FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: DEVON AIRE K-8 CENTER

District Name: Dade

Principal: Irwin Adler

SAC Chair: Susan Leyva-Bostick

Superintendent: Alberto Carvalho

Date of School Board Approval: Pending

Last Modified on: 10/31/2012

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

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

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Irwin A. Adler	Bachelor of Arts in English and minor in Biology Master of Science in Administration and Supervision Certification in English 6 – 12, Biology 6 – 12, Principal all levels, Administrative Supervision K-12	2	29	Year: '11, '10, '09, '08, '07 School Grade: A, A, A, A, A, AYP: NO NO YES YES YES High Standards Rdg. 85, 81, 90, 91, 91 High Standards Math: 85, 82, 93, 92, 91 Lrng Gains-Rdg: 69, 70, 69, 74, 67 Lrng Gains-Math: 74, 71, 79, 83, 81 Gains-Rdg 25%: 66, 62, 78, 81, 79 Gains-Math 25%: 72, 67, 81, 84, 84
					'11'10 '09 '08 '07 School Grade A A A On Leave On Leave

Assis Principal	Ana Pachon-Reboredo	Bachelor of Science in Elementary Education Master of TESOL Certification in Elementary Education, ESOL K-12, Educational Leadership	3	6	AYP No No Yes On Leave On Leave High Standards Rdg. 85 87 70 On Leave On Leave High Standards Math 86 85 71 On Leave On Leave Lrng Gains-Rdg. 70 72 67 On Leave On Leave Lrng Gains-Math 71 71 75 On Leave On Leave Gains-Rdg-25% 62 75 66 On Leave On Leave Gains-Math-25% 67 66 75 On Leave On Leave
Assis Principal	Joseph Rubio	BS- Human Resource Management, St. Thomas University; Master of Science- Social Science Education, Nova Southeastern University, Educational Leadership, Nova Southeastern University	1	7	Assistant Principal Devon Aire K-8 School Year '12 School Grade: A AYP: N High Standards-Reading 87 High Standards-Math 87 Lrng Gains-Rdg.: 74 Lrng Gauns-Math: 79 Gains- Rdg. 25 : 71 Gains- Math 25: 77 Assistant Principal West Homestead Elementary School Year '12 '11 '10 '09 School Grade: A NA D C AYP: N NA N N High Standards-Reading 87 NA 41 44 High Standards-Math 87 NA 57 51 Lrng Gains-Rdg.: 74 NA 49 21 Lrng Gauns-Math: 79 NA 51 58 Gains- Rdg. 25 : 71 NA 60 64 Gains- Math 25: 77 NA 60 66 Assistant Principal : South Dade Middle School School Year '08 School Grade: C AYP: N High Standards-Reading 61 High Standards-Math 58 Lrng Gains-Rdg.: 58 Lrng Gauns-Math: 56 Gains- Rdg. 25 : 55 Gains- Math 25: 59
Assis Principal	Dominique Audain	BS- Public Administration, Florida International University; Master of Science- School Administration, Cambridge College	1	5	Assistant Principal Devon Aire K-8 School Year '12 School Grade: A AYP: N High Standards Rdg 87 High Standards Math 87 Lrng Gains-Rdg.: 74 Lrng Gauns-Math: 79 Gains- Rdg. 25% : 71 Gains- Math 25%: 77 Assistant Principal Centennial Middle School Year '11 '10 '09 '08 School Grade: C B C C AYP: N N N N High Standards Rdg 48 52 48 49 High Standards Math 43 50 46 47 Lrng Gains-Rdg.: 61 64 59 61 Lrng Gauns-Math: 61 70 63 67 Gains- Rdg. 25% : 71 71 73 72 Gains- Math 25%: 66 69 67 66

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)

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Soliciting referrals from current employees	Principal	NA	Announcement will be made at September, December, and March faculty meetings.
2	2. Obtain teacher interns from various universities Assistant Principal NA	2. Assistant Principal NA	NA	NA

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
There are currently 11 instructional that are teaching out-of-field and/or who received less than an effective rating.	Subject area testing, professional development, waivers and endorsements are all options/strategies that are being implemented.

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
100	2.0%(2)	21.0%(21)	37.0%(37)	40.0%(40)	42.0%(42)	65.0%(65)	6.0%(6)	6.0%(6)	65.0%(65)

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
YVONNE M. POLDO	STEPHANIE M. FLORES	Ms. Flores - First Year Teacher Ms. Poldo – Has completed Mentor Training	Weekly peer teaming to assist new teacher with school policies, classroom management, and electronic grade book. Monthly meeting to provide support for new teacher.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Identify the school-based RtI Leadership Team.

The team is made up of three personnel categories: administrators, teachers and coaches, and team members.

(Principal): Ensures that the school-based team is meeting; oversees school-wide, district and state assessment data; provides resources to staff for implementing intervention programs, coordinates professional development to support implementation; communicate with parents; supervise instruction staff and instructional program.
(Assistant Principals): Will assist the principal with all team related tasks; provide follow-up support staff, will oversee adjustments to the curriculum as deemed necessary following data analysis; plan for professional development opportunities for teachers to improve classroom instruction; communicate with parents.
(School Psychologist): Assist in data collection and analysis; prepare and present data reports to the Team; provide recommendations to the team regarding student placement in intervention programs.
(Staffing Specialist): Provide support to school-based site as liaison between school and district; assist in data collection and analysis; prepare and present data reports to the Team; assist School Psychologist in providing recommendations to the team
regarding student placement in intervention programs

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 will meet quarterly, or more frequently as needed, to review any and student performance data (Interim Assessments, FAIR, Ongoing Progress Monitoring, Voyager Passport Checkpoints) provided in order to identify students that may fall into the following categories:
• Low performing students within each benchmark strand.
• Quantitative data will be provided to grade levels to target benchmarks.
• Data will be used to develop an intervention plan prior to state testing.
The team will use this information to identify school and staff needs and will develop and execute plan to provide needed resources.

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

The team will:
• monitor and adjust the school's academic and behavioral goals through data gathering and data analysis.
• monitor the fidelity of the delivery of instruction and intervention.
• provide levels of support and interventions to students based on data, targeting individual student needs.
• collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills.
Several members from the team are also a part of the Educational Excellence School Advisory Council /EESAC) and/or the school's Leadership Team and are therefore involved in development the School Improvement Plan (SIP). Information gathered from the team will be discussed in EESAC meetings as it pertains to reviewing and revising the SIP.

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.

A variety of data sources will be reviewed and utilized by team; (Academic data will include: FAIR Assessment, Interim Assessments, FCAT, SAT, CELLA, Data Management System – Edusoft, student grades, and school site specific assessments. Behavioral data will include: Student Case Management System, detentions, suspensions/expulsions, referrals, team climate surveys, attendance, and referrals to the team.)

Describe the plan to train staff on MTSS.

The professional development and support will include:
• Training for all administrators in the RtI problem solving, data analysis process.
• Support for school staff to understand basic RtI principles and procedures.
• Training for school staff in the RtI model.
• Evaluation for additional RtI training will be on-going throughout the year.
The RtI Team will facilitate coordinate data analysis meetings with teachers on an individual and group basis, as needed, to review intervention placement and participation. Fidelity of intervention programs and student progress expectations will be reviewed. Teachers will understand the RtI Process, the importance of differentiated instruction and data gathering. Professional development will be offered on the Progress Monitoring and Reporting Network (PMRN) for the FAIR assessment.

Describe the plan to support MTSS.

Plan to support the MTSS will include constant interventions and monitoring of students. Weekly grade-level meetings will facilitate the discussion of student achievement, intervention progress and curriculum concerns.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Irwin Adler, Principal
Ana Pachon-Reboredo, Assistant Principal
Dominique Audain, Assistant Principal
Joseph Rubio, Assisstant Principal
Susan Bostick, SAC Chairperson
Kelly Milian, Teacher
Valerie Milnes, Teacher
Michelle Bevilacqua, Teacher
Yanick Louis, Teacher

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

The Literacy Leadership Team will meet monthly to review school-wide student performance data, implement initiatives to promote school-wide literacy, monitor the effectiveness of the instructional program, and make professional development recommendations.

The principal will serve as a participating member of the LLT, and will provide direction and leadership to the team. The itinerant reading coach, at the direction of the LLT, will assist teachers through collaboration, consultation, planning, and modeling of lessons. She will work with the LLT to guarantee fidelity of the implementation of the K-12 CRRP.

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

The LLT, after careful review of school-wide performance data, will assist in the development of the Reading and Writing goals on the School Improvement Plan. The LLT will review ongoing student progress data to ensure academic growth of all subgroup students by targeting low performing students within the subgroups not meeting AYP; provide intervention strategies and support for those students; provide support to staff through professional development and vertical articulation; and provide quarterly data to target specific needs. We will provide instructional support and instruction in the Common Core Standards within grades K-2.

The LLT will also assist in overseeing the implementation of theK-12 CRRP.

Public School Choice

Supplemental Educational Services (SES) Notification
View uploaded file (Uploaded on 10/12/2012)

*Elementary Title I Schools Only: Pre-School Transition

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

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

The Principal, together with the Literacy Leadership Team, will coordinate professional development activities for grade 6-8 teachers, and will cultivate the vision for increased school-wide literacy across all content areas.

*High Schools Only

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

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

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

Postsecondary Transition

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The results of the 2011-2012 FCAT Reading Test indicate that 32% (355) of students achieved level 3 proficiency. Our goal for the 2012-2013 school year is to increase level 3 student proficiency by 2 percentage point2 to 34%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
32% (355)	34% (355)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 2: Reading Application	Utilize grade-level appropriate texts that include making inferences, drawing conclusions, returning to text as support for answers, analyzing stated vs. implied main ideas, using graphic organizers to analyze text, interacting with text, understanding text structures and summarizing text.	MTSS Team	Review formative bi-weekly assessment data reports to ensure progress is being made and adjust instruction as needed.	Formative: FAIR, Computer Assisted Program (CAP) reports generated from FCAT Explorer, Riverdeep. Reading Plus, Ticket to Read, and District Interim Assessments Summative: Results from the 2013 FCAT Reading Assessment
2	The second area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 3: Literary Analysis/Fiction/Nonfiction	Provide opportunities for students to identify and interpret elements of story structure within a text. Help students understand character development, character point of view by asking “What does he think, what is his attitude towards… and what did he say to let me know?” Use poetry to practice identifying descriptive language that defines moods and provides imagery. Note how authors use figurative language such as similes, metaphors, and personification. Use text features (subtitles, heading, charts, graphs, diagrams, etc.) to locate, interpret, and organize information.	MTSS Team	Review formative bi-weekly assessment data reports to ensure progress is being made and adjust instruction as needed.	Formative: FAIR, Computer Assisted Program (CAP) reports generated from FCAT Explorer, Riverdeep. Reading Plus, Ticket to Read, and District Interim Assessments Summative: Results from the 2013 FCAT Reading Assessment
	1.1.	1.1.	1.1.	1.1.	1.1.

3	The area of deficiency as noted on the 2011 administration of the FCAT Reading Test was Reporting Category 1: Vocabulary	Provide a variety of instructional strategies and activities that include vocabulary word maps, concept maps, interactive and student generated word walls, personal dictionaries, instruction in shades of meaning and context, affix or root word, and reading from a variety of text.	RtI Team	Review formative bi-weekly assessment data reports to ensure progress is being made and adjust instruction as needed.	Formative: FAIR, Computer Assisted Program (CAP) reports generated from FCAT Explorer, Riverdeep. Reading Plus and Ticket to Read, District Interim Assessments Summative: Results from the 2012 FCAT Reading Assessment
4	1.2. The second area of deficiency as noted on the 2011 administration of the FCAT Reading Test was Reporting Category 2: Reading Application.	1.2. Utilize grade-level appropriate texts that include making inferences, drawing conclusions, returning to text as support for answers, analyzing stated vs. implied main ideas, using graphic organizers to analyze text, interacting with text, understanding text structures and summarizing text.	1.2. RtI Team	1.2. Review formative bi-weekly assessment data reports to ensure progress is being made and adjust instruction as needed	1.2. Formative: FAIR, Computer Assisted Program (CAP) reports generated from FCAT Explorer, Riverdeep. Reading Plus and Ticket to Read, District Interim Assessments Summative: Results from the 2012 FCAT Reading Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	
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 reading. Reading Goal #2a:	The results of the 2012 FCAT Reading Test indicate that 42% (438)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 1 percentage point to 43%.
2012 Current Level of Performance:	2013 Expected Level of Performance:

42% (438)	43% (448)

Problem-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 that showed minimal growth and would require students to maintain or improve as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 2: Reading Application	Utilize grade-level appropriate texts that include making inferences, drawing conclusions, returning to text as support for answers, analyzing stated vs. implied main ideas, using graphic organizers to analyze text, interacting with text, understanding text structures and summarizing text. Implement differentiated instruction for individual students based on baseline and interim assessments.	MTSS Team	Review formative bi-weekly assessment data reports to ensure progress is being made and adjust intervention as needed.	Formative: FAIR, Computer Assisted Program (CAP) reports generated from FCAT Explorer, Riverdeep. Reading Plus, Ticket to Read, and District Interim Assessments Summative: Results from the 2013 FCAT Reading Assessment
2	2.1. The area that showed minimal growth and would require students to maintain or improve as noted on the 2011 administration of the FCAT Reading Test was Reporting Category 4: Informational Text/Research Process.	2.1. Provide a variety of instructional strategies and activities that include building strong arguments to support answers, exploring shades of meaning, using reciprocal teaching and question-answer relationships, questioning the author, and summarizing.	2.1. RtI Team	2.1. Review formative bi-weekly assessment data reports to ensure progress is being made and adjust intervention as needed.	2.1. Formative: FAIR, Computer Assisted Program (CAP) reports generated from FCAT Explorer, Riverdeep. Reading Plus and Ticket to Read, District Interim Assessments Summative: Results from the 2012 FCAT Reading Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	
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:	
3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The results of the 2012 FCAT Reading Test indicate that 76% of students made learning gains. Our goal for the 2012-2013 school year is to increase the percentage of students making learning gains by 5 percentage points to 81%
2012 Current Level of Performance:	2013 Expected Level of Performance:
76% (644)	81% (686)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category : Literary Analysis/Fiction/Nonfiction.	Provide opportunities for students to identify and interpret elements of story structure within a text. Help students understand character development, character point of view by asking “What does he think, what is his attitude towards... and what did he say to let me know?” Use poetry to practice identifying descriptive language that defines moods and provides imagery. Note how authors use figurative language such as similes, metaphors, and personification. Use text features (subtitles, heading, charts, graphs, diagrams, etc.) to locate, interpret, and organize information.	MTSS Team	Review formative bi-weekly assessment data reports to ensure progress is being made and adjust intervention as needed.	Formative: FAIR, Computer Assisted Program (CAP) reports generated from FCAT Explorer, Riverdeep. Reading Plus, Ticket to Read, and District Interim Assessments Summative: Results from the 2013 FCAT Reading Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	
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:	
4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	The results of the 2012 FCAT Reading Test indicate that 80% in the lowest subgroup made learning gains. Our goal for the 2012-2013 school year is to increase the percentage of students in the lowest 25% making learning gains by 5 percentage points to 85%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
80% (170)	85% (181)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 2: Reading Application.	Utilize grade-level appropriate texts that include making inferences, drawing conclusions, returning to text as support for answers, analyzing stated vs. implied main ideas, using graphic organizers to analyze text, interacting with text, understanding text structures and summarizing text. Implement differentiated instruction for individual students based on baseline and interim assessments. Utilize Success-Maker Reading 3 times per week to increase skills. Utilize Voyager as required	MTSS Team	Review formative bi-weekly assessment data reports to ensure progress is being made and adjust intervention as needed.	Formative: FAIR, Computer Assisted Program (CAP) reports generated from FCAT Explorer, Riverdeep. Reading Plus, Ticket to Read, and District Interim Assessments Summative: Results from the 2013 FCAT Reading Assessment

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target	
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal # 5A : Within six years our school will reduce the achievement gap by 50%.

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	75	78	80	82	84	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	Our goal for the 2012-2013 school year is to increase the proficiency of students in the subgroups.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White:74%(106) Hispanic: 74%(606) American Indian:NA	White:80%(114) Hispanic:78%(639) 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	The area of deficiency for white, black, Hispanic, and Asian students not making progress on the 2012 FCAT 2.0 administration for all grade levels was in the Informational text and Research Process Category	To improve the students weaknesses in the Informational text and Research Process category, students will utilize the following: reciprocal teaching; opinion proofs; question-and-answer relationships; note-taking skills; summarization skills; questioning the author; and encouraging students to read from a wide variety of texts..	MTSS Team	Teachers should emphasize instruction that helps students build stronger arguments to support their answers. Students should explore shades of meaning to better identify nuances. Both students and teachers should examine rubrics and the appropriate benchmarks to ensure a complete understanding of the skills being assessed.	Formative Assessments: Teachers Assessments, Interim Assessments, FAIR Summative Assessments: 2013 FCAT 2.0 Reading Assessment

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	Our goal for the 2012-2013 school year is to increase the percentage of students in the ELL subgroup making learning gains by 14 percentage points to 73%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
58%(39)	73%(49)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency for ELL students not making progress on the 2012 FCAT 2.0 administration for all grade levels was in the Informational text and Research Process Category.	To improve the students weaknesses in the Informational text and Research Process category, students will utilize the following: reciprocal teaching; opinion proofs; question-and-answer relationships; note-taking skills; summarization skills; questioning the author;	MTSS Team	Teachers should emphasize instruction that helps students build stronger arguments to support their answers. Students should explore shades of meaning to better identify nuances. Both students and teachers should examine rubrics and the appropriate benchmarks to ensure a complete	Formative Assessments: CELLA Teachers Assessments, Interim Assessments, FAIR Summative Assessments: 2013 FCAT 2.0 Reading Assessment

		and encouraging students to read from a wide variety of texts.		understanding of the skills being assessed.	

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 2012 FCAT Reading Test indicate that 47% in the Students with Disabilities (SWD) subgroup made learning gains. Our goal for the 2012-2013 school year is to increase the percentage of students in the SWD subgroup making learning gains by 6 percentage points to 53%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
47%(54)	53%(60)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 2:Reading Application.	Utilize grade-level appropriate texts that include making inferences, drawing conclusions, returning to text as support for answers, analyzing stated vs. implied main ideas, using graphic organizers to analyze text, interacting with text, understanding text structures and summarizing text. Implement differentiated instruction for individual students based on baseline and interim assessments. Utilize Success-Maker Reading 3 times per week to increase skills. Utilize Voyager as required. , as well as provide additional instruction on word meanings, instructional techniques aligned to each student's Individual Educational Plan.	MTSS Team	Review formative bi-weekly assessment data reports to ensure progress is being made and adjust intervention as needed.	Formative: FAIR, Computer Assisted Program (CAP) reports generated from FCAT Explorer, Riverdeep. Reading Plus, Ticket to Read, District Interim Assessments, Success Maker, and Voyager Summative: Results from the 2013 FCAT Reading Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	The results of the 2011-2012 FCAT Reading Test indicate that 69% of the students in the Economically Disadvantaged subgroup achieved proficiency. Our goal for the 2012-2013 school year is to increase the percentage of students in the Economically Disadvantaged subgroup making learning gains by 4 percentage points to 73%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
69%(386)	73%(409)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As noted on the administration of the 2012 FCAT Reading Test Economically Disadvantaged subgroups did not make AYP. Appropriate and timely placement of students in interventions has been an obstacle. The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 1: Vocabulary	Identify students who need Tier 2 and 3 interventions, place in appropriate interventions within the first two weeks of the 2012-2013 school year and monitor student progress monthly.	MTSS Team	Review formative bi-weekly assessment data reports to ensure progress is being made and adjust intervention as needed	Formative: FAIR, Computer Assisted Program (CAP) reports generated from FCAT Explorer, Riverdeep. Reading Plus, Ticket to Read, and District Interim Assessments Summative: Results from the 2013 FCAT Reading 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
Webb's Depth of Knowledge	K-8	Assistant Principal	K-8	September 26, 2012	Student work folders, classroom walkthroughs	Administration
Reading Through the Content Area	6-8	Reading Coach	6-8	September 26, 2012	Classroom walkthroughs, grade-level learning community meetings	Administration
Common Core Standards	K2	Assistant Principal	K-2	September 26, 2012	Classroom walkthroughs, grade-level learning community meetings	Classroom walkthroughs, grade-level learning community meetings

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Hourly personnel to provide intensive services to struggling students.	School based intervention materials.	EESAC	$7,200.00
			Subtotal: $7,200.00
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: $7,200.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	
2012 Current Percent of Students Proficient in listening/speaking:	

Problem-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 CELLA data was Short Talks, the ability to understand short listening passages and Speaking Vocabulary, students' knowledge of oral vocabulary	Utilize daily oral language and vocabulary activities to assist students in understanding short and extended listening passages.	Administrators and Bilingual Department Chairperson.	Review formative bi-weekly assessment data reports to ensure progress is being made and adjust intervention as needed.	Weekly Ongoing Individual Fluency Assessments

Students read in English at grade level text in a manner similar to non-ELL students.	
2. Students scoring proficient in reading. CELLA Goal #2:	The results of the 2012 CELLA test indicate that 32% of students were proficient in Reading.
2012 Current Percent of Students Proficient in reading:	
32%(54)	

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	The second area of deficiency as noted on the 2012 CELLA data was reading comprehension of passages.	Utilize grade-level appropriate material to assist students in becoming familiar with print concepts such as parts of a book page, direction of print, and names of letters; decoding skills and comprehension of reading passages	Administrators and Bilingual Department Chairperson.	Review formative bi-weekly assessment data reports to ensure progress is being made and adjust intervention as needed	Formative: FAIR, Computer Assisted Program (CAP) reports generated from FCAT Explorer, Riverdeep, Reading Plus, Ticket to Read, and District Interim Assessments. Summative: Results from the 2013 FCAT Reading Assessment

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	The results of the 2012 CELLA test indicate that 31% of students were proficient in Writing.
2012 Current Percent of Students Proficient in writing:	
31% (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	An area of deficiency as noted on the 2012 CELLA data was students' ability in writing paragraphs.	Utilize mini-lessons targeting grammar, mechanics, and word choice and graphic organizers to assist in writing descriptive sentences and paragraphs.	Administrators and Bilingual Department Chairperson.	Review formative bi-weekly assessment data reports to ensure progress is being made and adjust intervention as needed	Formative: Weekly Writing Prompts and FCAT Writing Pre-Test and Post-Test. Summative: Results from the 2013 FCAT Writing Assessment

CELLA Budget:

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

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

End of CELLA Goals

Elementary School Mathematics Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	The result of the 2011-2012 FCAT Mathematics Test indicates that 31% (326) of students achieved level 3 proficiency. Our goal for the 2012-2013 school year is to increase level 3 student proficiency by 2 percentage points to 33% (344).
2012 Current Level of Performance:	2013 Expected Level of Performance:
31% (326)	33% (344)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Mathematics Test in grades 3 through 5 was: Number/Fractions in grade 3, and Geometry/Measurement in grades 4 & 5.	Teacher Training to increase knowledge base in deficient areas and assist in the implementation of hands-on lessons utilizing manipulatives to introduce concepts through discovery and demonstrate understanding of concepts taught. Determine instructional needs by reviewing assessment data and provide teacher training in analyzing data. Include enrichment and acceleration activities to enhance grade level instruction	MTSS Team Grade Level/Department Chairpersons	Ongoing classroom assignments and assessments that target application of mathematics topic of instruction; incorporate on-going review and remediation of deficient skills identified using Formative assessments. Focused walkthroughs, monthly data review and discussion with Math teachers by administration.	Formative: Mini Benchmark Assessments, District interim data reports, Student authentic work, District Interim Assessments Summative: Results from 2013 FCAT Mathematics Assessment Student Assessment Progress Reports generated from walkthroughs.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics 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 mathematics. Mathematics Goal #2a:	The result of the 2011-2012 FCAT Mathematics Test indicates that 43% (449) 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 1 percentage point to 44% (459).
2012 Current Level of Performance:	2013 Expected Level of Performance:
43% (449)	44% (459).

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Mathematics Test in grades 3 through 5 was: Number/Fractions in grade 3, and Geometry/Measurement in grades 4 & 5.	Include enrichment and accelerate instruction of materials to match learner abilities; incorporate use of technology, to demonstrate and derive mathematical processes; implement a consistent problem solving protocol to ensure a problem solving standard	MTSS Team Grade Level/Department Chairpersons	Conduct Mini Benchmark Assessments and review data to ensure progress. Ongoing formative and summative evaluations	Formative: Mini Benchmark Assessments, District interim data reports, Student authentic work, District Interim Assessments Summative: Sunshine Math Superstar Competition, Results from 2013 FCAT Mathematics Assessment Student Assessment Progress Reports generated from walkthroughs.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	
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:	
3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	The result of the 2011-2012 FCAT Mathematics Test indicates that 79% (671) 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 84% (713)
2012 Current Level of Performance:	2013 Expected Level of Performance:
79%(671)	84%(713)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Mathematics test was Geometry/Measurement in 6th grade and Ratios/Proportional Relationships in the 7th grade.	Identify lowest performing students based on instructional needs. Develop departmental guidelines for student learning notebooks in Mathematics. Provide time during grade level & department meetings to share best practices and reflect on additional needs. Differentiate instruction based on results. Provide students the opportunity to develop quick recall of addition, subtraction, multiplication, and division facts. Ongoing development of print rich mathematics classrooms. Infuse technology with instruction to assist students with organizing and visualizing mathematics concepts	MTSS Team Grade Level/Department Chairpersons	Conduct Mini Benchmark Assessments and review data to ensure progress. Ongoing formative and summative evaluations	Formative: Mini Benchmark Assessments, District interim data reports, Student authentic work, District Interim Assessments Summative: Results from 2013 FCAT Mathematics Assessment Student Assessment Progress Reports generated from walkthroughs.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics 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 group:	
4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	The result of the 2011-2012 FCAT Mathematics Test indicates that 78% (179) 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 in the lowest 25% making learning gains by 5 percentage points to 83% (191).
2012 Current Level of Performance:	2013 Expected Level of Performance:
78% (179)	83% (191)

Problem-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	On the 2011-2012 FCAT Mathematics Test, the percent of the lowest 25% making learning gains is 78% (179).	Develop a computer lab schedule to increase utilization of Computer Assisted Programs. Provide differentiated learning opportunities focused on the developing mathematics skills; incorporate real world applications of problem solving; implement a consistent problem solving protocol to ensure a problem solving standard. Tutoring sessions before or after school correlating instruction to deficiencies.	MTSS Team Grade Level/Department Chairpersons	Review assessments and differentiate instruction based on results. Focused classroom walkthroughs, evidence of mathematics fact focus, learning notebooks, and print rich classrooms. Data generated from computer programs will assist teachers in adjusting deficiency focus. Ongoing formative and summative evaluations.	Formative: Mini Benchmark Assessments, District interim data reports, Student authentic work, District Interim Assessments Summative: Results from 2013 FCAT Mathematics Assessment Student Assessment Progress Reports generated

					from walkthroughs.

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 # 5A : In six years our school will reduce the achievement gap by 50%.			
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	74	77	79	81	84	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	Our goal for the 2012-2013 school year is to provide appropriate interventions, remediation and enrichment opportunities in order to increase proficiency of the students in this subgroup.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White:77% (110) Black:72%(31) Hispanic:74% (606) Asian:97%(29) American Indian:NA	White:83%(119) Black:74%(32) Hispanic:76% (622) Asian:97%(29) 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	The area of deficiency for Black and Hispanic students as noted on the 2012 FCAT 2.0 Mathematics Test was in the content area of Geometry and Measurement. This deficit was due limited spatial orientation skills and lack of fluency in algebraic problem solving skills when utilizing formulas	Develop a computer lab schedule to increase utilization of Computer Assisted Programs (CAP). in order to provide differentiated learning opportunities focused on the developing spatial orientation skills and use algebraic problem solving processes; incorporate real world applications of geometric problem solving; implement a consistent problem solving	Grade Level chair	Ongoing classroom assignments and assessments that target application of topic of instruction. Adjust instruction as needed to ensure adequate progress. Incorporate on-going review and remediation of deficient materials identified from assessments as deficient. Focused walkthroughs, data review and discussion with Math teachers by administration.	Formative: Topic Assessments through Edusoft; District Interim Assessments; Student authentic work. Summative: Results from 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:	Our goal for the 2012-2013 school year is to provide appropriate interventions, remediation and enrichment opportunities in order to increase proficiency of the students in this subgroup.

2012 Current Level of Performance:	2013 Expected Level of Performance:
62%(42)	64%(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	The area of deficiency for English Language Learners as noted on the 2012 FCAT 2.0 Mathematics Test was in the content area of Geometry and Measurement. This deficit was due limited spatial orientation skills and lack of fluency in algebraic problem solving skills when utilizing formulas	Develop a computer lab schedule to increase utilization of Computer Assisted Programs (CAP) in order to provide differentiated learning opportunities focused on the developing spatial orientation skills and use algebraic problem solving processes; incorporate real world applications of geometric problem solving; implement a consistent problem solving, with an emphasis on vocabulary development, protocol to ensure a problem solving standard.	Grade Level Chair	Ongoing classroom assignments and assessments that target application of mathematics topic of instruction; incorporate on-going review and remediation of deficient materials identified using Formative assessments. Focused walkthroughs, data review and discussion with Math teachers by administration	Formative: Topic Assessments through Edusoft; District Interim Assessments; Student authentic work. Summative: Results from 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 result of the 2010-2011 FCAT Mathematics Test indicates that 60% (73) of students in the Students With Disabilities subgroup achieved proficiency. Our goal for the 2011-2012 school year is to provide appropriate interventions, remediation and enrichment opportunities in order to increase the percentage of students in the Students With Disabilities subgroup proficiency by 4 percentage points to 64% (77).
2012 Current Level of Performance:	2013 Expected Level of Performance:
60% (73)	64% (77)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	On the 2011-2012 FCAT Mathematics Test, the percent proficiency of the Students With Disabilities subgroup is 44%.	Identify lowest performing students with disabilities in grades 3-8 based on instructional needs. Develop departmental guidelines for student learning notebooks in Mathematics. Provide students the opportunity to develop quick recall of addition,	MTSS Team Grade Level/Department Chairpersons	Review assessments and differentiate instruction based on results. Focused classroom walkthroughs, evidence of mathematics fact focus, learning notebooks, and print rich classrooms. Small group instruction with inclusion teacher will keep core teacher	Formative: Mini Benchmark Assessments, District interim data reports, Student authentic work, District Interim Assessments Summative: Results from 2013 FCAT Mathematics

1		subtraction, multiplication, and division facts. Ongoing development of print rich mathematics classrooms. Implement a rotation schedule for small group instruction during the intervention & mathematics block with inclusion teacher tailoring instruction to deficiencies and utilizing manipulatives to develop understanding of concepts.		abreast of student's strengths and weaknesses. Data generated from computer programs will assist teachers in adjusting deficiency focus. Ongoing formative and summative evaluations.	Assessment Student Assessment Progress Reports generated from walkthroughs as well as Inclusion teacher's findings.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	The results of the 2011-2012 FCAT Mathematical Test indicates that 68% of students in the Economically Disadvantaged subgroup achieved proficiency. Our goal for the 2012-2013 school year is to increase student proficiency by 2 percentage points to 70% by providing appropriate intervention, remediation, and enrichment opportunities in order to increase the percentage of students in the economically disadvantaged subgroup.
2012 Current Level of Performance:	2013 Expected Level of Performance:
68%(381)	70%(392)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Mathematics Test in grades 3-5 was: Number: Operations, Problems, and Statistics in grade 3, and Geometry/Measurement in grade 4 and 5.	Teacher Training to increase knowledge base in deficient areas and assist in the implementation of hands-on lessons utilizing manipulatives to introduce concepts through discovery and demonstrate understanding of concepts taught. Differentiate instruction for students.	MTSS Team Grade level Department Chair.	Review assessment and differentiate instruction based on results. Focused classroom walkthroughs, evidence of Mathematic fact focus, learning notebooks, and print rich classrooms. Provide time during grade level and department meetings to share best practices and reflect on additional needs	Formative: Mini Benchmark Assessments, District interim data reports, Student authentic work, District Interim Assessments Summative: Results from 2013 FCAT Mathematics Assessment

End of Elementary School Mathematics Goals

Middle School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	The result of the 2012-2013 FCAT Mathematics Test indicates that 31% (326) of students achieved level 3 proficiency. Our goal for the 2012-2013 school year is to increase level 3 student proficiency by 2 percentage points to 33% (344).
2012 Current Level of Performance:	2013 Expected Level of Performance:
31%(326)	33%(344)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Mathematics Test in grades 6 through 8 was Geometry/Measurement in grade 6, Ratios/Proportional Relationships in grade 7, and Expressions, Equations & Functions in grade 8.	Teacher Training to increase knowledge base in deficient areas and assist in the implementation of hands-on lessons utilizing manipulatives to introduce concepts through discovery and demonstrate understanding of concepts taught. Determine instructional needs by reviewing assessment data and provide teacher training in analyzing data. Allow for planning time amongst grade level and departments to plan differentiated instruction /intervention within the mathematics blocks. White Board Configuration including objectives, essential questions, “Do Now’s”, agenda, and home learning assignments. Differentiate instruction based on results. Provide time during grade level & department meetings to share best practices and reflect on additional needs.	MTSS Team Grade Level/Department Chairpersons	Conduct Mini Benchmark Assessments and review data to ensure progress. Ongoing formative and summative evaluations	Formative: Mini Benchmark Assessments, District interim data reports, Student authentic work, District Interim Assessments Summative: Results from 2013 FCAT Mathematics Assessment Student Assessment Progress Reports generated from walkthroughs.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics 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 mathematics. Mathematics Goal #2a:	
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
1	The area of deficiency as noted on the 2012 administration of the FCAT Mathematics Test in grades 6 through 8 was Geometry/Measurement in grade 6, Ratios/Proportional Relationships in grade 7, and Expressions, Equations & Functions in grade 8.	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. Provide time during grade level & department meetings to share best practices and reflect on additional needs. Utilize technology, calculators, and online resources to promote authentic and rigorous student achievement. Weekly Sunshine Math Superstar problems to promote higher order inquiry based problem solving. White Board Configuration including objectives, essential questions, “Do Now’s”, agenda, and homelearning Assignments	MTSS Team Grade Level/Department Chairpersons	Conduct Mini Benchmark Assessments and review data to ensure progress. Ongoing formative and summative evaluations	Formative: Mini Benchmark Assessments, District interim data reports, Student authentic work, District Interim Assessments Summative: Sunshine Math Superstar Competition, Results from 2013 FCAT Mathematics Assessment Student Assessment Progress Reports generated from walkthroughs.

2	The area of deficiency as noted on the 2012 administration of the FCAT Mathematics Test in grades 6 through 8 was Geometry/Measurement in grade 6, Ratios/Proportional Relationships in grade 7, and Expressions, Equations & Functions in grade 8.	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. Provide time during grade level & department meetings to share best practices and reflect on additional needs. Utilize technology, calculators, and online resources to promote authentic and rigorous student achievement. Weekly Sunshine Math Superstar problems to promote higher order inquiry based problem solving. White Board Configuration including objectives, essential questions, “Do Now’s”, agenda, and homelearning Assignments	MTSS Team Grade Level/Department Chairpersons	Conduct Mini Benchmark Assessments and review data to ensure progress. Ongoing formative and summative evaluations	Formative: Mini Benchmark Assessments, District interim data reports, Student authentic work, District Interim Assessments Summative: Sunshine Math Superstar Competition, Results from 2013 FCAT Mathematics Assessment Student Assessment Progress Reports generated from walkthroughs.
3	The area of deficiency as noted on the 2012 administration of the FCAT Mathematics Test in grades 6 through 8 was Geometry/Measurement in grade 6, Ratios/Proportional Relationships in grade 7, and Expressions, Equations & Functions in grade 8.	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. Provide time during grade level & department meetings to share best practices and reflect on additional needs. Utilize technology, calculators, and online resources to promote authentic and rigorous student achievement. Weekly Sunshine Math Superstar problems to promote higher order inquiry based problem solving. White Board Configuration including objectives, essential questions, “Do Now’s”, agenda, and homelearning Assignments	MTSS Team Grade Level/Department Chairpersons	Conduct Mini Benchmark Assessments and review data to ensure progress. Ongoing formative and summative evaluations	Formative: Mini Benchmark Assessments, District interim data reports, Student authentic work, District Interim Assessments Summative: Sunshine Math Superstar Competition, Results from 2013 FCAT Mathematics Assessment Student Assessment Progress Reports generated from walkthroughs.
	The area of deficiency as noted on the 2012	Students will be given the opportunities to	MTSS Team Grade	Conduct Mini Benchmark Assessments and review	Formative: Mini Benchmark

4	administration of the FCAT Mathematics Test in grades 6 through 8 was Geometry/Measurement in grade 6, Ratios/Proportional Relationships in grade 7, and Expressions, Equations & Functions in grade 8.	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. Provide time during grade level & department meetings to share best practices and reflect on additional needs. Utilize technology, calculators, and online resources to promote authentic and rigorous student achievement. Weekly Sunshine Math Superstar problems to promote higher order inquiry based problem solving. White Board Configuration including objectives, essential questions, “Do Now’s”, agenda, and homelearning Assignments	Level/Department Chairpersons	data to ensure progress. Ongoing formative and summative evaluations	Assessments, District interim data reports, Student authentic work, District Interim Assessments Summative: Sunshine Math Superstar Competition, Results from 2013 FCAT Mathematics Assessment Student Assessment Progress Reports generated from walkthroughs.
5	The area of deficiency as noted on the 2012 administration of the FCAT Mathematics Test in grades 6 through 8 was Geometry/Measurement in grade 6, Ratios/Proportional Relationships in grade 7, and Expressions, Equations & Functions in grade 8.	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. Provide time during grade level & department meetings to share best practices and reflect on additional needs. Utilize technology, calculators, and online resources to promote authentic and rigorous student achievement. Weekly Sunshine Math Superstar problems to promote higher order inquiry based problem solving. White Board Configuration including objectives, essential questions, “Do Now’s”, agenda, and homelearning Assignments	MTSS Team Grade Level/Department Chairpersons	Conduct Mini Benchmark Assessments and review data to ensure progress. Ongoing formative and summative evaluations	Formative: Mini Benchmark Assessments, District interim data reports, Student authentic work, District Interim Assessments Summative: Sunshine Math Superstar Competition, Results from 2013 FCAT Mathematics Assessment Student Assessment Progress Reports generated from walkthroughs.

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	The result of the 2011-2012 FCAT Mathematics Test indicates that 79% (671) 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 84% (713).
2012 Current Level of Performance:	2013 Expected Level of Performance:
79% (671)	84% (713)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Mathematics Test was Geometry/Measurement in 6th grade and Ratios/Proportional Relationships in 7th grade.	Identify lowest performing students in grades 6-8 based on instructional needs. Develop departmental guidelines for student learning notebooks in Mathematics. Provide time during grade level & department meetings to share best practices and reflect on additional needs. Differentiate instruction based on results. Provide students the opportunity to develop quick recall of addition, subtraction, multiplication, and division facts.	MTSS Team Grade Level/Department Chairpersons	Conduct Mini Benchmark Assessments and review data to ensure progress. Ongoing formative and summative evaluations	Formative: Mini Benchmark Assessments, District interim data reports, Student authentic work, District Interim Assessments Summative: Results from 2013 FCAT Mathematics Assessment Student Assessment Progress Reports generated from walkthroughs.

		Ongoing development of print rich mathematics classrooms. Infuse technology with instruction to assist students with organizing and visualizing mathematics concepts.			

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:	
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:	
4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	The result of the 2011-2012 FCAT Mathematics Test indicates that 78% (179) 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 in the lowest 25% making learning gains by 5 percentage points to 83% (191).
2012 Current Level of Performance:	2013 Expected Level of Performance:
78% (179)	83% (191).

Problem-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 area of deficiency as noted on the 2012 administration of the FCAT Mathematics Test was Geometry/Measurement in 6th grade and Ratios/Proportional Relationships in 7th grade.	Identify lowest performing students in grades 6-8 based on instructional needs. Develop departmental guidelines for student learning notebooks in Mathematics.	MTSS Team Grade Level/Department Chairpersons	Review assessments and differentiate instruction based on results. Focused classroom walkthroughs, evidence of mathematics fact focus, learning notebooks, and print rich classrooms.	Formative: Mini Benchmark Assessments, District interim data reports, Student authentic work, District Interim Assessments

1		Provide students the opportunity to develop quick recall of addition, subtraction, multiplication, and division facts. Ongoing development of print rich mathematics classrooms. Implement a rotation schedule for small group instruction during the intervention mathematics block tailoring instruction to deficiencies and utilizing manipulatives to develop understanding of concepts. Infuse technology (VMATH and Brainpop) with instruction to assist students with organizing and visualizing mathematics concepts. Tutoring sessions before or after school correlating instruction to deficiencies.		Data generated from computer programs will assist teachers in adjusting deficiency focus. Ongoing formative and summative evaluations.	Summative: Results from 2013 FCAT Mathematics Assessment Student Assessment Progress Reports generated from walkthroughs.

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Middle School Mathematics Goal # 5A : In six years our school will reduce the achievement gap by 50%.

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	74	77	79	81	84	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	Our goal for the 2012-2013 school year is to provide appropriate interventions, remediation and enrichment opportunities in order to increase proficiency of the students in this subgroup.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White:77% (110) Black:72%(31) Hispanic:74% (606) Asian:97%(29) American Indian:NA	White:83%(119) Black:74%(32) Hispanic:76% (622) Asian:97%(29) 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	The area of deficiency for Black and Hispanic students as noted on the 2012 FCAT 2.0 Mathematics Test was in the content area of Geometry and Measurement. This deficit was due limited spatial orientation skills and lack of fluency in algebraic problem solving skills when utilizing formulas	Develop a computer lab schedule to increase utilization of Computer Assisted Programs (CAP). in order to provide differentiated learning opportunities focused on the developing spatial orientation skills and use algebraic problem solving processes; incorporate real world applications of geometric problem solving; implement a consistent problem solving	Grade Level chair	Ongoing classroom assignments and assessments that target application of topic of instruction. Adjust instruction as needed to ensure adequate progress. Incorporate on-going review and remediation of deficient materials identified from assessments as deficient. Focused walkthroughs, data review and discussion with Math teachers by administration.	Formative: Topic Assessments through Edusoft; District Interim Assessments; Student authentic work. Summative: Results from 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:	Our goal for the 2012-2013 school year is to provide appropriate interventions, remediation and enrichment opportunities in order to increase proficiency of the students in this subgroup.
2012 Current Level of Performance:	2013 Expected Level of Performance:
62%(42)	64%(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	The area of deficiency for English Language Learners as noted on the 2012 FCAT 2.0 Mathematics Test was in the content area of Geometry and Measurement. This deficit was due limited spatial orientation skills and lack of fluency in algebraic problem solving skills when utilizing formulas	Develop a computer lab schedule to increase utilization of Computer Assisted Programs (CAP) in order to provide differentiated learning opportunities focused on the developing spatial orientation skills and use algebraic problem solving processes; incorporate real world applications of geometric problem solving; implement a consistent problem solving, with an emphasis on vocabulary development, protocol to ensure a problem solving standard.	Grade Level Chair	Ongoing classroom assignments and assessments that target application of mathematics topic of instruction; incorporate on-going review and remediation of deficient materials identified using Formative assessments. Focused walkthroughs, data review and discussion with Math teachers by administration	Formative: Topic Assessments through Edusoft; District Interim Assessments; Student authentic work. Summative: Results from 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 result of the 2011-2012 FCAT Mathematics Test indicates that #% (#) of students in the Students With Disabilities subgroup achieved proficiency. 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 in the Students
2012 Current Level of Performance:	2013 Expected Level of Performance:

44%(50)	55%(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
1	The area of deficiency as noted on the 2012 administration of the FCAT Mathematics Test was Geometry/Measurement in 6th grade and Ratios/Proportional Relationships in 7th grade.	Identify lowest performing students with disabilities in grades 6-8 based on instructional needs. Develop departmental guidelines for student learning notebooks in Mathematics. Provide students the opportunity to develop quick recall of addition, subtraction, multiplication, and division facts. Ongoing development of print rich mathematics classrooms. Implement a rotation schedule for small group instruction during the intervention & mathematics block with inclusion teacher tailoring instruction to deficiencies and utilizing manipulatives to develop understanding of concepts. Infuse technology (VMATH & Brainpop) with instruction to assist students with organizing and visualizing mathematics concepts. Tutoring sessions before or after school for Students With Disabilities correlating instruction to deficiencies.	MTSS Team Grade Level/Department Chairpersons.	Review assessments and differentiate instruction based on results. Focused classroom walkthroughs, evidence of mathematics fact focus, learning notebooks, and print rich classrooms. Small group instruction with inclusion teacher will keep core teacher abreast of student's strengths and weaknesses. Data generated from computer programs will assist teachers in adjusting deficiency focus. Ongoing formative and summative evaluations.	Formative: Mini Benchmark Assessments, District interim data reports, Student authentic work, District Interim Assessments Summative: Results from 2013 FCAT Mathematics Assessment Student Assessment Progress Reports generated from walkthroughs as well as Inclusion teacher's findings.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	The results of the 2011-2012 FCAT Mathematical Test indicates that #% of students in the Economically Disadvantaged subgroup achieved proficiency. Our goal for the 2012-2013 school year is to increase student proficiency by 2 percentage points to 70% by providing appropriate intervention, remediation, and enrichment opportunities in order to increase the percentage of students in the economically disadvantaged subgroup.
2012 Current Level of Performance:	2013 Expected Level of Performance:

68%(381)	70%(392)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Mathematics Test in grades 6 through 8 was Geometry/Measurement in grades 6 and 7, Equations and Functions in grade 8.	Teacher Training to increase knowledge base in deficient areas and assist in the implementation of hands-on lessons utilizing manipulatives to introduce concepts through discovery and demonstrate understanding of concepts taught. Differentiate instruction for students.	MTSS Team Grade level Department Chair	Review assessment and differentiate instruction based on results. Focused classroom walkthroughs, evidence of Mathematic fact focus, learning notebooks, and print rich classrooms. Provide time during grade level and department meetings to share best practices and reflect on additional needs.	Formative: Mini Benchmark Assessments, District interim data reports, Student authentic work, District Interim Assessments Summative: Results from 2013 FCAT Mathematics Assessment

End of Middle School Mathematics Goals

Algebra End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	The results of the 2012 Algebra 1 EOC assessment indicated that 26% (11) of students scored in the upper third (Levels 3-5). Our goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency (Levels 3-5) by 5 percentage points to 31% (13).
2012 Current Level of Performance:	2013 Expected Level of Performance:
26%(11)	31%(13)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	According to the results of the 2012 Algebra 1 EOC assessment, the area of greatest difficulty for students was Rationals, Radicals, Quadratics and discrete math	Allow for vertical collaborate chats between Algebra teachers to discuss instructional strategies and content. Construct ion of lesson design, which focuses on Engagement, Exploration, Explanation, Evaluation, and Extension. Provide time during grade level and	Administrators Department Head	Focused classroom walkthroughs, evidence of mathematics fact focus and print rich classrooms. Provide time during grade level and department meetings to share best practices and reflect on additional needs. Review assessment and differentiated instruction based on	Formative: Mini Benchmark Assessments, District interim data reports, Student authentic work, District Interim Assessments Summative: Results from 2013 FCAT Mathematics Assessment

		department meetings to share best practices and reflect on additional needs. Tutoring sessions before or after school for students with difficulties. Differentiated instruction.		results.	Student Assessment Progress Reports generated from walkthroughs.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	Our goal for the 2012-2013 school year is to increase the percentage of student achieving high proficiency (levels 4-5) by 2 percentage points to 66% (28)
2012 Current Level of Performance:	2013 Expected Level of Performance:
64%(27)	66%(28)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	According to the results of the 2012 Algebra 1 EOC assessment, the area of greatest difficulty for students was Rationals, Radicals, Quadratics and discrete math.	Allow for vertical collaborate chats between Algebra teachers to discuss instructional strategies and content. Construct ion of lesson design, which focuses on Engagement, Exploration, Explanation, Evaluation, and Extension. Provide time during grade level and department meetings to share best practices and reflect on additional needs. Tutoring sessions before or after school for students with difficulties. Differentiated instruction.	Administrators Department Head	Focused classroom walkthroughs, evidence of mathematics fact focus and print rich classrooms. Provide time during grade level and department meetings to share best practices and reflect on additional needs. Review assessment and differentiated instruction based on results.	Formative: Mini Benchmark Assessments, District interim data reports, Student authentic work, District Interim Assessments Summative: Results from 2013 FCAT Mathematics Assessment Student Assessment Progress Reports generated from walkthroughs.

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:	The results of the 2012 Geometry EOC assessment indicated that 7% (1) of students scored in the upper third.
2012 Current Level of Performance:	2013 Expected Level of Performance:
7% (1)	7% (1)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	According to the results of the 2012 Geometry EOC assessment, the area of greatest difficulty for students was Trigonometry and Discrete Mathematics.	Allow for vertical collaborate chats between Geometry teachers to discuss instructional strategies and content. Construct ion of lesson design, which focuses on Engagement, Exploration, Explanation, Evaluation, and Extension. Provide time during grade level and department meetings to share best practices and reflect on additional needs. Tutoring sessions before or after school for students with difficulties. Differentiated instruction.	Administrators Departments Heads	Focused classroom walkthroughs, evidence of mathematics fact focus and print rich classrooms. Provide time during grade level and department meetings to share best practices and reflect on additional needs. Review assessment and differentiated instruction based on results.	Formative: Mini Benchmark Assessments, District interim data reports, Student authentic work, District Interim Assessments Summative: Results from 2013 FCAT Mathematics Assessment Student Assessment Progress Reports generated from walkthroughs.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	The results of the 2012 Geometry EOC assessment indicate that 93% (14) of students scored in the upper third. Our goal for the 2012-2013 school year is to maintain the percentage of students scoring in the upper third (Levels 4-5).
2012 Current Level of Performance:	2013 Expected Level of Performance:
93% (14)	93% (14)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	According to the results	Allow for vertical	Administrators	Focused classroom	Formative:

1	of the 2012 Geometry EOC assessment, the area of greatest difficulty for students was Trigonometry and Discrete Mathematics.	collaborate chats between Geometry teachers to discuss instructional strategies and content. Construct ion of lesson design, which focuses on Engagement, Exploration, Explanation, Evaluation, and Extension. Provide time during grade level and department meetings to share best practices and reflect on additional needs. Tutoring sessions before or after school for students with difficulties. Differentiated instruction.	Departments Heads	walkthroughs, evidence of mathematics fact focus and print rich classrooms. Provide time during grade level and department meetings to share best practices and reflect on additional needs. Review assessment and differentiated instruction based on results.	Mini Benchmark Assessments, District interim data reports, Student authentic work, District Interim Assessments Summative: Results from 2013 FCAT Mathematics Assessment Student Assessment Progress Reports generated from walkthroughs.

End of Geometry EOC Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Best Practices	K-8 Mathematics	Assistant Principal	K-8 Teachers	October 26, 2012	Student work folders	Assistant Principal
Differentiated Instruction during the Mathematics Instruction Block	K-5 Mathematics	Administrators	K-5 Teachers	October 26, 2012	Mathematics small-group schedule	Administrators

Mathematics Budget:

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

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

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	The result of the 2012 FCAT Science Test indicates that 30 % (107) of students achieved an FCAT level 3 proficiency. Our goal for the 2012-2013 school year is to increase level 3 student proficiency by 4 percentage points to 34% (119).
2012 Current Level of Performance:	2013 Expected Level of Performance:
30 % (107)	34% (119)

Problem-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 as noted on the 2012 administration of the FCAT Science Test were Science Vocabulary, Scientific Process Skills, Physical & Chemical Science in grades 5 & 8.	Provide students the opportunity to participate in hands on essential labs biweekly based on specific content objectives. Allow for vertical collaborative chats between grades K-5 and 6-8 to discuss instructional strategies and content, based on specific content objectives. Construction of lesson design, which focuses on Engagement, Exploration, Explanation, Evaluation, and Extension. Differentiate instruction based on results. Provide time during grade level & department meetings to share best practices and reflect on ideas and additional needs.	MTSS Team Principal, Assistant Principal, Grade Level/Department Chairpersons	Conduct weekly Assessments and/or Mini Benchmark Assessments and review data to ensure progress. Ongoing formative and summative evaluations. Focused classroom walkthroughs provide evidence of biweekly essential labs, learning notebooks, and print rich classrooms.	Formative: Mini Benchmark Assessments, District interim data reports, Computer program reports, Student authentic work. Summative: Results from 2013 FCAT Science Assessment Teacher generated assessments correlating to benchmarks/ standards.

		Use of multiple media (demonstrations, oral, graphics, written, technology & hands on collaboration) to reach a wide range of learning styles during delivery of content. Development of hands on inquiry based activities that allow for testing of hypothesis, data analysis, applications, explanation of variables, and infuse scientific literacy. Infuse technology (FCAT Explorer, FCAT Focus, Discovery & Gizmo's) with instruction to assist students with understanding, organizing, and visualizing abstract scientific concepts and virtual labs			

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:	The result of the 2012 FCAT Science Test indicates that 20% (69) of students achieved an FCAT level 4 & 5 proficiency. Our goal for the 2012-2013 school year is to increase level 4 & 5 student proficiency by 1 percentage point to 21% (74).
2012 Current Level of Performance:	2013 Expected Level of Performance:
20% (69)	21% (74).

Problem-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 as noted on the 2012 administration of the FCAT Science Test were Science Vocabulary, Scientific Process Skills, and Physical & Chemical Science in grades 5 & 8.	Provide students the opportunity to participate in hands on essential labs biweekly incorporating higher order thinking strategies based on specific content objectives. Differentiate instruction based on results. Provide time during grade level & department meetings to share best practices and reflect on ideas and additional needs. Allow for vertical collaborative chats between grades K-5 and 6-8 to discuss instructional strategies and content based on specific content objectives. Construction of lesson design, which focuses on Engagement, Exploration, Explanation, Evaluation, and Extension. Use of multiple media (demonstrations, oral, graphics, written, technology & hands on collaboration) in order to promote critical thinking skills. Development of hands on inquiry based activities that allow for testing of hypothesis, data analysis, applications, and explanation of variables to infuse scientific literacy. Instill technology (FCAT Explorer, FCAT Focus, and Discovery & Gizmo's) with instruction to assist students with understanding, organizing, and visualizing abstract scientific concepts and virtual labs. Encourage students to	MTSS Team Principal, Assistant Principal, Grade Level/Department Chairpersons	Conduct weekly Assessments and/or Mini Benchmark Assessments and review data to ensure progress. Ongoing formative and summative evaluations. Focused classroom walkthroughs provide evidence of weekly essential labs, learning notebooks, and print rich classrooms.	Formative: Weekly Mini Benchmark Assessments, District Interim Data reports, Computer program reports, Student authentic work, School developed rubrics. Summative: Results from 2013 FCAT Science Assessment Teacher generated assessments correlating to benchmarks/ standards. Reports generated from walkthroughs

		participate in independent experimental projects and competitions. Utilize rubrics for peer evaluation to support critical thinking skills.			

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:	
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
Common Core Standards	K-8 Science	TBA	Science Teachers	Nov. 6, 2012	Implementation of common Core Standards	Administration

Science Budget:

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

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

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	The results of the 2012 FCAT Writing Test indicate that 81% (273)of students scored level 4.0 or higher. Our goal for the 2012-2013 school year is to maintain the percentage of students scoring level 4 or higher from 81% (273) to 83% (280).
2012 Current Level of Performance:	2013 Expected Level of Performance:
81% (273)	83% (280).

Problem-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 as noted on the 2012 administration of the FCAT Writing were conventions and elaboration in the area of narrative/persuasive essays that include a topic sentence, supporting details, and relevant information	Students in grades 6-8 will be asked to revise for clarity of content, organization, and word choice. Incorporate a selection of sentence variety and sentence combining activities. Conduct peer sharing and editing, as well as student-teacher writing conferences using editor's checklist. Improve connections between main ideas and details by changing words and adding transitional words to clarify meaning or to add interest. Improve drafts by using word lists/categories, peer and teacher review, checklists, rubrics, anchor papers	Principal Literacy Leadership Team	Leadership team meets with writing committee on a monthly basis to monitor students' progress and the effective implementation of writing instruction	Principal, Assistant Principals

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:	
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
Six Traits of Writing	3-8	Assistant Principals	Grade 3 – 8 teachers	November 6, 2012	Leadership team meets with writing committee on a monthly basis to monitor students' progress and the effective implementation of writing instruction	Principal, Assistant Principals

Writing Budget:

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

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

End of Writing Goals

Civics End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Civics. Civics Goal #1:	Student weaknesses are evident in content specific vocabulary taught in civics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0%	10%(7)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student weaknesses are evident in content specific vocabulary taught in civics.	Provide classroom activities which help students develop an understanding of the content specific vocabulary taught in civics	MTSS Team and Grade Level Chairperson	Conduct Mini Benchmark Assessments and review data to ensure progress. Ongoing formative and summative evaluations.	Spring Post Test

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Civics. Civics Goal #2:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
0%	10%(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	Students are unfamiliar with graphs, charts, maps, timelines, political cartoons and other graphic representation.	Provide opportunities for students to strengthen their abilities to read and interpret graphs, charts, maps, timelines,	MTSS Team and Grade Level Chairperson	Conduct Mini Benchmark Assessments and review data to ensure progress.	Spring Post Test

		political cartoons and other graphic representation.		Ongoing formative and summative evaluations.	

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

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

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

Civics Budget:

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

End of Civics Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to “Guiding Questions”, identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	Our goal for this year is to increase attendance to 97.12% (1538) by minimizing absences due to illnesses and truancy, and to create a climate in our school where parents, students, and faculty feel welcomed and appreciated.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:

96.62% (1530)	97.12%(1538)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
290	276
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
280	266

Problem-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	Truancy issues have been attributed to unstable living conditions such as, students living with grandparents and change of school hour. Parents are not used to the change of school hours.	Identify and refer students who may be developing a pattern of nonattendance to the Truancy Child Study Team (TCST) for intervention services. * MDCPS Truancy Intervention Program Inform parents of the new start time through CoNect Ed, and school web site.	Assistant Principals, Counselors	Weekly updates to Administration by the TCST and to entire faculty during faculty meetings.	TCST logs and attendance rosters

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

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	Our goal for the 2012-2013 school year is to decrease the total number of suspensions by 10%
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
52	47
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
42	38
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
20	18
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
19	17

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Our goal for the 2012-2013 school year is to decrease the total	Utilize the Student code of Conduct by providing incentives for	Principal, Assistant Principals,	Monitor SPOT Success report by grade level and monitor COGNOS	Participation Log for students who are recognized for

1	number of suspensions by 10%	compliance through the use of Elementary & Secondary – SPOT Success Recognition Program. Participate in the DO The Right Thing Student Recognition Program.	Counselors Counselors, teachers	report on student outdoor or suspension rates. Solicit teacher nomination for the Do The Right Thing Student Recognition Program and manage nomination forms.	complying with the Student Code of Conduct along with the monthly COGNOS suspension report. Participation log monitored by school counselors

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						

Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to “Guiding Questions”, identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	Our goal for the 2011-2012 school year is to increase the percentage of ELL parents participating in school wide activities.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
82% (123)	92% (138)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Lack of participation in school wide activities by parents of English Language Learners (ELL).	1.1. Invite students, teachers, and families to participate in workshops and presentations hosted by the Bilingual Parent Outreach Program (BPOP).	1.1. Assistant Principal	1.1. Review sign-in sheets and logs to determine the number of limited English proficient parents attending school or community events.	1.1. Sign-in Sheet
2	Parents need updated information about reading strategies, state testing requirements, grade level assessments, test preparation information, and educational resources.	Disseminate information through the use of ConnectEd telephone and e-mail messages, school portal, online newsletter, flyers, and electronic marquee.	Assistant Principal	Review sign-in sheets and logs for participation.	Sign-in sheets/ Telephone logs

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

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

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

Parent Involvement Budget:

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

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

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 for 2012-2013 is to increase student knowledge of technology devices and their uses for research.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student knowledge of the use of technological devices for research is limited.	Incorporating the use of probe-ware and graphing calculators in mathematics And science at the middle school level. Student participation in the Science Fair	Mathematics and Science department chairs.	Ongoing classroom projects and assignments that target application and correct use of probe-ware.	Class assessments and student authentic work. Completed and submitted Science fair projects.

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

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

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

No Data Submitted

STEM Budget:

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

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. CTE CTE Goal #1:	Increase student enrollment in middle school CTE courses by 5%.

Problem-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	Curriculum is not aligned to career theme across all disciplines.	Provide opportunities for CTE and academic teachers to develop and implement integrated curriculum.	APC	Student work and artifacts	Evaluation of CTE student competition projects

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

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

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

CTE Budget:

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

End of CTE Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Hourly personnel to provide intensive services to struggling students.	School based intervention materials.	EESAC	$7,200.00
				Subtotal: $7,200.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00
				Grand Total: $7,200.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

Priority	Focus	Prevent	NA
☐	☐	☐	☒

Are you a reward school: ☒ Yes ☐ No

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

No Attachment (Uploaded on 10/12/2012)

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
Tutoring and interventions	$7,200.00

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

The ESSAC addresses school concerns such as safety, instructional materials and supplies.

Reaches out to community to obtain more Dade-partners.
Provides support for the planning of PTSA supported events.
Assist the school to create and analyze school climate surveys for parents and students.

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 DEVON AIRE K-8 CENTER 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	85%	85%	86%	66%	322	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	69%	74%			143	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?	66% (YES)	72% (YES)			138	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					603	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Dade School District DEVON AIRE K-8 CENTER 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	85%	86%	93%	55%	319	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	70%	71%			141	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	62% (YES)	67% (YES)			129	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					589	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested