FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: MERRICK EDUCATIONAL CENTER

District Name: Dade

Principal: Deborah C. Wehking

SAC Chair: Maria Revoredo

Superintendent: Alberto M. Carvalho

Date of School Board Approval: pending

Last Modified on: 10/26/2012

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	Ms. Deborah C. Wehking	Masters Degree in Educational Leadership Bachelors Degree in Varying Exceptionalities Certification in Ed Leadership and Varying Exceptionalities	6	10	School Grades Pending N/A I C AMO: ¬¬ High Standards Rdg 23 N/A 54 40 High Standards – Math 15 N/A 34 25 Lrng Gains-Rdg- 43 N/A 32 40 Lrng Gains-Math -33 N/A 32 57 Lowest 25% Lrng Gains-Rdg- 43 N/A 67 58 Lowest 25% Lrng Gains-Math –33 N/A 58 60
Assis Principal	Alex Sardinas	Masters in Special Education Bachelors in Mathematics Certified in Ed Leadership, Math 6 – 12, Varying	11	11	School Grades Pending N/A I C AMO: ¬¬ High Standards Rdg 23 N/A 54 40 High Standards – Math 15 N/A 34 25 Lrng Gains-Rdg- 43 N/A 32 40 Lrng Gains-Math -33 N/A 32 57 Lowest 25% Lrng Gains-Rdg- 43 N/A

		Exceptionalities			
Assis Principal	Nelida Martinez	Masters Degree in Emotionally Handicapped Bachelors Degree in Elementary Ed Certified in Ed Leadership, E.H., Elementary Ed	9	9	School Grades Pending N/A I C AMO: ¬ ¬ High Standards Rdg 23 N/A 54 40 High Standards – Math 15 N/A 34 25 Lrng Gains-Rdg- 43 N/A 32 40 Lrng Gains-Math -33 N/A 32 57 Lowest 25% Lrng Gains-Rdg- 43 N/A
Principal					
Principal					
Principal					

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)
Reaching Coach	Sue Weber	Masters Degree in Diagnostic Teaching Bachelors Degree in Elementary Education Certified in: Elementary Ed, Emotionally Handicapped, ESOL, Mentally Handicapped, Physically Impaired, Reading Endorsement	30	9	School Grades Pending N/A I C AMO: ¬ ¬ High Standards Rdg 23 N/A 54 40 High Standards – Math 15 N/A 34 25 Lrng Gains-Rdg- 43 N/A 32 40 Lrng Gains-Math -33 N/A 32 57 Lowest 25% Lrng Gains-Rdg- 43 N/A

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Soliciting referrals from current employees	Principal	N/A	All teaching positions are currently filled
2	2. Regular meetings of teacher new to Merrick with Principal	Principal	N/A	Currently there are no new teachers
3	3. Mentoring new teachers	Assistant Principal	N/A	Currently there are no new teachers
4				

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
5% (3)	1. Encourage teachers to prepare to take and pass appropriate certification exams.

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
60	3.3%(2)	10.0%(6)	38.3%(23)	48.3%(29)	53.3%(32)	100.0%(60)	5.0%(3)	0.0%(0)	38.3%(23)

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
Vivian Sueiras	Yasmine Kraziem	Both are Itinerant Hospital/Homebound Students	Frequent face to face meetings to provide guidance and monitor progress

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

Not Applicable

Title I, Part C- Migrant

Not Applicable

Title I, Part D

Not Applicable

Title II

Not Applicable

Title III

Not Applicable

Title X- Homeless

Not Applicable

Supplemental Academic Instruction (SAI)

Not Applicable

Violence Prevention Programs

Not Applicable

Nutrition Programs

Not Applicable

Housing Programs

Not Applicable

Head Start

Not Applicable

Adult Education

Not Applicable

Career and Technical Education

Not Applicable

Job Training

Not Applicable

Other

Not Applicable

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 MTSS/RtI leadership team.
At Merrick Educational Center, almost all students are placed as Students with Disabilities (SWD) before enrollment at Merrick. The only general education students are those enrolled in the Alternative Telecommunications Program (ATC); usually fewer than 30 students. However, a significant portion of students who are enrolled in the Homebound/Hospitalized Instructional Program (HHIP) do not have any exceptionality other than “Homebound.” These students all access the general curriculum. Some of the homebound-only students require evaluation for possible placement in an additional SWD exceptionality. For this reason, MTSS/RtI is useful for homebound students even though they are already placed as SWD (Homebound) students. MTSS/RtI is also useful for ATC students. The Merrick MTSS/RtI Team is an extension of the school’s Leadership Team, strategically integrated in order to support the administration through the process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well being, and prevention of student failure through early intervention.

1. 1. MTSS/RtI leadership is vital, therefore, in building our team we have included the following:

• Administrator(s) who will ensure commitment and allocate resources;

• Teacher(s) and a Reading Coach who share the common goal of improving instruction for all students; and will extend and report on meeting the goals of the leadership team at grade level, subject area, and intervention group, problem solving

• Team members who will work to build staff support, internal capacity, and sustainability over time.

2. The school’s Leadership Team will include additional personnel as resources to the team, based on specific problems or concerns as warranted, such as:
• Program specialist
• School guidance counselor
• School psychologist
• School social worker
• Member(s) of advisory group (EESAC)

• Community stakeholders.
2.
MTSS/RtI is a general education initiative in which the levels of support (resources) are allocated in direct proportion to student needs. MTSS/RtI uses increasingly more intense instruction and interventions.

The first level of support is the core instructional and behavioral methodologies, practices, and supports designed for all students in the general curriculum
The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support.
The third level of support consists of intensive instructional and/or behavioral interventions provided in addition to and in alignment with effective core instruction and the supplemental instruction and interventions with the goal of increasing an individual student's rate of progress academically and/or behaviorally.
There will be an ongoing evaluation method established for services at each tier to monitor the effectiveness of meeting school goals and student growth as measured by progress monitoring data. The MTSS/RtI four step problem-solving model will be used to plan, monitor, and revise instruction and intervention. The four steps are problem identification, problem analysis, intervention implementation, and response evaluation.

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?

Describe how the school-based MTSS/RtI leadership team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?
1. MTSS/RtI leadership team's role will be to enhance data collection, data analysis, problem solving, differentiated assistance, and progress monitoring. The MTSS/RtI team will analyze the school's data, paying special attention to the lowest 25% student population. The MTSS/RtI leadership team will identify students who are at risk of failing in the core subjects as a result of academic and/or behavioral issues. The MTSS/RtI team will use a systematic examination of available data from all teachers, and individualized supports for students to focus on deficient benchmarks and provide them with effective learning strategies. The team will also monitor the implementation of the MTSS/RtI program and provide support and/or training to those teachers who require assistance in correctly implementing the interventions.
2.
The Leadership Team will:

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

• What will all students learn (curriculum based on standards)
• How will we determine if students have made expected levels of progress towards proficiency (common assessments)
• How will we respond when grades, subject areas, or class of, or individual students have not learned? (Response to Intervention problem solving process and monitoring progress of interventions)
• How will we respond when students have learned or already know? (enrichment opportunities)
•What progress is expected in each core area?
2. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.

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

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

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

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

7. Assist with monitoring and responding to the needs of subgroups within the expectations for adequate yearly progress.

8. Monitor the fidelity of the delivery of instruction and interventions and provide levels of support and interventions to students based on data.

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?

1. The MTSS/RtI leadership team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis. When students enter after the beginning of the school year, their data will be included in the review.
2. The MTSS/RtI leadership team will monitor the fidelity of the delivery of instruction and intervention using data from instructional programs.
3. The MTSS/RtI leadership team will provide levels of support and interventions to students based on data.
4. The MTSS/RtI leadership team will consider data at the end of the year.

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.

Regular meetings of the MTSS/RtI leadership team will convene to analyze data from formal assessments (SAT 10, FCAT, EOC) and progress reports from online reading assessments (Computer-based Interim Assessments, Compass Learning, Reading Plus, Jamestown Reading Navigator, Riverdeep, FAIR) and paper-based reading assessments (interim assessments, quarterly tests, results from assessments from core Literature texts); scores from Writing (District Writing Prompts and monthly writing prompts; results from assessments from core math texts, progress reports from online math assessments (Computer-based Interim Assessments, Gizmos, Compass Learning, Pearson Success, Riverdeep) and paper-based math assessments (interim assessments, quarterly assessments), results from assessments from core science texts, progress reports from online science programs (Gizmos and Quarterly Assessments) and paper-based science assessments (Quarterly Science Assessments). Students entering the school with a Behavioral Interventional Plan (BIP) will continue to implement the BIP with follow-up feedback from the school psychologist.

This data will be used to guide instructional decisions and system procedures for all students to:
• adjust the delivery of curriculum and instruction to meet the specific needs of students
• adjust the allocation of school-based resources
• drive decisions regarding targeted professional development
• create student growth trajectories in order to identify and develop interventions

1. Managed data will include:
• FCAT
• Baseline benchmark assessment and interim assessments
• Student grades
• Pre and Post Test data from online intervention program(s)

2. Data sources and data management used to summarize data for tier 1 reading, math, science and writing will include:
• 2012 FCAT scores
• Baseline Interim Assessments
• EOC Scores
• SAT 10 scores for grades K-2
• Other formal and informal assessment data from prior schools

3..Data sources and data management used to summarize data for tier 2 reading, math, science and writing will include:
• Data and progress monitoring scores from paper-based and online intervention programs
• Pre and Post test data from paper-based and online intervention programs
• Student grades,
• Baseline and interim assessment scores
• Scores on practice writing prompts
•Scores on EOC practice tests

4..Data sources and data management used to summarize data for tier 3 reading, math, science and writing will include:
• Data and progress monitoring scores from tier 3 supplemental paper-based and online intervention programs
• Scores from Pre and Post Test data from tutoring in paper-based and/or online intervention programs
• Progress Monitoring scores from FAIR (grades K-2)

5.Data sources and data management used to summarize data for tier 1 behavior will include:
• Parent and student Agreement Contract
• ATC Policies and Procedures Contract
• Conduct and Attendance Record

6.Data sources and data management used to summarize data for tier 2 behavior will include:
• Behavior Intervention Plan (BIP)
• Functional Assessment of Behavior (FAB)
• Individual Behavior Contract
• Positive Reinforcement Chart and Point System
• Attendance and truancy records

• Conduct grades
• Truancy Meetings

7. Data sources and data management used to summarize data for tier 3 behavior will include:
• Referral to School Psychologist
• Psychological and/or Behavioral Testing
• Truancy Meetings
•Conferences with administration, teachers, students and parents

Describe the plan to train staff on MTSS.

The district professional development and support will include:
1. training for all teachers and administrators in the MTSS/RtI problem solving, data analysis process; and
2. providing support for school staff to understand basic MTSS/RtI principles and procedures;
3. Train the teachers on using the intervention programs, retrieving assessment data, and analyzing student progress reports.

At Merrick Educational Center, teachers will be encouraged to participate in online training in MTSS/RtI training provided by the state.

Describe the plan to support MTSS.

1. Effective, actively involved, and resolute leadership that frequently provides visible connections between a MTSS framework with district & school mission statements and organizational improvement efforts.

2. Alignment of policies and procedures across classroom, grade, building, district, and state levels. PLC meetings will help build this capacity.

3. Ongoing efficient facilitation and accurate use of a problem-solving process to support planning, implementing, and evaluating effectiveness of services.

4. Strong, positive, and ongoing collaborative partnerships with all stakeholders who provide education services or who otherwise would benefit from increases in student outcomes.

5. Comprehensive, efficient, and user-friendly data-systems for supporting decision-making at all levels from the individual student level up to the aggregate district level.

6. Sufficient availability of coaching supports to assist school team and staff problem-solving efforts.

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

8. Communicating outcomes with stakeholders and celebrating success frequently.

9. Facilitate professional development in the basic principles and procedures using Multi-Tiered System of Supports (MTSS) /Response to Instruction/Intervention (MTSS/RtI)

10. Understanding of problem solving and procedures of the Multi-Tiered System of Supports (MTSS) /Response to Instruction/Intervention and the implementation of the intervention programs with fidelity. This will be monitored by the administrative team by administrative visits to the homebound/hospitalized environment.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Merrick Educational Center's Literacy Leadership Team (LLT) will include:
• Principal, Ms. Deborah Wehking
• Assistant Principal, Ms. Nelida Martinez
• Assistant Principal, Mr. Alex Sardinas
• Student Services Department Chair, Mr. Ray Martinez
• Program Specialist, Ms. Ana Hernandez-Bravo
• Intellectually Disabled Department Chairman, Maria Corbin
• Reading Coach/Test Chairperson, Ms. Sue Weber

• Itinerant Teacher of Homebound, Ms. Jackie Stille
• Teleclass Teacher of Homebound, Ms. Maude Weiss

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

The principal, as the instructional leader of the school, supports literacy instruction and will promote membership on the Literacy Leadership Team by:
• holding monthly meetings at convenient times;
• providing adequate notice of meetings;
• providing time/coverage (if needed) to attend meetings;
• offering professional growth opportunities such as PLCs.

The team will meet monthly throughout the school year. The principal will cultivate the vision for increased school-wide literacy across all content areas by being an active participant in all Literacy Leadership Team meetings and activities. The principal sets the tone as the school's instructional leader, reinforcing the positive and convincing the students, parents and teachers that all children can learn and improve academically. The reading/literacy coach is vital in the process of providing job embedded professional development at the school level. During visitations, the District team will review the minutes from LLT meetings and have a dialogue with the principal regarding the meetings. The principal will provide necessary resources to the LLT. The reading coach will serve as a member of the Literacy Leadership Team. The coach will share her expertise in reading instruction, and assessment and observational data to assist the team in making instructional and programmatic decisions. The reading coach will work with the Literacy Leadership Team to guarantee fidelity of implementation of the K-12 CRRP. The reading coach will provide motivation and promote a spirit of collaboration within the Literacy Leadership Team to create a school-wide focus on literacy and reading achievement by modeling teaching strategies, conferencing with teachers and administrators; and providing professional development. The reading coach will assist teachers to access electronic sources of performance data on their current students through the teacher portal, EduSoft web-based assessment platform, Progress Monitoring and Reporting Network (PMRN) when appropriate, and Student Performance Indicators (SPI). The principal and the reading coach will conference with all teachers individually to analyze their students' data and determine strengths and weaknesses for priorities for professional development and determine intervention and support needs of students to guide instructional adjustments.

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

The major initiative of the LLT this year will be to build capacity of literacy instruction within the school across the content areas and focus on areas of literacy deficiencies across the school. Another major incentive of the LLT this year is to assist teachers with the infusion and implementation of Common Core Standards. To support students' efforts, content area teachers will be trained to use and to teach reading strategies that are effective for their subject areas. The reading coach will model lessons to demonstrate the infusion of reading in the content areas.
The LLT will focus on initiatives to ensure fidelity in the use of core, supplemental, and intervention reading programs, given the limitations resulting from the highly restrictive setting of homebound students. The LLT will determine strategies and professional development needs to provide teachers the support and resources to assist with transition of Common Core Standards with the Next Generation Sunshine State Standards (NGSSS) in grades 3-8. The LLT will monitor the implementation of Common Core Standards in grades K-2. The LLT will use research-based instructional materials and strategies to provide reading instruction across the curriculum, provide training to promote reading instruction in all of the content areas, identify students in need of iii intervention and place those students in intervention programs, as well as provide tutoring for these students, identify and implement technology resources for students to promote literacy and extend instructional time, proper placement of students in appropriate intensive reading classes, and promote effective strategies for literacy in writing. The principal and Reading Coach will monitor collection and utilization of assessment data, including progress monitoring data, District Interim Assessment data, observational data, and in-program assessment data. The principal and the reading coach will consider student assessment data, classroom observational data, the professional development listed on the teachers' IPEGS Goal Setting form, and the School Improvement Plan, when planning professional development for the school.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

N/A

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

The principal, as the school's instructional leader, will emphasize during staff and department meetings, the importance of every teacher being actively engaged in the instruction of reading. Administrators and department chairs will be cognizant of this requirement/expectation when either observing a classroom and/or reviewing lesson plans. The Principal and the Literacy Leadership Team will continue to vigorously promote literacy across the content areas by continuing to provide all teachers with professional development on research-based literacy strategies on the implementation of differentiated instruction and the MTSS/RtI model. The reading coach will be instrumental in providing reading and content teachers with resources, modeling, and coaching that will ensure that reading and writing strategies are infused in the content areas. The reading coach will also assist the team in making instructional decisions and programmatic, monitor the fidelity of the implementation of the District's CRRP (Comprehensive Research-Based Reading Plan), and continue to train teachers on the use of data to drive instruction.
District approved content area informational text may be used to instruct and reinforce reading strategies across the content areas. Utilizing diagrams, graphic organizers, etc, from content area text and materials, the teacher can assist students in making connections. Using these texts, the teacher may focus on a particular reading skill, such as reference and research or cause and effect during guided reading or Teleclass whole group instruction. Reading strategies may be taught from a book about any content area text. These texts will be on the students' independent reading levels, allowing them to freely use these resources during independent reading.

The reading coach will provide training on Text Complexity and Text Reading Efficiency. Teachers will learn key components of Text Reading Efficiency and how to administer the Text Reading Efficiency Placement Tests. The reading coach will then model and coach the teachers on modifications needed to teach Text Reading Efficiency.

Students in content area classes must receive instruction in reading strategies in order to meet the unique requirements of the individual subject area. Students must learn to read and understand expository text and to gain information from pictures, maps, charts, diagrams, and other texts. Students must be able to:
• understand the organization of their textbooks, including bold-faced type, icons, italics, etc.;
• recognize organizational patterns in text;
• understand how pictures and other graphic representations contain information that is important to understanding the text;
• understand that reading is a process and utilize appropriate reading strategies before, during, and after reading;
• know which reading strategies are appropriate to use with a particular text;
• use a variety of study and note-taking skills;
• understand vocabulary context clues provided by the author; and
• use word attack skills.
The reading coach and/or department instructional leaders will be responsible for disseminating District-wide and school-wide research-based strategies necessary to develop knowledge of instructional procedures to instructional staff across the content areas.

Content area teachers can also utilize subject level texts, as well as the content based independent reading materials to teach a wide array of informational text structures. Students should be able identify the characteristics of various text structures and text features of informational text (titles, subheadings, captions, illustrations) to:

• make and confirm predictions, and establish a purpose for reading;
• explain how the text structure impacts the meaning of the text;
• respond to, discuss and reflect on nonfiction text and how the messages in the text connect to self (personal), text to world (social connection) and text to text(a comparison of multiple texts);
• identify purpose of text features;
• read and organize the information to perform a task, make a report, follow multi-step directions, conduct an interview; and
• communicate information from report including main idea/supporting details with visual support.

The principal will provide teachers with the opportunity to participate in professional development as needed throughout the school year.
Content area teachers who are not the teacher of record for reading may document the required specific student performance data through teacher observation, informal classroom quizzes and tests, or more formal assessments such as FCAT or interim assessments. For example, a science teacher may have a goal of improving science vocabulary (clearly a reading goal as well) that is documented by periodic quizzes. Instructional staff must be provided with in-service to assist them in accomplishing their stated goals. Teachers in need of support may have an opportunity to observe a model teacher in action, practice the new behavior in a safe context and apply the behavior with peer support in the instructional setting. The mentor level teachers will be utilized in each area of the professional development plan that helps and supports teachers to strengthen their teaching skills in reading, build school site capacity, and provide for the follow-up activities that extend the application of new knowledge to impact student achievement. Mentor level teachers will be utilized to model exemplary teaching strategies and techniques for staff as needed. In order to maximize professional development activities at the school site, school administrators, the reading coach, and mentor level teachers will articulate and coordinate the plan for professional growth

showing differentiation, as needed, within the staff.

*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?

Teachers will include tasks and assignments that have a career focus. Teacher's instruction will use an integrated approach to learning that makes a connection for students to see between what they are learning and how they will be able use that information outside of the school. Teachers and community members combine their experiences and expertise to ensure that students are prepared for the workplace they eventually will be entering, making the learning experience valuable to all participants.

Instructional methods for this integrated curriculum often include "applied teaching methods and modeling strategies" so that learning is "more contextualized, more integrated or interdisciplinary, student-centered, active, and project based." Teachers increase their knowledge of workplace practice and authentic applications of their subjects, to create high-quality integrated curricula that combine academic and vocational skills, to adopt teaching roles that support authentic learning, and to develop alternative assessments that provide meaningful feedback.

The foundation of all efforts to improve high school students' transition to postsecondary education and/or careers is an applied and integrated curriculum that connects academic and vocational learning. This curriculum concept, supported by appropriate instruction and assessment, is designed to raise students' academic and vocational skills. It enables students to succeed either in securing higher paying and satisfying employment after high school or in having a general career focus when continuing their education in college or technical school. An applied and integrated curriculum embodies what research shows about meaningful, engaged learning. Students acquire a broader, more in-depth understanding of academic material and apply what they learn to real-life situations, better preparing them to succeed in whatever endeavor they choose after high school.

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?

All secondary students complete an annual post-secondary transition check list. In addition, an individual education plan (IEP) meeting takes place for each homebound student when he/she enrolls in Merrick. Transition planning begins at age 14 for Merrick Educational Center students as part of the development of their initial and annual IEPs. In this transition plan, the student provides input on future goals including career, educational and personal goals. The intake specialist goes over this plan, as well as the student's schedule of classes, keeping in mind their chosen academic and career track. Electives are based on the school's course offerings as well as the student's interests.

Transition meetings are also held with each graduating student specifically to assist them to prepare for post-secondary endeavors by providing them with information on two- and four- year colleges, universities, vocational and career schools and facilitating access to state vocational rehabilitation services when applicable.

Supporting Secondary School Reform, the Articulation, Transition, and Orientation board rule is in place to increase the percentage of graduating students that pursue and are successful in post-secondary areas of enrichment. Teachers implement lessons which focus on improving personal effectiveness, planning life after high school, surviving after high school and succeeding in post-secondary academic institutions.

Tools for Success: Preparing Students for Senior High School and Beyond is a ninth grade orientation course consisting of lesson plans and activities developed to address issues and competencies that impact student transition. These strategies focus on educational achievement, personal/social development, career, and health/community awareness which support student success.

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

Each senior preparing for graduation is invited to participate in a transition IEP facilitated by a District Transition Specialist. When appropriate, a representative from the Florida Office of Vocational Rehabilitation attends. The purpose of these individual meetings is to assist the student and his/her family to develop a post-secondary plan. When appropriate, connection with a vocational school, college or university is facilitated. Financial assistance from Vocational Rehabilitation and/or use of the FAFSA form to begin the process of seeking financial assistance is facilitated. All seniors must complete an online Senior Exit Survey.

Students who are considering enrollment at Miami-Dade College receive information regarding the availability of practice tests to prepare for the CPT.

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The results of the 2012 FCAT 2.0 Reading Test indicate that 24% of students achieved Level 3 proficiency. Our goal for the 2012-2013 school year is to increase student proficiency by 4 percentage points to 28%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
24% (35)	28% (41)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1A.1 As noted on the administration of the 2012 FCAT administration of the Reading Test, students achieving level 3 demonstrated an area of deficiency in Reporting Category 2, Reading Application. Students demonstrate difficulty in drawing logical conclusions and making appropriate inferences, analyzing or interpreting stated or implied main idea, using details to make plausible predictions, identifying cause-and-effect relationships, identifying text structures and organizational patterns, identifying the author's perspective, purpose and bias, summarizing and identifying similarities and differences between text elements.	1A.1. Ongoing teacher assessments of teleclass and in-home instruction focusing on instruction to assist students to identify and analyze the implied message, inference, author's perspective/bias and summarizing across a variety of text (informational, fiction, nonfiction, poetry, web-based, historical documents, mentor text) Teachers will use the following useful instructional strategies: • reciprocal teaching • Author's intent chart • Content Frame • QAR (Question, Answer, Relationship) • DRTA (Directed Reading/Thinking Thinking Activity) • Problem solving graphic organizers • One sentence summarizers • Story maps • GIST (Generating Interactions between Schemata and Text) to teach students to create summaries, teach implied message, inference, author's perspective/bias and summarizing.	1A.1. MTSS/RtI Team along with administrators will be responsible for the monitoring of the implementation of the identified strategies.	1A.1. Monthly meetings of the LLT & MTSS/RtI Team will take place to closely monitor student learning & progress by analyzing data from formal/informal assessments, student attendance, student work products and progress reports from intervention and tutoring programs to recommend adjustments in instructional strategies, content and focus.	1A.1. Formative: Baseline/Interim Assessments Review monthly, formative grade-level assessment data and Computer Assisted Program reports from Odyssey, Reading Plus, Jamestown Navigator, and Riverdeep, using the FCIM process to ensure adjustments in instruction are being made as needed. Summative: 2013 Reading FCAT Assessment

2					

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:	Reading Goal #1B: The results of the 2012 FAA Reading Test indicate that 7 % of students achieved Levels 4, 5, and 6 in reading. Our goal for the 2012-2013 school year is to increase the percentage of students scoring Levels 4, 5, and 6 in reading by 5 percentage points to 12%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
7% (7)	12% (11)

Problem-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	1B.1. The area of deficiency as noted on the 2012 FAA administration was content standard: Reading Process, Comprehension. FAA students demonstrated difficulty in the reading process including determining the main idea or essential message in text, identifying explicit cause/effect relationships in stories and informational text , identifying persons, objects, actions, and settings in read-aloud narrative and informational text, recognizing a theme shared by two fiction or nonfiction selections , identifying the author's purpose (e.g. to inform, entertain, persuade), and making & confirming predictions based on background knowledge of subject and text features	1B.1. Train teachers to effectively implement Access Points. -Students require multiple reads of a selection prior to responding to comprehension questions. This can be accomplished by using read alouds, auditory tapes and text readers that provide print with visuals and or symbols. -The use of picture walks should be used to assist students in making predictions of a reading selection. Students must have continuous review/practice when learning reading concepts. -The students must be provided with visual choices as presented in the Florida Alternate Assessment (FAA).	1B.1. Principal, Literacy Leadership Team, Intellectual Disabilities Department Chairperson	1B.1 Monthly meetings of the LLT & MTSS/RtI Team will take place to closely monitor student learning & progress by analyzing data from formal/informal assessments, student attendance, student work products and progress reports from intervention and tutoring programs to recommend adjustments in instructional strategies, content and focus.	1B.1. Formative: Student work portfolios, formal and informal assessments, sample work products, teacher observational data. Summative: 2013 Florida Alternate Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The results of the 2012 FCAT 2.0 Reading Test indicate that 18 % of students achieved Level 4 or above proficiency. Our goal for the 2012-2013 school year is to increase student proficiency by 2 percentage points to 20 %
2012 Current Level of Performance:	2013 Expected Level of Performance:

18 % (27)	20% (30)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2A.1. The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 4- Informational Text/ Research Process. These students have difficulty with higher order type questions requiring them to infer or use critical thinking skills. Students lack exposure to texts of higher complexity and strategies to analyze text structure to form inferences and draw conclusions using higher order thinking. Students have difficulty with analyzing, evaluating, and synthesizing information from a variety of text structures, identifying relationships among ideas, and evaluating the validity and reliability of information by locating supporting facts and analyzing the development of an argument.	2A.1. The following instructional strategies will be utilized to support Reporting Category 4: Informational Text/ Research Process. Using a variety of exemplar texts, students will be provided instructional opportunities to explain how text features (charts, maps, diagrams, sub-headings, captions, illustrations, and graphs) aid the reader's understanding. Students will collect, evaluate, and summarize information using a variety of techniques from multiple sources (e.g., websites, encyclopedias, experts) that includes paraphrasing to convey ideas and details from the source, main idea(s), and relevant details. Students will assess, organize, evaluate, synthesize, and check the validity and reliability of information in text using a variety of techniques by examining several sources of information, including both primary and secondary sources.	2A.1. MTSS/RtI Leadership Team along with administrators will be responsible for the monitoring of the implementation of the identified strategies	2A.1. Monthly meetings of the LLT & MTSS/RtI Team will take place to closely monitor student learning & progress by analyzing data from formal/informal assessments, student attendance, student work products and progress reports from intervention and tutoring programs to recommend adjustments in instructional strategies, content and focus.	2A.1. Formative: Baseline/Interim Assessment and student work samples Review monthly, formative grade-level assessment data and Computer Assisted Program reports from Odyssey, Reading Plus, Jamestown Navigator, and Riverdeep, using the FCIM process to ensure adjustments in instruction are being made as needed. Summative: 2013 FCAT 2.0 Reading Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	Reading Goal #2B: Enter narrative for the goal in this box. The results of the 2012 FAA Reading Test indicate that 12 % of students achieved Levels 7 or above in reading. Our goal for the 2012-2013 school year is to increase the percentage of students scoring Levels 7 or above in reading by 3 percentage points to 15 %.
2012 Current Level of Performance:	2013 Expected Level of Performance:
12%(11)	15%(14)

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	2B.1. The area of deficiency as noted on the 2012 FAA administration was content standard Literary Analysis. Students demonstrated difficulty identifying, analyzing, and applying knowledge of story elements of fiction, nonfiction, informational, and expository texts to demonstrate an understanding of the information presented.	2B.1. Train teachers to effectively implement Access Points. -Students should be guided to read fiction, nonfiction and informational text to identify the differences. -Vocabulary should be introduced to students with pictures and print. Pictures should be faded for long term comprehension and retention. -To improve comprehension, reading selections should be taught at a level that does not frustrate the student (high interest low readability). Students must have continuous review/practice when learning reading concepts. -The students must be provided with visual choices as presented in the Florida Alternate Assessment (FAA).	2B.1. Principal, Literacy Leadership Team, Intellectual Disabilities Department Chairperson	2B.1. Monthly meetings of the LLT & MTSS/RtI Team will take place to closely monitor student learning & progress by analyzing data from formal/informal assessments, student attendance, student work products and progress reports from intervention and tutoring programs to recommend adjustments in instructional strategies, content and focus.	2B.1. Formative: Student work portfolios, formal and informal assessments, sample work products, teacher observational data. Summative: 2013 Florida Alternate Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The results of the 2012 FCAT 2.0 Reading Assessment indicate that 82 % of students made Learning Gains in reading. Our goal for the 2012-13 school year is to increase students making Learning Gains in reading by _5 percentage points to 87 %.
2012 Current Level of Performance:	2013 Expected Level of Performance:
82 % (15)	87% (16)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	3A.1. The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 3, Literary Analysis-Fiction/Nonfiction. Students demonstrate difficulty in: analyzing, identifying and interpreting how literary elements contribute to and affect meaning, locating and analyzing the elements of plot	3A.1. Students will be provided opportunities to identify and interpret elements of a story structure within a variety of exemplar texts. Students will be guided to analyze the structure an author uses to organize a text. Students will identify and analyze the character development, find multiple patterns within a single passage, determine plot, etc., through the	3A.1. MTSS/RtI Leadership Team along with administrators will be responsible for the monitoring of the implementation of the identified strategies	3A.1. Monthly meetings of the LLT & MTSS/RtI Team will take place to closely monitor student learning & progress by analyzing data from formal/informal assessments, student attendance, student work products and progress reports from intervention and tutoring programs to recommend adjustments in instructional strategies, content and focus.	3A.1. Formative: Baseline/Interim Assessments and teacher informal assessments. Review monthly, formative grade-level assessment data and Computer Assisted Program reports from Odyssey, Reading Plus, Jamestown Navigator, and Riverdeep using

1	structure, including exposition, setting, character development, rising/falling action, conflict/resolution, and theme in a variety of fiction and nonfiction. Students demonstrate difficulty locating and analyzing specific information from organizational text features, how word choice sets the authors tone, and analyzing an author's use of allusions, descriptive language, idiomatic, and figurative language in a variety of exemplar literary text.	use of • Story maps • Narrative Arch • Turning Point Graphic • Character charts • Understanding Literary Devices & Page-by-Page graphic organizers • CRISS strategies • Text Feature Charts • Mood words • Text feature chart Practice locating, analyzing, evaluating specific information in text features such as table of contents, glossary, headings and subtitles, italics, graphs, italicized text, index, indices, etc.			the FCIM process to ensure adjustments in instruction are being made as needed. Summative : 2013 FCAT 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:	Reading Goal #3B: The results of the 2012 FAA Reading Test indicate that 34 % of students made learning gains in reading. Our goal for the 2012-2013 school year is to increase the percentage of students making learning gains in reading by 10 percentage points to 44%
2012 Current Level of Performance:	2013 Expected Level of Performance:
34% (21)	44% (29)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	3B.1. The area of deficiency as noted on the 2012 administration of the FAA was content standard Vocabulary and content standard Information and Media Literacy. in the Reading Process. Students demonstrated difficulty using multiple strategies to develop grade appropriate vocabulary, listen to, read, and discuss stories and informational text, identifying the correct meaning of a word with multiple meanings in context, determine the meaning of a word with multiple meanings (e.g. homographs) in text, use phonics skills to decode unknown words, determine the meaning of unknown words using a dictionary and digital tools.	3A.3. 3B.1. Students will be provided opportunities to listen to, read, and discuss a variety of text, use context clues and graphics to determine the meaning of unknown words, identify new vocabulary that is introduced and taught directly, categorize key vocabulary, recognize and use prefixes, suffixes, and root words, identify word relationships (e.g. common analogies) and their meaning. The following strategies and graphic organizers will be used to assist with vocabulary development: Context Clue method, Concept of Definition Maps, Frayer model, Word-Learning Strategies, Contextual	3B.1. MTSS/RtI Leadership Team, Literacy Leadership Team, Intellectual Disabilities Department Chairperson	3B.1. Monthly meetings of the LLT & MTSS/RtI Team will take place to closely monitor student learning & progress by analyzing data from formal/informal assessments, student attendance, student work products and progress reports from intervention and tutoring programs to recommend adjustments in instructional strategies, content and focus.	3B.1. Formative: Student work portfolios, formal and informal assessments, sample work products, teacher observational data. Summative: 2013 Florida Alternate Assessment

1	Students demonstrated difficulty using familiar pictures, symbols, or words to complete real-world tasks, etc. These students often have difficulty accessing learning due to dual or multiple medical/physical disabilities, limiting the benefit of exposure to a print rich environment	Analysis, Read-Aloud Method, Semantic Feature Analysis, Semantic Maps, Word-Meaning Recall, Greek and Latin Root Words, and Morphemic Analysis, Word Arrays, Multiple Meaning Chart, Isabel Beck's Three Tiered Vocabulary, and Spectrum of a Word Method. Train teachers to effectively implement Access Points. Students need to engage several times in the same reading selection to insure familiarity. Students should be given the opportunity to make choices using concrete objects, real pictures and symbols paired with words. Students will respond to questions or tasks by eye gaze, vocalizations, pointing and assistive technology. Students must have continuous repetition & practice when learning reading concepts. The students must be provided with visual choices as presented in the Florida Alternate Assessment (FAA).			

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:	Reading Goal #4: The results of the 2012 FCAT 2.0 Reading Assessment indicate that 44 % of students made Learning Gains in reading. Our goal for the 2012-13 school year is to increase students making Learning Gains in reading by 10 percentage points to 54 %.
2012 Current Level of Performance:	2013 Expected Level of Performance:
44% (N< 30)	54% (N < 30)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	4A.1. The area of deficiency as noted on the 2012 administration of the FCAT was content standard, reporting category 1: Vocabulary and reporting category 2: Reading	4A.1. Students will be provided opportunities to listen to, read, and discuss a variety of text, use context clues and graphics to determine the meaning of unknown	4A.1. MTSS/RtI Leadership Team along with administrators will be responsible for the monitoring of the implementation	4A.1. Monthly meetings of the LLT & MTSS/RtI Team will take place to closely monitor student learning & progress by analyzing data from formal/informal assessments, student	4A.1. Formative: Student work portfolios, formal and informal assessments, sample work products,

1	Application. Students demonstrated difficulty using multiple strategies to develop grade appropriate vocabulary, listen to, read, and discuss stories and informational text, identifying the correct meaning of a word with multiple meanings in context, determine the meaning of a word with multiple meanings (e.g. homographs) in text, use phonics skills to decode unknown words, determine the meaning of unknown words using a dictionary and digital tools. Limited instructional time for homebound students, in both the in-home (itinerant) program and in the teleclass service delivery model has hindered progress. It is important that the intervention programs that extend learning opportunities are well structured, & implemented with fidelity	words, identify new vocabulary that is introduced and taught directly, categorize key vocabulary, recognize and use prefixes, suffixes, and root words, identify word relationships (e.g. common analogies) and their meaning. The following strategies and graphic organizers will be used to assist with vocabulary development: Context Clue method, Concept of Definition Maps, Frayer model, Word-Learning Strategies, Contextual Analysis, Read-Aloud Method, Semantic Feature Analysis, Semantic Maps, Word-Meaning Recall, Greek and Latin Root Words, and Morphemic Analysis, Word Arrays, Multiple Meaning Chart, Isabel Beck's Three Tiered Vocabulary, and Spectrum of a Word Method. Enroll FCAT level 1 & 2 students in an intensive reading course in addition to the traditional Language Arts program. Provide personal netbook computers and wireless air cards to all teleclass students, and to targeted itinerant students, to increase instructional time through the use of instructional software such as Compass Learning, Reading Plus, Destination Learning, and My Reading Coach. For selected students taught in the home and for teleclass students, implement tutoring beyond the school day once per week using on-line instructional programs.	of the identified strategies	attendance, student work products and progress reports from intervention and tutoring programs to recommend adjustments in instructional strategies, content and focus.	Baseline/Interim Assessments and bi-monthly reports from tutors and online programs, teacher observational data. Summative: 2013 FCAT 2.0 Reading Assessment

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal # 5A : Reading Goal #5A: Our goal from 2011 – 2017 is to reduce the percent of non-proficient students by 50%.

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	34	40	46	52	58	

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:	Reading Goal #5B: The results of the 2012 FCAT 2.0 Reading Assessment indicate that 23% of the students in the Hispanic subgroup made satisfactory progress in reading. Our goal is to increase Hispanic students making satisfactory progress by 17 percentage points to 40%. The results of the 2012 FCAT 2.0 Reading Assessment indicate that 19% of the students in the Black subgroup made satisfactory progress in reading. Our goal is to increase Black students making satisfactory progress by 22 percentage points to 41%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black: 19% (5) Hispanic: 23% (25)	Black: 41% (10) Hispanic: 40% (44)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5B.1. Black: Hispanic: Black: As noted on the administration of the 2012 FCAT 2.0 Reading Test, the Black subgroup did not make satisfactory progress. Students in this subgroup need additional support and intervention in Reporting Category 1: Vocabulary Instruction due to lack of exposure to Tier II vocabulary words. Students demonstrate difficulty finding strategies to analyze words and text to draw conclusions and word structure, and recognize organizational patterns. Teachers of homebound students who teach via teleclass face the obstacle of teaching over the telephone, with no face to face connection with their students. Homebound students enter the program throughout the school year, which can make appropriate and timely placement of students in interventions an obstacle. Hispanic: The area of most deficiency as noted on the 2012 administration	5B.1. Using available data, identify Hispanic students in need of Tier 2 or Tier 3 interventions and provide appropriate interventions. And monitor identified students' progress monthly. Research-based vocabulary instruction will be implemented using effective instructional strategies as: Context Clue method, and Concept of Definition Maps. Provide students with netbook computers and internet access. Extend the use of a software program to allow students to see the teachers' computer desktop to all Teleclass teachers. Provide training in the use of the system for teachers.	5B.1. MTSS/RtI Leadership Team along with administrators will be responsible for the monitoring of the implementation of the identified strategies.	5B.1. Monthly meetings of the LLT & MTSS/RtI Team will take place to closely monitor student learning & progress by analyzing data from formal/informal assessments, student attendance, student work products and progress reports from intervention and tutoring programs to recommend adjustments in instructional strategies, content and focus.	5B.1. Formative: Baseline and Interim assessments, Entry Follow Up Log. Review of monthly, formative grade-level assessment data and Computer Assisted Program reports from Odyssey, Reading Plus, Jamestown Navigator, and Riverdeep, using the FCIM process to ensure adjustments in instruction are being made as needed. Summative: 2013 FCAT 2.0 Reading Assessment

	of the FCAT 2.0 was in Reading, which is the student's ability to: recognize and distinguish between speech sounds, recognize common words and read them aloud, recognize and distinguish speech sounds to recognize common words read and understand vocabulary words, read and understand reading passages including passages that present academic information.				

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:	Reading Goal #5C: The results of the 2012 FCAT 2.0 Reading Assessment indicate that 25% of the students in the English Language Learners (ELL) subgroup made satisfactory progress in reading. Our goal is to increase Hispanic students making satisfactory progress by 7 percentage points to 32%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (4)	32% (4)

Problem-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	5C.1. Students in this subgroup need additional support and intervention in Reporting Category 1: Vocabulary Instruction due to lack of exposure to Tier II vocabulary words. Students demonstrate difficulty using context clues to determine meaning of an unfamiliar word, analyzing word structure (prefixes, suffixes, etc) to determine meaning, analyzing words and phrases derived from other languages to determine meaning, analyzing the context surrounding a word with multiple meanings to determine the correct meaning of a word, finding strategies to analyze words and text to draw conclusions and word structure, and recognizing organizational patterns.	5C.1. Using available data, identify English Language Learners in need of Tier 2 or Tier 3 interventions and provide appropriate interventions. and monitor identified students' progress monthly. Research-based vocabulary instruction will be implemented using effective instructional strategies as: Context Clue method, and Concept of Definition Maps. Provide students with netbook computers and internet access. Extend the use of a software program to allow students to see the teachers' computer desktop to all Teleclass teachers. Provide training in the use of the system for teachers.	5C.1. MTSS/RtI Leadership Team along with administrators will be responsible for the monitoring of the implementation of the identified strategies.	5C.1. Monthly meetings of the LLT & MTSS/RtI Team will take place to closely monitor student learning & progress by analyzing data from formal/informal assessments, student attendance, student work products and progress reports from intervention and tutoring programs to recommend adjustments in instructional strategies, content and focus.	5C.1. Formative: Baseline and Interim assessments, Entry Follow Up Log. Review of monthly, formative grade-level assessment data and Computer Assisted Program reports from Odyssey, Reading Plus, and Riverdeep, using the FCIM process to ensure adjustments in instruction are being made as needed. Formative: Administrative observation of ongoing instructions. Summative: 2013 CELLA Administration
2					

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:	Reading Goal #5D: Reading Goal #5D: The results of the 2012 FCAT 2.0 Reading Assessment indicate that 23% of SWD made satisfactory progress in reading. Our goal for the 2012-13 school year is to increase SWDs making satisfactory progress in reading by 17 percentage points to 40%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
23% (30)	40% (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	5D.1. As noted on the administration of the 2012 FCAT administration of the Reading Test, the Students With Disabilities demonstrated an area of deficiency in Reporting Category 2, Reading Application. Students demonstrate difficulty in drawing logical conclusions and making appropriate inferences, analyzing or interpreting stated or implied main idea, using details to make plausible predictions, identifying cause-and-effect relationships, identifying text structures and organizational patterns, identifying the author's perspective, purpose and bias, summarizing and identifying similarities and differences between text elements A majority of our SPED students require additional assistance (time on task) to learn the skills they require to comprehend grade-level text.	5D.1. Ongoing teacher assessments of teleclass and in-home instruction focusing on instruction to assist students to identify and analyze the implied message, inference, author's perspective/bias and summarizing across a variety of text (informational, fiction, nonfiction, poetry, web-based, historical documents, mentor text) Teachers will use the following useful instructional strategies: • reciprocal teaching • Author's intent chart • Content Frame • QAR (Question, Answer, Relationship) • DRTA (Directed Reading/Thinking Thinking Activity) • Problem solving graphic organizers • One sentence summarizers • Story maps • GIST (Generating Interactions between Schemata and Text) to teach students to create summaries, teach implied message, inference, author's perspective/bias and summarizing.	5D.1. MTSS/RtI Team along with administrators will be responsible for the monitoring of the implementation of the identified strategies.	5D.1. Monthly meetings of the LLT & MTSS/RtI Team will take place to closely monitor student learning & progress by analyzing data from formal/informal assessments, student attendance, student work products and progress reports from intervention and tutoring programs to recommend adjustments in instructional strategies, content and focus.	5D.1. Formative: Baseline/Interim Assessments Review monthly, formative grade-level assessment data and Computer Assisted Program reports from Odyssey, Reading Plus, Jamestown Navigator, and Riverdeep, using the FCIM process to ensure adjustments in instruction are being made as needed. Summative: 2013 Reading FCAT 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 2012 FCAT 2.0 Reading Assessment indicate that 23% of students in the Economically Disadvantaged subgroup made satisfactory progress in

Reading Goal #5E:	reading. Our goal for the 2012-13 school year is to increase students Economically Disadvantaged students making satisfactory progress in reading by 20 percentage points to 43%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
23% (22)	43% (42)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	5E.1. As noted on the administration of the 2012 FCAT 2.0 Reading Test the Economically Disadvantaged subgroup did not make satisfactory progress. The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 2, Reading Application. Students demonstrate difficulty in identifying the implied message, inference, author's perspective/bias and summarizing. A majority of our SPED students require additional assistance (time on task) to learn the skills they require to comprehend grade-level text. Students in this subgroup need additional support and intervention in Vocabulary Instruction.	5E.1. Ongoing teacher assessments of teleclass and in-home instruction focusing on students' ability to identify the implied message, inference, author's perspective/bias and summarizing. Teachers will use the following instructional strategies: • reciprocal teaching • QAR (Question, Answer, Relationship) • DRTA (Directed Reading/Thinking Thinking Activity) • Problem solving graphic organizers • One sentence summarizers • Story maps • GIST (Generating Interactions between Schemata and Text) to teach students to create summaries, recognize implied message, inference, author's perspective/bias and to summarize. Research-based vocabulary instruction will be implemented using effective instructional strategies as: Context Clue method, Concept of Definition Maps, Word-Learning Strategies.	5E.1. MTSS/RtI Leadership Team along with administrators will be responsible for the monitoring of the implementation of the identified strategies.	5E.1. Monthly meetings of the LLT & MTSS/RtI Team will take place to closely monitor student learning & progress by analyzing data from formal/informal assessments, student attendance, student work products and progress reports from intervention and tutoring programs to recommend adjustments in instructional strategies, content and focus.	5E.1. Formative: Teacher observations, Records of student progress on instructional software applications. Summative: 2013 FCAT 2.0 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.

				Target Dates		

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)	(e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core State Standards for English Language Arts & Literacy --------	K-10 Reading	Reading Coach, Principal	Itinerant/Teleclass teachers	August 16, 2012 August 17, 2012 and PD days at Merrick: November 6, 2012 February 1, 2013 and ongoing	Administration will observe teachers in the home and teaching via teleclass to monitor the infusion of Common Core Standards for reading	Administration, Reading Coach, Department Chairs
PLCs focusing on NGSSS, FCAT Item Specifications, Interventions and Strategies for Comprehension, Reading Application, Informational text/Research, Literary Analysis, Vocabulary, Graphic Organizers, decoding	3 – 12 Reading	PLC Leaders: Itinerant and Teleclass Department Chairs	Members of Teleclass and Itinerant PLCs	Scheduled PLC Meetings throughout year and PD Days November 6, 2012 February 1, 2013 and PD Days at Merrick November 6, 2012 February 1, 2013	MTSS/RtI Leadership Team will monitor progress of students identified for Tier 2 and Tier 3 intervention	MTSS/RtI Leadership Team
Use of instructional technology to support student achievement in Reading,	Grades 3 – 11 Reading	Reading Coach	Itinerant Teachers and Teleclass Teachers	Early Release Days: October 25,2012 December 13, 2012 January 17, 2013 February 12, 2013 May 2, 2013	Administration will observe teachers in the home and teaching via teleclass to monitor implementation of instructional technology programs such as Reading Plus, Riverdeep, Compass Leaning Odyssey, Jamestown Navigator, Starfall, FCAT Explorer)	Administration, Reading Coach, Department Chairs
Use of online and text-based tutoring materials with fidelity for MTSS &, MTSS/RtI and Effective Reading Interventions	3 – 11 Reading	Reading Coach	Itinerant/Teleclass teachers willing to provide tutoring	Early Release Days: October 25,2012 December 13, 2012 January 17, 2013 February 12, 2013 May 2, 2013	MTSS/RtI will monitor progress of students identified for tutoring	Administration, Reading Coach, Department Chairs
Professional Development training on Teaching Reading Strategies Across the Content Areas and Test Taking Strategies for Testing Success	3 – 11 Reading/Math/Social Studies/ Science and Electives	Reading Coach	Itinerant Teachers and Teleclass Teachers	Early Release Days: October 25,2012 December 13, 2012 January 17, 2013 February 12, 2013 May 2, 2012 and PD days at Merrick November 6, 2012 February 1, 2013	Administration will observe teachers in the home and teaching via teleclass to monitor implementation of instructional strategies in the content areas	Administration, Reading Coach, Department Chairs
Professional Development Training on Text Complexity				Early Release Days: October 25,2012 December 13, 2012 January 17,	Administration will observe teachers in the home and teaching via	Administration,

and Text Reading Efficiency and Using Mentor Text & Higher-Order Questioning	3 – 11 Reading/Math	Reading Coach	Itinerant/Teleclass teachers	2013 February 12, 2013 May 2, 2012 and PD days November 6, 2012 February 1, 2013	teleclass to monitor the proper use of Text Reading Efficiency placement tests and strategies.	Reading Coach, Department Chairs
Implementing the Access Points in Reading Instruction (Strategies for Comprehension, Reading Application, Information Text/Research, Literary Analysis, graphic organizers decoding)	K-10 Reading	Reading Coach Program Specialist, Department Heads	Itinerant/Teleclass teachers	August 16, 2012 August 17, 2012 and ongoing and PD days November 6, 2012 February 1, 2013	Administration will observe teachers in the home or classroom to monitor the use of access points for reading instruction	Administration, Reading Coach, Department Chairs
Training for Teachers on the Use of Software for Students to View the Teacher's Desktop	6-12 Reading	Department Head & Administration	Teleclass Teachers	August 16, 2012 August 17, 2012 September 17, 2012 and ongoing	Administration will observe teachers in classroom for use of this technology	Administration, Department Chairs
Data Analysis, Conducting Data Chats With Your Students What to do With This Information including MTSS/RtI procedures and policies	K-12 Reading	Reading Coach, Dept. Head & Principal	Itinerant & Teleclass Teachers	Early Release Days: October 25,2012 December 13, 2012 January 17, 2013 February 12, 2013 May 2, 2013	Administration will observe use of data chats in the classroom and/or teacher logs	Administration will observe use of data chats in the classroom and/or teacher logs

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide tutoring	Hourly funding for teachers to tutor homebound students in their homes after school hours using online programs	IDEA funds	$5,000.00
			Subtotal: $5,000.00
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: $5,000.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	The results of the 2012 CELLA Administration indicate that 26 % of students achieved proficiency in Listening/Speaking
2012 Current Percent of Students Proficient in listening/speaking:	
26% (9)	

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. The area with the least noted deficiency as noted on the 2012 administration of the Florida Comprehensive English Language Learning Assessment was in Listening /Speaking sub-scores was the student's ability to express an opinion, retell a story, and talk about information shown in a graph, understand extended listening passages, including those that present academic information and ask questions in English accurately and appropriately.	1.1. Students will be provided opportunities to paraphrase what they have read, accounting for the vocabulary words and concepts that are important to the excerpt; Brainstorming; Visual literacy strategies discussing illustrations, charts, and graphs; Model looking at the illustrations before reading the text; Open-ended questioning so students process information; Substitution, Interactive questioning; Exposure to different written and spoken styles, Listening to conversations, news reports, academic lectures, Think alouds	1.1. MTSS/RtI Leadership Team along with administrators will be responsible for the monitoring of the implementation of the identified strategies	1.1. Monthly meetings of the LLT & MTSS/RtI Team will take place to closely monitor student learning & progress by analyzing data from formal/informal assessments, student attendance, student work products and progress reports from intervention and tutoring programs to recommend adjustments in instructional strategies, content and focus.	1.1. Formative: Administrative observation of ongoing instruction. Summative: 2013 CELLA

Students read in English at grade level text in a manner similar to non-ELL students.	
2. Students scoring proficient in reading. CELLA Goal #2:	The results of the 2012 CELLA Administration indicate that, 9 % were proficient in reading and 15 % were proficient in writing.
2012 Current Percent of Students Proficient in reading:	

9% (3)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. The area of most deficiency as noted on the 2012 administration of the Florida Comprehensive English Language Learning Assessment was in Reading, which is the student's ability to: recognize and distinguish between speech sounds, recognize common words and read them aloud, recognize and distinguish speech sounds to recognize common words read and understand vocabulary words, read and understand reading passages including passages that present academic information.	2.1. Students will be provided opportunities to: Students will be provided opportunities to use visual displays (i.e., graphs, charts, photos) in lessons & assignments to support the oral or written message (Visual/graphic organizers should be used before presenting a reading passage); "Chunking" (learning set phrases or "chunks" of related language); QAR when developing comprehension questions (helping students to identify different question types, and teaching text organization); Using Comprehensive Research-based Reading Plan (CRRP) task cards as visual aids; Vocabulary Improvement Strategy practice phonemic awareness, meaningful activities such as language games, engage in activities to learn vocabulary words and concepts that are important to the excerpt, practice fluency passages, guided repeated oral reading, participate in read-alouds of big books, support subsequent learning about the alphabetic principle through an understanding of the structure of spoken English words and of the language and content of the material they are reading read along with proficient readers, and listen repeatedly to books read aloud in order to gain fluency in English, opportunities to develop literacy skills in their home language as well as in English, practice explicitly taught research-based comprehension strategies, use of graphic organizers,	2.1. MTSS/RtI Leadership Team along with administrators will be responsible for the monitoring of the implementation of the identified strategies	2.1. Monthly meetings of the LLT & MTSS/RtI Team will take place to closely monitor student learning & progress by analyzing data from formal/informal assessments, student attendance, student work products and progress reports from intervention and tutoring programs to recommend adjustments in instructional strategies, content and focus.	2.1. Formative: Administrative observation of ongoing instruction. Summative: 2013 CELLA

		modeling "thinking aloud," and stopping often in the text to question and summarize.			

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 Administration indicate that 15 % of students achieved proficiency in Writing.
2012 Current Percent of Students Proficient in writing:	
15% (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	2.1. The area of second most noted deficiency as noted on the 2012 administration of the Florida Comprehensive English Language Learning Assessment in Writing was the student's ability to answer questions related to English grammar, sentence structure, and word choice as well the ability to write descriptive sentences and write questions, paragraphs and the ability to identify errors in grammar, mechanics and word choice.	2.1. Students will be provided opportunities to illustrate and label key concepts when writing; Process writing: Students write in steps: planning, drafting, revising, editing, and publishing); Responding to writing Reading response journal/logs; Textbook chapter summaries; Summarizing while reading to monitor understanding of the Then they can reread the information that they did not recall. This puts the reader in charge of his own learning; Selective underlining to create a summary paragraph; Use the key words or phrases to identify only Who, What, When, Where, Why, and How.	2.1. MTSS/RtI Leadership Team along with administrators will be responsible for the monitoring of the implementation of the identified strategies	2.1. Monthly meetings of the LLT & MTSS/RtI Team will take place to closely monitor student learning & progress by analyzing data from formal/informal assessments, student attendance, student work products and progress reports from intervention and tutoring programs to recommend adjustments in instructional strategies, content and focus.	2.1. Formative: Administrative observation of ongoing instructions. Summative: 2013 CELLA Administration.

CELLA Budget:

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

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

End of CELLA Goals

Elementary School Mathematics Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	The results of the 2012 FCAT 2.0 Mathematics Assessment indicate that 19 % of students achieved Level 3 proficiency. Our goal for the 2012-2013 school year is to increase students achieving proficiency in mathematics by 10 percentage points to 29%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
19% (13)	29% (20)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Assessment was Category 3, Geometry and Measurement. Students in this category demonstrate weaknesses in identifying, naming, constructing and analyzing two and three dimensional shapes using sides and angles, including classifying types of quadrilaterals. They also have difficulty with the metric system, finding perimeter of polygons, measurement, time in hours, weeks, months or years, and applying formulas for solving problems dealing with area of parallelograms, triangles, and trapezoids. This deficiency may be related to insufficient use of manipulatives.	Provide contexts for mathematical exploration and the development of student understanding of geometric and measurement concepts by support the use of manipulatives and engaging opportunities for practice. Provide grade-level appropriate activities that promote the composing and decomposing of; describing, analyzing, comparing, and classifying; and building, drawing, and analyzing models that develop measurement concepts and skills through experiences in analyzing attributes and properties of two-and three-dimensional shapes/objects. Provide grade-level appropriate activities that promote the use geometric knowledge and spatial reasoning to develop foundations for understanding perimeter, area, volume, and surface area (Grade 5 concept); these activities should include the selection of appropriate units, strategies, and tools to solve problems involving these measures.	Principal, MTSS/RtI Leadership Team, Department Chairs	Monthly meetings of the MTSS/RtI Team will take place to closely monitor student learning & progress by analyzing data from formal/informal assessments, student attendance, student work products and progress reports from intervention and tutoring programs (Riverdeep, FCAT Explorer, and Odyssey/Compass Learning) to recommend adjustments in instructional strategies, content and focus.	Formative: Baseline/Interim Assessments and instructional software program reports Summative: 2013 FCAT 2.0 Mathematics Assessment

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

of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	The results of the 2012 FAA Mathematics Test indicate that 5 % of students achieved proficiency by scoring at Level 4, 5, or 6 in Mathematics. Our goal for the 2012-2013 school year is to increase the percentage of students achieving Level 4, 5, or 6 in Mathematics by 5 percentage points to 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
5% (5)	10% (9)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have not received sufficient review/practice when learning mathematic concepts. Their experience with visual choices as presented in the FAA continues to be limited. Students also lack Big Idea1 (NUMBER OPERATIONS) is an area of deficiency. Students demonstrated difficulty identifying, analyzing, and applying knowledge of recalling multiplication facts and related division facts with whole number multiplication.	Train teachers to effectively implement Access Points. Provide students with opportunities to learn concepts using manipulatives visuals, number lines and assistive technology. Repetition for long term learning math concepts such as rote counting, fact fluency and tools for measurement. Students must have continuous review/practice when learning math concepts. The students must be provided with visual choices as presented in the Florida Alternate Assessment (FAA). Students in secondary programs will demonstrate that skills taught in the classroom will transfer into real world situations (Community Based Instruction, CBI). Students will be provided with instructional support needed to develop quick recall of addition facts and related subtraction facts, and multiplication and related division facts, and fluency with multi-digit addition and subtraction, and multiplication and division of whole numbers, as well as addition and subtraction of fractions and decimals.	Principal, MTSS/RtI Leadership Team, Intellectual Disabilities Department Chairperson	Administrators and MTSS/RtI Leadership Team, during monthly meetings, will monitor student work, teacher lesson plans, and data generated by computer based programs to measure progress and make instructional adjustments as needed. MTSS/RtI Leadership Team will review reports monthly from instructional software programs such as Riverdeep, FCAT Explorer, and Odyssey/Compass Learning.	Formative: Student work portfolios, formal and informal assessments, sample work products, teacher observational data. Summative: 2013 Florida Alternate Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement	The results of the 2012 FCAT 2.0 Mathematics Test indicate that 4 % of students achieved proficiency

Level 4 in mathematics. Mathematics Goal #2a:	(Level 4 and 5). Our goal is to increase student proficiency by 5 percentage points to 9 %.
2012 Current Level of Performance:	2013 Expected Level of Performance:
4% (3)	9% (6)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The Level 4 and 5 students showed an area of deficiency in Category 2 Expressions, Equations, Statistics, Ratios, Proportional relationships, Ratios, Base Ten, Fractions, and Functions, as noted on the 2012 administration of the FCAT 2.0 Mathematics Assessment The deficiency is related to limited opportunities to develop exploration and inquiry activities and have difficulty identifying place value of decimals, identifying and relating equivalent fractions, comparing and ordering fractions, solving real world problems using properties of equality, simplifying expressions using order of operations, analyzing line graphs or double bar graphs and differentiating between and explain why a set of data is discrete or continuous.	Students will be given the opportunity to explain and justify procedures for translating written descriptions or graphic to an equation, substitute a quantity of equal value for another to solve problems, simplify expressions including exponents and parentheses, and construct and identify an appropriate graph to represent continuous or discrete data. Students will use number lines and bar & circle graphs to model the concept of dividing fractions as well as mixed numbers. Students will be given opportunities to develop exploration and inquiry activities to maintain and increase understanding of skills through hands-on experiences with grade-level appropriate number concepts and apply to solve real-life problems.	Principal, MTSS/RtI Leadership Team, Department chairs	Monthly meetings of the MTSS/RtI Team will take place to closely monitor student learning & progress by analyzing data from formal/informal assessments, student attendance, student work products and progress reports from intervention and tutoring programs (Riverdeep, FCAT Explorer, and Odyssey/Compass Learning) to recommend adjustments in instructional strategies, content and focus.	Formative: Baseline/Interim Assessments and instructional software program reports Summative: 2013 FCAT 2.0 Mathematics Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	The results of the 2012 FAA Mathematics Test indicate that 9 % of students achieved at or above Level 7 in Mathematics. Our goal for the 2012-2013 school year is to increase the percentage of students achieving at or above Level 7 in Mathematics by 3 percentage points to 12 %.
2012 Current Level of Performance:	2013 Expected Level of Performance:
9% (8)	12% (11)

Problem-Solving Process to Increase Student Achievement

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

			Monitoring	Strategy	
1	Students demonstrated a weakness in and need additional support in learning concepts such as counting and measurement. Their experience with visual choices as presented in the FAA continues to be limited. Big Idea 3 is an area of deficiency. Students demonstrated difficulty identifying, analyzing, and applying knowledge of determining the area of two-and three-dimensional shapes describing, analyzing, and drawing models and measurement.	Train teachers to effectively implement Access Points. Review for long term learning math concepts such as rote counting, fact fluency and tools for measurement. Use guided discussion to engage students in real life math problems. Students must have continuous repetition/practice when learning math concepts. The students must be provided with visual choices as presented in the Florida Alternate Assessment (FAA). Students will be provided with opportunities to engage in appropriate activities that promote the composing and decomposing of; describing, analyzing, comparing, and classifying; and building, drawing, and analyzing models that develop measurement concepts and skills through experiences in analyzing attributes and properties of two-and three-dimensional shapes/objects.	Principal, MTSS/RtI Leadership Team, Intellectual Disabilities Department Chairperson	Administrators and MTSS/RtI Leadership Team, during monthly meetings, will monitor student work, teacher lesson plans, and data generated by computer based programs to measure progress and make instructional adjustments as needed. MTSS/RtI Leadership Team will review reports monthly from instructional software programs such as Riverdeep, FCAT Explorer, and Odyssey/Compass Learning.	Formative: Student work portfolios, formal and informal assessments, sample work products, teacher observational data. Summative: 2013 Florida Alternate Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	The results of the 2012 FCAT 2.0 Mathematics Assessment did not generate data in Learning Gains as 80 students were tested over 6 different grade levels and the current and expected level of performance was combined grades. A score of NA was generated by the state.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students in this area demonstrate a weakness in Reporting Category 1 Number: Operations, Problems, Rations, Fractions, Base Ten, Operations, Problems and Statistics. Students have difficulty with multi-digit division problems, solving real-world division problems with negative	Provide contexts for mathematical exploration and the development of student understanding of number and operations through the use of manipulatives and engaging opportunities for practice. Foster the use of meanings of numbers to create strategies for solving	Principal, MTSS/RtI Leadership Team, Department Chairs	Monthly meetings of the MTSS/RtI Team will take place to closely monitor student learning & progress by analyzing data from formal/informal assessments, student attendance, student work products and progress reports from intervention and tutoring programs (Riverdeep,	Formative: Baseline/Interim Assessments and instructional software program reports Summative: 2013 FCAT Assessment

1	and positive numbers, making reasonable estimates of fractions and decimal sums, identifying prime and composite numbers, factoring, and adding and subtracting decimals and fractions with fluency. Students need to have more experience using manipulatives to grasp number and operations concepts.	division problems and responding to practical situations, and the use of models, place-value, prime and composite numbers, and properties of operations to represent mathematical operations as well as create equivalent representation of given numbers. Provide opportunities for students to practice addition and subtraction of fractions with fluency, dividing using the standard algorithm, add and subtract decimals with fluency, solving real world problems using positive and negative numbers, Provide the instructional support needed for students to develop quick recall of multiplication and division of whole numbers, as well as addition and subtraction of fractions and decimals. Provide opportunities for students to verify the reasonableness of number operation results, including in problem situations		FCAT Explorer, and Odyssey/Compass Learning) to recommend adjustments in instructional strategies, content and focus.	

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:	An analysis of the 2011-2012 FAA Mathematics Test data indicate that 29 (%) of the students made learning gains in mathematics. The goal for the 2012-2013 school year is to increase the percentage points of students making learning gains by 10 percentage points to 39%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (19)	39% (26)

Problem-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	Big Idea1 (Number Operations) is an area of deficiency. Students demonstrated difficulty identifying, analyzing, and applying knowledge of recalling fact families, whole numbers through the hundred thousands place, reading pictographs, identify and calculate multiplication facts and related division facts with	Provide contexts for mathematical exploration and the development of student understanding of number and operations through the use of manipulatives and engaging opportunities for practice. Provide opportunities for students to practice identifying, analyzing, and applying knowledge of recalling fact families,	MTSS Leadership Team, Administration, Teachers, Math Departmental Chairperson, and Program Specialist	Monthly meetings of the MTSS/RtI Team will take place to closely monitor student learning & progress by analyzing data from formal/informal assessments, student attendance, student work products and progress reports from intervention and tutoring programs (Riverdeep, FCAT Explorer, and Odyssey/Compass	Formative: Ongoing mini-assessments using Leaning Today (Smart Tutor). Summative: 2013 Florida Alternate Assessment

	whole number multiplication, and solving real-world, one-step addition and subtraction problems with whole numbers through the hundred thousands place.	whole numbers through the hundred thousands place, reading pictographs, identify and calculate multiplication facts and related division facts with whole number multiplication, and solving real-world, one-step addition and subtraction problems with whole numbers through the hundred thousands place.		Learning) to recommend adjustments in instructional strategies, content and focus.	

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:	On the 2012 FCAT 2.0 Mathematics Test 34% of Merrick students scored in the Lowest 25% and made learning gains. Our goal for the 2012-2013 school year is to provide appropriate interventions, remediation in order to increase the percent of students in the lowest 25% making learning gains by 10 percentage points to 44%
2012 Current Level of Performance:	2013 Expected Level of Performance:
34% (N<30)	44% (N<30)

Problem-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	Lowest performing students in all grades level have not had enough exposure to Reporting Category 1: Number Sense Operations, Problems & Statistics. This deficiency is related to limited opportunities to identify, and apply number patterns, identify models of multiplication and/or division situations for basic multiplication facts, identify fact families, describe the rule for a pattern in relationships between whole numbers, compare and order whole numbers, and interpret data on a bar graph or pictograph to solve problems, and limited classroom opportunities to develop exploration and inquiry activities.	Identify the lowest performing students in all grades level based on instructional needs. Specifically targeting students who need opportunities to develop exploration and inquiry activities to maintain and increase understanding of skills through hands-on experiences with grade-level appropriate number concepts and apply to solve real-life problems in number s Provide grade-level appropriate opportunities to identify, and apply number patterns, identify models of multiplication and/or division situations for basic multiplication facts, identify fact families, describe the rule for a pattern in relationships between whole numbers, compare and order whole numbers, and interpret data on a bar graph or pictograph to solve problems, and limited classroom opportunities to develop exploration and inquiry activities identify, duplicate,	MTSS/RtI Leadership Team and Department Chairs, during monthly meetings, will monitor student work, teacher lesson plans, and data generated by computer based programs to measure progress and make instructional adjustments as needed.	Monthly meetings of the MTSS/RtI Team will take place to closely monitor student learning & progress by analyzing data from formal/informal assessments, student attendance, student work products and progress reports from intervention and tutoring programs (Riverdeep, FCAT Explorer, and Odyssey/Compass Learning) to recommend adjustments in instructional strategies, content and focus.	Formative: Intervention Assessment data reports Teacher created assessments, District Baseline and interim data assessment reports Summative: 2013 FCAT 2.0 Mathematics Assessment

		describe, extend and apply number patterns, and use number patterns to help students extend their knowledge of properties of numbers and operations; number sense & concepts, include nonnumeric growing and repeating patterns. Focus on building a foundation for later understanding of functional relationships by providing students with learning experiences that require them to create rules that describe relationships and to describe relationships in context. Provide the opportunities to use patterns, models, and relationships as contexts for writing and solving simple equations.			

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 : Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	23	30	37	44	15	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	The results of the 2012 FCAT 2.0 Mathematics Assessment indicate that 21 % of students in the Black subgroup made satisfactory progress in mathematics. Our goal for the 2012-2013 school year is to increase Black students making satisfactory progress in mathematics by 9 percentage points to 30 %. The results of the 2012 FCAT 2.0 Mathematics Assessment indicate that 11 % of students in the Hispanic subgroup made satisfactory progress in mathematics. Our goal for the 2012-2013 school year is to increase Hispanic students making satisfactory progress in mathematics by 18 percentage points to 29 %.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black: 21% (3) Hispanic: 11% (6)	Black: 30% (4) Hispanic: 29% (15)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Black: As noted on the 2012 FCAT 2.0	Provide students with grade-level appropriate	Principal, MTSS/RtI Leadership Team,	MTSS/RtI Leadership Team will review reports	Formative: Baseline/Interim

1	Mathematics Administration, the Hispanic subgroup did not make satisfactory progress in mathematics. A relevant factor was limited familiarity with concepts related to Data Analysis Hispanic: As noted on the 2012 FCAT 2.0 Mathematics Administration, the Hispanic subgroup did not make satisfactory progress in mathematics. A relevant factor was limited familiarity with concepts related to Data Analysis	opportunities to construct and analyze frequency tables, bar graphs, picture graphs, and line plots from data (including data collected through observations, surveys, and experiments) and use them to solve problems; the collected data and the intent of the data collection will determine the choice of data display. Provide the opportunities for data analysis to include (depending on grade level specific standards) making and stating conclusions and predictions based on data, comparing data, determining appropriate scale increments dependent upon the range of the data, or identifying different parts of a graph. Promote the analyzing of graphs with words such as most, least, minimum, and maximum to provide a conceptual foundation for the more formal terms such as mode and range that they will learn in later grades.	Department Chairs	monthly from instructional software programs such as Riverdeep, FCAT Explorer, and Odyssey/Compass Learning to ensure students are using available programs and making adequate progress.	Assessments and instructional software program reports Summative: 2013 FCAT 2.0 Mathematics Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	The results of the 2012 FCAT 2.0 Mathematics Assessment indicate that 13 % of students in the ELL subgroup made satisfactory progress in mathematics. Our goal for the 2012-2013 school year is to increase ELL students making satisfactory progress in mathematics by 12 percentage points to 25%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
13% (1)	25% (3)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Ell students demonstrated difficulty in Number Sense: identifying, analyzing, and applying knowledge of recalling multiplication facts and related division facts with whole number multiplication. Students also demonstrated needing additional focus on estimating one-step	Students will be provided with instructional support needed to develop quick recall of addition facts and related subtraction facts, and multiplication and related division facts, and fluency with multi-digit addition and subtraction, and multiplication and division of whole numbers, as well	Principal, MTSS/RtI Leadership Team, Department Chairs	MTSS/RtI Leadership Team will review reports monthly from instructional software programs such as Riverdeep, FCAT Explorer, and Odyssey/Compass Learning to ensure students are using available programs and making adequate progress.	Formative: Baseline/Interim Assessments and instructional software program reports Summative: 2013 FCAT 2.0 Mathematics Assessment

1	addition and subtraction problems through the hundred thousands place, identifying equivalent representation of an equation or expression by using the identity property for multiplication and division and/or the zero property. of multiplication	as addition and subtraction of fractions and decimals. Students will be provided more opportunities to solve problems involving one-step addition and subtraction problems through the hundred thousands place, identifying equivalent representation of an equation or expression by using the identity property for multiplication and division and/or the zero property. of multiplication			

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	The results of the 2012 FCAT 2.0 Mathematics Assessment indicate that 14 % of students in the SWD subgroup made satisfactory progress in mathematics. Our goal for the 2012-2013 school year is to increase Students with Disabilities making satisfactory progress in mathematics by 15 percentage points to 29 %
2012 Current Level of Performance:	2013 Expected Level of Performance:
14% (9)	29% (18)

Problem-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 a subgroup, Students with Disabilities need additional practice with algebraic concepts, solving real-world problems using properties of equality, simplifying expressions using order of operations, including exponents and/or parentheses, and identifying a set of discrete or continuous data. A relevant factor is limited understanding of mathematics terminology.	Students will be provided opportunities to solve real-world problems using properties of equality, practice problems with algebraic concepts, simplify expressions using order of operations, including exponents and/or parentheses, and identify a set of discrete or continuous data. Use literature in mathematics to provide the necessary meaning for children to successfully grasp measurement concepts and allow students to make connections with real-world situations. Infusing literacy in mathematics instruction may include the use of mathematics terminology embedded throughout each lesson by the teacher and students, journals written by students reflecting about the math they learned, or books used as a lesson	Principal, MTSS/RtI Leadership Team, Department chairs	MTSS/RtI Leadership Team will review reports monthly from instructional software programs such as Riverdeep, FCAT Explorer, and Odyssey/Compass Learning to ensure students are using available programs and making adequate progress.	Formative: Baseline/Interim Assessments and instructional software program reports Summative: 2013 FCAT 2.0 Mathematics Assessment

		lead-in, guided practice or closure of the lesson. Engage students in activities to use technology (such as Gizmos, Riverdeep® or the National Library of Virtual Manipulatives) that include visual stimulus to develop students' algebraic 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 subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	The results of the 2012 FCAT 2.0 Mathematics Assessment indicate that 19% of students in the Economically Disadvantaged subgroup made satisfactory progress in mathematics. Our goal for the 2012-2013 school year is to increase Students with Disabilities making satisfactory progress in mathematics by 12 percentage points to 31 %.
2012 Current Level of Performance:	2013 Expected Level of Performance:
19% (10)	31% (16)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	This subgroup shows a lack of fluency in geometric and measurement concepts. Students in this category demonstrate weaknesses in identifying, naming, constructing and analyzing two and three dimensional shapes using sides and angles, including classifying types of quadrilaterals. They also have difficulty with the metric system, finding perimeter of polygons, measurement, time in hours, weeks, months or years, and applying formulas for solving problems dealing with area of parallelograms, triangles, and trapezoids. This deficiency may be related to insufficient use of manipulatives.	Grade K – Develop the ability to describe their physical world using geometric ideas; describe and compare measurable attributes; identify, name, and describe basic two-dimensional shapes, as well as three-dimensional shapes; and use basic shapes and spatial reasoning to model objects in their environment and to construct more complex shapes. Grade 1 – Compose and decompose plane or solid figures and build understanding of part-whole relationships as well as the properties of the original and composite shapes; recognize shapes from different perspectives and orientations, describe their geometric attributes, and determine how they are alike and different; and develop the background for measurement, from knowing how to measure lengths indirectly and by iterating length units,	Principal, MTSS/RtI Leadership Team, Department chairs	MTSS/RtI Leadership Team will review reports monthly from instructional software programs such as Riverdeep, FCAT Explorer, and Odyssey/Compass Learning to ensure students are using available programs and making adequate progress.	Formative: Baseline/Interim Assessments and instructional software program reports Summative: 2013 FCAT 2.0 Mathematics Assessment

1		and telling and writing time, to gaining an understandings of properties such as congruence and symmetry. Grade 2 – Measure and estimate lengths in standard units; work with time and money; describe and analyze shapes by examining their sides and angles; investigate, describe, and reason about decomposing and combining shapes to make other shapes; and through building, drawing, and analyzing two- and three-dimensional shapes, develop a foundation for understanding area, volume, congruence, similarity, and symmetry in later grades. Grade 3 – Describe and analyze properties of two-dimensional shapes; examine and apply congruency and symmetry in geometric shapes; select appropriate units, strategies and tools to solve problems involving perimeter; measure objects using fractional parts; and tell time and determine the amount of time elapsed. Grade 4 – Develop an understanding of area and determine the area of two-dimensional shapes; classifying angles; identify and describe the results of transformations; and identify and build a three-dimensional object from a two-dimensional representation and vice versa. Grade 5 – Describe three-dimensional shapes and analyze their properties, including volume and surface area; identify and plot ordered pairs on the first quadrant; compare, contrast, and convert units of measures within the same dimension to solve problems; solve problems requiring attention to approximations, selections of appropriate tools and precision in measurement; and derive and apply formulas for area.			

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 results of the 2012 FCAT 2.0 Mathematics Assessment indicate that 19 % of students achieved Level 3 proficiency. Our goal for the 2012-2013 school year is to increase students achieving proficiency in mathematics by 10 percentage points to 29%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
19% (13)	29% (20)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The primary areas of deficiency as noted on the 2012 FCAT 2.0 Mathematics Test were content clusters Geometry, Spatial Sense, and Measurement. Students demonstrate difficulty in being able to successfully complete problems involving measurement and geometric concepts, and have a limited understanding of perimeters, special triangles, perimeter, prisms, circumference, volume, Pythagorean theorem, capacity, surface/lateral area, scale, and geometry concepts. Limited instructional time is also an obstacle in teaching homebound students.	Utilize online research-based technology programs to increase instructional time beyond the time that teacher and student interact. Students will be provided opportunities to solve problems involving measurement, perimeter, prisms, circumference, Pythagorean theorem, capacity, volume, surface/lateral area, scale, and geometry concepts. Using District Provided technology such as Destination Learning, Compass Learning/ Odyssey, FCAT Explorer, Gizmos, and free online programs and such as Khan Academy and phschool.com. Students can access their text book through textbook companion sites to view interactive lessons and homework video tutors. This will provide a visual stimulus to provide students with additional opportunities to investigate geometric properties, develop spatial sense, and a gain better understanding of geometry concepts, such as pyramids, prisms, scale, cylinders, properties of triangles, perimeter, surface and lateral area, circumference, volume, and axiomatic geometry.	Principal, MTSS/RtI Leadership Team, Department Chairs	Monthly meetings of the MTSS/RtI Team will take place to closely monitor student learning & progress by analyzing data from formal/informal assessments, student attendance, student work products and progress reports from intervention (Riverdeep, FCAT Explorer, PearsonSuccess.net. and Odyssey/Compass Learning) and tutoring programs to recommend adjustments in instructional strategies, content and focus.	Formative: Baseline/Interim Assessments and instructional software program reports Summative: 2013 FCAT 2.0 Mathematics

		Provide computers to homebound students when necessary. Teachers will encourage students to make use of available programs and provide assistance.			

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:	The results of the 2012 FAA Mathematics Test indicate that 5% of students achieved proficiency by scoring at Level 4, 5, or 6 in Mathematics. Our goal for the 2012-2013 school year is to increase the percentage of students achieving Level 4, 5, or 6 in Mathematics by 5 percentage points to 10 %.
2012 Current Level of Performance:	2013 Expected Level of Performance:
5% (5)	10% (9)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack sufficient repetition of math concepts such as counting and measurement. Their familiarity with visual choices as presented in the FAA continues to be limited. They also lack Big Idea1 (NUMBER OPERATIONS) is an area of deficiency. Students demonstrated difficulty identifying, analyzing, and applying knowledge of recalling multiplication facts and related division facts with whole number multiplication.	Train teachers to effectively implement Access Points. Provide students with opportunities to learn concepts using manipulatives visuals, number lines and assistive technology. Repetition for long term learning math concepts such as rote counting, fact fluency and tools for measurement. Students must have continuous review/practice when learning math concepts. The students must be provided with visual choices as presented in the Florida Alternate Assessment (FAA). Students in secondary programs will demonstrate that skills taught in the classroom will transfer into real world situations (Community Based Instruction, CBI). Students will be provided with instructional support needed to develop quick recall of addition facts and related subtraction facts, and multiplication and related division facts, and fluency with multi-digit addition and subtraction, and multiplication and division of whole numbers, as well	Principal, MTSS/RtI Leadership Team, Intellectual Disabilities Department Chairperson	Monthly meetings of the MTSS/RtI Team will take place to closely monitor student learning & progress by analyzing data from formal/informal assessments, student attendance, student work products and progress reports from intervention (Riverdeep, FCAT Explorer, PearsonSuccess.net. and Odyssey/Compass Learning) and tutoring programs to recommend adjustments in instructional strategies, content and focus.	Formative: Student work portfolios, formal and informal assessments, sample work products, teacher observational data. Summative: 2013 Florida Alternate Assessment

		as addition and subtraction of fractions and decimals.			

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	The results of the 2012 FCAT 2.0 Mathematics Test indicate that 4 % of students achieved proficiency (Level 4 and 5). Our goal is to increase student proficiency by 5 percentage points to 9 %.
2012 Current Level of Performance:	2013 Expected Level of Performance:
4% (3)	9% (6)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The Level 4 and 5 students showed an area of deficiency in Category 2 Expressions, Equations, Statistics, Ratios, Proportional relationships, Ratios, Base Ten, Fractions, and Functions, as noted on the 2012 administration of the FCAT 2.0 Mathematics Assessment The deficiency is related to limited opportunities to develop exploration and inquiry activities and have difficulty identifying place value of decimals, identifying and relating equivalent fractions, comparing and ordering fractions, solving real world problems using properties of equality, simplifying expressions using order of operations, analyzing line graphs or double bar graphs and differentiating between and explain why a set of data is discrete or continuous.	Students will be given the opportunity to explain and justify procedures for translating written descriptions or graphic to an equation, substitute a quantity of equal value for another to solve problems, simplify expressions including exponents and parentheses, and construct and identify an appropriate graph to represent continuous or discrete data. Students will use number lines and bar & circle graphs to model the concept of dividing fractions as well as mixed numbers. Students will be given opportunities to develop exploration and inquiry activities to maintain and increase understanding of skills through hands-on experiences with grade-level appropriate number concepts and apply to solve real-life problems.	Principal, MTSS/RtI Leadership Team, Department chairs	Monthly meetings of the MTSS/RtI Team will take place to closely monitor student learning & progress by analyzing data from formal/informal assessments, student attendance, student work products and progress reports from intervention and tutoring programs (Riverdeep, FCAT Explorer, and Odyssey/Compass Learning) to recommend adjustments in instructional strategies, content and focus.	Formative: Baseline/Interim Assessments and instructional software program reports Summative: 2013 FCAT 2.0 Mathematics Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	The results of the 2012 FAA Mathematics Test indicate that 9 % of students achieved at or above Level 7 in Mathematics. Our goal for the 2012-2013 school year is to increase the percentage of students achieving at or above Level 7 in Mathematics by 3 percentage points to 12 %.
2012 Current Level of Performance:	2013 Expected Level of Performance:

9% (8)	12% (11)

Problem-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 lack sufficient repetition of math concepts such as solving real life problems. Their familiarity with visual choices as presented in the FAA continues to be limited. They also lack Big Idea 3 which is an area of deficiency. Students demonstrated difficulty identifying, analyzing, and applying knowledge of determining the area of two-dimensional shapes.	Train teachers to effectively implement Access Points. Review for long term learning math concepts such as rote counting, fact fluency and tools for measurement. Use guided discussion to engage students in real life math problems. Students must have continuous repetition/practice when learning math concepts. The students must be provided with visual choices as presented in the Florida Alternate Assessment (FAA). Students will also be provided with opportunities to engage in appropriate activities that promote the composing and decomposing of; describing, analyzing, comparing, and classifying; and building, drawing, and analyzing models that develop measurement concepts and skills through experiences in analyzing attributes and properties of two-and three-dimensional shapes/objects	Principal, MTSS/RtI Leadership Team, Intellectual Disabilities Department Chairperson	Monthly meetings of the MTSS/RtI Team will take place to closely monitor student learning & progress by analyzing data from formal/informal assessments, student attendance, student work products and progress reports from intervention (Riverdeep, FCAT Explorer, and Odyssey/Compass Learning) and tutoring programs to recommend adjustments in instructional strategies, content and focus.	Formative: Student work portfolios, formal and informal assessments, sample work products, teacher observational data. Summative: 2013 Florida Alternate Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	The results of the 2012 FCAT 2.0 Mathematics Assessment did not generate data in Learning Gains as 80 students were tested over 6 different grade levels and the current and expected level of performance was combined grades. A score of NA was generated by the state.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students need to have more time to analyze tables, graphs and	Provide students with opportunities to construct and analyze	MTSS/RtI Leadership Team, Literacy Leadership	Monthly meetings of the MTSS/RtI Team will take place to closely monitor	Formative: Teacher created assessments;

1	equations to describe linear functions and other simple relations is Algebraic Thinking and Geometry Spatial Sense, and Measurement. Students demonstrate difficulty in being able to successfully complete problems involving measurement and geometric concepts, and have a limited understanding of perimeters, special triangles, perimeter, prisms, circumference, volume, Pythagorean theorem, capacity, surface/lateral area, scale, and geometry concepts and ratios/proportional relationships, equations and functions algebraic concepts, solving real-world problems using properties of equality, law of exponents, scientific notation, radical expressions and absolute value, simplifying expressions using order of operations, including exponents and/or parentheses, and identifying a set of discrete or continuous data, as noted on the 2012 administration of the FCAT 2.0 Mathematics Test.	tables, graphs and equations to describe linear functions and other simple relations using both common language and algebraic notation. Provide contexts for mathematical exploration and the development of student understanding of geometric and measurement concepts by support the use of manipulatives and engaging opportunities for practice. Provide grade-level appropriate activities that promote the composing and decomposing of; describing, analyzing, comparing, and classifying; and building, drawing, and analyzing models that develop measurement concepts and skills through experiences in analyzing attributes and properties of two-and three-dimensional shapes/objects. Provide grade-level appropriate activities that promote the use geometric knowledge and spatial reasoning to develop foundations for understanding perimeter, Pythagorean theorem area, volume, surface area, perimeters, special triangles, perimeter, prisms, circumference, volume Use hands-on experiences to facilitate the conceptual learning and understanding of algebraic concepts and apply the learning to solve real-world problems; hands-on experiences should include the use of tangible manipulatives such as tiles, pattern blocks and connecting cubes.	Team, Department Chairs	student learning & progress by analyzing data from formal/informal assessments, student attendance, student work products and progress reports from intervention (Riverdeep, FCAT Explorer, PearsonSuccess.net. and Odyssey/Compass Learning) and tutoring programs to recommend adjustments in instructional strategies, content and focus.	Student generated work in math notebooks, District Baseline and interim data assessment reports 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 group:	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	An analysis of the 2011-2012 FAA Mathematics Test data indicate that 29 (%) of the students made learning gains in mathematics. The goal for the 2012-2013 school year is to increase the percentage points of students making learning gains by 10 percentage points to 39%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (19)	39% (26)

Problem-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	Big Idea1 (Number Operations) is an area of deficiency Students demonstrated difficulty identifying, analyzing, and applying knowledge of recalling multiplication facts and related division facts with whole number multiplication. Students demonstrated difficulty identifying, analyzing, and applying knowledge of recalling multiplication facts and related division facts with whole number multiplication.	Provide contexts for mathematical exploration and the development of student understanding of number and operations through the use of manipulatives and engaging opportunities for practice. Students must have continuous repetition/practice when learning math concepts. The students must be provided with visual choices as presented in the Florida Alternate Assessment (FAA). Students in secondary programs will observe that skills taught in the classroom occur in real world situations (Community Based Instruction, CBI). Provide the instructional support needed for students to develop quick recall of addition facts and related subtraction facts, and multiplication and related division facts, and fluency with multi-digit addition and subtraction, and multiplication and division of whole numbers, as well as addition and subtraction of fractions and decimals.	MTSS/RtI Leadership Team, Administration, Department Chairs.	Monthly meetings of the MTSS/RtI Team will take place to closely monitor student learning & progress by analyzing data from formal/informal assessments, student attendance, student work products and progress reports from intervention (Riverdeep, FCAT Explorer, and Odyssey/Compass Learning) and tutoring programs to recommend adjustments in instructional strategies, content and focus...	Formative: Ongoing mini-assessments using Leaning Today (Smart Tutor). Summative: 2013 Florida Alternate Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	On the 2012 FCAT 2.0 Mathematics Test 34% of Merrick students scored in the Lowest 25% and made learning gains. Our goal for the 2012-2013 school year is to provide appropriate interventions, remediation in order to increase the percent of students in the lowest 25% making learning gains by 10 percentage points to 44%
2012 Current Level of Performance:	2013 Expected Level of Performance:
34% (N<30)	44% (N<30)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Lowest performing students in all grade levels have not had	Identify the lowest performing students in all grade levels based on	MTSS/RtI Leadership Team, Department Chairs	Monthly meetings of the MTSS/RtI Team will take place to closely monitor	Formative: Intervention Assessment data

1	enough exposure to number sense concepts. This deficiency is related to limited opportunities to develop exploration and inquiry activities. Students demonstrated a weakness in solving problems that include operations on numbers in scientific operations, scientific notation, law of exponents, operations on real numbers including radical expressions and absolute value, graphs (box-and-whisker plot, scatter plots, and central tendency of a data set.	instructional needs. Specifically targeting students who need opportunities to develop exploration and inquiry activities to maintain and increase understanding of skills through hands-on experiences with grade-level appropriate number concepts and apply to solve real-life problems in number sense concepts. Student will be provided additional opportunities to solve problems that include operations on numbers in scientific operations, scientific notation, law of exponents, operations on real numbers including radical expressions and absolute value, graphs (box-and-whisker plot, scatter plots, and central tendency of a data set.		student learning & progress by analyzing data from formal/informal assessments, student attendance, student work products and progress reports from intervention (Riverdeep, FCAT Explorer, PearsonSuccess.net. and Odyssey/Compass Learning) and tutoring programs to recommend adjustments in instructional strategies, content and focus.	reports Teacher created assessments, District Baseline and interim data assessment reports Summative: 2013 FCAT 2.0 Mathematics Assessment

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

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

Middle School Mathematics Goal #

5A : Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%.

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	34	40	46	52	58	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	The results of the 2012 FCAT 2.0 Mathematics Assessment indicate that 21 % of students in the Black subgroup made satisfactory progress in mathematics. Our goal for the 2012-2013 school year is to increase Black students making satisfactory progress in mathematics by 9 percentage points to 30 %. The results of the 2012 FCAT 2.0 Mathematics Assessment indicate that 11 % of students in the Hispanic subgroup made satisfactory progress in mathematics. Our goal for the 2012-2013 school year is to increase Hispanic students making satisfactory progress in mathematics by 18 percentage points to 29 %.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black: 21% (3) Hispanic: 11% (6)	Black: 30% (4) Hispanic: 29% (15)

Problem-Solving Process to Increase Student Achievement

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

1	Black: As noted on the 2012 FCAT 2.0 Mathematics Administration, the Hispanic subgroup did not make satisfactory progress in mathematics. A relevant factor was limited familiarity with concepts related to Data Analysis Hispanic: As noted on the administration of the 2012 FCAT 2.0 Mathematics Test, the Hispanic subgroup did not make satisfactory progress. A relevant factor was limited familiarity with concepts related to Data Analysis Appropriate placement of students in interventions has been an obstacle	The MTSS/RtI Leadership Team, along with Department Chairs, will analyze the 2012 FCAT Data, determine the students in need of intervention, and place these students in the appropriate intervention program.	MTSS/RtI Leadership Team, and Department Chairs	Monthly meetings of the MTSS/RtI Team will take place to closely monitor student learning & progress by analyzing data from formal/informal assessments, student attendance, student work products and progress reports from intervention (Riverdeep, FCAT Explorer, PearsonSuccess.net. and Odyssey/Compass Learning) and tutoring programs to recommend adjustments in instructional strategies, content and focus.	Formative: Teacher created assessments and tutorial assessments, District Baseline and interim data assessment reports Summative: 2013 FCAT 2.0 Mathematics Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	The results of the 2012 FCAT 2.0 Mathematics Assessment indicate that 13 % of students in the ELL subgroup made satisfactory progress in mathematics. Our goal for the 2012-2013 school year is to increase ELL students making satisfactory progress in mathematics by 12 percentage points to 25%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
13% (1)	25% (3)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Ell students demonstrated difficulty in Number Sense: identifying, analyzing, and applying knowledge of recalling multiplication facts and related division facts with whole number multiplication. Students also demonstrated needing additional focus on estimating one-step addition and subtraction problems through the hundred thousands place, identifying equivalent representation of an equation or expression by using the identity property for multiplication and division and/or the zero property. of multiplication	Students will be provided with instructional support needed to develop quick recall of addition facts and related subtraction facts, and multiplication and related division facts, and fluency with multi-digit addition and subtraction, and multiplication and division of whole numbers, as well as addition and subtraction of fractions and decimals. Students will be provided more opportunities to solve problems involving one-step addition and subtraction problems through the hundred thousands place, identifying equivalent representation of an	Principal, MTSS/RtI Leadership Team, Department Chairs	MTSS/RtI Leadership Team will review reports monthly from instructional software programs such as Riverdeep, FCAT Explorer, and Odyssey/Compass Learning to ensure students are using available programs and making adequate progress.	Formative: Baseline/Interim Assessments and instructional software program reports Summative: 2013 FCAT 2.0 Mathematics Assessment

		equation or expression by using the identity property for multiplication and division and/or the zero property. of multiplication			

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	The results of the 2012 FCAT 2.0 Mathematics Assessment indicate that 14 % of students in the SWD subgroup made satisfactory progress in mathematics. Our goal for the 2012-2013 school year is to increase Students with Disabilities making satisfactory progress in mathematics by 15 percentage points to 29 %
2012 Current Level of Performance:	2013 Expected Level of Performance:
14% (9)	29% (18)

Problem-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 with Disabilities lack adequate algebraic skills. This deficiency is related to insufficient practice in writing and using mathematical expressions and using inductive reasoning. Students showed an opportunity for improvement in the content clusters of Algebraic Thinking, ratios/proportional relationships, equations and functions algebraic concepts, solving real-world problems using properties of equality, law of exponents, scientific notation, radical expressions and absolute value, simplifying expressions using order of operations, including exponents and/or parentheses, and identifying a set of discrete or continuous data	Develop departmental learning teams to facilitate the implementation of the listed best practice instructional strategies. Infuse the Step-It-Up Problem Solving Protocol into daily instruction to equip students with strategies to solve real-world application based problems. Use the Pacing Guide aligned Topic Assessments and the FLDOE Florida Achieves! Focus Resources to progress monitor students' mastery of targeted grade level objectives and essential content. Students will be provided opportunities to write, interpret, and use mathematical expressions and equations, ratios/proportional relationships, equations and functions algebraic concepts, solving real-world problems using properties of equality, law of exponents, scientific notation, radical expressions and absolute value, simplifying expressions using order of operations, including exponents and/or parentheses, use inductive reasoning strategies that include discovery learning activities, develop	Principal, MTSS/RtI Leadership Team, Department Chairs	Monthly meetings of the MTSS/RtI Team will take place to closely monitor student learning & progress by analyzing data from formal/informal assessments, student attendance, student work products and progress reports from intervention (Riverdeep, FCAT Explorer, PearsonSuccess.net. and Odyssey/Compass Learning) and tutoring programs to recommend adjustments in instructional strategies, content and focus.	Formative: Baseline/Interim Assessments and instructional software program reports Summative: 2013 FCAT 2.0 Mathematics Assessment

		students understanding of linear equations, and solve mathematical problems graphically. Provide students with opportunities to complete more rigorous mathematical problems			

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	The results of the 2012 FCAT 2.0 Mathematics Assessment indicate that 19% of students in the Economically Disadvantaged subgroup made satisfactory progress in mathematics. Our goal for the 2012-2013 school year is to increase Students with Disabilities making satisfactory progress in mathematics by 12 percentage points to 31 %.
2012 Current Level of Performance:	2013 Expected Level of Performance:
19% (10)	31% (16)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Economically Disadvantaged students lack adequate data analysis skills. This deficiency is related to insufficient practice in the collection and analysis of data. Students demonstrate a need for more focus on selecting, organizing, and constructing the most appropriate display for a given set of data and analyzing how the measures of central tendency and variability of a data set are affected by including or excluding additional data points.	Provide students with grade-level appropriate opportunities to construct and analyze frequency tables, bar graphs, picture graphs, and line plots from data (including data collected through observations, surveys, and experiments) and use them to solve problems; the collected data and the intent of the data collection will determine the choice of data display. Provide the opportunities for data analysis to include (depending on grade level specific standards) making and stating conclusions and predictions based on data, comparing data, determining appropriate scale increments dependent upon the range of the data, or identifying different parts of a graph. Promote the analyzing of graphs with words such as most, least, minimum, and maximum to provide a conceptual foundation for the more formal terms such as mode and range that they will learn in later grades.	Principal, MTSS/RtI Leadership Team, Department Chairs	Monthly meetings of the MTSS/RtI Team will take place to closely monitor student learning & progress by analyzing data from formal/informal assessments, student attendance, student work products and progress reports from intervention (Riverdeep, FCAT Explorer, PearsonSuccess.net. and Odyssey/Compass Learning) and tutoring programs to recommend adjustments in instructional strategies, content and focus.	Formative: Baseline/Interim Assessments and instructional software program reports Summative: 2013 FCAT 2.0 Mathematics Assessment

Florida Alternate Assessment High School Mathematics Goals

** When using percentages, include the number of students the percentage represents next to the percentage (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. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1:	The results of the 2012 FAA Mathematics Test indicate that 5 % of students achieved proficiency at Levels 4, 5, or 6. Our goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency at Levels 4, 5, or 6 in Mathematics by 5 percentage points to 10 %.
2012 Current Level of Performance:	2013 Expected Level of Performance:
5% (5)	10% (9)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Big Idea1 (Number Operations) is an area of deficiency. Students demonstrated difficulty identifying, analyzing, and applying knowledge of recalling multiplication facts and related division facts with whole number multiplication. Students also demonstrated needing additional focus on estimating one-step addition and subtraction problems through the hundred thousands place, identifying equivalent representation of an equation or expression by using the identity property for multiplication and division and/or the zero property. of multiplication	Students will be provided with instructional support needed to develop quick recall of addition facts and related subtraction facts, and multiplication and related division facts, and fluency with multi-digit addition and subtraction, and multiplication and division of whole numbers, as well as addition and subtraction of fractions and decimals. Students will be provided more opportunities to solve problems involving one-step addition and subtraction problems through the hundred thousands place, identifying equivalent representation of an equation or expression by using the identity property for multiplication and division and/or the zero property. of multiplication	MTSS Leadership Team, Administration, Teachers, Math Departmental Chairperson, and Program Specialist	Monthly meetings of the MTSS/RtI Team will take place to closely monitor student learning & progress by analyzing data from formal/informal assessments, student attendance, student work products and progress reports from intervention (Riverdeep, FCAT Explorer, PearsonSuccess.net. and Odyssey/Compass Learning) and tutoring programs to recommend adjustments in instructional strategies, content and focus.	Formative: Ongoing mini-assessments using Leaning Today (Smart Tutor). Summative: 2013 Florida Alternate Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.	The results of the 2012 FAA Mathematics Test indicate that 9% of students achieved at Level 7 or above in Mathematics.

Mathematics Goal #2:	Our goal for the 2012-2013 school year is to increase the percentage of students achieving Level 7 or above in Mathematics by 3 percentage points to 12 %.
2012 Current Level of Performance:	2013 Expected Level of Performance:
9% (8)	12% (11)

Problem-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	Big Idea 3 is an area of deficiency. Students demonstrated difficulty in Geometry, spatial sense: identifying, analyzing, and applying knowledge of determining the area of two-dimensional shapes. . Students demonstrated difficulty in being able to successfully complete problems involving measurement and geometric concepts, and have a limited understanding of perimeters, special triangles, perimeter, prisms, and circumference.	Students will be provided with opportunities to engage in appropriate activities that promote the composing and decomposing of; describing, analyzing, comparing, and classifying; and building, drawing, and analyzing models that develop measurement concepts and skills through experiences in analyzing attributes and properties of two-and three-dimensional shapes/objects measurement, geometric concepts, and have a limited understanding of perimeters, special triangles, perimeter, prisms, and circumference..	MTSS/RtI Leadership Team, Administration, Department Chairs	Monthly meetings of the MTSS/RtI Team will take place to closely monitor student learning & progress by analyzing data from formal/informal assessments, student attendance, student work products and progress reports from intervention (Riverdeep, FCAT Explorer, PearsonSuccess.net. and Odyssey/Compass Learning) and tutoring programs to recommend adjustments in instructional strategies, content and focus.	Formative: Ongoing mini-assessments using Leaning Today (Smart Tutor). Summative: 2013 Florida Alternate Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3. Florida Alternate Assessment: Percent of students making learning gains in mathematics. Mathematics Goal #3:	The results of the 2012 FAA Mathematics Test indicate that 29 % of students made learning gains in Mathematics. Our goal for the 2012-2013 school year is to increase the percentage of students making learning gains in Mathematics by 10 percentage points to 39 %.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (19)	39% (26)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Big Idea1 (Number Operations) is an area of deficiency. Students demonstrated	Provide contexts for mathematical exploration and the development of student	MTSS/RtI Leadership Team, Administration, Teachers,	Monthly meetings of the MTSS/RtI Team will take place to closely monitor student	Formative: Ongoing teacher assessments

1	difficulty identifying, analyzing, and applying knowledge of recalling multiplication facts and related division facts with whole number multiplication.	understanding of number and operations through the use of manipulatives and engaging opportunities for practice.	Department Chairs	learning & progress by analyzing data from formal/informal assessments, student attendance, student work products and progress reports from intervention (Riverdeep, FCAT Explorer, PearsonSuccess.net. and Odyssey/Compass Learning) and tutoring programs to recommend adjustments in instructional strategies, content and focus.	Summative: 2013 Florida Alternate Assessment

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:	NA (paper-based tests scored too late for state calculations)
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Algebra I students lack sufficient practice in solving real world problems and using inductive reasoning strategies. Students demonstrate a need for additional focus on simplifying monomials, minimal expressions using laws of integral exponents, radical expressions, linear equations, adding, subtracting, multiplying polynomials, factoring polynomials, and mathematical and problem solving.	Provide all students with more practice in solving real-world problems involving relations and functions Provide all students more practice in solving multi-step problems with simplifying monomials, minimal expressions using laws of integral exponents, radical expressions, linear equations, adding, subtracting, multiplying polynomials, factoring polynomials, and mathematical and problem solving. several rate parameters Provide students with more practice in finding the pattern, writing the rule, and determining the function for a given sequence of numbers Provide all students with more practice in converting linear	Principal, MTSS/RtI Leadership Team, Department chairs	MTSS/RtI Leadership Team will review reports monthly from instructional software programs to ensure students are using available programs and making adequate progress. MTSS/RtI Leadership Team will review reports, during monthly meetings, monthly from instructional software programs such as: Pearson SuccessNet. Phschool.net, Gizmos, Riverdeep, to determine is the student is making progress and make instructional changes as needed.	Formative: Baseline/Interim Assessments and instructional software program reports Summative: 2013 Algebra 1 EOC Assessment

		measures to cubic measures and non-typical rates to a unit rate in order to represent and solve real-world applications that involve functions and relations. Provide inductive reasoning strategies that include discovery learning activities Provide teachers with training in assisting students as they make sense of problems and persevere in solving them. Provide teachers with training in developing meaning through mathematical problem solving in a real-world context Assist teachers with effective strategies for integrating technology in their lesson designs			

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:	NA (paper-based tests scored too late for state calculations)
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	These students need additional focus on linear equations and inequalities, solving algebraic equations and proportions, solving quadratic equations, and solving real-world problems involving relations and functions. It is difficult for Homebound students, even those students proficient in Algebra I, to acquire sufficient practice in solving real world problems the zero product property	Provide all students with more practice in using the Zero Product Property, linear equations and inequalities, solving algebraic equations and proportions, solving quadratic equations, and solving real-world problems involving relations and functions. Provide students with more practice in using graphing technology to graph, solve, and interpret quadratic equations. Provide students with more practice using quadratic equations to solve real-world problems Provide inductive reasoning strategies that include discovery learning	Principal, MTSS/RtI Leadership Team, Department chairs	MTSS/RtI Leadership Team will review reports monthly from instructional software programs to ensure students are using available programs and making adequate progress. MTSS/RtI Leadership Team will review reports, during monthly meetings, monthly from instructional software programs such as: PearsonSuccessNet. Phschool.net, Gizmos, Riverdeep, to determine is the student is making progress and make instructional changes as needed	Formative: Baseline/Interim Assessments and instructional software program reports Summative: 2013 Algebra 1 EOC Assessment

		activities Provide teachers with training in developing meaning through mathematical problem solving in a real-world context.			

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target						
3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.			Algebra Goal # 3A : (paper-based tests scored too late for state calculations)			
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	N/A	N/A	N/A	N/A	N/A	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. Algebra Goal #3B:	NA (paper-based tests scored too late for state calculations)
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3C. English Language Learners (ELL) not making satisfactory progress in Algebra. Algebra Goal #3C:	(paper-based tests scored too late for state calculations)
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement

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

1	NA	NA	NA	NA	NA

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra. Algebra Goal #3D:	NA (paper-based tests scored too late for state calculations)
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students with Disabilities enrolled in Algebra I demonstrate a lack of sufficient practice in solving multi-step problems and developing a inductive reasoning strategies.	Provide all students with more practice in solving real-world problems involving relations and functions Provide all students more practice in solving multi-step problems with several rate parameters Provide students with more practice in finding the pattern, writing the rule, and determining the function for a given sequence of numbers Provide all students with more practice in converting linear measures to cubic measures and non-typical rates to a unit rate in order to represent and solve real-world applications that involve functions and relations. Provide inductive reasoning strategies that include discovery learning activities Provide teachers with training in developing meaning through mathematical problem solving in a real-world context	Principal, MTSS/RtI Leadership Team, Department chairs	MTSS/RtI Leadership Team will review reports monthly from instructional software programs to ensure students are using available programs and making adequate progress. MTSS/RtI Leadership Team will review reports, during monthly meetings, monthly from instructional software programs such as: PearsonSuccessNet. Phschool.net, Gizmos, Riverdeep, to determine is the student is making progress and make instructional changes as needed	Formative: Baseline/Interim Assessments and instructional software program reports Summative: 2013 Algebra 1 EOC Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3E. Economically Disadvantaged students not making satisfactory progress in Algebra. Algebra Goal #3E:	NA (paper-based tests scored too late for state calculations)
2012 Current Level of Performance:	2013 Expected Level of Performance:

NA (paper-based tests scored too late for state calculations)	NA (paper-based tests scored too late for state calculations)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3E.1. Economically Disadvantaged Algebra I students demonstrate a lack of sufficient practice in finding patterns, converting linear measures to cubic measures, and using inductive reasoning strategies. and developing a mathematical vocabulary.	3E.1. Economically Disadvantaged Algebra I students demonstrate a lack of sufficient practice in finding patterns, converting linear measures to cubic measures, and using inductive reasoning strategies. and developing a mathematical vocabulary	3E.1. Principal, MTSS/RtI Leadership Team, Department chairs	3E.1. MTSS/RtI Leadership Team will review reports monthly from instructional software programs to ensure students are using available programs and making adequate progress. MTSS/RtI Leadership Team will review reports, during monthly meetings, monthly from instructional software programs such as: PearsonSuccessNet. Phschool.net, Gizmos, Riverdeep, to determine is the student is making progress and make instructional changes as needed.	3E.1. Formative: Baseline/Interim Assessments and instructional software program reports Summative: 2013 Algebra 1 EOC Assessment

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 indicate that 39 % of students scored in the middle third in geometry. Our goal for the 2012-2013 school year is to increase the percentage students scoring in the middle third by 4 percentage points to 43 %.
2012 Current Level of Performance:	2013 Expected Level of Performance:
39% (16)	43% (18)

Problem-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. Geometry Standard 1 Geometry students demonstrate a lack of sufficient practice in using inductive	1.1. Provide students with practice in defining and identifying circumference, diameter, radius, arc length, chord, secant, tangent, vertices of	1.1. Principal, MTSS/RtI Leadership Team, Department chairs	1.1. Monthly, the MTSS/RtI Leadership Team will review reports from instructional software (PearsonSuccessNet. Phschool.net, Gizmos, Riverdeep,)and review	1.1. Formative: Baseline/Interim Assessments and instructional software program reports

1	reasoning strategies, solving real world problems, and developing a mathematical vocabulary. Students also need additional focus on defining and identifying circumference, diameter, radius, arc length, chord, Secant, tangent, vertices of polyhedral, and coordinate geometry to prove properties congruent, regular, and similar quadrilaterals.	polyhedral, and coordinate geometry to prove properties congruent, regular, and similar quadrilaterals using coordinate geometry to find slopes, parallel lines, perpendicular lines, and equations of lines Provide inductive reasoning strategies that include discovery learning activities Provide teachers with training in developing meaning through mathematical problem solving in a real-world context. Provide teachers with training in assisting students as they make sense of problems and persevere in solving them.		baseline/interim assessments, and homework assignments to ensure students are making adequate progress in the skills taught.	Summative: 2013 Geometry EOC Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	The results of the 2012 FCAT Geometry Assessment indicate that 5 % of students scored in the middle third. Our goal for the 2012-2013 school year is to increase the percentage of students scoring in the upper third by 2 percentage points to 7 %.
2012 Current Level of Performance:	2013 Expected Level of Performance:
5% (2)	7% (3)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. Geometry students demonstrate a lack of sufficient practice in deriving formulas for perimeter and/or area of polygons, solving real-world problems using measures of circumference, arc length, and areas of circles and sectors, applying the inequality theorems: triangle inequality, inequality in one triangle, and the Hinge Theorem and determining how changes and in dimensions affect the surface area and volume of common geometric solids.	2.1. Provide students with practice in deriving the formulas for perimeter and/or area of polygons, solving real-world problems using measures of circumference, arc length, and areas of circles and sectors, applying the inequality theorems: triangle inequality, inequality in one triangle, and the Hinge Theorem and determining how changes and in dimensions affect the surface area and volume of common geometric solids Provide teachers with training in developing meaning through	2.1. Principal, MTSS/RtI Leadership Team, Department chairs	2.1. Monthly, the MTSS/RtI Leadership Team will review reports from instructional software (PearsonSuccessNet. Phschool.net, Gizmos, Riverdeep,)and review baseline/interim assessments, and homework assignments to ensure students are making adequate progress in the skills taught.	2.1. Formative: Baseline/Interim Assessments and instructional software program reports Summative: 2013 Geometry EOC Assessment

		mathematical problem solving in a real-world context Provide teachers with training in assisting students as they make sense of problems and persevere in solving them.			

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Geometry Goal # 3A : Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%.				
Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	23	37	44	51	

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry. Geometry Goal #3B:	NA (paper-based tests scored too late for state calculations)
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA (paper-based tests scored too late for state calculations)	NA (paper-based tests scored too late for state calculations)

Problem-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	Hispanic: Asian: Hispanic students demonstrate a lack of sufficient practice in using methods of direct and indirect proof.	3B.1. Provide students with practice using methods of direct and indirect proof to determine whether a proof is logically valid Provide teachers with training in assisting a student in exploring geometric properties to justify measures and characteristics of quadrilaterals	3B.1. Principal, MTSS/RtI Leadership Team, Department chairs	3B.1. Monthly, the MTSS/RtI Leadership Team will review reports from instructional software (PearsonSuccessNet. Phschool.net, Gizmos, Riverdeep,) and review baseline/interim assessments, and homework assignments to ensure students are making adequate progress in the skills taught. as needed.	3B.1. Formative: Baseline/Interim Assessments and instructional software program reports Summative: 2013 Geometry EOC Assessment
2	Hispanic: Asian: Hispanic students demonstrate a lack of sufficient practice in using methods of direct and indirect proof.	3B.1. Provide students with practice using methods of direct and indirect proof to determine whether a proof is logically valid Provide teachers with training in assisting a student in exploring geometric properties to	3B.1. Principal, MTSS/RtI Leadership Team, Department chairs	3B.1. Monthly, the MTSS/RtI Leadership Team will review reports from instructional software (PearsonSuccessNet. Phschool.net, Gizmos, Riverdeep,) and review baseline/interim assessments, and homework assignments	3B.1. Formative: Baseline/Interim Assessments and instructional software program reports Summative: 2013 Geometry EOC Assessment

		justify measures and characteristics of quadrilaterals		to ensure students are making adequate progress in the skills taught. as needed.	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3C. English Language Learners (ELL) not making satisfactory progress in Geometry. Geometry Goal #3C:	NA (paper-based tests scored too late for state calculations)
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA (paper-based tests scored too late for state calculations)	NA (paper-based tests scored too late for state calculations)

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry. Geometry Goal #3D:	N/A (paper-based tests scored too late for state calculations)
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A (paper-based tests scored too late for state calculations)	N/A (paper-based tests scored too late for state calculations)

Problem-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 with Disabilities demonstrate a lack of sufficient practice in using methods of direct and indirect proof.	Provide students with practice using methods of direct and indirect proof to determine whether a proof is logically valid Provide teachers with training in helping students construct viable arguments and critique the reasoning of others	Principal, MTSS/RtI Leadership Team, Department chairs	Monthly, the MTSS/RtI Leadership Team will review reports from instructional software (PearsonSuccessNet. Phschool.net, Gizmos, Riverdeep,) and review baseline/interim assessments, and homework assignments to ensure students are making adequate progress in the skills taught. as needed.	Formative: Baseline/Interim Assessments and instructional software program reports Summative: 2013 Geometry EOC Assessment

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

3E. Economically Disadvantaged students not making satisfactory progress in Geometry. Geometry Goal #3E:	NA (paper-based tests scored too late for state calculations)
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A (paper-based tests scored too late for state calculations)	N/A (paper-based tests scored too late for state calculations)

Problem-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 enrolled in geometry need additional support in two-dimensional geometry, discrete mathematics, trigonometry, and three-dimensional geometry.	Use District Provided technology such as FCAT Explorer, and free online intervention programs including, but not limited to, Khan Academy and phschool.com. Students can access their text book through textbook companion sites to view interactive lessons and homework video tutors. This will provide a visual stimulus to provide students with additional opportunities to practice problems involving two-dimensional geometry, discrete mathematics, trigonometry, and three-dimensional geometry.	Principal, MTSS/RtI Leadership Team, Department chairs	Monthly, the MTSS/RtI Leadership Team will review reports from instructional software (PearsonSuccessNet. Phschool.net, Gizmos, Riverdeep,)and review baseline/interim assessments, and homework assignments to ensure students are making adequate progress in the skills taught.	Formative: Baseline/Interim Assessments and Authentic work Summative: 2013 Geometry EOC Assessment

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
Infusing Common Core State Standards in the Mathematics Classroom	K-12 Math	Mathematics Teacher Reading Coach	Itinerant/Teleclass teachers	August 16, 2012 August 17, 2012 and Early Release Days: October 25,2012 December 13, 2012 January 17, 2013 February 12, 2013 May 2, 2013	Administration will observe teachers in the home and teaching via teleclass to monitor the infusion of Common Core Standards for math	Administration, Reading Coach, Department Chairs

Math Manipulative Training and strategies to teach problem solving in algebra and geometry and PD Topics for PLC focus	1-12	Mathematics Teacher	Grade 1-12 Teachers	Early Release Days: October 25,2012 December 13, 2012 January 17, 2013 February 12, 2013 May 2, 2013	Department meetings Manipulative Sign out Log	Administrator Department Chairs
Algebraic Thinking (Next Generation Sunshine State Standards) and skills for succeeding on the Algebra EOC	1-12	Mathematics Teacher	Grade 1-12 Teachers	Early Release Days: October 25,2012 December 13, 2012 January 17, 2013 February 12, 2013 May 2, 2013 and PD Day November 6, 2012	PLCs	Administrator Department Chairs
Implementing the Access Points in Math including Hands-on Activities and strategies	Grades 2-10 Math	ESE Teachers Program Specialist	Itinerant and School-based Teachers	Early Release Days: October 25,2012 December 13, 2012 January 17, 2013 February 12, 2013 May 2, 2013 and PD days at Merrick: November 6, 2012 February 1, 2013	Administration will observe teachers in the home and classroom to monitor the implementation of the access points in math instruction	Administrator Department Chairs Program Specialist
Use of instructional technology to support student achievement in Mathematics (Compass Learning, Riverdeep, Gizmos, FCAT Explorer, Discovery Education, Kahn Academy, Math Podcasts, Model Lesson Videos, NCTM Illumination, Phschool.com, Virtual Manipulatives)	Grades 3 – 12 Math	Mathematics Teacher Reading Coach	Itinerant Teachers and Teleclass Teachers	Early Release Days: October 25,2012 December 13, 2012 January 17, 2013 February 12, 2013 May 2, 2013 and PD days at Merrick: November 6, 2012 February 1, 2013	Administration will observe teachers in the home and teaching via teleclass to monitor implementation of instructional technology programs such as Riverdeep, Compass Leaning Odyssey, On-Line Textbook Resources, Kahn Academy FCAT Explorer)	Administration, Reading Coach, Department Chairs
Training for Teachers on the Use of Software for Students to View the Teacher's Desktop	6-12 Math	Department Head & Administration	Teleclass Teachers	August 16, 2012 August 17, 2012 September 17, 2012 and ongoing	Administration will observe teachers in classroom for use of this technology	Administration, Department Chairs
Skills and				Early Release Days:		

Practice for succeeding on the EOC Geometry (solving multi-step problems and developing inductive reasoning)	High School course	Mathematics Teachers	Itinerant and teleclass teachers	October 25,2012 December 13, 2012 January 17, 2013 February 12, 2013 May 2, 2013 and PD Day November 6, 2012	Administration will observe teachers in the home and teaching via teleclass to monitor strategies and skills necessary for passing the EOC in geometry.	Administration will observe teachers in the home and teaching via teleclass to monitor strategies and skills necessary for passing the EOC in geometry.
Data Analysis, Conducting Data Chats With Your Students and Targeting Instruction including MTSS/RtI procedures and policies	K-12 Math	Reading Coach, Dept. Head & Principal	Reading Coach, Dept. Head & Principal	Early Release Days: October 25,2012 December 13, 2012 January 17, 2013 February 12, 2013 May 2, 2013	Administration will observe use of data chats in the classroom and/or teacher logs	Administration, Department Chairs, Reading Coach
Use of online and text-based tutoring materials for MTSS/RtI and Effective Mathematics Interventions	3 – 11 Math	Math Teacher Reading Coach	Itinerant/Teleclass teachers willing to provide tutoring	Early Release Days: October 25,2012 December 13, 2012 January 17, 2013 February 12, 2013 May 2, 2013	MTSS/RtI will monitor progress of students identified for tutoring	Administration, Reading Coach, Department Chairs

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Private Tutoring	Hourly funding for teachers to tutor homebound students in their homes after school hours using online programs	IDEA Funds	$5,000.00
			Subtotal: $5,000.00
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: $5,000.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

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

areas in need of improvement for the following group:

1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	On the administration of the 2012 FCAT 2.0 Science Test 21 % of students achieved Level 3 proficiency. Our goal for the 2012-2013 school year is to increase Level 3 student proficiency by 6 percentage points to 27 %.
2012 Current Level of Performance:	2013 Expected Level of Performance:
21% (4)	27% (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	1A.1. The area of deficiency as noted on the administration of the FCAT 2.0 Science Test is Reporting Category 1: Nature of Science. Students in area need more support and focus on: Defending conclusions; Evaluating a procedure; Identifying a control group; Distinguishing between observations and opinions; Explanations based on evidence; Identifying empirical evidence; Testable observations; ; Importance of replication; Importance of trials; Reasons for differences in data; Evaluating new evidence; Explanations based on evidence; Logical reasoning; Students need to develop higher order thinking skills in order to increase levels of proficiency.	1A.1 . The departmental Professional Learning Community will plan and research the implementation of a Science Projects which will provide students with an opportunity to develop higher order thinking skill through hands on inquiry-based learning and Scientific Thinking. Students will be provided additional opportunities to Defending conclusions; Evaluating a procedure; Identifying a control group; Distinguishing between observations and opinions; Explanations based on evidence; Identifying empirical evidence; Testable observations; Importance of replication; Importance of trials; Reasons for differences in data; Evaluating new evidence; Explanations based on evidence; Logical reasoning	1A.1. MTSS/RtI Team, Administrators Department Chairs, Teachers	1A.1. Lesson Plans will be reviewed to ensure link between classroom instruction and real world science experiments. Monthly Monitoring and review the data that is collected from the IEP Science Goals and online programs such as Gizmos, and Odyssey/Compass Learning.	1A.1. Formative: School-Based Benchmark Assessments, District Baseline and interim data assessment reports , and Lab Reports Summative: 2013 Science FCAT
	1.1. Due to the students' disabilities, a variety of communication methods are needed for students to access their education and access points. Students in this level demonstrated a need for additional focus on recognizing safe and unsafe practices related to the use of electricity, recognizing that weather (climate) is different in different	1.1. Train teachers to effectively implement Access Points. Students need real objects for tactile exploration and recognition of basic scientific concepts. Instruction must be presented in a multi-sensory format. Students will be given additional practice in recognizing a model used in the contexts of one's own study of	1.1. MTSS/RtI Leadership Team, Principal, Assistant Principal, Reading Coach,	1.1. Collect data from the Unique Learning System Curriculum and IEP Science Goals. We will be using the Florida Continuous Improvement Model. Monthly monitoring and review the data that is collected from the IEP Science Goals.	1.1. IEP Annual Science Goals. Informal Assessment from the Unique Learning System Curriculum. Summative 2013 Florida Alternate Assessment

2	locations, following procedures, recognizing results, observing and recognizing examples of the transformation of electrical of energy to light and heat. The Florida Alternate Assessment: Students scoring at Level 4, 5, and 6 in science have difficulty observing and creating a visual representation of an object which includes its major features..	science, identifying ways to prevent infection, recognize the process used in science to solve problems, such as observing, recognizing safe and unsafe practices related to the use of electricity, recognizing that weather (climate) is different in different locations, following procedures, recognizing results, observing and recognizing examples of the transformation of electrical of energy to light and heat.. Students must have continuous repetition &practice when learning science concepts. The students must be provided with visual choices as presented in the Florida Alternate Assessment (FAA). Students will be able to use Smart Board Technology to access the content related to science objectives			

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:	On the administration of the 2012 Florida Alternate Assessment, data indicated that 8 % of the students scored at Level 7. The goal for the 2012-2013 school year is to increase the percentage points of Level 7 students by 3 percentage points to 11 %.
2012 Current Level of Performance:	2013 Expected Level of Performance:
8% (3)	11% (4)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	1B.1. Students scoring at Level 4, 5, and 6 in science have difficulty observing and creating a visual representation of an object which includes its major features. Due to the students' disabilities, a variety of communication	1B.1. Train teachers to effectively implement Access Points. Students need real objects for tactile exploration and recognition of basic scientific concepts. Instruction must be	1B.1. MTSS Leadership Team, Principal, Assistant Principal, Reading Coach, Literacy Leadership Team , Response to Intervention Team	1B.1. Collect data from the Unique Learning System Curriculum and IEP Science Goals. We will be using the Florida Continuous Improvement Model. Monthly Monitoring and review the data that is collected from the IEP	1B.1. Outcome of IEP Annual Science Goals. Informal Assessment from the Unique Learning System Curriculum. Summative 2013 Florida Alternate

1	methods are needed for students to access their education and access points.	presented in a multi-sensory format. Students must have continuous repetition/practice when learning science concepts. The students must be provided with visual choices as presented in the Florida Alternate Assessment (FAA). Students will be able to use Smart Board Technology to access the content related to science objectives		Science Goals and online programs such as Gizmos, and Odyssey/Compass Learning.	Assessment
2	2.1. Students in this level demonstrated a need for additional focus on identifying natural geological processes that change the land and water in Florida, recognizing that changes in the genes of a species can affect the characteristics of their off spring, and identifying examples of energy being transformed from one from to another. The Florida Alternate Assessment: Students scoring at or above Level 7 in science have difficulty observing and creating a visual representation of an object which includes its major features. Due to the students' disabilities, a variety of communication methods are needed for students to access their education and access points.	2.1. Train teachers to effectively implement Access Points. Students will be given additional practice on: Identifying natural geological processes that change the land and water in Florida, recognizing that changes in the genes of a species can affect the characteristics of their off spring, and identifying examples of energy being transformed from one from to another. Students need real objects for tactile exploration and recognition of basic scientific concepts. Instruction must be presented in a multi-sensory format. Students must have continuous repetition/practice when learning science concepts. The students must be provided with visual choices as presented in the Florida Alternate Assessment (FAA). Students will be able to use Smart Board Technology to access the content related to science objectives.	2.1. MTSS/RtI Leadership Team, Principal, Assistant Principal, Reading Coach	2.1. Collect data from the Unique Learning System Curriculum and IEP Science Goals. We will be using the Florida Continuous Improvement Model. Monthly monitor and review the data that is collected from the IEP Science Goals.	2.1. Outcome of IEP Annual Science Goals. Informal Assessment from the Unique Learning System Curriculum. Summative 2013 Florida Alternate Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science 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	2A.1. Students in this level demonstrating weakness is Reporting Category 2: Earth & Space Science including topics: Atmosphere, Mineral properties—hardness, Renewable v. nonrenewable resources, Erosion—water, Star brightness, Distinguishing between asteroids and comets; Role of the ocean; Water cycle—condensation; Water cycle—states of matter; Climate zone; Deposition; Rock cycle—erosion; Earthquakes; Properties of the sun; Eclipses; and Properties of planets Students need to develop higher order thinking skills in order to increase levels of proficiency.	2A.1. The Professional Learning Community will plan and research the implementation of Science Projects which will provide students with an opportunity to develop higher order thinking skill through hands on Reporting Category 2: Earth & Space Science. Students will be provided additional opportunities to answer questions and work on skills that cover: Atmosphere, Mineral properties—hardness, Renewable v. nonrenewable resources, Erosion—water, Star brightness, Distinguishing between asteroids and comets; Role of the ocean; Water cycle—condensation; Water cycle—states of matter; Climate zone; Deposition; Rock cycle—erosion; Earthquakes; Properties of the sun; Eclipses; and Properties of planets Students need to develop higher order thinking skills in order to increase levels of proficiency.	2A.1. MTSS/RtI Leadership Team, Administrators Department Chairs, Teachers	2A.1. Collect data from the Unique Learning System Curriculum and IEP Science Goals. We will be using the CIM Model. Monthly Monitoring and review the data that is collected from the IEP Science Goals and online programs such as Gizmos, and Odyssey/Compass Learning. Lesson Plans will be reviewed to ensure link between classroom instruction and real world science experiments.	2A.1. Formative: School-Based Benchmark Assessments, District Baseline and interim data assessment reports , and Lab Reports Summative: 2013 Science FCAT

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:	On the administration of the 2012 Florida Alternate Assessment, data indicated that 8 % of the students scored at Level 7. The goal for the 2012-2013 school year is to increase the percentage points of Level 7 students by 3 percentage points to 11 %.
2012 Current Level of Performance:	2013 Expected Level of Performance:
8% (3)	11% (4)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2B.1. Due to the students disabilities, a variety of communication methods are needed for students to access their education and access points. Students need additional support in Science such as recognizing that a galaxy consists of planets, Oceans art part of the water cycle, how air and barometric temperature, humidity, wind speed and direction determine the weather in a certain place, compare and contrast adaptations displayed by animals, and explain the difference between an experiment and other types of scientific investigations	2B.1 Train teachers to effectively implement Access Points. Students need real objects for tactile exploration and recognition of basic scientific concepts. They will be provided additional opportunities to recognize that a galaxy consists of planets, Oceans art part of the water cycle, how air and barometric temperature, humidity, wind speed and direction determine the weather in a certain place, compare and contrast adaptations displayed by animals, and explain the difference between an experiment and other types of scientific investigations. Instruction must be presented in a multi-sensory format. Students must have continuous repetition/practice when learning science concepts. The students must be provided with visual choices as presented in the Florida Alternate Assessment (FAA). Students will be able to use Smart Board Technology to access the content related to science objectives.	2B.1. MTSS/RtI Leadership Team, Principal, Assistant Principal, Reading Coach, Literacy Leadership Team	2B.1. Collect data from the Unique Learning System Curriculum and IEP Science Goals. We will be using the Florida Continuous Improvement Model. Monthly Monitoring and reviewing the data that is collected from the IEP Science Goals.	2B.1. IEP Annual Science Goals. Informal Assessment from the Unique Learning System Curriculum. Summative 2013 Florida Alternate Assessment

Florida Alternate Assessment High School Science Goals

** When using percentages, include the number of students the percentage represents next to the percentage (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:	
	The results of the 2012 FAA Mathematics Test indicate

1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1:	that 11 % of students achieved proficiency at Levels 4, 5, or 6. Our goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency at Levels 4, 5, or 6 in Mathematics by 5 percentage points to 16 %.
2012 Current Level of Performance:	2013 Expected Level of Performance:
11% (4)	16% (6)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Due to the students' disabilities, a variety of communication methods are needed for students to access their education and access points. Students in this level demonstrated a need for additional focus on recognizing safe and unsafe practices related to the use of electricity, recognizing that weather (climate) is different in different locations, following procedures, recognizing results, observing and recognizing examples of the transformation of electrical of energy to light and heat. The Florida Alternate Assessment: Students scoring at Level 4, 5, and 6 in science have difficulty observing and creating a visual representation of an object which includes its major features..	1.1. Train teachers to effectively implement Access Points. Students need real objects for tactile exploration and recognition of basic scientific concepts. Instruction must be presented in a multi-sensory format. Students will be given additional practice in recognizing a model used in the contexts of one's own study of science, identifying ways to prevent infection, recognize the process used in science to solve problems, such as observing, recognizing safe and unsafe practices related to the use of electricity, recognizing that weather (climate) is different in different locations, following procedures, recognizing results, observing and recognizing examples of the transformation of electrical of energy to light and heat.. Students must have continuous repetition &practice when learning science concepts. The students must be provided with visual choices as presented in the Florida Alternate Assessment (FAA). Students will be able to use Smart Board Technology to access the content related to science objectives	1.1. MTSS/RtI Leadership Team, Principal, Assistant Principal, Reading Coach,	1.1. Collect data from the Unique Learning System Curriculum and IEP Science Goals. We will be using the Florida Continuous Improvement Model. Monthly monitoring and review the data that is collected from the IEP Science Goals.	1.1. IEP Annual Science Goals. Informal Assessment from the Unique Learning System Curriculum. Summative 2013 Florida Alternate Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Florida Alternate Assessment: Students scoring at or above Level 7 in science. Science Goal #2:	On the administration of the 2012 Florida Alternate Assessment, data indicated that 8 % of the students scored at Level 7. The goal for the 2012-2013 school year is to increase the percentage points of Level 7 students by 3 percentage points to 11 %.
2012 Current Level of Performance:	2013 Expected Level of Performance:
8% (3)	11% (4)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. Students in this level demonstrated a need for additional focus on identifying natural geological processes that change the land and water in Florida, recognizing that changes in the genes of a species can affect the characteristics of their off spring, and identifying examples of energy being transformed from one from to another. The Florida Alternate Assessment: Students scoring at or above Level 7 in science have difficulty observing and creating a visual representation of an object which includes its major features. Due to the students' disabilities, a variety of communication methods are needed for students to access their education and access points.	2.1. Train teachers to effectively implement Access Points. Students will be given additional practice on: Identifying natural geological processes that change the land and water in Florida, recognizing that changes in the genes of a species can affect the characteristics of their off spring, and identifying examples of energy being transformed from one from to another. Students need real objects for tactile exploration and recognition of basic scientific concepts. Instruction must be presented in a multi-sensory format. Students must have continuous repetition/practice when learning science concepts. The students must be provided with visual choices as presented in the Florida Alternate Assessment (FAA). Students will be able to use Smart Board Technology to access the content related to science objectives.	2.1. MTSS/RtI Leadership Team, Principal, Assistant Principal, Reading Coach	2.1. Collect data from the Unique Learning System Curriculum and IEP Science Goals. We will be using the Florida Continuous Improvement Model. Monthly monitor and review the data that is collected from the IEP Science Goals.	2.1. Outcome of IEP Annual Science Goals. Informal Assessment from the Unique Learning System Curriculum. Summative 2013 Florida Alternate Assessment

Biology 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 Biology. Biology Goal #1:	NA Paper tests were scored too late for upload
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA Paper tests were scored too late for upload	NA Paper tests were scored too late for upload

Problem-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. An anticipated barrier to success is the need for students to develop higher order thinking skills in order to increase levels of proficiency for the EOC Biology Assessment The two areas of greatest deficiency are the Reporting Categories: Classification, Heredity, Evolution, and Organisms, Populations and Ecosystems. Students need additional focus on such topics as: describing the scientific theory of cells (cell theory) and relate the history of its discovery to the process of science, relating structure to function for the components of plant and animal cells, Comparing and contrasting the general structures of plant and animal cells, describing how and why organisms are hierarchically classified and based on evolutionary relationships, explaining the reasons for changes in how organisms are classified, Discuss distinguishing characteristics of the domains and kingdoms	1.1. Science teachers will utilize Gizmos to reinforce learning and provide additional technology usage. Students will be given additional practice on describing the scientific theory of cells (cell theory) and relate the history of its discovery to the process of science, relating structure to function for the components of plant and animal cells, Comparing and contrasting the general structures of plant and animal cells, describing how and why organisms are hierarchically classified and based on evolutionary relationships, explaining the reasons for changes in how organisms are classified, Discuss distinguishing characteristics of the domains and kingdoms of living organisms, describing the process of meiosis, and discussing the need for adequate monitoring of environmental parameters	1.1. Science teachers will utilize Gizmos to reinforce learning and provide additional technology usage.	1.1. Lesson Plans will be reviewed to ensure link between classroom instruction and real world science experiments. The MTSS/RtI team will monitor data collected from interim assessments, teacher assessments and student work samples to determine any need for adjustments in instructional focus.	1.1. Formative: School-Based Benchmark Assessments, District Baseline and interim data assessment reports , and Lab Reports Summative: 2013 EOC Science Biology Assessment

	of living organisms, describing the process of meiosis, and discussing the need for adequate monitoring of environmental parameters				

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 Biology. Biology Goal #2:	NA Paper tests were scored too late for upload
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA Paper tests were scored too late for upload	NA Paper tests were scored too late for upload

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. An anticipated barrier to success is the need for students to develop higher order thinking skills in order to increase levels of proficiency for the EOC Biology Assessment The two areas of greatest deficiency are the Reporting Categories: Classification, Heredity, Evolution, and Organisms, Populations and Ecosystems. Students need additional focus to: Explain how the scientific theory of evolution is supported by the fossil record, comparative anatomy, comparative embryology, biogeography, molecular biology, and observed evolutionary change, Describe the conditions required for natural selection, including: overproduction of offspring, inherited variation, and the struggle to survive, which result in differential reproductive success, Describe how mutation and genetic recombination increase genetic variation,	2.1. Science teachers will utilize Gizmos in the classrooms to reinforce learning and provide additional technology usage. Science teachers will utilize Gizmos to reinforce learning and provide additional technology usage. Students will be given additional practice on how to : Explain how the scientific theory of evolution is supported by the fossil record, comparative anatomy, comparative embryology, biogeography, molecular biology, and observed evolutionary change, Describe the conditions required for natural selection, including: overproduction of offspring, inherited variation, and the struggle to survive, which result in differential reproductive success, Describe how mutation and genetic recombination increase genetic variation, Describe how mutation and genetic recombination increase genetic variation, Describe the basic process of DNA	2.1. MTSS Team, Administrators Science Department Chairperson Teachers	2.1. Lesson Plans will be reviewed to ensure link between classroom instruction and real world science experiments.	2.1. Formative: School-Based Benchmark Assessments, District Baseline and interim data assessment reports , and Lab Reports Summative: 2013 EOC Biology Assessment

	Describe how mutation/genetic recombination increase genetic variation, Describe the basic process of DNA replication and how it relates to the transmission and conservation of the genetic information, Describe process of meiosis, including independent assortment and crossing over, Describe changes in ecosystems resulting from seasonal variations, climate change, and succession,, Use a food web to identify and distinguish producers, consumers, and decomposers, and Predict the impact of individuals on environmental systems.	replication and how it relates to the transmission and conservation of the genetic information, Describe the process of meiosis, including independent assortment and crossing over, Describe changes in ecosystems resulting from seasonal variations, climate change, and succession,, Use a food web to identify and distinguish producers, consumers, and decomposers, and Predict the impact of individuals on environmental systems .				

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 State Standards for Science	K-10 science	Reading Coach	Itinerant/Teleclass teachers	August 16, 2012 August 17, 2012 and PD days at Merrick: November 6, 2012 February 1, 2013 and ongoing	Administration will observe teachers in the home and teaching via teleclass to monitor the infusion of Common Core Standards for science	Administration, Reading Coach, Department Chairs
Professional Development training on teaching reading strategies to comprehend Expository & informational science text and Test Taking Strategies for Testing Success	3 – 11 Science	Reading Coach	Itinerant Teachers and Teleclass Teachers	Early Release Days: October 25,2012 December 13, 2012 January 17, 2013 February 12, 2013 May 2, 2013 and PD days at Merrick November 6, 2012 February 1, 2013	Administration will observe teachers in the home and teaching via teleclass to monitor implementation of instructional strategies in the science instruction	Administration, Reading Coach, Department Chairs
Use of instructional				Early Release Days: October 25,2012	Administration will	

technology to support student achievement in Science (Compass Learning, Riverdeep, Gizmos, FCAT Explorer, Discovery Education,)	Grades 3 – 12 Math	Science Teacher Reading Coach	Itinerant Teachers and Teleclass Teachers	December 13, 2012 January 17, 2013 February 12, 2013 May 2, 2013 and PD days at Merrick: November 6, 2012 February 1, 2013	observe teachers in the home and teaching via teleclass to monitor implementation of instructional technology programs such as Riverdeep, Compass Leaning Odyssey, On-Line Textbook Resources, FCAT Explorer)	Administration, Reading Coach, Department Chairs
Strategies and Activities for Passing the Biology EOC	High School	Science Teacher Reading Coach	Itinerant Teachers and Teleclass Teachers	Early Release Days: October 25,2012 December 13, 2012 January 17, 2013 February 12, 2013 May 2, 2013 and PD days at Merrick: September 17, 2012	Administration will observe teachers in the home and teaching via teleclass to monitor implementation of instructional technology programs such as Riverdeep, Compass Leaning Odyssey, On-Line Textbook Resources, FCAT Explorer)	Administration, Reading Coach, Department Chairs
Implementing the Access Points in Science Instruction	Grades 3-12 science	ESE Teachers Program Specialist	Itinerant and School-based Teachers	Early Release Days: October 25,2012 December 13, 2012 January 17, 2013 February 12, 2013 May 2, 2013 and PD days at Merrick: November 6, 2012 February 1, 2013	Administration will observe teachers in the home and classroom to monitor the implementation of the access points in science instruction	Administrator Department Chairs Program Specialist
Science Planning and Content for grades K-12 including physical science pacing and content (PLC for meetings) and Teaching the Big Ideas for Science Success	Grade 1-High School	Mathematics Teacher	Grade 1-12 Teachers	Early Release Days: October 25,2012 December 13, 2012 January 17, 2013 February 12, 2013 May 2, 2013	Department meetings Manipulative Sign out Log	Administrator Department Chairs
Data Analysis, Conducting Data Chats With Your Students and Targeting Instruction including MTSS/RtI procedures and policies	K-12 Science	Reading Coach, Dept. Head & Principal	Itinerant and Teleclass Teachers	Early Release Days: October 25,2012 December 13, 2012 January 17, 2013 February 12, 2013 May 2, 2013	Administration will observe use of data chats in the classroom and/or teacher logs	Administration, Department Chairs, Reading Coach
Teaching Writing Through Science	Grades 1- High School	Reading Coach	Itinerant and Teleclass Teachers	Early Release Days: October 25,2012 December 13, 2012 January 17, 2013 February 12, 2013 May 2, 2013	Administration will observe teachers in the home and teaching via teleclass to monitor implementation of instructional strategies writing through science instruction	Administration, Reading Coach, Department Chairs

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$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 Assessment indicate that 48 % of students achieved proficiency. Our goal for the 2012-13 school year is to increase students achieving proficiency in writing by 5 percentage points to 53 %.
2012 Current Level of Performance:	2013 Expected Level of Performance:
48% (30)	53% (33)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students who are proficient in writing are still often lacking support, planning, organizational patterns, sentence variety, as well as proper conventions and they often have difficulty writing with voice and avoiding formulaic style writing.	Teachers will provide students with samples of good models of writing (mentor or authentic text) to be read, analyzed, & evaluated. Students will read exemplary text to emulate coherent writing and write informative, persuasive or explanatory texts to	MTSS/RtI Leadership Team, Language Arts Teachers One-on-one student teacher writing conferences and peer review and critiques	Monthly monitoring of scores of monthly writing prompts and the District's Baseline and Mid-Year Writing Assessments. Teachers will review student writing samples and assist them to edit and revise the final product using the state's rubric.	Formative: District Baseline/Mid-Year Assessments Summative: 2013 FCAT 2.0 Writing Assessment

1	Students often need more support in one of more of the six traits of good writing. Students need additional support in the writing process (prewriting, drafting, editing ,revising & publishing) Students need additional focus on grammar and conventions. Students need extra support in focus, organization, support and/or conventions.	examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Teachers will model and conduct mini lessons targeted on writer's craft techniques using the writing process (prewriting, drafting, editing, revising & publishing) to develop the students' writing skills. Provide mentor text to teach the writer about aspects of writer's craft and infuse lessons on improving focus, organizations, support and conventions. . Provide mini-lessons that instruct sentence combining, precise word choice, grammar, sentence elements, conventions, transitions, strong verbs, descriptive attributes, sensory details, sentence variation, dialogue, voice and comparisons. Provide students achieving proficiency in writing with creative ideas and strategies to build more support. Use the Writing Pretest throughout the year as need to assess the writing skills of these students and place them into intervention programs and tutoring as needed.			

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	The results of the 2012 FAA indicate that 20 % of students scored Level 4, 5, or 6. Our goal for the 2012-13 school year is to increase students scoring Level 4, 5, or 6 in writing by 5 percentage points to 25%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
20% (8)	25% (10)
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students in grades 4, 8, and 10 need more successful experience using strategies such as dictating responses and using assistive technology. Due to the students' disabilities, a variety of communication methods are needed for students to access their education and access points. Students are in need of a multi-sensory approach curriculum based on profound cognitive disabilities.	Train teachers to effectively implement Access Points and to use assistive technology to effectively implement the access points. Students should use graphic organizers with pictures to draft their writing ideas. Student must know how to use resources to facilitate writing (i.e. dictionaries, thesaurus). Allow students to dictate written responses. Develop creative writing through journaling, letter writing, and/or applications and resumes. Use assistive technology for students that are unable to physically write. Students must have continuous repetition/practice when learning basic writing concepts. The students must be provided with visual choices as presented in the Florida Alternate Assessment (FAA). Students will be able to use Smart Board Technology to access the content related to writing objectives. Students need picture communication symbols, picture exchange communication systems, and real objects for the development of vocabulary, expressive and receptive language, and basic writing concepts.	Principal, Literacy Leadership Team, Intellectual Disabilities Department Chairperson	Literacy Leadership Team Reviews, Teacher Observations, Close monitoring of various measures of student learning and use of feedback to make instructional adjustments as needed.	Formative: Student work portfolios, formal and informal assessments, sample work products, teacher observational data. Summative: 2013 Florida Alternate Assessment

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

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

				Target Dates		

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)	(e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up / Monitoring	Person or Position Responsible for Monitoring
Common Core State Standards for Writing	K-10 Writing	Reading Coach	Itinerant/Teleclass teachers	August 16, 2012 August 17, 2012 and PD days at Merrick: November 6, 2012 February 1, 2013	Administration will observe teachers in the home and teaching via teleclass to monitor the infusion of Common Core Standards for Writing	Administration, Reading Coach, Department Chairs
Routines for Achieving Proficiency in Writing Skills and how the prompts are changing	K-12	Reading Coach	Itinerant/Teleclass teachers willing to provide tutoring	August 16, 2012 August 17, 2012 and PD days at Merrick: November 6, 2012 February 1, 2013	Administration will observe teachers in the home and teaching via teleclass to monitor implementation of effective writing strategies and the new rubric	Administration, Reading Coach, Department Chairs
Implementing the Access Points in Writing Instruction	K-10 Reading/Writing	Reading Coach Program Specialist, Department Heads	Itinerant/Teleclass teachers	August 16, 2012 August 17, 2012 and ongoing and PD days November 6, 2012 February 1, 2013	Administration will observe teachers in the home or classroom to monitor the use of access points for writing instruction	Administration, Reading Coach, Department Chairs
Writing strategies responding to exemplar text.	Writing Grades 3 - 10	Reading Coach	Itinerant and Teleclass teachers of homebound students	PD days at Merrick: November 6, 2012 February 1, 2013	Monitor scores of monthly writing prompts	Administration, Reading Coach, Department Chairs

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:	Based on results on the Civics Baseline Benchmark Assessment, 0% of the students were proficient in Civics. Our goal for the 2012-13 school year is to increase students achieving proficiency in civics by 10 percentage points to 10 %.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	10% (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	Students continue to struggle comprehending on grade level text material	Provide opportunities for students to strengthen their abilities to read and interpret graph, charts, maps, timelines, political cartoons, and other graphic representations.	MTSS/RtI Leadership Team, Department Chairs,	Review District Baseline and Interim assessment data reports to ensure progress is being made and adjust instruction as needed.	District Baseline and interim data assessment reports. Student authentic work. Summative: Results from 2013 EOC Civics Assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Civics. Civics Goal #2:	Based on results on the Civics Baseline Benchmark Assessment, 0% of the students were proficient in Civics. Our goal for the 2012-13 school year is to increase students achieving proficiency in civics by 10 percentage points to 10 %.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	0% (0)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students continue to struggle comprehending on grade level text material	Provide students with opportunities to discuss the values, complexities, and dilemmas involved in social, political, and economic issues; assist students in developing well-reasoned positions	MTSS/RtI Leadership Team, Department Chairs	Review District Baseline and Interim assessment data reports to ensure progress is being made and adjust instruction as needed.	District Baseline and interim data assessment reports. Student authentic work. Summative: Results from 2013

		on issues.			EOC Civics Assessments

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 in Social Science and Using Higher Order Thinking Skills	Grades 1- High School	Reading Coach and Principal	Itinerant and Teleclass Teachers	August 16, 2012 August 17, 2012 and PD days at Merrick: November 6, 2012 February 1, 2013	Administration will observe teachers in the home and teaching via teleclass to monitor the infusion of Common Core Standards for social science	Reading Coach, Leadership Team and Administration
Reading Strategies and resources to succeed in Civics including analyzing, inferring expository & informational text, paraphrasing, summarizing and identifying relevant details in conceptually challenging text.	Middle School grade 7	Reading Coach	Itinerant and Teleclass Teachers	Scheduled PLC Meetings throughout year and PD Days November 6, 2012 February 1, 2013	Administration will observe teachers in the home and teaching via teleclass to monitor the use of reading comprehension strategies for succeeding on the Civics EOC.	Administration, Reading Coach, Department Chairs

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

U.S. History End-of-Cource (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 U.S. History. U.S. History Goal #1:	Based on results on the US History Baseline Benchmark Assessment, 0% of the students were proficient in U.S. History. Our goal for the 2012-13 school year is to increase students achieving proficiency in U.S. History by 16 percentage points to 16%
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (1)	16% (3)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students continue to struggle comprehending on grade level text material	Provide opportunities for students to strengthen their abilities to read and interpret graph, charts, maps, timelines, political cartoons, and other graphic representations. Teachers will model reading comprehension and note taking strategies as well as the use of graphic and semantic organizers. Explicit instruction in recognizing text structure, summarizing, questioning the author, using metacognition, and fix up strategies to repair comprehension. Students will be taught how to visualize, make connections, ask questions, infer, determine importance, and synthesize.	MTSS Leadership Team, PBS Leadership Team, Literacy Leadership Team, Department Chairs	Review District Baseline and Interim assessment data reports to ensure progress is being made and adjust instruction as needed. Monthly monitoring of students performance and analysis of interim assessments.	District Baseline and interim data assessment reports. Student authentic work. Summative: Results from 2013 EOC U.S. History Assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.	Based on results on the US History Baseline Benchmark Assessment, 0% of the students were proficient in U.S. History.

U.S. History Goal #2:	Our goal for the 2012-13 school year is to increase students achieving proficiency in U.S. History by 16 percentage points to 16%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (1)	16% (3)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students continue to struggle with comprehending on grade level text material	Provide opportunities for students to strengthen their abilities to read and interpret graph, charts, maps, timelines, political cartoons, and other graphic representations. Teachers will model reading comprehension and note taking strategies as well as the use of graphic and semantic organizers. Explicit instruction in recognizing text structure, summarizing, questioning the author, using metacognition, and fix up strategies to repair comprehension. Students will be taught how to visualize, make connections, ask questions, infer, determine importance, and synthesize.	MTSS/RtI Leadership Team, Department Chairs,	Review District Baseline and Interim assessment data reports to ensure progress is being made and adjust instruction as needed	District Baseline and interim data assessment reports. Student authentic work. Summative: Results from 2013 EOC U.S. History Assessments

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 State Standards for Social Studies	K-10 Social studies	Reading Coach	Itinerant/Teleclass teachers	August 16, 2012 August 17, 2012 and PD days at Merrick: November 6, 2012 February 1, 2013 and ongoing	Administration will observe teachers in the home and teaching via teleclass to monitor the infusion of Common Core Standards for social studies (U.S. History)	Administration, Reading Coach, Department Chairs
Professional Development						

training on teaching critical reading strategies in U.S. History informational text & Test Taking Strategies for EOC U.S. History Success (PD will include an overview of the 18 content tested benchmarks and skill tested benchmark in U.S. History including practice exam lessons, interpreting text structure, graphs, charts and relationships between cause and effect in historical events	3 – 11 Social Studies	Reading Coach	Itinerant/Teleclass teachers	Early Release Days: October 25,2012 December 13, 2012 January 17, 2013 February 12, 2013 May 2, 2012 and PD days at Merrick November 6, 2012 February 1, 2013	Administration will observe teachers in the home and teaching via teleclass to monitor implementation of instructional strategies in the U.S. History	Administration, Reading Coach, Department Chairs

U.S. History 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 U.S. History EOC 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 94.97 % from 93.97% by minimizing absences due to truancy. In addition, our goal for this year is to decrease the number of students having excessive absences (10 or more) from 336 to 319; and to reduce the number of students having excessive tardiness (10 or more) from 67 to64
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
93.97% (558)	94.97% (564)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
336	319
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
67	64

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Excessive absences and tardiness among secondary students served via Teleclass	Identify and refer students who may be developing a pattern of nonattendance or excessive tardiness to the Truancy Child Study Team for intervention services	Assistant Principal, Department Chairs	Monthly updates to the Administrative team and updates to the faculty during faculty meetings	Attendance Reports

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

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

PD Content / Topic and / or PLC Focus	Grade Level / Subject	PD Facilitator and / or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up / Monitoring	Person or Position Responsible for Monitoring
Attendance/Truancy monitoring	Grades K – 12/Attendance	Assistant Principal	Faculty	November 6, 2012 February 1, 2013	Attendance Review Committee will monitor absences and tardiness	Assistant Principal

Attendance Budget:

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

Truancy Prevention	Provide incentives for students with improved attendance	EESAC	$470.00
			Subtotal: $470.00
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: $470.00

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:	To increase the likelihood that when homebound students return to their home schools, their incidence of out-of school suspensions will be reduced by 3 percentage points (students are not suspended while enrolled in the Homebound program at Merrick).
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
(28)	(25)
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
(19)	(17)
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
(69)	(62)
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
(35)	(32)

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 suspension rate of students who are enrolled at Merrick Educational Center is 0% due to the nature of the special education students served, and due to the service delivery model. Data reported as current and expected values is drawn from suspension rates from students' previous schools.	During instruction and/or at time of dismissal from Homebound and return to the home school, review the student code of conduct to ensure students understand the importance of adhering to the code of conduct in order to be more successful upon return to their home school	Assistant Principal Department Chair	Monitor suspension reports on a monthly basis.	Suspension Reports

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

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

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

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)

Dropout Prevention Goal(s)

Note: Required for High School - F.S., Sec. 1003.53

** 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. Dropout Prevention Dropout Prevention Goal #1: **Please refer to the percentage of students who dropped out during the 2011-2012 school year.*	Our goal for the 2012-2013 school year is to reduce our high school dropout rate by going from 3.36% percent to 3.19% drop out rate. Increase the graduation rate by 2 percentage points.
2012 Current Dropout Rate:	2013 Expected Dropout Rate:
3.36% (20)	3.19% (19)
2012 Current Graduation Rate:	2013 Expected Graduation Rate:
4.4% (3)	6.4% (4)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	School Based Students with Disabilities often elect to remain in school until they reach the age of 22.	Record awarding of diploma to student when he/she meets all the graduation criteria for a special diploma with his or her cohort. Expect that student will remain in school. When student reaches age of 22 and exits the program, withdraw student using WPO code.	Assistant Principal,	Attendance records, drop out prevention reports.	Attendance records, drop out prevention reports.

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

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

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

Dropout Prevention 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 Dropout Prevention 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.*	During the 2011-2012 school year parent participation in school activities was 10%. Our goal for the 2012-2013 school year is to increase parent participation by 5 percentage points to 15%.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
10%	15%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of participation in school wide activities by parents of medically homebound students is an obstacle. Contributing factors include the fact that their children are confined to home, and the fact that Merrick serves students throughout all of Miami-Dade County which means the distance from home to Merrick is challenging for many families.	Create school-wide activities that can be conducted via teleclass so parents can participate from home, without having to leave their sick children at home and travel great distances to get to the school.	Administration	Provide school-wide activities via teleclass and monitor parent registration records	Parent registration 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
Student Data	3 – 12	Reading Coach	Parents	November 6, 2012 February 1, 2013	Registration Logs	Assistant Principal

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:	Based on the analysis of the 2012 school data the area in need of STEM improvement is the participation of the students in individual Science projects. Our goal is to increase the number of science projects and activities that students complete.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	STEM is not currently integrated into the	The departmental Professional Learning	MTSS/RtI Leadership Team,	Lesson Plans will be reviewed to ensure link	Student work, lesson plans, lab

1	math and science pacing guides.	Communities will plan and research the implementation of Science Projects which will provide students with an opportunity to develop higher order thinking skill through hands on inquiry-based learning and Scientific Thinking. Students will be provided additional opportunities to defend conclusions; evaluate a procedure; identify a control group; Distinguish between observations and opinions; identify empirical evidence; identify importance of replication.	Administrators. Department Chairs	between classroom instruction and real world science experiments.	reports

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PLC or in-house training by coach or science mentor teacher on Hands-on inquiry based learning to stimulate higher-order thinking through science projects	Middle School through high school	Science teacher or reading coach	Itinerant and Teleclass teachers	Early Release Days: October 25,2012 December 13, 2012 January 17, 2013 February 12, 2013 May 2, 2013 and PD Day November 6, 2012	Administration will observe teachers in classroom for use of this technology	Administration, Department Chairs

STEM Budget:

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

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

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. CTE CTE Goal #1:	Our goal is to expose students to various careers and employment skills through a variety of courses such as Career Skills and Research classes.

Problem-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	Our school does not offer any CTE courses. Our students are unable to participate in on-the-job training as they are medically prohibited from externships, etc.	Our students will be exposed to various careers and employability skills through Career Skills classes. Students not enrolled in career skills classes will work on writing projects in social studies classes.	Administration, Department Chairs	Review lesson plans for career-themed curriculum and student work.	Lesson Plans, student work.

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
N/A						

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)

N/A Goal:

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

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

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

Budget:

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

End of N/A Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Provide tutoring	Hourly funding for teachers to tutor homebound students in their homes after school hours using online programs	IDEA funds	$5,000.00
CELLA	N/A	N/A	N/A	$0.00
Mathematics	Private Tutoring	Hourly funding for teachers to tutor homebound students in their homes after school hours using online programs	IDEA Funds	$5,000.00
Science	NA	NA	NA	$0.00
Attendance	Truancy Prevention	Provide incentives for students with improved attendance	EESAC	$470.00
				Subtotal: $10,470.00
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: $10,470.00

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
Provide truancy prevention incentives	$150.00

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

The School Advisory Council will meet monthly to monitor the implementation of the SIP and the distribution of the SAC funds

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
No Data Found
No Data Found