulary comprehension	1.1. Classroom teachers, Guidance Counselors, ESE teachers, Administration	1.1. Cella Scores, FAIR testing, FCAT reading	1.1. FCAT Score, FAIR Score, CELLA Score, LAS Score

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:	Last year we had 2 students that were ELL students. Neither reached the FCAT level of 3. However, both increased their previous year's score, and showed more than a year's growth on the FCAT

2012 Current Percent of Students Proficient in reading:

0% [0]

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. Students understanding the idiosyncrasies of the English Language	2.1. Continue to work with our ELL student in conversational English and work on improving her vocabulary comprehension	2.1. Classroom teachers, Guidance Counselors, ESE teachers, Administration	2.1. Cella Scores, FAIR testing, FCAT reading	2.1. FCAT Score, FAIR Score, CELLA Score, LAS Score

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	

2012 Current Percent of Students Proficient in writing:

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3.1. Students understanding the idiosyncrasies of the English Language	3.1. Continue to work with our ELL student in conversational English and work on improving her vocabulary comprehension	3.1. Classroom teachers, Guidance Counselors, ESE teachers, Administration	3.1. Cella Scores, FAIR testing, FCAT reading	3.1. FCAT Score, FAIR Score, CELLA Score, LAS Score

CELLA Budget:

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

End of CELLA Goals

Middle School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	Increase the number of students achieving proficiency on FCAT by a minimum of 3% with special attention given to reinforcing basic math concepts in 6th and 7th grade.
2012 Current Level of Performance:	2013 Expected Level of Performance:
35% [371]	38% [404]

	Problem-Solving Process to Increase Student Achievement				

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1A.1. Pacing of instruction via the learning schedule does not provide adequate time for struggling students to master the concepts.	1A.1. Use PLC time and RTI strategies to identify students below expected levels and provide interventions. Utilize the student workbooks to frequently re-teach and reinforce concepts. Use online tools, such as Compass Odyssey, Gizmo, and Glencoe online resources.	1A.1. Math teachers Administrators Parents/Guardians RTI Team Duval County Schools Administration	1A.1. Discuss and share results during Math PLC meetings and RTI meetings. Feedback from parents and students.	1A.1. Exit Slips Post Tests Benchmark Assessments FCAT scores Insight/Inform Learning Schedule Assessments
2	1A.2. State and district requirements for administering assessments decreases time for direct instruction. State and District Assessments are not reflected in the learning schedule.	1A.2. Incorporate testing schedules into long term implementation of learning schedule.	1A.2. PLC Team Math Teachers	1A.2. Lessons will be based on data of baselines, post tests, exit slips and benchmarks. Data will be brought to PLC meeting and discussed with other teachers.	1A.2. FCAT EOC LSA Teacher Assessments Compass Odyssey
3	1A.3. Student performance levels in the same course vary from teacher to teacher.	1A.3. Sixth grade teachers will attend district PLC meetings. All teachers will meet in PLC groups to create common lesson plans, assessments, exit slips, compare data, etc. The PLC process identifies effective instructional techniques by teacher.	1A.3. PLC Team District PLC leaders School Administrators Math Teachers	1A.3. The PLC process will identify effective instructional techniques by teacher. Data will be brought to PLC meetings and discussed with other teachers.	1A.3. FCAT EOC LSA Benchmark Exit Slips Teacher Assessments

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

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	Increase the number of students achieving above level proficiency on FCAT by a minimum of 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% [320]	35% [372]

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2A.1. Pacing of instruction via the learning schedule does not provide adequate time for struggling students to master the concepts.	2A.1. Use PLC time and RTI strategies to identify students below expected levels and provide interventions. Utilize the student workbooks frequently to re-teach and reinforce concepts. Use online tools, such as Compass Odyssey, Gizmo, and Glencoe online resources.	2A.1. Math teachers Administrators Parents/Guardians RTI Team Duval County Schools Administration	2A.1. Discuss and share results during Math PLC meetings and RTI meetings. Feedback from parents and students.	2A.1. Exit Slips Post Tests Benchmark Assessments FCAT scores Insight/Inform Learning Schedule Assessments
2	2A.2. The time required for administration of assessments from State, district, and cluster decreases time available for instruction.	2A.2. Incorporate testing schedules into long term implementation of learning schedule.	2A.2. PLC Team Math Teachers	2A.2. Lessons will be based on data of baselines, post tests, exit slips and benchmarks. Data will be brought to	2A.2. FCAT EOC LSA

				PLC meeting and discussed with other teachers.	Teacher Assessments
	State and District Assessments are not reflected in the learning schedule.				Compass Odyssey
3	2A.3. Student performance levels in the same course vary from teacher to teacher.	2A.3. Sixth grade teachers will attend district PLC meetings. All teachers will meet in PLC groups to create common lesson plans, assessments, exit slips, compare data, etc. The PLC process identifies effective instructional techniques by teacher.	2A.3. PLC Team District PLC leaders School Administrators Math Teachers	2A.3. The PLC process will identify effective instructional techniques by teacher. Data will be brought to PLC meetings and discussed with other teachers.	2A.3. FCAT EOC LSA Benchmark Exit Slips Teacher Assessments

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	Increase the number of students making learning gains by a minimum of 2%
2012 Current Level of Performance:	2013 Expected Level of Performance:
73% [777]	75% [799]

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	3A.1.	3A.1.	3A.1.	3A.1.	3A.1.

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Pacing of instruction via the learning schedule does not provide adequate time for struggling students to master the concept	Use PLC time and RTI strategies to identify students below expected levels and provide interventions. Utilize the student workbooks frequently to re-teach and reinforce concepts. Use online tools, such as Compass Odyssey, Gizmo, and Glencoe online resources.	Math teachers Administrators Parents/Guardians RTI Team Duval County Schools Administration	Discuss and share results during Math PLC meetings and RTI meetings. Feedback from parents and students.	Exit Slips Post Tests Benchmark assessments FCAT scores Insight/Inform Learning Schedule Assessments
2	3A.2. The time required for administration of assessments from State, district, and cluster decreases time available for instruction. State and District Assessments are not reflected in the learning schedule.	3A.2. Incorporate testing schedules into long term implementation of learning schedule.	3A.2. PLC Team Math Teachers	3A.2. Lessons will be based on data of baselines, post tests, exit slips and benchmarks. Data will be brought to PLC meeting and discussed with other teachers.	3A.2. FCAT EOC LSA Teacher Assessments Compass Odyssey
3	3A.3. Student performance levels in the same course vary from teacher to teacher.	3A.3. Sixth grade teachers will attend district PLC meetings. All teachers will meet in PLC groups to create common lesson plans, assessments, exit slips, compare data, etc. The PLC process identifies effective instructional techniques by teacher.	3A.3. PLC Team District PLC leaders School Administrators Math Teachers	3A.3. The PLC process will identify effective instructional techniques by teacher. Data will be brought to PLC meetings and discussed with other teachers.	3A.3. FCAT EOC LSA Benchmark Exit Slips Teacher Assessments

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

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

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

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

of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	Increase the number of students in the lowest 25% making learning gains by a minimum of 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
77% [204]	80% [212]

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<td align="center">Evaluation Tool</td>
</tr>
<tr>
<td>1</td>
<td>4A.1.

Limited time available in standard math class for remediation and filling learning gaps.</td>
<td>4A.1.

Identify and place students in Intensive Math classes.

Give the opportunity for parents to enroll lower performing students in Team-up and other remedial programs.</td>
<td>4A.1.

Teachers

Administration</td>
<td>4A.1.

Comparison of interim Benchmark results

Comparison of FCAT results

Comparison of LSA results

Report card grades</td>
<td>4A.1.

Benchmark Assessments

LSA

Teacher Assessments

FCAT scores</td>
</tr>
<tr>
<td>2</td>
<td>4A.2.

Pacing of instruction via the learning schedule does not provide adequate time for struggling students to master the concepts.</td>
<td>4A.2.

Identify and place students in Intensive Math classes.

Use PLC time and RTI strategies to identify students below expected levels and provide interventions.

Utilize the student workbooks frequently to re-teach and reinforce concepts.</td>
<td>4A.2.

Math teachers

Administrators

Parents/Guardians

RTI Team</td>
<td>4A.2.

Feedback between Standard and Intensive Math Teachers.

Discuss and share results during Math PLC meetings and RTI meetings.

Feedback from parents and students.</td>
<td>4A.2.

Exit Slips

Baselines/Post Tests

LSA

Benchmark assessments

FCAT scores</td>
</tr>
<tr>
<td>3</td>
<td>4A.3.

Student performance levels in the same course vary from teacher to teacher.</td>
<td>4A.3.

Sixth grade teachers will attend district PLC meetings.

All teachers will meet in PLC groups to create common lesson plans, assessments, exit slips, compare data, etc.

The PLC process identifies effective instructional techniques by teacher.</td>
<td>4A.3.

PLC Team

District PLC leaders

School Administrators

Math Teachers</td>
<td>4A.3.

The PLC process will identify effective instructional techniques by teacher.

Data will be brought to PLC meetings and discussed with other teachers.</td>
<td>4A.3.

FCAT

EOC

Benchmark

Exit Slips

Teacher Assessments</td>
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</table>

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 # 5A : Currently, our achievement gap is 33% from our goal of 100% of our students being successful on the FCAT. This year, our goal is to reduce the achievement gap 3% so that our students' achievement rises from 67% to 70%.

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	70 % [745]	73% [745]	75% [798]	78% [830]	81% [862]	

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:	Reduce the gap between black and white students' performance levels in mathematics (current gap of 9% to 7%).
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 11% [123] Black: 20% [209] Hispanic: 2% [26] Asian: 0.02% [2] American Indian: 0.02% [3]	White: 8% [85] Black: 15% [159] Hispanic: 1% [10] Asian: 0.09% [1] American Indian: 0.09% [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	5B.1. Black: SAI funding unavailable for remediation.	5B.1. Black: Utilize the student workbooks frequently to re-teach and reinforce concepts. Use online tools, such as Compass Odyssey, Gizmo, and Glencoe online resources.	5B.1. Black: Math Teachers Technology Team	5B.1. Black: Feedback from parents and students. Teacher will use online assessment results to determine student deficiencies.	5B.1. Black: LSA Benchmark Assessments Teacher Assessments FCAT scores
2	5B.2. Black: Student performance levels in the same course vary from teacher to teacher.	5B.2. Black: Sixth grade teachers will attend district PLC meetings. All teachers will meet in PLC groups to create common lesson plans, assessments, exit slips, compare data, etc. The PLC process identifies effective instructional techniques by teacher.	5B.2. Black: PLC Team District PLC leaders School Administrators Math teacher	5B.2. Black: The PLC process will identify effective instructional techniques by teacher. Data will be brought to PLC meetings and discussed with other teachers.	5B.2. Black: LSA FCAT EOC Benchmark Exit Slips Teacher Assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	Our goal is to have 100% of our ELL student make AYP.

	2012 Current Level of Performance:		2013 Expected Level of Performance:		
	0.9% [1]		0.00% [0]		

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A
2	5C.1. Students need opportunities to read and immerse themselves in the English Language—literature and conversation.	5C.1. Teachers will maintain classroom libraries with a variety of genres and levels.	5C.1. Teacher	5C.1. Demonstration of correct vocabulary and English Language by Teacher.	5C.1. Yearly FCAT Assessment FAIR Testing Teacher Assessments READ 180 skills Assessment

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	The number of SWD students not making satisfactory will decrease from 4% to 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
4% [42]	2% [21]

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5D.1. Student's needs are under served due to amount of personnel.	5D.1. Ask for another Inclusion teacher.	5D.1. Principal Ken Sutton Jenny Jones	5D.1. Needs based assessment to see change in school based service model	5D.1. Schedule IEP goals and objectives Formal and Informal Assessments
2	5D.2. Teacher awareness of the roles and responsibilities of general education and inclusion teachers. Difficulty implementing the inclusion model (co-teaching, accommodations, differentiation, etc).	5D.2. Provide teachers with an in-service training on accommodating students with disabilities and co-teaching in an inclusion classroom	5D.2. Administration General Education Teachers Inclusion Teachers	5D.2. Formal Observation Learning Gains of the Students	5D.2. Formal Observation Learning Gains of the Students

3	5D.3. Incoming 6th grade achievement levels are below the level where it is difficult for the student to make gains at a level fast enough to make AYP.	5D.3. Sixth grade students that are enrolled in both intensive and standard classes will receive instruction in the intensive class to support the specific needs, gaps, and lack of understand of the concepts taught in the standard class.	5D.3. Standard Teacher Inclusion Teacher Intensive Teacher	5D.3. Administration	5D.3. Teacher Assessments FCAT LSA Grades Benchmark Testing

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:	Decrease the number of economically disadvantaged students not making AYP by a minimum of 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
17% [185]	14% [149]

Problem-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	5E.1. SAI funding unavailable for remediation.	5E.1. Utilize the student workbooks frequently to re-teach and reinforce concepts. Use online tools, such as Compass Odyssey, Gizmo, and Glencoe online resources.	5E.1. Math Teachers Technology Team	5E.1. Feedback from parents and students. Teacher will use online assessment results to determine student deficiencies.	5E.1. LSA Benchmark Assessments Teacher Assessments FCAT scores
2	5E.2. Student performance levels in the same course vary from teacher to teacher.	5E.2. Sixth grade teachers will attend district PLC meetings. All teachers will meet in PLC groups to create common lesson plans, assessments, exit slips, compare data, etc. The PLC process identifies effective instructional techniques by teacher.	5E.2. PLC Team District PLC leaders School Administrators Math Teachers	5E.2. The PLC process will identify effective instructional techniques by teacher. Data will be brought to PLC meetings and discussed with other teachers.	5E.2. LSA FCAT EOC Benchmark Assessment Exit Slips Teacher Assessments

End of Middle School Mathematics Goals

Algebra End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Algebra.	Increase the number of students achieving level 3 by a minimum of 6%.
Algebra Goal #1:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
54% [143]	60% [171]

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. State and district requirements for administering assessments decreases time for direct instruction. State and District Assessments are not reflected in the learning schedule.	1.1. Incorporate testing schedules into long term implementation of learning schedule.	1.1. Learning Schedule Writers PLC Team Math Teachers	1.1. Lessons will be based on data of baselines, post tests, exit slips and benchmarks. Data will be brought to PLC meeting and discussed with other teachers.	1.1. FCAT EOC LSA Teacher Assessments Compass Odyssey
2	1.2. The indicator that is utilized to determine placement into Algebra is summative in nature and not an exclusive predictor of success. Students lacking pre requisite skills for Algebra who still scored average on the FCAT are required to take Algebra per the district policy.	1.2. Relay our concerns to the district that other factors for scheduling students should be considered. Create safety nets by using Odyssey and enrolling students in Intensive Algebra.	1.2. Duval County School Board Administration Algebra Teachers	1.2. Student grades Student feedback Parent feedback Teacher input	1.2. FCAT EOC LSA Teacher Assessments Compass Odyssey
3	1.3. Pacing of instruction via the learning schedule does not provide adequate time for struggling students to master the concepts.	1.3. Use PLC time and RTI strategies to identify students below expected levels and provide interventions. Utilize the student workbooks frequently to re-teach and reinforce concepts. Use online tools, such as Compass Odyssey, Gizmo, and Glencoe online resources.	1.3. Math teachers Administrators Parents/Guardians RTI Team Duval County Schools Administration	1.3. Discuss and share results during Math PLC meetings and RTI meetings. Feedback from parents and students.	1.3. Exit Slips Post Tests Benchmark Assessments FCAT scores Limelight/Inform Learning Schedule Assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	Increase the number of students achieving a level 4 or 5 by a minimum of 5%
2012 Current Level of Performance:	2013 Expected Level of Performance:

30% [79]	35% [100]

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. State and district requirements for administering assessments decreases time for direct instruction. State and District Assessments are not reflected in the learning schedule.	2.1. Incorporate testing schedules into long term implementation of learning schedule.	2.1. Learning Schedule Writers PLC Team Algebra Teachers	2.1. Lessons will be based on data of baselines, post tests, exit slips and benchmarks. Data will be brought to PLC meeting and discussed with other teachers.	2.1. FCAT EOC LSA Teacher Assessments Compass Odyssey
2	2.2. Pacing of instruction via the learning schedule does not provide adequate time for struggling students to master the concepts.	2.2. Use PLC time and RTI strategies to identify students below expected levels and provide interventions. Utilize the student workbooks frequently to re-teach and reinforce concepts. Use online tools, such as Compass Odyssey, Gizmo, and Glencoe online resources.	2.2. Algebra teachers Administrators Parents/Guardians RTI Team Duval County Schools Administration	2.2. Discuss and share results during Math PLC meetings and RTI meetings. Feedback from parents and students.	2.2. Exit Slips Post Tests Benchmark assessments FCAT scores Limelight/Inform Learning Schedule Assessments
3	2.3. Level 3 students in Algebra slow down instructional time for other students due to learning gaps.	2.3. Level 3 students in Algebra slow down instructional time for other students due to learning gaps. 2.3. Provide Intensive Algebra class to help supplement Level 3 students.	2.3. Administration Algebra Teachers RTI Team	2.3. Discuss and share results during Math PLC meetings and RTI meetings.	2.3. FCAT EOC LSA Teacher Assessments Compass Odyssey

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Algebra Goal #
	3A : Currently, our achievement gap is 16% from our goal of 100% of our students being successful on the ALG I EOC exam.This year, our goal is to reduce the achievement gap 1% so that our students' achievement rises from 84% to 85%.

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	83% [222]	84% [231]	85% [233]	87% [239]	90% [247]	

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:	Increase the success rate of all NCLB sub-groups by 1%
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 2% [24] Black: 1% [13] Hispanic: 0.6% [7] Asian: 0% [0] American Indian: 0% [0]	White: 1% [10] Black: 0.9% [9] Hispanic: 0.3% [3] Asian: 0% [0] American Indian: 0% [0]

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3B.1. Black: SAI funding unavailable for remediation.	3B.1. Black: Utilize the student workbooks frequently to re-teach and reinforce concepts. Use online tools, such as Compass Odyssey, Gizmo, and Glencoe online resources.	3B.1. Black: Math Teachers Technology Team	3B.1. Black: Feedback from parents and students. Teacher will use online assessment results to determine student deficiencies.	3B.1. Black: LSA Benchmark Assessments Teacher Assessments FCAT scores

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3C. English Language Learners (ELL) not making satisfactory progress in Algebra. Algebra Goal #3C:	There are no ELL students in Algebra for the 2012-2013 school year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% [0]	N/A

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra. Algebra Goal #3D:	The number of SWD students not making satisfactory will decrease from 0.2% to 0.1%.

	2012 Current Level of Performance:	2013 Expected Level of Performance:
	0.2% [2]	0.1% [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	3D.1. The indicator that is utilized to determine placement into Algebra is summative in nature and not an exclusive predictor of success. The scope and sequence of the learning schedule are not conducive to all students receiving a 3 or above on FCAT; specifically students with learning disabilities and processing deficiencies.	3D.1. Classroom/Instructional Techniques and Methodology Relay our concerns to the district that other factors for scheduling students should be considered.	3D.1. General Education Teacher Inclusion Teacher Administration District	3D.1. Success of students placed in Algebra classes as identifies as having a disability.	3D.1. Formal and Informal Assessments
2	3D.2. Teacher awareness of the roles and responsibilities of general education and inclusion teachers. Difficulty implementing the inclusion model (co-teaching, accommodations, differentiation, etc).	3D.2. Provide teachers with an in-service training on accommodating students with disabilities and co-teaching in an inclusion classroom	3D.2. Administration General Education Teachers Inclusion Teachers	3D.2. Formal Observation Learning Gains of the Students	3D.2. Teacher Assessments CAST

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:	Decrease the number of economically disadvantaged students not making satisfactory progress in Algebra 1 by a minimum of 0.2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
1% [12]	0.8% [8]

Problem-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	3E.1. SAI funding unavailable for remediation.	3E.1. Utilize the student workbooks frequently to re-teach and reinforce concepts.	3E.1. Math Teachers Technology Team	3E.1. Feedback from parents and students. Teacher will use online assessment results to	3E.1. LSA Benchmark Assessments

		Use online tools, such as Compass Odyssey, Gizmo, and Glencoe online resources.		determine student deficiencies.	Teacher Assessments FCAT scores

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:	Increase the number of students achieving level 3 by a minimum of 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
2% [1]	5% [3]

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. State and district requirements for administering assessments decreases time for direct instruction. State and District Assessments are not reflected in the learning schedule.	1.1. Incorporate testing schedules into long term implementation of learning schedule.	1.1. Learning Schedule Writers PLC Team Math Teachers	1.1. Lessons will be based on data of baselines, post tests, exit slips and benchmarks. Data will be brought to PLC meeting and discussed with other teachers.	1.1. FCAT EOC LSA Teacher Assessments Compass Odyssey

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:	Increase the number of students achieving a level 4 or 5 from 40 students to 64 students.
2012 Current Level of Performance:	2013 Expected Level of Performance:
98% [40]	95% [64]

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	2.1.	2.1	2.1.	2.1.	2.1.

1	State and district requirements for administering assessments decreases time for direct instruction.

State and District Assessments are not reflected in the learning schedule. | Incorporate testing schedules into long term implementation of learning schedule. | Learning Schedule Writers

PLC Team

Math Teachers | Lessons will be based on data of baselines, post tests, exit slips and benchmarks.

Data will be brought to PLC meeting and discussed with other teachers. | FCAT

EOC

LSA

Teacher Assessments

Compass Odyssey |

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 : Currently, our achievement gap is 10% from our goal of 100% of our students being successful on the Geometry Honors EOC exam. This year, our goal is to reduce the achievement gap 3% so that our students' achievement rises from 90% to 93%. |
|---|---|

Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	90% [61]	93% [65]	95% [66]	98% [68]	

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:	Maintain 0% of Geometry students not making satisfactory progress.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 0% [0]
Black: 0% [0]
Hispanic: 0% [0]
Asian: 0% [0]
American Indian: 0% [0] | White: 0% [0]
Black: 0% [0]
Hispanic: 0% [0]
Asian: 0% [0]
American Indian: 0% [0] |

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3B.1.

Black:
SAI funding unavailable for remediation. | 3B.1.

Black:
Utilize the student workbooks frequently to re-teach and reinforce concepts.

Use online tools, such as Compass Odyssey, Gizmo, and Glencoe online resources. | 3B.1.

Black:
Math Teachers

Technology Team | 3B.1.

Black:
Feedback from parents and students.

Teacher will use online assessment results to determine student deficiencies. | 3B.1.

Black:
LSA

Benchmark Assessments

Teacher Assessments

FCAT scores |

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

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

Geometry Goal #3C:	There are no ELL students in Geometry.

	2012 Current Level of Performance:		2013 Expected Level of Performance:	
	0% [0]		N/A	

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

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

3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry. Geometry Goal #3D:	Maintain 0% of SWD students not making progress in Geometry.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% [0]	0% [0]

Problem-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	3D.1. Teacher awareness of the roles and responsibilities of general education and inclusion teachers. Difficulty implementing the inclusion model (co-teaching, accommodations, differentiation, etc).	3D.1. Provide teachers with an in-service training on accommodating students with disabilities and co-teaching in an inclusion classroom	3D.1. Administration General Education Teachers Inclusion Teachers	3D.1. Formal Observation Learning Gains of the Students	3D.1. Teacher Assessments CAST

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:	Maintain 0% of Economically Disadvantaged students not making satisfactory progress in Geometry.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% [0]	0% [0]

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	3E.1. SAI funding unavailable for remediation.	3E.1. Utilize the student workbooks frequently to re-teach and reinforce concepts. Use online tools, such as Compass Odyssey, Gizmo, and Glencoe online resources.	3E.1. Math Teachers Technology Team	3E.1. Feedback from parents and students. Teacher will use online assessment results to determine student deficiencies.	3E.1. LSA Benchmark Assessments Teacher Assessments FCAT scores

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
MJ1 and MJ1 Advanced PLC	6th grade	District PLC Facilitators	6th grade Math Teachers	Early Release TDE Meeting at Schulz Center	Comparison of student performance on standardized tests and academic performance.	School Administrators Teachers
Professional Learning Community	6,7,8	PLC Leader for each grade level	Math Teachers	Early Release Teacher Planning Days	Comparison of student performance on standardized tests and academic performance.	Math Department Chair School Administration Math Teachers
Training for Data Analysis and Inform/Insight	6,7,8	Math Department Chair	Math Department	Early Release	Comparison of student performance on standardized tests and academic performance.	Math Department Chair School Administration

Mathematics Budget:

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

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	To increase the percent successful on the Science FCAT at Level 3 by 23%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
42% [129]	65% [200)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1A.1. Timely delivery of data.	1A.1. Teachers will identify and analyze student data at each grade level.	1A.1.Administration, Teachers, Guidance	1A.1. . Principal, Teachers will analyze data during PLCs and will collaborate on strategies for improvement; discuss with colleagues and district personnel.	1A.1. Feedback and collaboration among PLCs and district personnel
2	1A.2. Limited PLC time. Compass Odyssey, Pearson Testing results.	1A.2. Teachers will provide appropriate instruction and interventions by following the district learning schedule.	1A.2. Administration, Teachers, Guidance	1A.2. Classroom observations, grade level planning using the 5E lesson template. Plan should reflect differentiated instruction, PLC discussion and feedback.	1A.2. On-course system, PMAs, benchmark assessment,
3	1A.3. Funding	1A.3. 1.3. Remedial resources such as tutoring, mentoring, Team- up, Compass Odyssey and Pearson Testing data. teacher, guidance, and administration.	1A.3. Administration, Teachers Guidance	1A.3. Improved participation in classroom setting, feedback from parents, teacher, guidance, and administration.	1A.3. Tutoring logs, Team-up logs, Compass Odyssey, School Progress Reports. Individual progress reports reflecting improvement as needed.
4	1B.4. Limited PLC time	1B.3. Comp 3 Science teachers will design instructional focus lessons to review and reinforce benchmarks below 70%.	1B.3. Comp. 3 Science teachers	1B.3. 100% of students will demonstrate on-target scores.	1B.3. 5QR Assessments

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

Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	N/A	
2012 Current Level of Performance:	2013 Expected Level of Performance:	
N/A	N/A	

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	To increase our percentage of student scoring a 4 or 5 on the FCAT by 3%	
2012 Current Level of Performance:	2013 Expected Level of Performance:	
17% [54]	20% [67]	

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2B.1. Extra class time for help sessions.	2B.1. Mandatory Science Fair Participation	2B.1. District personnel, Teachers, Science fair judges	2B.1. Student participation in classroom science fairs, advancing to the school fair with 20 % of students participating at the District Science fair.	2B.1. Number of students who participate and produce a Science Project that meets or exceeds the standard.
2	2B.2. Limited PLC time	2B.2. Construct 5E plans demonstrating high order questioning techniques based on Webb's Depth of Knowledge.	2B.2. Classroom teachers, administration	2B.2. Classroom observation, class participation, group discussions, informal testing.	2B.2. Students will construct their own high order questions based on Webb's Depth of Knowledge.
3	1B.3. Limited PLC time	1B.3. Comp 3 Science teachers will design instructional focus lessons to review and reinforce benchmarks below 70%.	1B.3. Comp. 3 Science teachers	1B.3. 100% of students will demonstrate on-target scores.	1B.3. 5QR Assessments

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

2b. Florida Alternate Assessment:	

Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	N/A	
2012 Current Level of Performance:	2013 Expected Level of Performance:	
N/A	N/A	

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Increased Technology Integration	8	Bacon	All Science Teachers	June 2013	Classroom Observations	Administration, PDF

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

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:	Historically, 97-98% of LaVilla students have earned at least a Level 4. With the increased attention to mechanics and support, this number dropped to only 52% last year. Our goal is to increase our focus on these areas in order to achieve at least 93% at a Level 3, but also to bring our numbers back in line with our average, or beyond.
2012 Current Level of Performance:	2013 Expected Level of Performance:
90% [282]	93% [311]

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1A.1. The 2013 scoring will include increased attention to the correct use of standard English conventions.	1A.1. Students, and teachers, will participate in common scoring activities designed to focus attention on correct use of standard conventions, as well as the editing used to fix common errors both in timed writing and in longer, process pieces of writing. Editing checklists and visual tools will also be employed to help students identify and fix their own mistakes. Teachers will score essays more stringently for mechanics and support.	1A.1. Principal, PLC Chair, ELA teachers.	1A.1. PLC meetings (at least every other week) sharing of samples at each grade level and score these samples. Approximately 20% of overall student essays will be scored by more than one teacher for consistency. Improved performance on each subsequent timed writing administration.	1A.1. District Timed Writing assessments FCAT writing assessment
2	1A.2. The 2013 scoring process will include increased attention to the quality of details, requiring use of relevant, logical, and plausible support, rather than contrived statistical claims or unsubstantiated generalities.	1A.2. Students will use graphic organizers and acronyms designed to help them brainstorm relevant, logical details. Students will also read and score sample essays, using the rubric to assess their peers use of support. Students will be required to self-evaluate and adjust their own use of support as well.	1A.2. Principal, PLC Chair, ELA teachers.	1A.2. PLC meetings (at least every other week) sharing of samples at each grade level and score these samples. Approximately 20% of overall student essays will be scored by more than one teacher for consistency. Improved performance on each subsequent timed writing administration.	1A.2. District Timed Writing assessments FCAT writing assessment

		Teachers will score essays more stringently for mechanics and support.			
3	1A.3. Students may begin to feel timed writing is not authentic or meaningful and may begin to just rush through them or give up.	1A.3. Students will have opportunities for other process (not timed) writing, exploring topics of their own choosing, and applying the strategies of writing in a real world context, i.e. editorials. Specific feedback will be provided by teachers on timed and process pieces. Teachers will use their own feedback as data for planning instruction.	1A.3. Principal, PLC Chair, ELA teachers.	1A.3. PLC meetings (at least every other week) sharing of samples at each grade level and score these samples. Improved performance on each subsequent timed writing administration as well as scores of at least four or better on process writing pieces.	1A.3. District Timed Writing assessments FCAT writing Assessment Portfolio pieces/teacher created assignments on 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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>N/A</td><td>N/A</td><td>N/A</td><td>N/A</td><td>N/A</td></tr>
</table>

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
District Level FCAT Writing 2.0 training	7/8	District	Cory Savage Christianne Salzer	Oct 4 & 5	Share the information with grade level PLC's	Principal
Common Scoring	7/8	Morgan Jackson	All.	Early Release Days following Timed Writing administration	Maintain records of feedback and scores for each administration	Principal

Writing Budget:

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

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

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Civics. Civics Goal #2:	

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

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

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

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

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

Civics Budget:

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

End of Civics Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	The goal of LaVilla School of the Arts is to provide a warm and welcoming learning environment for our student population that will encourage increased attendance in school.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
98% [1094]	99% [1104]
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
4.3% [43]	2% [21]
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
15% [144]	10% [116]

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1 Student disengagement/apathy	1.1. Deliver high quality course curriculum that engages students on multiple levels to keep their interest in their school work	1.1. Teachers, PLC's, Administration	1.1. Attendance data, and school climate surveys	1.1. Attendance data, and school climate surveys
2	1.2. Student not using their time wisely in-between classes	1.2. Instituting one-way stairwells and increasing the passing time between classes from 4 to 5 minutes	1.2. Teachers and administration	1.2. Attendance , and detention referral data	1.2. Attendance and dentition referral data
3	1.3. Too many students accessing their lockers at the same time in-between classes	1.3. Instituting alternate locker times for bottom and top locker students	1.3. Teachers and administration	1.3. Attendance , and detention referral data	1.3. Attendance , and detention referral data

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Student Tardiness	6-8 (All)	Lorentz (Asst. Principal), and Foundations committee	School-wide	Pre-Planning	Will be continuously monitored throughout the year by the administration and foundations committee	Administration and foundations committee

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Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	The goal for the 2012-2013 school year is to decrease the incidence rate of suspension by at least 10%. This includes both out-of-school and in-school suspensions. Decreasing the incidence rate of suspensions is our main focus because that will increase student time in the classroom learning to master the curriculum of their respective classes. Percentages based on 659 total referrals
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
0.09% [63]Based on 659 total referrals	[50] Cannot calculate a percent not knowing how many referrals we will have for the year
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School

7% [48]	3.0% [35]
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
4.2% [26]Based on 659 total referrals	[20] Cannot calculate a percent not knowing how many referrals we will have for the year
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
2% [22]	.09% [15]

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Parental acceptance of the ATOSS option for students assigned out-of-school suspension	1.1. Inform parents of the benefits of the ATOSS program, and how it allows their child to continue working on course work mastery for their core academic classes.	1.1. Principal, Assistant Principals, ISSP Coordinator, and Guidance Counselors	1.1. Data Collection and Observation followed by analysis from person(s) responsible for monitoring.	1.1. Data Collection
2	1.2. The objective of previous discipline not being reached allowing for a return of the unsatisfactory conduct.	1.2 Character education course work through in-school suspension curriculum, and character education lessons throughout the school year given by the teachers that will be integrated into their lessons	1.2. Principal, Assistant Principals, ISSP Coordinator, Teachers, and Guidance Counselors	1.2. Data Collection and Observation followed by analysis from person(s) responsible for monitoring.	1.2. Data Collection

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
Classroom CHAMPS Training	All	Griffin	All Teachers	Pre-Planning,Faculty Meetings, Drop-in Trainings	Classroom Observations & Genesis Reports	CHAMPS instructor and school leadership team.

Suspension Budget:

Evidence-based Program(s)/Material(s)

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

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

1. Parent Involvement Parent Involvement Goal #1: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	Our goal is continued improvement relating to communication between teachers and parents, and parents and the school to positively impact student achievement in the classroom. This will be done through increased parent communication
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
78% [907]	85% [948]

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Lack of computer availability and knowledge of how to use a computer to access their child's grades through the grade portal on OnCourse.	1.1 Allow for parents that do not have computer knowledge time to be taught how to access the internet and the OnCourse grade book portal. Also tell parents of the locations where free computer access is granted (i.e. public libraries).	1.1. PTSA, Administration, teachers, front office staff	1.1. Data Collection and Observation	1.1 School Climate survey.

		Encourage the use of the computer kiosk in the main office.			
2	1.2. Incorrect phone numbers in the Genesis program, which does not allow telephone communications to be made.	1.2. Have parents complete student emergency cards and have that information updated in Genesis.	1.2. CRT Operator, front office staff, guidance secretary, and house administration secretary	1.2. Data Collection and Observation	1.2. School Climate Survey

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Increase parent communication	All (6-8)	Principal, Faculty, PTSA, Community members, SAC members Booster groups, Workshop facilitators	School Wide	November 2012	On-Course System E-mail communication Principal's newsletter Booster meetings Orientation Workshops Performances PTSA meetings SAC meetings Open House Robo Calls	Principal Principal, faculty School Climate Survey Committee PTSA SAC Booster Groups

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Parent Involvement Budget:

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

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

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	Increase the use of technology in the instruction of Science and mathematics at LaVilla School of the Arts. Additionally, to expose our students to how science, technology, and mathematics apply to engineering in real world experiences

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Lack of student understanding of what engineering is and how many different ways it applies to different professions relating to math and science.	1.1. Incorporate lessons that explore the profession of engineering as they are tied to mathematics and science.	1.1. Science teachers in grades 6,7,& 8	1.1. Teacher created assessments designed to determine student comprehension of the lessons designed to incorporate the engineering profession.	1.1. Insight/Inform, student survey's, teacher observation
2	1.2. Lack of technology in the school to provide students with an adequate understand of how engineering applies in real world applications.	1.2. Solicit local engineers from varying disciplines to come and speak with our students and demonstrate what it is they do and how to applies to math and science.	1.2. Science teachers in grades 6,7,& 8	1.2 Teacher created assessments designed to determine student comprehension of the lessons designed to incorporate the engineering profession.	1.2. Insight/Inform, student survey's, teacher observation

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
Engineering in the real world	6,7, & 8	Bacon, Joan	All Science Teachers	Early Release days, once every other month	PDF observations	PDF of LaVilla School of the Arts, and school leadership team.

STEM Budget:

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

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

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. CTE CTE Goal #1:	N/A
Problem-Solving Process to Increase Student Achievement	

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

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

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

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

CTE Budget:

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

No Data	No Data	No Data	$0.00
			Subtotal: $0.00

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00

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

End of CTE Goal(s)

Additional Goal(s)

Arts Goals Goal:

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. Arts Goals Goal Arts Goals Goal #1:	The goal of LaVilla School of the Arts to is have at least 5 non-arts teachers in attendance/participating at all arts performances or exhibitions. Integrate Arts into the core academic courses.
2012 Current level:	2013 Expected level:
75% [52.5]	80 % [56]

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Individual scheduling constraints of non-arts teachers	1.1. Public bulletin board for teachers to post reflections on school Arts events for students to read. Start Chart of teachers to mark events attended as a quarterly competition.	1.1. Chairperson of the Arts PLC, and Arts PLC members	1.1. Tracking of teacher participation by the Arts PLC.	1.1. Analysis by the Arts PLC of the tracking chart
2	1.2. Faculty not confident or trained in how to integrate Arts education into core academic courses.	1.2. A Semi-Annual Interdisciplinary Teacher Visitation	1.2. 1. Lead arts teacher/PDF 2. All faculty	1.2. 1. Reflection and a Post Action Report 2. User log	1.2. Teacher Reflection in their individual PLC's

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
Arts in core classes	All grades of core subjects	Pendry & Despain	All core subject teachers	Pre-planning and early release	Observation and lesson studies	Pendry, Despain, and leadership team.

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 Arts Goals Goal(s)

Safety Goals 1 Goal:

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. Safety Goals 1 Goal Safety Goals 1 Goal #1:	#1)Tardiness: Our goal is to decrease tardy referrals to 15% , #2)Following Directions (topic): Our goal is to decrease number of referrals for failure to follow directions to 11%, #3) Fighting (topic): Our goal is to decrease fighting referrals to 1% of our student population.
2012 Current level:	2013 Expected level:
#1)386 (44%) of referrals being for tardiness #2)68 (.07%) of referrals for failure to follow directions #3)22 (.03%) of referrals for fighting	#1)Decrease the percentage of referrals for tardiness to (40%) #2)Decrease the percentage of total referrals for not following directions to (0.5%). #3) Decrease the percentage of total referrals for fighting to (0.01%).

Problem-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	Student Empathy	Classroom lessons designed around behavior, and the refreshing of CHAMPS strategies presented in all classrooms	Leadership Team	Genesis referral reports	Genesis

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 Safety Goals 1 Goal(s)

FINAL BUDGET

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

Differentiated Accountability

School-level Differentiated Accountability Compliance

◌ Priority	◌ Focus	◌ Prevent	◌ NA

Are you a reward school: ◌ Yes ◌ No

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

No Attachment (Uploaded on 10/11/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

✔ Yes. Agree with the above statement.

Describe projected use of SAC funds	Amount
No data submitted	

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

The SAC will come together on a monthly basis to review a variety of topics and ideas that are specifically related to LaVilla School of the Arts. One of the main topics of discussion and review will be the School Improvement Plan (S.I.P.). At each meeting the SAC will review a different portion of the S.I.P. and discuss the plans of action that are being implemented to ensure adequate academic

growth for all students and student sub-groups are being attempted. Additionally, the SAC will delegate and/or approve the delegation of SAC funds to the school principal to use in the implementation of the SIP in a good faith effort to support learning for all LaVilla students. The current membership of SAC is as follows:

1. Baldwin, David
2. Davis, Wanda
3. Love-Jones, Essie
4. Wilson, Velvet
5. Wagoner, Janelle
6. Lee, Ingrid
7. Fluitt, Jessamyn
8. Huntley, Tracie
9. Costley, Angela
10. Lukens-Bull, Katryne
11. Barrigar-Tucker, Debroah
12. Elkins, Meloni
13. Williams, Jessica
14. Towler, Jim
15. Casey, Charles
16. Chalk, Kimberly
17. Goff, Kim
18. Cruess, Alison
19. Salvadore, Lynn
20. Green, Lyvonia

AYP DATA

SCHOOL GRADE DATA

No Data Found

Duval School District LAVILLA SCHOOL OF THE ARTS 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	80%	75%	97%	66%	318	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	63%	73%			136	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?	62% (YES)	77% (YES)			139	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					593	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Duval School District LAVILLA SCHOOL OF THE ARTS 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	82%	77%	96%	65%	320	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	70%	74%			144	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?	64% (YES)	70% (YES)			134	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					598	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested