

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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

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

School Name: CAMPBELL DRIVE ELEMENTARY SCHOOL

District Name: Dade

Principal: Thelma Fornell

SAC Chair: Tracy Cameron

Superintendent: Alberto M. Carvalho

Date of School Board Approval: Pending

Last Modified on: 10/19/2012

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	Thelma Fornell	BA – Psychology MS – Elementary Education Certifications: Educational Leadership, Elementary Education, Psychology, ESOL	4	19	School Year '12 '11 '10 '09 '08 '07 School Grades B C C A A C High Standards Rdg. 37 56 60 71 86 56 High Standards Math 43 61 56 73 84 50 Lrng Gains-Rdg. 73 61 61 71 81 53 Lrng Gains-Math 68 56 59 60 79 54 Gains-Rdg-25% 83 59 48 60 80 41 Gains-Math-25% 79 65 69 62 87
		BS - Elementary Education MS - Mathematics			

Assis Principal	Lanee Coleman	Education EdS - Educational Leadership Certifications: Educational Leadership, Elementary Education, Middle Grades Mathematics. ESOL	2	4	School Year '12 '11 '10 '09 '08 '07 School Grade B A A D D C High Standards Rdg. 37 76 70 46 47 74 High Standards Math 43 77 75 49 47 68 Lrng Gains-Rdg. 73 62 65 23 51 59 Lrng Gains-Math 68 58 72 61 47 Gains-Rdg-25% 58 60 75 58 53 55 Gains-Math-25% 79 68 75 54 57 68
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INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Julie Nuhfer-Gonzalez	BA - Early Childhood BA - Elem. Education MS – Science Education Certifications: Elementary Education, Primary Education Endorsements: Reading, ESOL	19	7	School Year '12 '11 '10 '09 '08 '07 School Grade B C C C C C High Standards Rdg. 37 56 60 57 51 52 High Standards Math 43 61 56 62 58 46 Lrng Gains-Rdg. 73 61 61 58 62 65 Lrng Gains-Math 68 56 59 59 70 60 Gains-Rdg-25% 63 59 48 50 61 63 Gains-Math-25% 79 65 69 61 71 71
Science	Amy Snyder	BA - Early Childhood BA - Elem. Education MS – Math Education Certifications: Elementary Education, Primary Education Endorsements: ESOL, Reading (In-Progress)	18	3	School Year '12 '11 '10 '09 '08 '07 School Grade B C C C C C High Standards Rdg. 37 56 60 57 51 52 High Standards Math 43 61 56 62 58 46 Lrng Gains-Rdg. 73 61 61 58 62 65 Lrng Gains-Math 68 56 59 59 70 60 Gains-Rdg-25% 63 59 48 50 61 63 Gains-Math-25% 79 65 69 61 71
Math	Valerie Tobiczky	BS – Marketing Certifications: Elementary Education	4	4	School Year '12 '11 '10 '09 '08 '07 School Grade B C C C D B High Standards Rdg. 37 56 60 63 65 56 High Standards Math 43 61 56 59 53 50 Lrng Gains-Rdg. 73 61 61 53 68 53 Lrng Gains-Math 68 56 59 64 60 54 Gains-Rdg-25% 63 59 48 46 58 41 Gains-Math-25% 79 65 69 86 66 66

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	Professional Development	Principal/PD Liaison	Ongoing - June, 2013	
2	Test Tutorial Sessions for Subject Area Certifications	Principal Teachers	Ongoing - June 2013	

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
0%(0)	

Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
59	3.4%(2)	16.9%(10)	49.2%(29)	30.5%(18)	25.4%(15)	100.0%(59)	10.2%(6)	5.1%(3)	64.4%(38)

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
Julie Nuhfer-Gonzalez	Oscar Rizo	Mint certified veteran teacher knowledgeable in all content areas paired with new teacher.	Weekly planning, Modeling, Coaching
Amy Snyder	Andrea Abrantes	Mint certified veteran teacher knowledgeable in all content areas paired with new teacher.	Weekly planning, Modeling, Coaching

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

Services are provided to ensure students requiring additional remediation are assisted through after-school programs, Saturday Academy and summer school. The district coordinates with Title II and Title III in ensuring staff development needs are met. Curriculum Coaches develop, lead and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school-wide program include an extensive Parental Program; Supplemental Educational Services; and special support services to special needs population such as neglected and delinquent students.

Title I, Part C- Migrant

The District Migrant Liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met.

Title I, Part D

The District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district.

Title II

The District uses supplemental funds for improving basic education as follows:

- Training to certify qualified mentors for the New Teacher (MINT) Program
- Training for add-on endorsement programs, such as Reading, Gifted, ESOL
- Training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional

Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.

Title III

Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners.

Title X- Homeless

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

Supplemental Academic Instruction (SAI)

Campbell Drive K-8 Center will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

Local police officers present workshops to students on Gang Awareness. Safety Awareness Self Report Program and Stop Bullying Now Campaign are being implemented throughout Miami-Dade County.

Nutrition Programs

- 1) Campbell Drive K-8 Center adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- 2) Nutrition education, as per state statute, is taught through physical education.
- 3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.
- 4) Campbell Drive K-8 Center was selected to participate in the Fresh Fruit and Vegetable Grant Program.

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

Campbell Drive K-8 will incorporate Career Pathways and other Programs of Study students will gain knowledge of academy programs and postsecondary opportunities available to them. Guidance counselor will work directly with students to develop a plan for how to acquire the skills necessary to take advantage of these opportunities.

Job Training

N/A

Other

Parental:

Campbell Drive K-8 Center will involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services. Campbell Drive K-8 Center will increase parental engagement/involvement

through development, with on-going parental input, our Title I School-Parent Compact; our school's Title I Parental Involvement Plan; scheduling the Title I Annual Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements. Campbell Drive K-8 Center will conduct informal parent surveys to determine specific needs of our parents and will schedule and conduct workshops for parents with flexible times to accommodate our parents' schedules. Our goal is to increase --parental involvement, keep parents informed, and empower parents. Campbell Drive K-8 Center will complete Title I Administration Parental Involvement Monthly School Reports (FB-6914 Rev. 06-08) and Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118. The MDCPS Title I Parent/Family survey will be distributed to and completed by parents/families annually in May. The Survey results will be used to assist with revising our Title I parental documents for the upcoming school year.

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

School-based MTSS/RTI Team

Identify the school-based MTSS leadership team.

The MTSS/RTI Leadership team consists of the Principal, Assistant Principal, Counselor; EBD Clinician, Reading Coach, Science Coach, Math Coach, Fifth Grade Teacher, First Grade Teacher, Second Grade Teacher.

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 bi-weekly to engage in the following activities:
Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks, provide opportunities for teachers to meet with team to discuss and develop individual intervention plans for Tier II and Tier III students following the four-step problem solving model: problem identification, problem analysis, intervention, implementation, and response evaluation. Based on the above information, the team will identify professional development needs and resources. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation. School Based MTSS/RTI Team will provide assistance in the development of behavior plans for students identified as requiring intervention in the area of behavior, also using the four-step problem solving model.

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?

Members of the MTSS/RTI Leadership Team meet with the Educational Excellence School Advisory Council (EESAC) and principal to help develop the SIP. The team provide data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that need to be addressed; schoolwide student behavioral analysis through review of Suspension reports, Student Case Management Documents, and analysis of Behavior Intervention Plan implementation; help set clear expectations for instruction (Rigor, Relevance, Relationship); facilitate the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and align processes and procedures.

The MTSS/RTI Leadership Team will meet monthly to review the effectiveness of the developed strategies, make adjustments or revisions as needed to the programs, interventions and initiatives to ensure the effective application of school-developed and district-developed programs for improving student achievement.

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.

Tier I (Reading):
• Baseline data: Progress Monitoring and Reporting Network (PMRN), Florida Comprehensive Assessment Test (FCAT), Baseline Assessments through Edusoft and Comprehensive Language Learning Assessment (CELLA).
Tier II (Reading):
• Baseline data: Progress Monitoring and Reporting Network (PMRN), Florida Comprehensive Assessment Test (FCAT), Baseline Assessments through Edusoft
• Progress Monitoring: PMRN, Florida Assessments for Instruction in Reading (FAIR), Interim Assessments through Edusoft
• End of year: FAIR, FCAT, CELLA
Tier III (Reading):
• Baseline data: Progress Monitoring and Reporting Network (PMRN), Florida Comprehensive Assessment Test (FCAT), Literacy Leadership Team (LLT)

Baseline Assessments through Edusoft

- Progress Monitoring: PMRN, Florida Assessments for Instruction in Reading (FAIR), Interim Assessments through Edusoft
- Interventions using Voyager and Successmaker
- End of year: FAIR, FCAT, CELLA

Tier I (Math):

- Baseline data: Florida Comprehensive Assessment Test (FCAT), Baseline Assessments through Edusoft

Tier II (Math):

- Baseline data: Florida Comprehensive Assessment Test (FCAT), Baseline Assessments through Edusoft
- Progress Monitoring: Monthly Assessments through Edusoft, District Interim Assessments through Edusoft
- End of year: FCAT

Tier III (Math):

- Baseline data: Florida Comprehensive Assessment Test (FCAT), Baseline Assessments through Edusoft
- Progress Monitoring: Monthly Assessment through Edusoft, Interim Assessments through Edusoft
- Interventions using Successmaker
- End of year: FCAT

Tier I (Science):

- Baseline data: Florida Comprehensive Assessment Test (FCAT), Baseline Assessments through Edusoft

Tier II (Science):

- Baseline data: Florida Comprehensive Assessment Test (FCAT), Baseline Assessments through Edusoft
- Progress Monitoring: Monthly Assessments through Edusoft, District Interim Assessments through Edusoft
- End of year: FCAT

Tier III (Science):

- Baseline data: Florida Comprehensive Assessment Test (FCAT), Baseline Assessments through Edusoft
- Progress Monitoring: Monthly Assessment through Edusoft, Interim Assessments through Edusoft
- End of year: FCAT

Tier I (Writing):

- Baseline data: District Writing Pre Tests scanned through Edusoft

Tier II (Writing):

- Baseline data: District Writing Pre Tests scanned through Edusoft
- Progress Monitoring: Monthly Writing Prompts, District Mid Year Writing Prompts Edusoft
- End of year: FCAT

Tier III (Writing):

- Baseline data: District Writing Pre Tests scanned through Edusoft
- Progress Monitoring: Monthly Writing Prompts, District Mid Year Writing Prompts Edusoft
- End of year: FCAT

Behavioral data:

Student Case Management System, detentions, suspensions/expulsions, referrals, team climate surveys, attendance, and referrals to special education programs.

Describe the plan to train staff on MTSS.

In addition to District provided trainings, professional development will be provided by the MTSS/RtI trained team during teachers' common planning time. Additional professional development will be provided during grade level meetings for grade level specific MTSS/RtI. Through data chats with teachers, the MTSS team will facilitate the development of, monitor and modify the students' plans.

The MTSS/RtI team will also evaluate additional staff PD needs during the biweekly MTSS/RtI Team meetings.

Describe the plan to support MTSS.

1. Effective, actively involved, and resolute leadership that frequently provides visible connections between a MTSS framework with district & school mission statements and organizational improvement efforts.
2. Alignment of policies and procedures across classroom, grade, building, district, and state levels.
3. Ongoing efficient facilitation and accurate use of a problem-solving process to support planning, implementing, and evaluating effectiveness of services.
4. Strong, positive, and ongoing collaborative partnerships with all stakeholders who provide education services or who otherwise would benefit from increases in student outcomes.
5. Comprehensive, efficient, and user-friendly data-systems for supporting decision-making at all levels from the individual student level up to the aggregate district level.
6. Sufficient availability of coaching supports to assist school team and staff problem-solving efforts.

7. Ongoing data-driven professional development activities that align to core student goals and staff needs.

8. Communicating outcomes with stakeholders and celebrating success frequently.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Thelma Fornell, Principal; Lanee Coleman, Assistant Principal; Julie Nuhfer-Gonzalez, Reading Coach & Professional Development Liaison; Amy Snyder, Science Curriculum Support, Valerie Tobiczky, Math Curriculum Support; Jessica Crowley, Teacher; Belinda Esteve, Teacher; Christel Williams, Teacher; Rita Fassbender, Media Specialist.

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

The principal will select the team members, encourage participation across the curriculum, offer and encourage professional development opportunities for team members and personnel, create a positive atmosphere conducive to sharing and collaboration among peers, encourage literacy instruction in all classes, encourage the use of data-based decision making to improve student achievement and monitor the LLT's effectiveness based on analysis of the data ongoing throughout the school year. The principal will conduct classroom visitations and will collaborate with the team to determine needs and make adjustments and will monitor the team's actions to ensure the plan is not only being implemented but is also being effective. The assistant principal will analyze and monitor the student data to ensure appropriate progress, assist in conducting classroom visits, and will meet with the LLT and the data team. The reading coach will focus on modeling the most current research-based reading strategies for teachers, provide professional development for incorporating reading strategies across curriculum, provide assistance in the development of differentiated instruction, provide teacher support as needed, analyze student data throughout the year, monitor student progress, and make necessary adjustments to instruction and/or interventions as needed. The professional development liaison will work together with administration, the reading coach and the teachers to determine the professional development needs of the staff and develop a plan to provide the staff with the courses that would be most effective in meeting the identified needs. The team will meet monthly to review any and all data provided in order to monitor the implementation of the CRRP; identify low performing students within each benchmark strand; determine areas of strengths and weaknesses in order to modify instruction; develop intervention plans based on data prior to state testing. Using the above mentioned data, the team will use available resources, local professional development opportunities, and student portal technology for example; River Deep, Reading Plus, FCAT Explorer, and Success Maker programs provided to students through the Beyond the Bell initiative.

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

The major initiatives of the LLT will be the following:

- Collect and analyze assessment data continually to adjust instruction and intervention strategies.
- Target low performing benchmarks and provide intervention strategies to support those students.
- Provide support to staff through professional development based on needs and provide vertical articulation and collaboration opportunities.
- Increase independent reading overall through use of the Accelerated Reader program and implementation of grade-level and school-wide contests and incentives.
- Professional development in reading will be recommended as part of IPEGS goal development for teachers and encouraged and supported by administration.
- Use of the Successmaker program by students will be encouraged and supported by administration and team members.
- Focus on vocabulary development via vocabulary and reflection journals, games and technological resources in the content areas of math and science.
- Word parts of the week will be taught and reinforced school-wide.

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.

At Campbell Drive K-8 Center, all incoming kindergarten students are assessed in order to ascertain individual and group needs and to assist in the development of robust instructional/intervention programs. All students are assessed within the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/Processing using Florida Kindergarten Readiness Screener (FLKRS). Additionally, the Kindergarten Readiness Test will be re-administered four times throughout the year to determine student learning gains so that changes to the instructional/intervention programs can be made if applicable. Core Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic and/or social emotional skills identified by screening data.

The following initiatives will continue in order to maintain the high levels of success seen in Campbell Drive K-8 Center's kindergarten program:

- Expand the current kindergarten orientation to build partnership with local early education programs, including the in-school Pre-kindergarten program. Through this joint venture, parents and children will gain familiarity with kindergarten, as well as receive information relative to the matriculation of students at the school.
- Maintain a working relationship and a culture of exchange and mutual respect between school site Pre-Kindergarten and Kindergarten teachers in order to facilitate discussion focusing on student performance, effective instructional methods, and developmental expectations.
- Provide parental workshops to inform parents on how to prepare their pre-school children for a smooth transition into Kindergarten.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

Campbell Drive K-8 Center believes that learning increases when teachers collaborate in the instructional process. The plan of action in order to teach reading across the curriculum is as follows:

- Professional Development with the reading coach as well as through district provided sessions
- Collaborative planning sessions
- Small Group Discussions

*High Schools Only

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

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

N/A

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

N/A

Postsecondary Transition

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

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

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The results of the 2011-2012 FCAT 2.0 Reading Test indicate that 22% of students achieved proficiency (Level 3). Our goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency (Level 3) by 5 percentage points from 22% to 27%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
22% (78)	27% (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	<p>The deficiency in Grade 3 on the 2012 FCAT 2.0 was in the reporting category of Reading Application. This was due to minimal opportunities for students to work on reciprocal reading strategies.</p> <p>The deficiency in Grade 4 on the 2012 FCAT 2.0 was in the reporting category of Literary Analysis. This was due to limited exposure to figurative language and story elements.</p> <p>The deficiency in Grades 5 & 6 on the 2012 FCAT 2.0 was in the reporting category of Informational Text and Research Process. This was due to limited access and use of non-fiction texts.</p>	<p>Provide practice using Florida Ready (in main idea, author's purpose, themes, topics, compare and contrast, cause and effect, and story structure) to make certain that students succeed in Reading Application and Literary Analysis.</p> <p>Ensure that teachers understand the concept of literary analysis and informational text and research.</p> <p>Students will be provided more opportunities to analyze and evaluate information from different sources.</p> <p>Implement the usage of Quick Reads and National Geographic, non-fiction texts, to target Informational Text and Research Process as well as Reading Application.</p>	Literacy Leadership Team	Monitor data and Successmaker reports. Administer and score Monthly reading assessments to monitor progress and adjust focus as needed.	<p>Formative: District Interim Assessments, School-based Monthly Assessments</p> <p>Summative: 2013 FCAT 2.0 Reading Assessment</p>
	The deficiencies for Grades 3-5 on the 2011 FCAT were in the reporting categories of Reading Application, Literary Analysis and Informational Text and Research Process.	Provide practice using Florida Ready (in main idea, author's purpose, themes, topics, compare and contrast, cause and effect, and story structure) to make certain that students succeed in Reading Application and Literary Analysis.	Administrative Team and Reading Coach	Monitor use of lesson plans which will include strategies and specific benchmarks.	<p>Formative: District Interim Assessments, School-based Monthly Assessments, and FAIR reports</p> <p>Summative: 2012 FCAT Reading Assessment</p>

2		<p>Implement the usage of Quick Reads, non-fiction text, to target Informational Text and Research Process as well as Reading Application.</p> <p>Ensure that teachers understand the concept of literary analysis and informational text and research. Students will be provided more opportunities to analyze and evaluate information from different sources.</p>			
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>The deficiencies identified on the 2012 administration of the Florida Alternate Assessment were in reading achievement. Students had minimal opportunities to revisit the same text in order to improve reading comprehension.</p>	<p>Provide professional development on the utilization of Access Points to guide instruction in reading.</p> <p>Students will be given opportunities to engage several times in the same reading selection to insure familiarity.</p> <p>Increased student exposure to visual text as presented in the Florida Alternate Assessment to increase student opportunities for success.</p>	Literacy Leadership Team; SPED Chairperson	<p>Monitor student performance on assessments developed in alignment with access points in reading and language arts.</p> <p>Evaluate teacher lesson plans to ensure inclusion of access points for students taking the Florida Alternative Assessment.</p>	<p>Formative: School and Teacher Developed Assessments, Evaluation of Student Work in alignment with Access Points</p> <p>Summative: 2013 Florida Alternate Assessment</p>

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

<p>2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading.</p> <p>Reading Goal #2a:</p>	<p>The results of the 2011-2012 FCAT 2.0 Reading Test indicate that 13% of students achieved above proficiency (Levels 4 and 5).</p> <p>Our goal for the 2012-2013 school year is to increase the number of levels 4 and 5 by 2 percentage points to 15%.</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:

13% (44)		15% (53)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>The deficiency in Grade 3 on the 2012 FCAT 2.0 was in the reporting category of Reading Application. This was due to minimal opportunities for students to work on reciprocal reading strategies.</p> <p>The deficiency in Grade 4 on the 2012 FCAT 2.0 was in the reporting category of Literary Analysis. This was due to limited exposure to figurative language and story elements.</p> <p>The deficiency in Grades 5 & 6 on the 2012 FCAT 2.0 was in the reporting category of Informational Text and Research Process. This was due to limited access and use of non-fiction texts.</p>	<p>Utilize Successmaker with fidelity to ensure improvement in comprehension of elements of Reading Application and Literary Analysis.</p> <p>Utilize high interest novel studies as additional exposure and enrichment for high performing students in Literary Analysis.</p>	Literacy Leadership Team	Monitor data and Successmaker reports. Administer and score Monthly reading assessments to monitor progress and adjust focus as needed.	<p>Formative: District Interim Assessments, School-based Monthly Assessments</p> <p>Summative: 2013 FCAT 2.0 Reading Assessment</p>
2	<p>The deficiencies for Grades 3-5 on the 2011 FCAT were in the reporting categories of Reading Application, Literary Analysis and Informational Text and Research Process.</p>	<p>Utilize Successmaker with fidelity to ensure improvement in comprehension of elements of Reading Application and Literary Analysis.</p> <p>Utilize high interest novel studies as additional exposure and enrichment for high performing students in Literary Analysis. Implement the usage of Quick Reads, non-fiction text, to target Informational Text and Research Process as well as Reading Application.</p>	Administrative Team and Reading Coach	Monitor data and Successmaker reports. Administer and score Monthly reading assessments to monitor progress and adjust focus as needed.	<p>Formative: District Interim Assessments, School-based Monthly Assessments</p> <p>Summative: 2012 FCAT Reading Assessment</p>

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

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The deficiencies identified on the 2012 administration of the Florida Alternate Assessment were in reading achievement. Students had minimal opportunities to revisit the same text in order to improve reading comprehension.	Provide professional development on the utilization of Access Points. Utilize read alouds, auditory tapes, and text readers that provide print with visuals and symbols to ensure student comprehension of instructed benchmarks.	Literacy Leadership Team; SPED Chairperson	Monitor teacher lesson plans to ensure incorporation of Access Points in Reading and language arts instructional plans. Evaluate student performance on reading comprehension assessments after utilization of tools such as read alouds, auditory tapes, etc.	Formative: School Developed Assessments, Access Point Assessment Goals Summative: 2013 Florida Alternate Assessment

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The results of the 2011-2012 FCAT show that 73% of students made learning gains. Our goal for the 2012-2013 school year is to provide appropriate interventions, remediation and enrichment opportunities in order to increase the percentage of students making learning gains by 5 percentage points to 78%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
73% (164)	78% (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	The deficiency in Grade 3 on the 2012 FCAT 2.0 was in the reporting category of Reading Application. This was due to minimal opportunities for students to work on reciprocal reading strategies. The deficiency in Grade 4 on the 2012 FCAT 2.0 was in the reporting category of Literary Analysis. This was due to limited exposure to figurative language and story elements. The deficiency in Grades 5 & 6 on the 2012 FCAT 2.0 was in the reporting category of Informational Text and Research Process. This was due to limited access and use of non-fiction texts.	Implement the usage of Quick Reads for Reading Application and Elements of Reading targeting Vocabulary during the reading block. Implement the usage of National Geographic, non-fiction text, to target Informational Text and Research Process as well as Reading Application. Students will receive an additional 30 minutes of Voyager Passport interventions to reinforce reading skills and increase fluency and comprehension to assist in Reading Application performance.	Literacy Leadership Team	Review monthly assessments data reports to ensure progress is being made and adjust instruction as needed. Conduct grade level meetings to obtain teacher feedback on effectiveness of Elements of Reading and Quick Reads.	Formative: District Interim Assessments and School-based Monthly Assessments, Voyager Passport (VPORT reports), Successmaker reports. And Accelerated Reader reports. Summative: 2013 FCAT 2.0 Reading Assessment
	The deficiencies for Grades 3-5 on the 2011	Implement the usage of Quick Reads for Reading	Administrative Team,	Review monthly assessments	Formative: District Interim

2	FCAT were in the reporting categories of Vocabulary, Reading Application and Literary Analysis.	Application and Elements of Reading targeting Vocabulary during the reading block. Students will receive an additional 30 minutes of Voyager Passport interventions to reinforce reading skills and increase fluency and comprehension to assist in Reading Application performance.	Reading Coach, LLT	data reports to ensure progress is being made and adjust instruction as needed. Conduct grade level meetings to obtain teacher feedback on effectiveness of Elements of Reading and Quick Reads.	Assessments and School-based Monthly Assessments, Voyager Passport (VPORT reports) and Successmaker reports. Summative: 2012 FCAT Reading
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The deficiencies identified on the 2012 administration of the Florida Alternate Assessment were in reading achievement. Students had minimal opportunities to revisit the same text in order to improve reading comprehension.	Increase student reading comprehension through opportunities to make choices using concrete objects, real pictures, and symbols paired with words. Utilize continuous repetition/practice when learning reading concepts.	Literacy Leadership Team; SPED Chairperson	Evaluate student performance on reading assessments to assess effectiveness of utilization of concrete objects, real pictures, and symbols. Conduct meetings with SPED department members to evaluate the utilization of continuous repetition/practice to increase comprehension.	Formative: School Developed Assessments, Access Point Assessment Goals Summative: 2013 Florida Alternate Assessment

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	The results of the 2011-2012 FCAT Reading Test indicate that 83% of students in the lowest 25% made learning gains. Our goal for the 2012-2013 school year is to provide appropriate interventions so students making learning gains will increase by 5 percentage points to 88%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
83% (51)	88% (55)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>The deficiency in Grade 3 on the 2012 FCAT 2.0 was in the reporting category of Reading Application. This was due to minimal opportunities for students to work on reciprocal reading strategies.</p> <p>The deficiency in Grade 4 on the 2012 FCAT 2.0 was in the reporting category of Literary Analysis. This was due to limited exposure to figurative language and story elements.</p> <p>The deficiency in Grades 5 & 6 on the 2012 FCAT 2.0 was in the reporting category of Informational Text and Research Process. This was due to limited access and use of non-fiction texts.</p>	<p>Utilize Successmaker, and Voyager Passport tutoring to ensure intervention and technology use is done with fidelity targeting Reading Application and Literary Analysis.</p> <p>Use Quick Reads for Reading Application as well as the Elements of Reading to target Vocabulary during the reading block. Increase the utilization of graphic organizers.</p>	Literacy Leadership Team	Review monthly assessments data reports to ensure progress is being made and adjust instruction as needed.	<p>Formative: District Interim Assessments and School-based Monthly Assessments, FAIR Assessments, Voyager Passport (VPORT reports), Successmaker reports, and Accelerated Reader reports.</p> <p>Summative: 2013 FCAT 2.0 Reading Assessment</p>
2	<p>The deficiencies for Grades 3-5 on the 2011 FCAT were in the reporting categories of Vocabulary, Reading Application and Literary Analysis.</p>	<p>Utilize Successmaker, and Voyager Passport tutoring to ensure intervention and technology use is done with fidelity targeting Reading Application and Literary Analysis.</p> <p>Use Quick Reads for Reading Application as well as the Elements of Reading to target Vocabulary during the reading block.</p>	Administrative Team, Reading Coach, LLT	Review monthly assessments data reports to ensure progress is being made and adjust instruction as needed.	<p>Formative: District Interim Assessments and School-based Monthly Assessments, FAIR Assessments, Voyager Passport (VPORT reports) and Successmaker reports.</p> <p>Summative: 2012 FCAT Reading Assessment</p>

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal #					
	Our Goal from 2011-2017 is to reduce the percent of non-proficient students by 50% in reading.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	38	43	49	55	60	

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

<p>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.</p> <p>Reading Goal #5B:</p>	<p>The results of the 2011-2012 FCAT 2.0 Reading Test indicate that the 30 % (25) of the Black subgroup and 37% (94) of the Hispanic subgroup are proficient.</p> <p>Our goal is to increase proficiency by 11 percentage points in the Black subgroup to 42% (35) and by 6 percentage points in the Hispanic subgroup to 43% (110).</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:

White: NA Black: 30%(25) Hispanic: 37%(94) Asian: NA American Indian: NA	White: NA Black: 42%(25) Hispanic: 43% (110) Asian: NA American Indian: NA
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>The deficiency in Grade 3 in the Black and Hispanic Subgroups on the 2012 FCAT 2.0 was in the reporting category of Reading Application. This was due to minimal opportunities for students to work on reciprocal reading strategies.</p> <p>The deficiency in Grade 4 in the Black and Hispanic Subgroups on the 2012 FCAT 2.0 was in the reporting category of Literary Analysis. This was due to limited exposure to figurative language and story elements.</p> <p>The deficiency in Grades 5 & 6 in the Black and Hispanic Subgroups on the 2012 FCAT 2.0 was in the reporting category of Informational Text and Research Process. This was due to limited access and use of non-fiction texts.</p>	<p>Implement the usage of Quick Reads and National Geographic, non-fiction text, to target Informational Text and Research Process as well as Reading Application.</p> <p>Utilize Successmaker, and Voyager Passport tutoring to ensure intervention and technology use is done with fidelity targeting Reading Application and Literary Analysis.</p>	Literacy Leadership Team	Review monthly assessments data reports to ensure progress is being made and adjust instruction as needed.	<p>Formative: District Interim Assessments and School-based Monthly Assessments, FAIR Assessments, Voyager Passport (VPORT reports), Successmaker reports and Accelerated Reader reports.</p> <p>Summative: 2013 FCAT 2.0 Reading Assessment</p>
2	<p>The deficiencies for Grades 3-5 on the 2012 FCAT were in the reporting categories of Reading Application, Literary Analysis and Informational Text and Research Process.</p>	<p>Implement the usage of Quick Reads, non-fiction text, to target Informational Text and Research Process as well as Reading Application.</p> <p>Utilize Successmaker, and Voyager Passport tutoring to ensure intervention and technology use is done with fidelity targeting Reading Application and Literary Analysis.</p>	Administrative Team, Reading Coach, LLT	Review monthly assessment data reports to ensure progress is being made and adjust instruction as needed.	<p>Formative: District Interim Assessments and School-based Monthly Assessments, FAIR Assessments, Voyager Passport (VPORT reports) and Successmaker reports.</p> <p>Summative: 2012 FCAT Reading Assessment</p>

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

5C. English Language Learners (ELL) not making satisfactory progress in reading.	The results of the 2011-2012 FCAT 2.0 Reading Test indicate 35% (40) of ELL students are proficient.
Reading Goal #5C:	Our goal for the 2012-2013 school year is to increase proficiency of ELL by 2 percentage points to 37% (42).
2012 Current Level of Performance:	2013 Expected Level of Performance:

40%(48)

37% (42)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>The deficiency in Grade 3 on the 2012 FCAT 2.0 for the ELL Subgroup was in the reporting category of Reading Application. This was due to minimal opportunities for students to work on reciprocal reading strategies.</p> <p>The deficiency in Grade 4 on the 2012 FCAT 2.0 for the ELL Subgroup was in the reporting category of Literary Analysis. This was due to limited exposure to figurative language and story elements.</p> <p>The deficiency in Grades 5 & 6 on the 2012 FCAT 2.0 for the ELL Subgroup was in the reporting category of Informational Text and Research Process. This was due to limited access and use of non-fiction texts.</p>	<p>Increase usage of Graphic Organizers to improve performance in Reading Application and Literary Analysis.</p> <p>Use Quick Reads and National Geographic, non-fiction text, for Reading Application and Information Text and Research Process.</p> <p>Utilize the Elements of Reading to target Vocabulary acquisition during the reading block.</p> <p>Utilize Successmaker, and Voyager Passport tutoring to ensure intervention and technology use is done with fidelity targeting Reading Application and Literary Analysis</p>	Literacy Leadership Team	Review monthly assessments data reports to ensure progress is being made and adjust instruction as needed.	<p>Formative: District Interim Assessments and School-based Monthly Assessments, FAIR Assessments, Voyager Passport (VPORT reports), Successmaker reports and Accelerated Reader reports.</p> <p>Summative: 2013 FCAT 2.0 Reading Assessment</p>
2	The deficiencies for Grades 3-5 on the 2011 FCAT were in the reporting categories of Vocabulary, Reading Application, Literary Analysis and Informational Text and Research Process.	<p>Utilize the Elements of Reading to target Vocabulary acquisition during the reading block.</p> <p>Implement the usage of Quick Reads, non-fiction text, to target Informational Text and Research Process as well as Reading Application.</p> <p>Utilize Successmaker, and Voyager Passport tutoring to ensure intervention and technology use is done with fidelity targeting Reading Application and Literary Analysis.</p>	Administrative Team, Reading Coach, LLT	Review data reports to ensure progress is being made and adjust instruction as needed.	<p>Formative: District Interim Assessments and School-based Monthly Assessments, FAIR Assessments, Voyager Passport (VPORT reports) and Successmaker reports.</p> <p>Summative: 2012 FCAT Reading Assessment</p>

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	The results of the 2011-2012 FCAT 2.0 Reading Assessment indicate 13% (8) of Students with Disabilities are proficient. Our goal for the 2012-2013 school year is to increase annual yearly progress of SWD by 16 percentage points to 29% (17).
2012 Current Level of Performance:	2013 Expected Level of Performance:

13% (8)		29% (17)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>The deficiency in Grade 3 on the 2012 FCAT 2.0 for the SWD Subgroup was in the reporting category of Reading Application. This was due to minimal opportunities for students to work on reciprocal reading strategies.</p> <p>The deficiency in Grade 4 on the 2012 FCAT 2.0 for the SWD Subgroup was in the reporting category of Literary Analysis. This was due to limited exposure to figurative language and story elements.</p> <p>The deficiency in Grades 5 & 6 on the 2012 FCAT 2.0 for the SWD Subgroup was in the reporting category of Informational Text and Research Process. This was due to limited access and use of non-fiction texts.</p>	<p>Provide practice using Florida Ready (in main idea, author's purpose, themes, topics, compare and contrast, cause and effect, and story structure) to make certain that students succeed in Reading Application and Literary Analysis.</p> <p>Implement the usage of Quick Reads and National Geographic, non-fiction text, to target Informational Text and Research Process as well as Reading Application.</p> <p>Ensure that teachers understand the concept of literary analysis and informational text and research. Students will be provided more opportunities to analyze and evaluate information from different sources.</p>	Literacy Leadership Team	Review monthly assessment data reports to ensure progress is being made and adjust instruction as needed.	<p>Formative: District Interim Assessments and School-based Monthly Assessments, FAIR Assessments, Voyager Passport (VPORT reports), Successmaker reports and Accelerated Reader reports.</p> <p>Summative: 2013 FCAT 2.0 Reading Assessment</p>
2	The deficiencies for Grades 3-5 on the 2011 FCAT were in the reporting categories of Vocabulary, Reading Application, Literary Analysis and Informational Text and Research Process.	<p>Utilize the Elements of Reading to target Vocabulary acquisition during the reading block.</p> <p>Implement the usage of Quick Reads, non-fiction text, to target Informational Text and Research Process as well as Reading Application.</p> <p>Utilize Successmaker, and Voyager Passport tutoring to ensure intervention and technology use is done with fidelity targeting Reading Application and Literary Analysis.</p>	Administrative Team, Reading Coach, LLT	Review data reports to ensure progress is being made and adjust instruction as needed.	<p>Formative: District Interim Assessments and School-based Monthly Assessments, FAIR Assessments, Voyager Passport (VPORT reports) and Successmaker reports.</p> <p>Summative: 2012 FCAT Reading Assessment</p>

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	<p>The results of the 2011-2012 FCAT 2.0 Reading Assessment indicate 37 % (128) of Students with Disabilities are proficient.</p> <p>Our goal for the 2012-2013 school year is to increase annual yearly progress of SWD by 6 percentage points to 43 % (149).</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:

37% (128)

43% (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
1	<p>The deficiency in Grade 3 on the 2012 FCAT 2.0 for the Economically Disadvantaged Subgroup was in the reporting category of Reading Application. This was due to minimal opportunities for students to work on reciprocal reading strategies.</p> <p>The deficiency in Grade 4 on the 2012 FCAT 2.0 for the Economically Disadvantaged Subgroup was in the reporting category of Literary Analysis. This was due to limited exposure to figurative language and story elements.</p> <p>The deficiency in Grades 5 & 6 on the 2012 FCAT 2.0 for the Economically Disadvantaged Subgroup was in the reporting category of Informational Text and Research Process. This was due to limited access and use of non-fiction texts.</p>	<p>Provide practice using Florida Ready (in main idea, author's purpose, themes, topics, compare and contrast, cause and effect, and story structure) to make certain that students succeed in Reading Application and Literary Analysis.</p> <p>Implement the usage of Quick Reads and National Geographic, non-fiction texts, to target Informational Text and Research Process as well as Reading Application.</p> <p>Ensure that teachers understand the concept of literary analysis and informational text and research. Students will be provided more opportunities to analyze and evaluate information from different sources.</p>	Literacy Leadership Team	Review monthly assessment data reports to ensure progress is being made and adjust instruction as needed.	<p>Formative: District Interim Assessments and School-based Monthly Assessments, FAIR Assessments, Voyager Passport (VPORT reports), Successmaker reports and Accelerated Reader reports.</p> <p>Summative: 2013 FCAT 2.0 Reading Assessment</p>
2	<p>The deficiencies for Grades 3-5 on the 2011 FCAT were in the reporting categories of Reading Application, Literary Analysis and Informational Text and Research Process.</p>	<p>Provide practice using Florida Ready (in main idea, author's purpose, themes, topics, compare and contrast, cause and effect, and story structure) to make certain that students succeed in Reading Application and Literary Analysis.</p> <p>Implement the usage of Quick Reads, non-fiction text, to target Informational Text and Research Process as well as Reading Application.</p> <p>Ensure that teachers understand the concept of literary analysis and informational text and research. Students will be provided more opportunities to analyze and evaluate information from different sources.</p>	Administrative Team, Reading Coach, LLT	Review monthly assessment data reports to ensure progress is being made and adjust instruction as needed.	<p>Formative: District Interim Assessments and School-based Monthly Assessments, FAIR Assessments, Voyager Passport (VPORT reports) and Successmaker reports.</p> <p>Summative: 2012 FCAT Reading Assessment</p>

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
Reading strategies	K-6	Reading Coach	Grade K-6 Teachers	One grade level meeting per month September 19, 2012– May, 2013	Classroom walkthroughs	Administrative Team and Reading Coach
Successmaker	3-6	Reading Coach	Grade 3-6 Teachers	September 10, 2012 - Ongoing	Successmaker Reports	Administrative Team and Reading Coach
Common Core	K-3	Reading Coach	Grade K-3 Teachers	September 19, 2012 - May, 2013	Classroom walkthroughs, Grade Level Meetings	Administrative Team and Reading Coach
Reading Coach Meetings	K-7	Reading Coach	Grade K-7 Teachers	September 27, 2012; October 17, 2012; October 18, 2012; November 27, 2012; November 29, 2012; January 15, 2012; January 17, 2013; February 13, 2013; February 14, 2013.	Grade Level Meetings; Classroom Walkthroughs	Administrative Team and Reading Coach

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Supplemental Curriculum Resource	National Geographic	Title I	\$2,030.00
Supplemental Curriculum Resources	Test Ready	SAC	\$800.00
Supplemental Curriculum Resources	Florida Ready	Title I	\$500.00
			Subtotal: \$3,330.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Access to Reading Program	Accelerated Reader	Title I	\$5,000.00
			Subtotal: \$5,000.00
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: \$8,330.00

End of Reading Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	The results of the 2011-2012 administration of the CELLA Assessment indicate that 56% (132) of students are proficient in Listening/Speaking.
2012 Current Percent of Students Proficient in listening/speaking:	
56% (132)	

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>The anticipated barrier in the area of listening/speaking is the need for increased opportunities for LEA students to produce language and response to first hand, multi-sensory, real world experiences.</p> <p>Another barrier is the limited opportunities for students to use books on tape.</p>	<p>Embed opportunities in the instructional lesson for follow-up activities which provides multiple opportunities for stories to be reread by the teacher, the student or both.</p> <p>Increase the use of modeling to demonstrate to the learner how to do a task.</p> <p>Increased use of small group and/or differentiated instruction to meet individual and small group student needs through reinforcement or enrichment.</p> <p>Provide increased opportunities for students to utilize books on tape.</p>	Literacy Leadership Team	<p>Review student assessment data on teacher developed, school-site developed and district developed assessments.</p> <p>Review of Progress Monitors Reports completed quarterly assessing student acquisition of skills in the area of Listening/Speaking.</p>	<p>Formative: FAIR Assessment Results, Teacher Developed and School Site Developed Assessments, Progress Monitoring Reports</p> <p>Summative: 2012-2013 CELLA Assessment</p>

Students read in English at grade level text in a manner similar to non-ELL students.	
2. Students scoring proficient in reading. CELLA Goal #2:	The results of the 2011-2012 administration of the CELLA Assessment indicate that 28% (66) of students are proficient in the area of reading.
2012 Current Percent of Students Proficient in reading:	
28% (66)	

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Student lack access to	Increase the use of	Literacy	Review student	Formative:

1	a sufficient amount of prior knowledge to ensure that material is meaningful, and that students have the tools for success in comprehension.	manipulatives, visual displays and aides, in lessons and assignments to support acquisition of the oral and written message by students.	Leadership Team	assessment data on teacher developed, school-site developed and district developed assessments.	FAIR Assessment Results, Teacher Developed and School Site Developed Assessments, Progress Monitoring Reports Summative: 2012-2013 CELLA Assessment
	There was limited exposure to brochures and non-fiction texts.	Increase focus on key vocabulary ensuring that ELLs know the meaning of basic words or key vocabulary along with providing sufficient review and reinforcement.		Review of Progress Monitors Reports completed quarterly assessing student acquisition of skills in the area of Listening/Speaking.	
		Utilize the Question Task Cards as a visual aid to demonstrate to students the specific skill being targeted and to make lesson meaningful for students. Increase use of brochures and non-fiction texts to increase reading skills and comprehension.			

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

3. Students scoring proficient in writing.

CELLA Goal #3:

The results of the 2011-2012 CELLA Administration indicate that 28% of students are proficient in the area of writing.

2012 Current Percent of Students Proficient in writing:

28% (66)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>The areas of deficiency on the 2012 FCAT Writing Assessment were focus and elaboration demonstrated in difficulty planning and developing their main topic and defending it.</p> <p>There were minimal opportunities for students to use graphic organizers during the planning and writing process.</p> <p>Students exhibited limited word choices to enhance writing.</p>	<p>Instruct students to write using the five steps of process writing: planning, drafting, revising, editing, and publishing.</p> <p>Utilize graphic organizers to provide students with a format for the planning and development of writing samples.</p> <p>Students will use the Writer's Notebook for resources to assist in the elaboration of their writing.</p>	Literacy Leadership Team	<p>Assess student writing utilizing rubrics focusing on specific skills and or writing strategies.</p> <p>Review student completed graphic organizers to assess proper utilization of the tool to develop writing.</p>	<p>Formative: Baseline and Interim Writing Samples, Monthly Writing Prompts, Rubrics</p> <p>Summative: 2012-2013 CELLA Assessment</p>

CELLA Budget:

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

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	The result of the 2011-2012 FCAT Mathematics Test indicates that 24% of students achieved level 3 proficiency. Our goal for the 2012-2013 school year is to increase Level 3 student proficiency by 6 percentage points to 30%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
24% (84)	30% (106)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>Third grade students demonstrated deficiency in the reporting category of Number: Fraction on the 2012 FCAT Mathematics Assessment. Students had limited interaction with hands-on manipulatives.</p> <p>Fourth grade students demonstrated deficiency in the reporting category of Geometry & Measurement on the 2012 FCAT Mathematics Assessment. Students have limited exposure to problem solving applications.</p> <p>Fifth grade students demonstrated deficiency in the reporting category of Geometry & Measurement on the 2012 FCAT Mathematics Assessment. Students have difficulty with problem solving applications regarding Geometry and Measurement.</p>	<p>Provide differentiated instruction /intervention within the mathematics block targeting the lowest performing reporting categories in each grade level.</p> <p>Students will use math journals to include terminology from lessons as well as reflections about math concepts learned.</p> <p>Increased opportunities will be provided for students to work collaboratively in real-world application problem solving.</p> <p>Increase students' use of technology based applications such as Gizmos, Successmaker, Riverdeep and the National Library of Virtual Manipulatives that include visual stimulus to develop understanding of numbers: fractions in Grade 3, and geometry and measurement in Grades 4 &5.</p> <p>Consistently utilize manipulatives for hands-on activities to introduce concepts through discovery as well as demonstrate understanding to address all reporting categories.</p>	MTSS/RTI Leadership Team	<p>Conduct Grade level meetings to review data reports and modify strategy and instruction as needed to ensure adequate progress and learning gains are being made.</p> <p>Increase intervention and/or push-in support where needed.</p>	<p>Formative: District Interim Assessments, School-based Monthly Assessments; student math journals.</p> <p>Summative: 2013 FCAT 2.0 Mathematics Assessment</p>

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

of improvement for the following group:

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Florida Alternate Assessment Mathematics students need to maintain or increase achievement.	Train teachers to effectively implement the Access Points in mathematics instruction. Provide students with opportunities to learn concepts using manipulative visuals, number lines and assistive technology.	MTSS/RTI Team; SPED Chairperson	Conduct SPED Department meetings to evaluate and discuss the implementation of Access Points to guide mathematics instruction. Classroom observations to assess the utilization of manipulatives, visuals, number lines, and assistive technology in mathematics instruction.	Formative: School Developed Assessments, Access Point Assessment Goals Summative: 2013 Florida Alternate Assessment

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	The result of the 2011-2012 FCAT 2.0 Mathematics Test indicates that 15% of students achieved level 4 and 5 proficiency. Our goal for the 2012-2013 school year is to increase Level 4 and 5 student proficiency by 3 percentage point to 18%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
15% (54)	18% (63)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Deficiencies on the 2012 FCAT were in Number: Fractions in Grade 3. Students had limited interaction with hands-on manipulatives. Deficiencies on the 2012 FCAT in Fourth grade were in Geometry and Measurement. Students have limited exposure to problem solving applications and limited opportunities for group collaboration.	Students will be given the opportunities to work collaboratively to develop exploration and inquiry activities using various tools (both on-line and off-line manipulatives) to increase understanding and application of mathematics concepts. Increase students' use of technology based applications such as Gizmos, Riverdeep and the National Library of	MTSS/Rti Leadership Team	Conduct Grade level meetings to review data reports and modify strategy and instruction as needed to ensure adequate progress and learning gains are being made.	Formative: District Interim Assessments, School-based Monthly Assessments; student math journals. Summative: 2013 FCAT 2.0 Mathematics Assessment

1	Deficiencies on the 2012 FCAT in Fifth grade were in Geometry and Measurement. Students have difficulty with problem solving applications regarding Geometry and Measurement.	Virtual Manipulatives that include visual stimulus to develop conceptual understanding of measurement and students' geometry and spatial sense. Allow opportunities for student groups to construct their own real-world mathematic questions to pose to peers to solve and explain or justify their reasoning. Provide opportunities to build, draw and analyze models that develop measurement concepts and skills through real world experiences.			
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Florida Alternate Assessment Mathematics students need to maintain or increase achievement.	Train teachers on the utilization of Access Points to guide mathematics instruction to increase student achievement. Increased student exposure to visual choices as presented in the Florida Alternate Assessment. Students must be provided with continuous repetition/practice when learning math concepts.	MTSS/RtI Leadership Team; SPED Chairperson	Evaluation of professional development logs to asses teacher participation in trainings on the effective utilization of Access Points to guide instruction. Evaluate student performance on school site and district developed mathematics assessments after increased exposure to visual choices as presented on the Florida Alternative Assessment.	Formative: District Interim Assessments, School-based Monthly Assessments; student math journals. Summative: 2013 Florida Alternative 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:

3a. FCAT 2.0: Percentage of students making learning gains in mathematics.	The result of the 2011-2012 FCAT 2.0 Mathematics Test indicates that 68 % of students made learning gains. Our 2012-2013 school year is to provide appropriate
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Mathematics Goal #3a:	interventions, remediation and enrichment opportunities in order to increase the percentage of students making learning gains by 5 percentage points to 73%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
68% (153)	73% (164)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>Deficiencies on the 2012 FCAT were in Number: Fractions in Grade 3. Students had limited interaction with hands-on manipulatives.</p> <p>Deficiencies on the 2012 FCAT in Fourth grade were in Geometry and Measurement. Students have limited exposure to problem solving applications and limited opportunities for group collaboration.</p> <p>Deficiencies on the 2012 FCAT in Fifth grade were in Geometry and Measurement. Students have difficulty with problem solving applications regarding Geometry and Measurement.</p>	<p>Consistently utilize various manipulatives for hands-on as well as virtual activities to introduce concepts through discovery as well as demonstrate understanding to address all reporting categories.</p> <p>Use literature in mathematics to provide the meaning necessary for children to successfully grasp mathematical concepts and make connections with real world situations to increase performance in all reporting categories.</p> <p>Increase opportunities for students to develop quick recall of addition, subtraction, multiplication and division facts to increase performance in all reporting categories.</p> <p>Ensure students have increased opportunities to utilize technology based mathematics programs such as Successmaker and GoMath Online Intervention.</p>	MTSS/RtI Leadership Team	Conduct Grade level meetings to review data reports and modify strategy and instruction as needed to ensure adequate progress and learning gains are being made.	<p>Formative: District Interim Assessments, School-based Monthly Assessments; student math journals.</p> <p>Summative: 2013 FCAT 2.0 Mathematics Assessment</p>

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

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Florida Alternate Assessment Mathematics students need to maintain or increase achievement.	<p>Train teachers on the utilization of Access Points to guide mathematics instruction.</p> <p>Increased student exposure to visual choices as presented in the Florida Alternate Assessment.</p> <p>Students must have continuous repetition/practice when learning math concepts.</p>	MTSS/RtI Leadership Team; SPED Chairperson	<p>Evaluation of professional development logs to assess teacher participation in trainings on the effective utilization of Access Points to guide instruction.</p> <p>Evaluate student performance on school site and district developed mathematics assessments after increased exposure to visual choices as presented on the Florida Alternate Assessment.</p>	<p>Formative: District Interim Assessments, School-based Monthly Assessments; student math journals.</p> <p>Summative: 2013 Florida Alternative Assessment</p>

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	The results of the 2011-2012 FCAT Mathematics Test indicates that 79 % of students in the lowest 25% made learning gains. Our goal for the 2012-2013 school year is to increase learning gains in the lowest 25 % by 5 percentage points to 84%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
79%(51)	84% (54)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>Deficiencies on the 2012 FCAT were in Number: Fractions in Grade 3. Students had limited interaction with hands-on manipulatives.</p> <p>Deficiencies on the 2012 FCAT in Fourth grade were in Geometry and Measurement. Students have limited exposure to problem solving applications and limited opportunities for group collaboration.</p> <p>Deficiencies on the 2012 FCAT in Fifth grade were in Geometry and Measurement. Students have difficulty with problem solving applications regarding Geometry and Measurement.</p>	<p>Identify lowest performing students in grade 3 based on instructional needs according to 2012 SAT-10 and FCAT 2.0 Data.</p> <p>Implement a rotation schedule for small group instruction during the mathematics block ; Tailor instruction based on mini-assessments utilizing manipulatives and hands-on practice for students to develop an understanding of concepts during small group instruction.</p> <p>Ensure students have increased opportunities to utilize technology based mathematics programs such as Successmaker and</p>	MTSS/RtI Leadership Team	Monitor assessment data results and computer based software program reports through grade level meetings and regular data chats. Use mini assessments to monitor effectiveness of push-in tutoring.	<p>Formative: District Interim Assessments, School-based Monthly Assessments, mini-assessments; student math journals.</p> <p>Summative: 2013 FCAT 2.0 Mathematics Assessment</p>

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal #					
	Our Goal from 2011-2017 is to reduce the percent of non-proficient students by 50% in mathematics.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	46	51	56	61	66	

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:	Results of the 2011-2012 FCAT 2.0 Mathematics Test indicate the Black subgroup achieved 32% (27) proficiency, and the Hispanic subgroup achieved 47 % (120) proficiency. Our goal for the 2012-2013 school year is to increase proficiency in the Black subgroup by 11 percentage points to 43% (36) and the Hispanic subgroup will achieve an increase of 8 percentage points proficiency to 55 %(140).
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: NA Black: 32%(27) Hispanic: 47%(120) Asian: NA American Indian: NA	White: NA Black: 43%(36) Hispanic: 55%(140) Asian: NA American Indian: NA

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>The Black and Hispanic Subgroups showed deficiencies on the 2012 FCAT in Number: Fractions in Grade 3. Students had limited interaction with hands-on manipulatives.</p> <p>The Black and Hispanic Subgroups showed deficiencies on the 2012 FCAT in Fourth grade in Geometry and Measurement. Students have limited exposure to problem solving applications and limited opportunities for group collaboration.</p> <p>The Black and Hispanic Subgroups showed deficiencies on the 2012 FCAT in Fifth grade in Geometry and Measurement. Students have difficulty with problem solving</p>	<p>Provide differentiated instruction /intervention within the mathematics block targeting Number: Fractions in Grade 3; and Geometry & Measurement in grades 4 and 5.</p> <p>Increase students' use of technology based applications such as Gizmos, Successmaker, Riverdeep and the National Library of Virtual Manipulatives that include visual stimulus to develop understanding of numbers: fractions, and geometry and measurement.</p> <p>Consistently utilize manipulatives for hands-on activities to introduce concepts through discovery as well as demonstrate understanding to address all reporting categories.</p>	MTSS/RTI Leadership Team	Monitor assessment data results through grade level meetings and regular data chats and modify strategies and instruction as needed to ensure adequate progress and learning gains are being made.	<p>Formative: District Interim Assessments, School-based Monthly Assessments; student math journals.</p> <p>Summative: 2013 FCAT 2.0 Mathematics Assessment</p>

applications regarding Geometry and Measurement.	Ensure students have increased opportunities to utilize technology based mathematics programs such as Successmaker and GoMath Online Intervention.		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	The results of the 2011-2012 FCAT 2.0 Mathematics Test indicate that 51% (58) of the students in the English Language Learners achieved proficiency. Our goal for the 2012-20123 school year is to increase ELL students' proficiency by 3 percentage points to 54% (61).
2012 Current Level of Performance:	2013 Expected Level of Performance:
51%(58)	54%(61)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>The ELL Subgroup showed deficiencies on the 2012 FCAT in Number: Fractions in Grade 3. Students had limited interaction with hands-on manipulatives.</p> <p>The ELL Subgroup showed deficiencies on the 2012 FCAT in Fourth grade in Geometry and Measurement. Students have limited exposure to problem solving applications and limited opportunities for group collaboration.</p> <p>The ELL Subgroup showed deficiencies on the 2012 FCAT in Fifth grade in Geometry and Measurement. Students have difficulty with problem solving applications regarding Geometry and Measurement.</p>	<p>Incorporate the use of math journals and CRISS strategies for vocabulary and math concept development in the categories of Number: Fractions in Grade 3 and Geometry & Measurement in Grades 4 and 5.</p> <p>Students will be given the opportunities to develop exploration and inquiry activities to maintain or increase understanding of skills through the increase of use of manipulatives and hands-on activities to reinforce mathematics concepts in reporting categories Number: Fractions in Grade 3, and Geometry & Measurement in Grades 4 and 5.</p> <p>Ensure students have increased opportunities to utilize technology based mathematics programs such as Successmaker and GoMath Online Intervention.</p>	MTSS /RtI Leadership Team	Focused walkthroughs by administration will be done to ensure usage of math journals. Monitor formative assessment data and computer based technology reports. Conduct Grade level planning meeting to adjust strategies.	<p>Formative: District Interim Assessments, School-based Monthly Assessments; student math journals.</p> <p>Summative: 2013 FCAT 2.0 Mathematics Assessment</p>

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.	The results of the 2011-2012 FCAT Mathematics Test indicate that 22 % (13) of the students in the Students with
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Mathematics Goal #5D:	Disabilities achieved proficiency. Our goal is to increase students' proficiency by 15 percentage points to 39 % (24).
2012 Current Level of Performance:	2013 Expected Level of Performance:
22%(13)	39%(24)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>The SWD Subgroup showed deficiencies on the 2012 FCAT in Number: Fractions in Grade 3. Students had limited interaction with hands-on manipulatives.</p> <p>The SWD Subgroup showed deficiencies on the 2012 FCAT in Fourth grade in Geometry and Measurement. Students have limited exposure to problem solving applications and limited opportunities for group collaboration.</p> <p>The SWD Subgroup showed deficiencies on the 2012 FCAT in Fifth grade in Geometry and Measurement. Students have difficulty with problem solving applications regarding Geometry and Measurement.</p>	<p>Ensure differentiated instruction is delivered during the mathematics block. Tailor instruction based on formative data. Increase utilization of manipulatives and hands-on practice for students to develop an understanding of concepts during small group instruction for Number: Fractions in Grade 3 and Geometry & Measurement in Grades 4 and 5.</p> <p>Provide consistent opportunities for students to access the computer lab using the Successmaker program and/or GoMath Online Intervention tools for the reporting categories of Number: Fractions and Geometry & Measurement in Grades 4 and 5.</p>	MTSS/RTI Leadership Team	Monitor assessment data results and computer based software reports through grade level meetings and regular data chats and modify strategies and instruction as needed to ensure adequate progress and learning gains are being made.	<p>Formative: District Interim Assessments, School-based Monthly Assessments; student math journals.</p> <p>Summative: 2013 FCAT 2.0 Mathematics Assessment</p>

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics.	The results of the 2011-2012 FCAT 2.0 Mathematics Test indicate that 43% (149) of the Economically Disadvantaged students achieved proficiency. Our goal is to increase students' proficiency by 8 percentage points to 51 % (177).
Mathematics Goal #5E:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
43%(149)	51%(177)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	The Economically Disadvantaged Subgroup showed deficiencies on the 2012 FCAT in Number: Fractions in	Provide a school-wide computer lab schedule to maximize the students' use of Successmaker, Gizmos, Riverdeep &	MTSS/RTI Leadership Team	Monitor assessment data results and computer based technology program reports through grade level meetings and	Formative: District Interim Assessments, School-based Monthly

1	<p>Grade 3. Students had limited interaction with hands-on manipulatives.</p> <p>The Economically Disadvantaged Subgroup showed deficiencies on the 2012 FCAT in Fourth grade in Geometry and Measurement. Students have limited exposure to problem solving applications and limited opportunities for group collaboration.</p> <p>The Economically Disadvantaged Subgroup showed deficiencies on the 2012 FCAT in Fifth grade in Geometry and Measurement. Students have difficulty with problem solving applications regarding Geometry and Measurement.</p>	<p>GoMath Online Intervention educational software programs to increase performance in the reporting categories of Number : Fractions in Grade 3 and Geometry & Measurement in Grades 4 and 5.</p>	<p>regular data chats and modify strategies and instruction as needed to ensure adequate progress and learning gains are being made.</p>	<p>Assessments; student math journals.</p> <p>Summative: 2013 FCAT 2.0 Mathematics Assessment</p>
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End of Elementary School Mathematics Goals

Middle School Mathematics Goals

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

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

<p>1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics.</p> <p>Mathematics Goal # 1a:</p>	<p>The result of the 2011-2012 FCAT 2.0 Mathematics Test indicates that 24% (84) of students achieved level 3 proficiency.</p> <p>Our goal for the 2012-2013 school year is to increase Level 3 student proficiency by 6 percentage points to 30%(106).</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>24% (84)</p>	<p>30% (106)</p>

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	<p>The area of deficiency as noted on the 2012 FCAT 2.0 Mathematics Test in Grade 6 was Geometry and Measurement. Students have difficulty with problem solving applications involving areas and perimeters of composite 2-dimensional figures.</p>	<p>Students will be given the opportunities to develop exploration and inquiry activities to maintain or increase understanding of skills through the increased use of virtual and hands-on manipulatives to reinforce mathematical concepts.</p> <p>Infuse the Step-It-Up Problem Solving Protocol into daily instruction to equip students with</p>	<p>MTSS/RtI Leadership Team</p>	<p>Monitor assessment data results through grade level meetings and regular data chats and modify strategies and instruction as needed to ensure adequate progress and learning gains are being made.</p>	<p>Formative: District Interim Assessments, Topic Assessments, Mini Benchmark Assessments, Computer program reports, Student work and math journals.</p> <p>Summative: 2013 FCAT 2.0 Mathematics Assessment</p>

1		<p>strategies to solve real-world application based problems.</p> <p>Increase students' use of technology based applications such as Gizmos, Riverdeep, Discovery Education and the National Library of Virtual Manipulatives that include visual stimulus to develop conceptual understanding of measurement and students' geometry and spatial sense.</p> <p>Provide additional opportunities to find areas and perimeters of composite 2-dimensional figures using various strategies.</p>	
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

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

Problem-Solving Process to Increase Student Achievement

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	<p>The result of the 2011-2012 FCAT 2.0 Mathematics Test indicates that 15% (54%) of students scored at or above Achievement Levels 4 and 5.</p> <p>Our goal for the 2012-2013 school year is to increase students scoring at or above achievement Levels 4 and 5 by 3 percentage points to 18%(63).</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:
15% (54)	18% (63)

Problem-Solving Process to Increase Student Achievement

		Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 FCAT 2.0 Mathematics Test in Grade 6 was Geometry and Measurement. Students have difficulty with problem solving applications involving areas and perimeters of composite 2-dimensional figures.	<p>Students will be given the opportunities to work collaboratively to develop exploration and inquiry activities using various tools (both on-line and off-line manipulatives) to increase understanding and application of mathematics concepts.</p> <p>Increase students' use of technology based applications such as Gizmos, Riverdeep and the National Library of Virtual Manipulatives that include visual stimulus to develop conceptual understanding of measurement and students' geometry and spatial sense.</p> <p>Allow opportunities for student groups to construct their own real-world mathematic questions to pose to peers to solve and explain or justify their reasoning.</p> <p>Increase the usage of Florida Focus Achieves real-world application word problems.</p>	MTSS/RtI Leadership Team	Monitor assessment data results through grade level meetings and regular data chats and modify strategies and instruction as needed to ensure adequate progress and learning gains are being made.	<p>Formative: District Interim Assessments, Topic Assessments, Mini Benchmark Assessments, Computer program reports, Student work and math journals.</p> <p>Summative: 2013 FCAT 2.0 Mathematics Assessment</p>

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal # 2b:	NA			
2012 Current Level of Performance:	2013 Expected Level of Performance:			
NA	NA			
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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:

The result of the 2012 FCAT 2.0 Assessment indicates that

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	68 % (153) of students made learning gains. Our goal for the 2012-2013 school year is to provide appropriate interventions, remediation and enrichment opportunities in order to increase the percentage of students making learning gains by 5 percentage points to 73%(164).
2012 Current Level of Performance:	2013 Expected Level of Performance:
68% (153)	73% (164)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 FCAT 2.0 Mathematics Test in Grade 6 was Geometry and Measurement. Students have difficulty with problem solving applications involving areas and perimeters of composite 2-dimensional figures.	<p>Students will be given the opportunities to develop exploration and inquiry activities to maintain or increase understanding of skills through the increased use of virtual and hands-on manipulatives to reinforce mathematical concepts.</p> <p>Infuse the Step-It-Up Problem Solving Protocol into daily instruction to equip students with strategies to solve real-world application based problems.</p> <p>Increase students' use of technology based applications such as Gizmos, Riverdeep, Discovery Education and the National Library of Virtual Manipulatives that include visual stimulus to develop conceptual understanding of measurement and students' geometry and spatial sense.</p> <p>Provide additional opportunities to find areas and perimeters of composite 2-dimensional figures using various strategies.</p>	MTSS/RtI Leadership Team	Monitor assessment data results through grade level meetings and regular data chats and modify strategies and instruction as needed to ensure adequate progress and learning gains are being made.	<p>Formative: District Interim Assessments, Topic Assessments, Mini Benchmark Assessments, Computer program reports, Student work and math journals.</p> <p>Summative: 2013 FCAT 2.0 Mathematics Assessment</p>

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

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

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	The result of the 2012 FCAT 2.0 Assessment indicates that 79% (51) of students in the lowest 25% made learning gains. Our goal for the 2012-2013 school year is to provide appropriate interventions, remediation and enrichment opportunities in order to increase the percentage of students making learning gains by 5 percentage points to 84%(54).
2012 Current Level of Performance:	2013 Expected Level of Performance:
79% (51)	84% (54)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 FCAT 2.0 Mathematics Test in Grade 6 was Geometry and Measurement. Students have difficulty with problem solving applications involving areas and perimeters of composite 2-dimensional figures.	Identify lowest performing students in grade 6 based on instructional needs according to FCAT 2.0 Data. Implement a rotation schedule for small group instruction during the mathematics block ; Tailor instruction based on mini-assessments utilizing manipulatives and hands-on practice for students to develop an understanding of concepts during small group instruction. Ensure consistent utilization of computer based applications such as Successmaker and Odyssey Compass Learning to target individual deficiencies.	MTSS/RtI Leadership Team	Monitor assessment data results through grade level meetings and regular data chats and modify strategies and instruction as needed to ensure adequate progress and learning gains are being made.	Formative: District Interim Assessments, Topic Assessments, Mini Benchmark Assessments, Computer program reports, Student work and math journals. Summative: 2013 FCAT 2.0 Mathematics Assessment

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

Middle School Mathematics Goal #

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.

Our Goal from 2011-2017 is to reduce the percent of non-proficient students by 50% in mathematics.

5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	46	51	56	61	66	

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:	Results of the 2011-2012 FCAT 2.0 Mathematics Test indicates the Black subgroup achieved 32% (27) proficiency, and the Hispanic subgroup achieved 47% (120) proficiency. Our goal for the 2012-20113 school year is to increase proficiency in the Black subgroup by 11 percentage points to 43% (36) and the Hispanic subgroup will achieve an increase of 8 percentage points to 55% (140).
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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White: NA Black: 43%(36) Hispanic: 55%(140) Asian: NA American Indian: NA	White: NA Black: 43%(36) Hispanic: 55%(140) Asian: NA American Indian: NA
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 FCAT 2.0 Mathematics Test in the Black and Hispanic Subgroups in Grade 6 was in Geometry and Measurement. Students have difficulty with problem solving applications involving areas and perimeters of composite 2-dimensional figures.	Provide opportunities for students to solve problems that require them to explain their reasoning and justify results. Use literature in mathematics to provide the meaning necessary for children to successfully grasp mathematical concepts and make connections with real world situations to address all reporting categories. Increase opportunities for students to develop quick recall of addition, subtraction, multiplication and division facts to increase performance in all categories.	MTSS/RTI Leadership Team	Monitor assessment data results through grade level meetings and regular data chats and modify strategies and instruction as needed to ensure adequate progress and learning gains are being made.	Formative: District Interim Assessments, Topic Assessments, Mini Benchmark Assessments, Computer program reports, Student work and math journals. Summative: 2013 FCAT 2.0 Mathematics Assessment

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	The results of the 2011-2012 FCAT 2.0 Mathematics Test indicate that 51% (58) of the students in the English Language Learners achieved proficiency. Our goal for the 2012-2013 school year is to increase ELL students' proficiency by 3 percentage points to 54% (61).
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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51%(58)			51%(61)		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The deficiency for the English Language Learners in Grade 6 on the 2012 FCAT 2.0 Test was in the area of Geometry and Measurement. Students have difficulty with problem solving applications involving areas and perimeters of composite 2-dimensional figures.	Incorporate the use of math journals and CRISS strategies for vocabulary and math concept development. Students will be given the opportunities to develop exploration and inquiry activities to maintain or increase understanding of skills through the increased use of manipulatives and hands-on activities to reinforce mathematics concepts in the reporting category of Geometry and Measurement.	MTSS/RTI Leadership Team	Monitor assessment data results through grade level meetings and regular data chats and modify strategies and instruction as needed to ensure adequate progress and learning gains are being made.	Formative: District Interim Assessments, Topic Assessments, Mini Benchmark Assessments, Computer program reports, Student work and math journals. Summative: 2013 FCAT 2.0 Mathematics Assessment

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	The results of the 2011-2012 FCAT 2.0 Mathematics Test indicate that 22% (13) of the students in the Students with Disabilities met proficiency. Our goal for the 2012-2013 school year is to increase SWD students' proficiency by 17 percentage points to 39 % (24).
2012 Current Level of Performance:	2013 Expected Level of Performance:
22%(13)	39%(24)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 FCAT 2.0 Mathematics Test in Grade 6 was Geometry and Measurement. Students have difficulty with problem solving applications involving areas and perimeters of composite 2-dimensional figures.	Ensure differentiated instruction is delivered during the mathematics block. Tailor instruction based on formative data. Increase utilization of manipulatives and hands-on practice for students to develop an understanding of concepts during small group instruction. Provide consistent opportunities for students to access the computer lab using the Successmaker program and/or Odyssey Compass Learning to target individual needs.	MTSS/RTI Leadership Team	Monitor assessment data results through grade level meetings and regular data chats and modify strategies and instruction as needed to ensure adequate progress and learning gains are being made.	Formative: District Interim Assessments, Topic Assessments, Mini Benchmark Assessments, Computer program reports, Student work and math journals. Summative: 2013 FCAT 2.0 Mathematics Assessment

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	The results of the 2011-2012 FCAT 2.0 Mathematics Test indicate that 43% (149) of the Economically Disadvantaged students achieved proficiency. Our goal for the 2012-2013 school year is to increase Economically Disadvantaged students' proficiency by 8 percentage points to 51 % (177).
2012 Current Level of Performance:	2013 Expected Level of Performance:
43%(149)	51%(177)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 FCAT 2.0 Mathematics Test in Grade 6 was Geometry and Measurement. Students have difficulty with problem solving applications involving areas and perimeters of composite 2-dimensional figures.	Provide opportunities for students to solve problems that require them to explain their reasoning. Ensure differentiated instruction is delivered during the mathematics block. Tailor instruction based on formative data. Students will be given the opportunities to develop exploration and inquiry activities to maintain or increase understanding of skills through the increased use of manipulatives and hands-on activities to reinforce mathematics concepts in the reporting category of Geometry and Measurement.	MTSS/RTI Leadership Team	Monitor assessment data results through grade level meetings and regular data chats and modify strategies and instruction as needed to ensure adequate progress and learning gains are being made.	Formative: District Interim Assessments, Topic Assessments, Mini Benchmark Assessments, Computer program reports, Student work and math journals. Summative: 2013 FCAT 2.0 Mathematics Assessment

End of Middle School Mathematics Goals

Algebra End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	
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 Algebra. Algebra Goal #2:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Algebra Goal #					
	3A : <input style="width: 100%; height: 20px;" type="text"/>					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input style="width: 100%; height: 20px;" type="text"/>	<input style="width: 100%; height: 20px;" type="text"/>	<input style="width: 100%; height: 20px;" type="text"/>	<input style="width: 100%; height: 20px;" type="text"/>	<input style="width: 100%; height: 20px;" type="text"/>	<input style="width: 100%; height: 20px;" type="text"/>	<input style="width: 100%; height: 20px;" type="text"/>

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

3E. Economically Disadvantaged students not making satisfactory progress in Algebra. Algebra Goal #3E:	
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2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

End of Algebra EOC Goals

Geometry End-of-Course (EOC) Goals

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

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

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

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

2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				

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

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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
Common Core	Grades K-3	State Training/ District Training / Math Coach	K-3 Math Teachers	June 18-21, 2012; August 15, 2012; Ongoing once per month at Grade Level Meetings - May, 2013	Grade level planning, classroom observations, coaching, modeling, teacher support	Administrator / Math Coach
Gizmos	Grades 3-7	District Training / Math Coach	3-7 Math Teachers	November 28, 2012 - May, 2013	Grade level planning, teacher support	Administrator / Math Coach
Utilization of Florida Access Points	Grades 3-5	SPED Chairperson, District Training	3-7 SPED Teachers	November 14, 2012 – May 2013	Grade Level Planning, lesson plans, teacher support, teacher observations	Administrator/ SPED Chairperson/ Math Coach
Math Liaison Meetings	Grades K-7	District Training / Math Coach	Math Coach / K-6 Math Teachers	October 2, 2012; October 11, 2012; November 15, 2012; December 13, 2012; January 15, 2013; January 24, 2012; May 9, 2012; May 16, 2013	Grade level planning; classroom observations, coaching, modeling, teacher support	Administrator / Math Coach
Real-World Problem Solving	Grades K-7	Math Coach	K-7 Math Teachers	October 24, 2012 – May, 2013	Grade level planning; classroom observations, coaching, modeling, teacher support	Administrator / Math Coach

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Supplemental Curriculum Resources	Florida Ready	Title I	\$500.00
Supplemental Curriculum Resources	Test Ready	SAC	\$800.00
			Subtotal: \$1,300.00
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: \$1,300.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

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

areas in need of improvement for the following group:

1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	On the 2011-2012 Science FCAT 2.0 test 21%(19) of students achieved an FCAT level 3 proficiency. Our goal for the 2012-2013 school year is to increase level 3 student proficiency by 5 percentage points to 26%(23).
2012 Current Level of Performance:	2013 Expected Level of Performance:
21% (19)	26% (23)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The areas of deficiencies based on the 2012 FCAT 2.0 test are in the areas of Earth and Space Science and Physical Science. This deficiency is due to insufficient amount of labs and inquiry based learning.	Provide students with increased opportunities to participate in hands-on labs as well as apply their skills in the areas of measuring, analyzing, comparing and contrasting, interpreting data and scientific thinking. Students will develop science projects to increase scientific thinking (testing of hypothesis, data analysis, explanation of variables and experimental design) as it relates to Physical Science. Use standards-related Gizmos and Discovery Education, technology-based applications, weekly to bolster understanding of concepts. Provide additional practice in Earth and Space Science and Physical Science with Success Academy lesson materials.	MTSS/RtI Leadership Team	Review formative data to monitor student achievement levels. Focused walkthroughs by administration will be used to ensure all Science teachers are conducting labs and students are engaging in hands-on activities. Conduct collaborative chats to review plans and assessment data during grade level planning meetings.	Formative: District Interim Assessments; Chapter Tests, Student work and interactive lab notebooks. Summative: 2013 Science FCAT 2.0 Assessment

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	
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:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	On the 2011-2012 Science FCAT 2.0 assessment 8% (7) of students achieved at or above an FCAT level 4 and 5 proficiency. Our goal for the 2012-2013 school year is to increase level 4 and 5 student proficiency by 2 percentage points to 10% (9).
2012 Current Level of Performance:	2013 Expected Level of Performance:
8% (7)	10% (9)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The areas of deficiencies based on the 2012 FCAT 2.0 test are in the areas of Earth and Space Science and Physical Science. This deficiency is due to insufficient amount of labs and inquiry based learning.	Identify the top 25% math students to target with science enrichment. Students will be given the opportunity to work with the subject area specialist teacher to develop skills in independent experimental projects. Provide students the opportunity to compare, contrast, interpret, analyze, and explain physical science concepts during laboratory activities and classroom discussions.	MTSS/RtI Leadership Team	Review science projects or labs using a rubric to assess students' levels of achievement. Review student assessment data and lab journals to monitor achievement levels.	Formative: District Interim Assessments; Chapter Tests, Student work and interactive lab notebooks. Summative: 2013 Science FCAT 2.0 Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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
Science Liaison Meetings	Grades K-7	District Training	Science Coach / K-7 Science Teachers	September 24, 2012; September 28, 2012; October 10, 2012; October 15, 2012; November 6, 2012; November 13, 2012; December 3, 2012; December 13, 2012; February 1, 2013; February 11, 2013; February 14, 2013; April 29, 2013; April 30, 2013; May 13, 2013	Grade Level planning; classroom observations, coaching, modeling, teacher support	Administrator / Science Coach
Science Standards / Best Practices	Grades K-7	Science Coach	Grades K-7 Science Teachers	Once per month during grade level meetings October 10, 2012 – May, 2013	Grade Level planning; classroom observations, coaching, modeling, teacher support	Administrator / Science Coach
Gizmo Training	Grades 3-7	Gizmo Trainer / Science Coach	Grades K-7 Science Teachers	October 24, 2012 - May, 2013	Grade Level planning; classroom observations, coaching, modeling, teacher support	Administrator / Science Coach
PLC on Lab Experiments / Hands-On Inquiries	Science Grades 3-7	Science Coach	Grades 3-7 Science Teachers	October 18, 2012 – May, 2013	Common planning time for collaboration, classroom observations, coaching teacher support	Administrator / Science Coach
CIS Model	Grades 4-7	Science Coach	Grade 4-7 Science Teachers	September 19, 2012	Grade Level planning; classroom observations, coaching, modeling, teacher support	Administrator / Science Coach

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
Access to to technology based programs	Projectors / Doc Cam	SAC	\$700.00
			Subtotal: \$700.00
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
Science Enrichment Club	Supplemental Curriculum Resources	SAC	\$500.00
			Subtotal: \$500.00
			Grand Total: \$1,200.00

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing.		The 2012 FCAT Writing Assessment showed 83% (78) of the students scored a 3.0 and/or above.			
Writing Goal #1a:		Our goal is to increase students achieving Level 3.0 and higher by 2 percentage point to 85% (80) by explicitly teaching the revision and editing process.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
83%(78)		85% (80)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The areas of deficiency on the 2012 FCAT Writing Assessment were focus and elaboration demonstrated in difficulty planning and developing their main topic and defending it.	During writing instructions students will use a graphic organizer plan to write a draft organized with a logical sequence of beginning, middle and end, using supporting details, or providing facts and opinions through concrete examples, statistics, comparisons, real life examples to develop focus and elaboration. Writing notebooks will be used by students to follow their progress on all components of the writing process	Literacy Leadership Team	Administer and score students' monthly writing prompts to monitor students' progress and to adjust focus as needed.	Formative: District Writing Pre-Test & Mid-Year Test; Students' scores on monthly writing assessments and progress in student writing notebooks. Summative: 2013 FCAT Writing Assessment

	(prewriting, drafting, revising, editing, and publishing) to produce essays and compositions.		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	The results of the 2012 Florida Alternate Assessment demonstrate 0%(0) of the students tested scored at or above Level 4 or higher in writing.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0%(0)	100%(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	The areas of deficiency on the 2012 FCAT Writing Assessment were focus and elaboration demonstrated in difficulty planning and developing their main topic and defending it.	During writing instruction students will use a graphic organizer plan to write a draft organized with a logical sequence of beginning, middle and end, using supporting details, or providing facts and opinions through concrete examples, statistics, comparisons, real life examples to develop focus and elaboration. Writing notebooks will be used by students to follow their progress on all components of the writing process (prewriting, drafting, revising, editing, and publishing) to produce essays and compositions.	Literacy Leadership Team	Administer and score students' monthly writing prompts to monitor students' progress and to adjust focus as needed.	Formative: District Writing Pre-Test & Mid-Year Test; Students' scores on monthly writing assessments and progress in student writing notebooks. Summative: 2013 Alternate Assessment

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
				October 9, 2012	Scoring anchor papers	

Rubric Scoring	4	Reading Coach	4th Grade Teachers	– Ongoing Monthly during grade level meetings	and teachers will provide samples of students' writing with scores and comments.	Reading Coach
Planning and Instruction of the Writing Process	4	District Training / Reading Coach	4th Grade Teachers	September 26, 2012 – Ongoing Weekly during planning meetings	Attend weekly writing lesson plan meeting	Reading Coach

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.		The Baseline Civics Assessment showed 0% the students scored at proficiency (70%).			
Civics Goal #1:		Our goal is to increase students achieving proficiency by 10% (6).			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
0%(0)		10%(6)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Baseline Civics Assessment results indicate students are performing below	Ensure civics curriculum is taught with fidelity in all grade levels.	Literacy Leadership Team	Review formative data to monitor student achievement levels.	Formative: District Interim Assessments; Chapter Tests,

1	achievement level 3. This is due to insufficient social studies content instruction throughout the earlier grade levels.	Increase explicit content specific vocabulary instruction. Provide additional reading passages with Civics-related content during middle school homeroom.		Focused walkthroughs by administration will be used to ensure all social studies curriculum is being instructed with fidelity. Conduct collaborative chats to review plans and assessment data during grade level planning meetings.	Student work. Summative: Civics District Assessment
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

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
Social Studies Best Practices	Civics Teacher	District PD	Middle Grades Social Studies Teachers	December 8, 2012	Focused classroom walkthroughs, Grade level planning meetings	Administration
Integrating Social Studies / Civics	K-7 Teachers	Civics Teacher	K-7 Social Studies Teachers	October 3, 2012	Focused classroom walkthroughs, Grade level planning meetings	Administration
Justice Institute	Civics Teacher	District PD	7th Grade Civics Teacher	November 6, 2012	Focused classroom walkthroughs, Grade level planning meetings	Administration

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 for our school for the 2012-2013 school year is to increase the attendance rate by one percentage point from 93.91% to 94.91% The goal for our school for the 2012-2013 school year is to decrease the number of tardies by .05% from 144 to 137.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
93.91% (703)	94.91 (711)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
293	278
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
144	137

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Lack of parental	Parents will be taught	MTSS/RtI	Connect Ed Messages	Attendance and

1	awareness of district attendance mandates as well as school hours starting times.	<p>the importance of attendance through a school wide campaign to decrease tardies and absences. Counselor will make phone calls and students will be given quarterly incentives for perfect attendance.</p> <p>Students will be given quarterly incentives for perfect attendance. (It's Cool To be In School assembly)</p> <p>Attendance Chart will be completed by homeroom teacher daily. Classes will receive tangible rewards once goal is achieved.</p> <p>Students will receive positive reinforcement for being consistently on time.</p>	Leadership Team	<p>emphasizing the importance of attendance and explaining procedures for excused and unexcused absences.</p> <p>Monitoring of teacher attendance charts and school attendance.</p>	Tardy Records from ISIS.
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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
No Data Submitted						

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Student Incentives	Rewards	SAC	\$500.00
			Subtotal: \$500.00
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: \$500.00

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 our school for the 2012-2013 school year is to decrease the total number of In-School Suspensions by 10% to 6 and the total number of students Suspended In-School by 10% to 6. The goal for our school for the 2012-2013 school year is to decrease the total number of Out-of-School Suspensions by 10% to 89 and the number of students Suspended out of School by 10% to 43.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
7	6
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
7	6
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
99	89
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
48	43

Problem-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	An anticipated barrier to decreasing the amount of students who receive In-School suspensions and Out-of-School suspensions during the 2012-2013 school year is the amount of collaboration time between all stakeholders involved.	A school-wide discipline plan with clearly stated expectations and effective consequences will be developed and implemented. Teachers will use a discipline plan with clearly stated expectations and	Administrative Team	Frequent monitoring of suspension reports in COGNOS.	Administrator responsible for discipline will keep a log of the amount of students sent to the office for severe discipline issues.

		effective consequences varied amongst classrooms.			
2	Students who exemplify model behaviors should be recognized more frequently	Students who maintain positive behavior will be recognized through monthly incentive programs and on the morning announcements.	MTSS/RtI Leadership Team	Student nomination forms	Nomination Forms and COGNOS reports.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
The Code of Student Conduct	K – 7th Grades	Assistant Principal	School-wide	September 12, 2012	Classroom visitations to monitor the use of the code of student conduct and discipline procedures.	Leadership Team and Counselor
Campbell Drive Discipline Plan	K-7th Grades	Assistant Principal	School-wide	August 27, 2012	Classroom visitations to monitor use of discipline procedures	Leadership Team and Counselor

Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

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

1. Parent Involvement Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	NA			
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:			
NA	NA			
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

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

Parent Involvement Budget:

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

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM STEM Goal #1:			Our goal is to increase student knowledge and use of technology for research and application in the areas of math and science.		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students require increased exposure to the scientific process through real world, hands-on implementation of the scientific process. Students lack knowledge of technological devices and their uses for research.	Increase student exposure through implementation of school wide science fair, increasing student exposure to the scientific process and providing opportunities for full inquiry. Increase opportunities to technology-based research in the areas of math and science. Students will also participate in science content-based fieldtrips such as Biscayne Nature Center	Administrators, Science Fair Committee, Science Coach	Document overall student participation in the school wide science fair and assess student use of full inquiry to develop science fair project. Evaluate student utilization of interactive notebooks, and student usage of technological resources in math and science	Formative: Science Fair Projects, Interactive Notebooks, Computer based projects Summative: Student participation levels in advanced / honors courses

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
Interactive Note Taking	Grades 3-7	Grade Chair	Grades 3-7 Content Teachers	September 5, 2012	Classroom Walkthroughs, Grade Level Meetings	Administrative 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:		Our goal is to increase student enrollment in middle school CTE courses by 10%.			
Problem-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	School site must identify and develop CTE program sequence of courses in preparation for enrollment in CTE programs and completion of certification exams in high school.	Identify and provide professional development for CTE teacher responsible for implementing program state curriculum standards. Develop a curriculum for CTE courses including pacing of activities for industry certification as outlined within CTE professional development activities.	Administration, School Guidance Counselor, Leadership Team	Participation of CTE teacher in district developed professional development. Identification of CTE program sequence of courses for future implementation.	Student entrance into CTE program sequence of courses at the senior high level.

(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
Technology in the Clinical Area	7th Grade	District PD	CTE Identified teacher	November 6, 2012	Grade Level Meetings	Administration

CTE Budget:

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

End of CTE Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Supplemental Curriculum Resource	National Geographic	Title I	\$2,030.00
Reading	Supplemental Curriculum Resources	Test Ready	SAC	\$800.00
Reading	Supplemental Curriculum Resources	Florida Ready	Title I	\$500.00
Mathematics	Supplemental Curriculum Resources	Florida Ready	Title I	\$500.00
Mathematics	Supplemental Curriculum Resources	Test Ready	SAC	\$800.00
Attendance	Student Incentives	Rewards	SAC	\$500.00
				Subtotal: \$5,130.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Access to Reading Program	Accelerated Reader	Title I	\$5,000.00
Science	Access to to technology based programs	Projectors / Doc Cam	SAC	\$700.00
				Subtotal: \$5,700.00
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
Science	Science Enrichment Club	Supplemental Curriculum Resources	SAC	\$500.00
				Subtotal: \$500.00
				Grand Total: \$11,330.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

No Attachment (Uploaded on 10/12/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Academic Clubs	\$500.00
Student Incentives / Rewards	\$500.00
Supplemental Academic Resources	\$1,600.00
Technology	\$700.00

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

The School Advisory Council will meet monthly to support the educational programs of the schools and to ensure the implementation of the School Improvement Plan. The SAC will review the school's data and make recommendations to adjust or enhance instruction as needed. The SAC will support the school's initiatives to increase student achievement on mini assessments and to reduce the number of tardies through incentives. The SAC will assist in efforts to increase parental involvement in the school.

AYP DATA

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

SCHOOL GRADE DATA

No Data Found

Dade School District CAMPBELL DRIVE ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	56%	61%	75%	26%	218	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	61%	56%			117	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?	59% (YES)	65% (YES)			124	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					459	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested

Dade School District CAMPBELL DRIVE ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	60%	56%	78%	33%	227	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	61%	59%			120	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?	48% (NO)	69% (YES)			117	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					464	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested