

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: JOHN D. FLOYD K-8 SCHOOL OF ENVIRONMENTAL SCIENCE

District Name: Hernando

Principal: Mr. Rick Markford

SAC Chair: Mr. Ron de Lama

Superintendent: Mr. Bryan Blavatt

Date of School Board Approval: 11/06/2012

Last Modified on: 10/16/2012

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  
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## PART I: CURRENT SCHOOL STATUS

### STUDENT ACHIEVEMENT DATA

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

<a href="#">School Grades Trend Data</a>
<a href="#">Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data</a>
<a href="#">High School Feedback Report</a>
<a href="#">K-12 Comprehensive Research Based Reading Plan</a>

### 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 of West Hernando Middle School 2011-2012, School Grade: A, AYP: NA%, % Meeting High Standards Reading: 59% % Meeting High Standards Math: 52% % Meeting High Standards Writing: 80% % Meeting High Standards Science: 51% % Meeting Learning Gains Reading: 67% % Meeting Learning Gains Math: 72% % Meeting Learning Gains Reading Lowest 25%: 67% % Meeting Learning Gains Math Lowest 25%: 68%
					Principal of West Hernando Middle School 2010-2011, School Grade: B, AYP: 79%, % Meeting High Standards Reading: 69% % Meeting High Standards Math: 65% % Meeting High Standards Writing: 79% % Meeting High Standards Science: 49% % Meeting Learning Gains Reading: 61%

Principal	Rick Markford	Elementary Education 1-6 Physical Education K-8 School Principal Certification	10	<p>% Meeting Learning Gains Math: 65% % Meeting Learning Gains Reading Lowest 25%: 66% % Meeting Learning Gains Math Lowest 25%: 67%</p> <p>Principal of West Hernando Middle School 2009-2010, School Grade: A, AYP: 77%, % Meeting High Standards Reading: 70% % Meeting High Standards Math: 70% % Meeting High Standards Writing: 88% % Meeting High Standards Science: 51% % Meeting Learning Gains Reading: 65% % Meeting Learning Gains Math: 71% % Meeting Learning Gains Reading Lowest 25%: 65% % Meeting Learning Gains Math Lowest 25%: 63%</p> <p>Assistant Principal of Challenger K-8 2008-2009, School Grade: A, AYP: 100%, % Meeting High Standards Reading: 92% % Meeting High Standards Math: 89% % Meeting High Standards Writing: 98% % Meeting High Standards Science: 68% % Meeting Learning Gains Reading: 74% % Meeting Learning Gains Math: 74% % Meeting Learning Gains Reading Lowest 25%: 78% % Meeting Learning Gains Math Lowest 25%: 68%</p> <p>Assistant Principal of Central High School 2007-2008, School Grade: D, AYP: 67%, % Meeting High Standards Reading: 46% % Meeting High Standards Math: 72% % Meeting High Standards Writing: 81% % Meeting High Standards Science: 35% % Meeting Learning Gains Reading: 53% % Meeting Learning Gains Math: 74% % Meeting Learning Gains Reading Lowest 25%: 42% % Meeting Learning Gains Math Lowest 25%: 63%</p>
Assis Principal	Nancy Vasquez	Bachelor of Spanish and Psychology Masters in Educational Leadership Reading Endorsement ESOL Endorsement	6	<p>Assistant Principal of Parrot Middle School 2011-2012, School Grade: C, AYP: NA%, % Meeting High Standards Reading: 47% % Meeting High Standards Math: 40% % Meeting High Standards Writing: 78% % Meeting High Standards Science: 39% % Meeting Learning Gains Reading: 61% % Meeting Learning Gains Math: 57% % Meeting Learning Gains Reading Lowest 25%: 63% % Meeting Learning Gains Math Lowest 25%: 64%</p> <p>Assistant Principal of Parrot Middle School 2010-2011, School Grade: B, AYP: 79%, % Meeting High Standards Reading: 63% % Meeting High Standards Math: 57% % Meeting High Standards Writing: 91% % Meeting High Standards Science: 50% % Meeting Learning Gains Reading: 57% % Meeting Learning Gains Math: 60% % Meeting Learning Gains Reading Lowest 25%: 66% % Meeting Learning Gains Math Lowest 25%: 68%</p> <p>Assistant Principal of Parrot Middle School 2009-2010, School Grade: B, AYP: 79%, % Meeting High Standards Reading: 63% % Meeting High Standards Math: 63% % Meeting High Standards Writing: 94% % Meeting High Standards Science: 41% % Meeting Learning Gains Reading: 63% % Meeting Learning Gains Math: 67% % Meeting Learning Gains Reading Lowest 25%: 64% % Meeting Learning Gains Math Lowest 25%: 65%</p> <p>Assistant Principal of Parrot Middle School 2008-2009, School Grade: A, AYP: 74%, % Meeting High Standards Reading: 63% % Meeting High Standards Math: 64% % Meeting High Standards Writing: 98% % Meeting High Standards Science: 42% % Meeting Learning Gains Reading: 67%</p>

				% Meeting Learning Gains Math: 69% % Meeting Learning Gains Reading Lowest 25%: 68% % Meeting Learning Gains Math Lowest 25%: 65%  Assistant Principal of Parrot Middle School 2007-2008, School Grade: A, AYP: 92%, % Meeting High Standards Reading: 61% % Meeting High Standards Math: 60% % Meeting High Standards Writing: 97% % Meeting High Standards Science: 46% % Meeting Learning Gains Reading: 62% % Meeting Learning Gains Math: 66% % Meeting Learning Gains Reading Lowest 25%: 73% % Meeting Learning Gains Math Lowest 25%: 67%
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### INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)

### 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	Appoint a Lead Mentor.	Principal: Rick Markford	August 10, 2012	
2	Match highly qualified and trained mentors with new teachers and those teachers in need of improvement. A needs assessment will determine the individual needs of the mentee. A plan will be developed to address any areas in need of improvement.	Lead Mentor: Amy Stoessel	September 5, 2012	
3	Recruit and retain teachers through the placement and subsequent hiring of highly qualified interns.	Administrative Team	On going	
4	Provide Professional Development in areas of need such as Data Analysis, Response to Intervention and Positive Behavior, in a variety of formats: Trainings, Learning Communities, Data Chats, and online PD 360.	Assistant Principal: Nancy Vasquez School Improvement Coordinator: Susan Roth	Pre-school August 10-14 and continues through-out the school year.	

### 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
1 Tonya Evans Out-of-field in ESOL and rated effective in 10-11	Information about ESOL course offerings will be provided.

## 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
79	1.3%(1)	21.5%(17)	55.7%(44)	22.8%(18)	27.8%(22)	46.8%(37)	7.6%(6)	1.3%(1)	32.9%(26)

## 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
Joan Lobianco	Karen Schenkman	Karen moved to an ESE Inclusion Kindergarten classroom as the regular education teacher from a position as a middle school ESE Inclusion teacher. The mentor is an experienced CET teacher with over 20 years experience. Additionally she has an extensive ESE background.	Review rules and procedures, share best practices, model differentiated instruction, RTI, data collection and progress monitoring.
Joan Lobianco	Kim Beryl	Kim moved to a Kindergarten classroom from a position as a middle school Language Arts teacher. The mentor is an experienced CET teacher with over 20 years experience. Additionally she has an extensive ESE background.	Review rules and procedures, share best practices, model differentiated instruction, RTI, data collection and progress monitoring.
Aaron Blaszek	Jard Benyola	Jared is a first year middle school music teacher. The mentor is an experienced CET teacher and instructional/grade level team leader.	Review rules and procedures, share best practices, model differentiated instruction, RTI, data collection and progress monitoring.

## 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

N/A

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

John D. Floyd K-8 will use its 2012-2013 differentiated Title II site allocation to support ongoing research-based professional development programs involving Lesson Study/Learning Plans on Demand, Problem Solving/Response to Intervention, effective differentiation of instruction to address all students' individual needs, and inquiry-based learning. Select teachers from our school will also participate in district-wide Title II-funded professional development programs involving New Generation Content Area Reading Professional Development (NG CAR PD), Creating Independence Through Student-Owned Strategies (CRISS), Florida Reading Initiative trainings, Write Traits, and Voyager. Our Professional Development Coordinator will also review and submit detailed requests for funding for teacher materials and the personnel to provide the training requested by our teachers. All Title II-funded professional development programs at John D. Floyd K-8 were planned to support the district's strategic plan; 2012-2013 District Improvement and Assistance Plan (DIAP) and School Improvement Plan (SIP) student performance goals and objectives.

Title III

All of John D. Floyd's English language learners (ELLs) are primarily served in mainstream classrooms and receive supplemental services from ESOL Lead Teachers and paraprofessionals in their mainstream classrooms or in our ESOL resource room. An extended day program is also available to our ELL students. District annual Title III entitlement funds are used to purchase materials, equipment, and supplies to supplement ELL instruction in John D. Floyd's mainstream classrooms that serve ELLs and in our ESOL resource rooms. Students, parents/guardians, and teachers have access to translated texts, dictionaries, graphic organizers, and worksheets and computer software packages designed to increase ELLs English and academic proficiencies.

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

District Student Services Dept. staff and John D. Floyd's guidance counselors provide substance abuse prevention and intervention initiatives for our students and families. These initiatives and activities consist of substance abuse evaluations and assessments, brief counseling, drug testing, student drug awareness classes, crisis intervention services, classroom substance abuse instruction, parent drug awareness classes, parent drug intervention training, substance abuse protocol training for staff and administrators, tobacco awareness classes, Involuntary Marchman Act petitions, and treatment referral services. Furthermore, prevention and intervention programs are in place to address bullying and harassment throughout the district. Our school staff regularly participates in district professional development programs on violence and substance abuse prevention. The district's Student Services Dept. initiated additional instructional programs for issues such as anger management, conflict resolution and sexual harassment that will be used in lieu of lengthy suspensions in order to minimize loss of instructional time at all Hernando County schools in 2012-2013.

Nutrition Programs

As part of the district's Food & Nutrition Dept., John D. Floyd's cafeteria staff provides balanced, attractive, well-prepared meals with good variety; give good, courteous, friendly service; meet high sanitary standards; are receptive to students' ideas and suggestions; and constantly strive for improvement. John D. Floyd's cafeteria staff provides free and or reduced-price lunches for our students who qualify to participate in the U.S. Dept. of Agriculture's National School Lunch Program.

Housing Programs

N/A

Head Start

N/A

Adult Education

The district's Adult & Community Education Dept. provides opportunities for Hernando County residents to participate in free classes in GED preparation, Adult ESOL, co-enrolled classes, Adult Basic Education, and Family Literacy. Co-enrolled classes are located at all four high schools and one K-8. Other adult education classes (HEART Literacy) are located at four community (non-school) sites. Services for Adults with Disabilities are contracted to ARC of the Nature Coast.

Career and Technical Education

The Hernando County School District uses Carl D. Perkins annual entitlement funds to support (3) high school Career/Technical Education (CTE) Specialists; to purchase and print marketing materials to promote career academies, and other career and technical education programs, to traditional and non-traditional student populations; to provide professional development for Career/Technical Education (CTE) teachers; and to pay CTE students' testing and certification fees.

Job Training

N/A

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Our core RtI Leadership Team consists of our: Principal-Rick Markford, Assistant Principal-Nancy Vasquez, Elementary Assistant-Susan Roth, RtI (Internal) Coach/Teacher/Reading Team Leader-Mary Knight, RtI (External) Coach/School Psychologist-Richard Donnelly, Social Worker-Carol McAvoy and Behavior Specialist-Lisa Leone. Guidance Counselors-Tammy Swartout, Rebecca Jackson and Sid Jackson, Additional members: Team Leaders-(K) Linette Stimmel, (GR.1) Amy Stoessel, (GR.2) Margaret White, (GR.3)Lisa Grover,(GR.4) Dana Natale, (GR.5) Doreen Vossler, (GR.6) Rachel Kiley (GR.7) Amy Kraut, (GR.8) Aaron Blaszek, (ESE) Eileen Walls, (Math) Kara Anderson, (Language Arts) Caroline McGowan (Science) Charles Barrett, (Social Studies) Ed Audette.

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?

Floyd's core RtI Leadership Team meets monthly (Mondays/ 8:15-9:15) to review school-wide tiered data. Floyd's grade level teams meet at least once a month to review data. After FAIR assessments are given, the RtI team will attend each grade levels' data chat to observe and offer support as they review the data. Some meetings are held that include teachers, students and parents using the problem-solving process. Principal- Serves on our team in the capacity of advisor and leader as he provides a common vision (promotes problem solving and supports the RtI principles) for the use of data-based decision-making, ensures that the school-wide program is implemented with fidelity, conducts assessment of RtI skills of school staff (Skills Survey), ensures implementation of intervention support (additional staff assisting with remedial/enrichment program) and documentation, ensures adequate professional development to support RtI implementation (PLCs and data chats), and communicates with parents regarding school-based RtI plans and activities. Assistant Principal and Elementary Assistant-Serves on our team to provide additional assistance with following through with the principal's vision and ensuring that our key academic (DIVE-Differentiated Instruction with Varying Enrichment) and behavioral intervention strategies are implemented with fidelity. RtI Coach-Mary Knight organizes and coordinates the RtI Leadership Team efforts, facilitates the core RtI Leadership meetings and data chats with team leaders, and works to ensure that the behavioral aspect of our RtI program incorporates our growing but successful Positive Behavioral Support program (SPLASH)She assists teachers with implementation of Tier II and Tier III services. Richard Donnelly serves as the liaison between the school and the district. He participates in collection, interpretation and analysis of data, facilitates development of intervention plans, provides support for intervention fidelity and documentation, and provides professional development and training for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation. Guidance Counselors-work collaboratively with teachers, students, and parents on the problem-solving process, assist with the identification of student needs and in the planning, implementation, and monitoring of interventions. Team Leaders/Teachers-help by disseminating information back to the grade level teams, provides essential information

about core instruction, participates in student data collection, delivers Tier I instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier I materials/instruction with Tier 2/3 activities.

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

The core members (e.g. Principal and the Elementary Assistant) of the RTI Leadership Team met with the School Advisory Council (SAC) to help develop the SIP. The team provided data on our academic and behavioral RTI efforts (e.g. interventions/strategies) on each Tier and on our target subgroups, identified how areas of need are being addressed, identified the Principal's vision and the clear expectations set for classroom culture and environment, instructional tools and materials, lesson planning and delivery, higher order questioning and discourse, student engagement, rigorous tasks and assessments, differentiated instruction, cross content and writing instruction, Florida's Continuous Improvement MODEL (FCIM), review progress towards School Improvement goals and school and district leadership. The team identified planned professional development and together we planned for the resources needed and how these will be purchased. Together, processes were aligned and procedures established.

### 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.

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.

Reading-Tier 2 and 3 Data Sources: FCAT reading results, Classroom quizzes, Tests, Exams, FAIR results (3 times a year), COMPASS and FCAT Explorer program results, DIVE assessment results, Progress Monitoring results, Linda-Mood Bell assessments, Voyager Benchmarks and progress monitoring, FAIR toolkit, SRA assessments.

Math-Tier 1 Data Sources: FCAT math results, Classroom quizzes, tests, exams, Performance Matters, COMPASS and FCAT Explorer program results.

Math-Tier 2 and 3 Data Sources: FCAT math results, Classroom quizzes, Tests, Exams, Performance Matters, COMPASS and FCAT Explorer program results, DIVE assessment results.

Science-FCAT science results, Performance Matters, Classroom quizzes, tests, and exams.

Writing-FCAT writing results, Classroom writing prompt scores, School-wide writing prompt results.

Behavior Data Sources: PBS/SPLASH weekly classroom documentation (graphed), ISS and OSS referrals, Guidance behavioral programs, Grade level Data Chats which would include classroom behavior intervention data. RTI: provides Tier I and Tier II data and reports.

Describe the plan to train staff on MTSS.

The RTI Team attended district and state trainings and up-dates throughout the school year. They, in turn, are providing professional development for our teachers and support staff. Our Elementary Assistant will be responsible for helping teachers assess their professional development needs and then scheduling the training. Professional development will be provided during teachers' common planning time and/or before school depending on teacher feedback. The trainings will focus on key components of RTI including data collection, data analysis, intervention planning, and progress monitoring. The PS/RTI Team will also evaluate additional staff professional development needs during RTI Leadership meetings. Preschool training will take place to review SPLASH and DIVE procedures.

Describe the plan to support MTSS.

The following are activities we do to support MTSS: monthly meetings and trainings, required monthly grade level data chats, academic and behavioral information posted on school-wide P drive for teacher access, Tier II Guidance for behavior, Tier II and III differentiated instructional groups, Tier II and III remediation and enrichment groups, and school-site interventionist.

### Literacy Leadership Team (LLT)

#### School-Based Literacy Leadership Team

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

Principal-Rick Markford, Assistant Principal-Nancy Vasquez, Elementary Assistant-Susan Roth, Reading Team Leader-Mary Knight, Assessment Teacher-Jan Oppedal, Middle School Reading teachers, select grade level teachers (one representative per grade), media specialist-Sara Cohen.

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

The Literacy Leadership Team meetings are held every other month beginning in October. The purpose of the Literacy (Reading) Leadership Team is to create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. The principal and reading department chair facilitate the Reading Leadership meetings. The principal promotes the Reading Leadership Team as an essential part of the school literacy reform process to build a culture of reading throughout the school by being an active member of the team. The principal requires that the team meets every other month and supports their efforts to plan literacy activities and/or events that promote best practices among teachers. The principal promotes that every teacher teaches reading and as such must be involved with the school-wide reading initiatives such as Accelerated Reader. The Elementary Assistant collaborates with the reading department chair to provide the necessary professional development that improves: The knowledge of teachers, the use of effective instructional strategies, methods, and skills, the use of challenging state academic content standards and student academic achievement standards.

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

Develop strategies to improve our DIVE program, continue to improve Data Chats K-8 (by classroom, grade level, and subject), and promoting Content Area Reading Professional Development for middle school science and social studies teachers, develop strategies to incorporate new "Common Core" state standards in Reading in grades K-2, plan ways to increase Accelerated Reader usage and effectiveness.

## 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.

## \*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.

One of the key elements of Floyd's RTI program is to ensure that teaching reading strategies is the responsibility of every teacher K-8. For Tier I instruction, all students receive differentiated instruction through the use of district approved, research based materials. This includes Holt's Elements of Literature for middle school reading. Intensive instruction is provided to all of our students scoring Level 1 or 2 on FCAT. Our school has implemented a school-wide study hall for students grades 6-8 who need enrichment or remediation. We have implemented an advanced Reading class in grades 6-8 as well. Our middle school students who scored a level 1 or 2 on FCAT Reading receive remediation in their scheduled-double periods for reading. Programs we use that are evidenced based include: Voyager. 6-8 Social Studies and Science teachers are being encouraged to take the Next Generation Content Area Reading Professional Development (NG CAR PD). DIVE groups are progress monitored quarterly and groupings are revised based on that data. Subject area PLCs will work to identify benchmark and strand deficiencies. Grade level Data Chats/PLCs will work to identify which students need improvement in specific areas. Instructional "DIVE" lessons will be revised according to student achievement. Grade level Data Chats/ PLCs will monitor student progress and make decisions based upon data collected from assessments.

## \*High Schools Only

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

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

N/A

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



N/A

## Postsecondary Transition

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

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

N/A

## PART II: EXPECTED IMPROVEMENTS

### Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The percentage of students scoring Level 3 on the 2013 FCAT Reading will increase by 7 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (206)	37% (257)

#### Problem-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 do not receive enough explicit instruction on higher level comprehension skills such as Main Idea, Author's Purpose and Literary Analysis.	Provide Professional Development for Infusing Literacy Standards in Content Areas, Next Generation Content Area Reading Professional Development (NG CAR PD), Common Core E/LA Standards and CRISS to increase comprehension	Administration, Classroom Teachers, District Reading Coaches	Administrative walkthroughs to view strategies in use, team data chats, monthly review of walkthrough data	FAIR, reading unit tests.

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

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

#### Problem-Solving Process to Increase Student Achievement

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

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

of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading.  Reading Goal #2a:	The percentage of students scoring a Level 4 or above will be increased by 7 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (207)	37% (257)

Problem-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	Not enough emphasis is placed on higher level project based learning opportunities.	Continue to implement project based learning opportunities through DIVE enrichment and environmental center studies that have an academic focus.	Classroom Teachers, Team Leaders, Administration	Demonstration and presentation of students' projects scored on a rubric and Team presentation of projects at team meeting	Rubric score DIVE plans

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:	The percentage of students scoring at or above Level 7 on 2013 FAA Reading will be maintained at 100%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (1)	100% (1)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Due to increased student numbers in the resource classroom, the instructional format may focus on whole class instruction and limited differentiating instruction to the level of students' ability in small group, centers, or one to one.	Utilizing the instructional paraprofessionals for small group skills practice and one to one mentoring.	Classroom Teacher	Administrative walkthroughs to view strategies in use.	Lesson plans

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 percentage of students making learning gains will be increased by 7 percentage points.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
65% (380)	72% (417)

Problem-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	Need for better coordination and tracking of all DIVE groups.	Development of new DIVE tracking documents, adjust DIVE groups to ensure that student academic needs are being met, and Rtl team will model how to make better use of team data chats.	Classroom Teacher, DIVE Staff, Rtl Team	Administrative walkthroughs, Team Data Chats, and quarterly review of DIVE groups	FAIR, Reading unit tests, and DIVE logs

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:	The percentage of students making learning gains will be maintained at 100%.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (1)	100% (1)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Core instruction does not always include on-going progress monitoring.	On-going progress monitoring tools will be utilized by teacher in order to monitor learning gains made in reading throughout the year.	Classroom Teacher	Data Chats	Assessment documentation and reports

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	The percentage of students in the Lowest 25% making learning gains in Reading will be increased by 7 percentage points.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
65% (98)	72% (109)

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Students are not receiving enough small group instruction time to meet their needs-lack of focus on intensive (skill-based instruction) DIVE/Remediation students	Train teachers on skill-specific DIVE instruction, FAIR instructional implications. Struggling students (Tier II and Tier III) are given additional targeted remediation with Reading Resource teachers using Learning Plans on Demand	Remediation Teachers, Classroom teachers, District Reading Coaches	Remediation Teacher Log, Classroom walkthroughs, Data Chats	FAIR, DIVE logs, Learning Plans on Demand reports

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 # Increase the percentage of proficient students in reading by 9 percentage points between 2011-2012 and 2012-2013, 4 percentage points between 2012-2013 and 2013-2014, followed by 3 percentage points each school year until 2016-2017.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	59%	68%	72%	75%	78%	

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:	The percentage of Hispanic students proficient in reading will increase by 14 percentage points and the percentage of white students proficient in reading will increase by 8 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 62% (296)  Hispanic: 46% (61)	White: 70% (33) Hispanic: 60% (80)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Subgroup students are not receiving enough reading instruction outside of the classroom.	Hispanic-ELL afterschool tutorial program for Reading using small group instruction and computers. White/Hispanic-YMCA afterschool tutorial program consisting of small group instruction and computer programs in Reading, adjust goals and include additional incentives for motivational reading programs such as Sunshine Readers "Reach for the Stars" and Accelerated Reader	Classroom Teacher, ESOL coordinator and teachers, YMCA school-based site director	Check fidelity of student participation in ELL and YMCA programs	Computer generated reports and tutorial logs

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:	The percentage of ELL students not making satisfactory progress in reading will decrease by 7 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
72% (18)	65% (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	ELLs need targeted instructional support for specific building blocks in reading, including vocabulary development, fluency, reading comprehension cognitive complexity, understanding of test item format, and English language proficiency.	Cluster ELLs in core academic mainstream classes to increase support for ELLs on particular areas of deficiencies in Reading. Support provided by the content area teacher/ESOL teacher and ESOL Paraprofessional.	Classroom teacher	Classroom walkthroughs and RtI data chats.	Weekly assessments, mastery of skills taught in DIVE program.

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading.  Reading Goal #5D:	The percentage of SWD students not making satisfactory progress in reading will decrease by 7 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
84% (67)	77% (62)

Problem-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	Struggling readers are not receiving daily small group and/or individualized instruction.	Provide small group and/or individualized instruction that targets specific reading deficits through our daily DIVE program.	Classroom teacher and support /inclusion teacher.	Classroom walkthroughs and RtI data chats	Weekly assessments, mastery of skills taught in DIVE program.

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 percentage of Economically Disadvantaged students performing below grade level in reading will decrease by 4 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:

34% (145)		30% (136)			
Problem-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 may not be receiving academic assistance at home.	Teacher-led free tutoring and use of computer lab after school.	Administration, teachers	Skill coordination of after-school tutoring between classroom teacher and after school tutoring teacher.	Compass reports and classroom grades.

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
Text Complexity/Common Core Standards	K-8	District Reading Coaches	All instructional staff K-8	Pre-school-August October 17, 2012/October 31, 2012	Benchmark testing and progress monitoring results	Literacy Leadership Team
Questioning Strategies and HOTS-Higher Order Thinking Skills	K-5	Highly Qualified Reading Teacher and District Reading Coach	All instructional staff K-5	Pre-school August 16, 2012	Benchmark testing and progress monitoring results	Literacy/Reading Leadership Team
Voyager Training and Voyager Support	Grades 6-8	District Reading Coach	Middle school reading teachers and reading department chair	Pre-school-August and on-going as needed	Benchmark testing and progress monitoring results	Reading Department Chair
FAIR Data Chats	Grades 3-8/reading	Reading Leadership	Grades 3-8	September, monthly	FAIR/RtI documentation	Administration and Literacy/Reading Leadership
Next Generation Content Area Reading Professional Development (NG CAR PD)	Grades 6-8	District trainers	Middle school Science and Social Studies teachers	On-going	Classroom walkthroughs, IPDPs, and in-service documentation	Administration
Differentiated grouping	Grades K-8/reading	Team Leader and member of RtI team	Grades K-8	October, monthly	Classroom walkthroughs	Administration

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Voyager	Materials from series	Site based	\$0.00
Text Complexity/Common Core Standards	District reading coaches to supply training materials	District	\$0.00
HOTS-Higher Order Thinking Skills	District reading coaches to supply training materials	District	\$0.00

Differentiated grouping	NA	Site based	\$0.00
FAIR Data Chats	NA	Site based	\$0.00
Next Generation Content Area Reading Professional Development	District Trainers to supply training materials	District	\$0.00
			Subtotal: \$0.00
<b>Technology</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
Text Complexity/Common Core Standards	District reading coaches Subs for teachers to attend training	Title II	\$1,600.00
HOTS-Higher Order Thinking Skills	District reading coaches Subs for teachers to attend training	Title II	\$1,600.00
FAIR Data Chats	School-based trainers	Site based	\$0.00
Next Generation Content Area Reading Professional Development	District trainers	Title II	\$7,000.00
			Subtotal: \$10,200.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$10,200.00</b>

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.		The percentage of students showing proficiency on listening and speaking will increase by 7 percentage points.			
CELLA Goal # 1:					
2012 Current Percent of Students Proficient in listening/speaking:					
46.15% (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	Subgroup students wanting to speak their native language in the school setting.	Partner non-English speaking students with an English speaking peer to encourage dialogue and other forms of conversation	Teachers and peers	Increase in English speaking conversations	Teacher observation of increased listening and conversation.

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 percentage of CELLA students proficient in reading will increase by 7 percentage points.

2012 Current Percent of Students Proficient in reading:

36% (14)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Subgroup students are not receiving enough reading instruction outside of the classroom.	Hispanic-ELL afterschool tutorial program for Reading using small group instruction and computers. White/Hispanic-YMCA afterschool tutorial program consisting of small group instruction and computer programs  in Reading, adjust goals  and include additional incentives for motivational reading programs such as Sunshine Readers "Reach for the Stars" and Accelerated Reader	Teacher, ESOL coordinator and teachers, YMCA school-based site director	Check fidelity of student participation in ELL and YMCA programs	Computer generated reports and tutorial logs
2	Additional training for mainstream English/Language Arts and core content classroom teachers/ESOL paraprofessionals in best practices, targeted instruction, and effective strategies in reading for ELLs is needed.	ESOL paraprofessionals will assist in providing needed support in group and individualized settings utilizing bilingual instruction and ESOL instructional learning strategies focused on particular areas of deficiencies and supportive building blocks such as vocabulary development and comprehension techniques.	Classroom Teacher, ESOL Coordinator and or paraprofessional	Classroom walkthroughs and fidelity checks of lesson plans	RtI data chats, CELLA progress monitoring assessments

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 percentage of CELLA students showing proficiency in writing will increase by 7 percentage points.

2012 Current Percent of Students Proficient in writing:

38% (15)

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Difficulties learning to write in a different language while still struggling to speak and understand a second language.	Peers working with students 1 - 1, word walls, use of Spanish/English dictionaries	Classroom teacher, on-site ESOL staff	Monitor written responses using modified rubric.	Rubric, writing prompt scores

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
After school ELL program	ELL support materials	District Title III	\$9,385.00
			Subtotal: \$9,385.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Rosetta Stone	Computer based program	District Title III	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
ESOL Lead Teacher and Paraprofessional training	Training materials	District Title III	\$0.00
CELLA	Sample testing materials	School based trainer	\$0.00
Rosetta Stone training	Onsite training materials	District Title III	\$2,100.00
			Subtotal: \$2,100.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$11,485.00

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 percentage of students scoring Level 3 on the 2013 FCAT Math will increase by 7 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (211)	37% (257)

### Problem-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	Teachers lack of training and experience on effective pacing and mastery in the math series and support programs.	Teachers will be trained to use Pearson Success Maker support programs	Administration, Math Department Chair, Teachers	Administrative walkthroughs to view strategies in use.	Math unit tests and Performance matters assessment results
2	Limited time allotted for science in elementary and insufficient practice and application time for middle school.	K-5 students will attend a science specials on a rotation schedule (duration-1 week frequency-every 6 weeks). More integration of Science non-fiction materials in reading classes and increase use of NG CAR PD and CRISS strategies in Science classes. Teachers will use Performance Matters Science assessments to target weakest Science strands.	Administration Science Department Chair, teachers	Classroom Walkthroughs, pre and post tests, and follow up Data Chats.	Performance Matters Science, progress monitoring assessments, unit tests and classroom grades.

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

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

### Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	The percentage of students scoring a Level 4 or 5 on the 2012 FCAT Math will be increased by 8 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
20% (139)	28% (195)

Problem-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 time in schedule to meet the needs of students who are functioning at higher levels	Schedule math enrichment during DIVE time and teachers use strategies to promote higher order math skills and mathematical practices	DIVE Instructor Teacher	Data chats- Math department will review data to determine effectiveness of enrichment DIVE groups	Performance Matters benchmark tests DIVE assessments

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	The percentage of students scoring at or above Level 7 on the 2013 FAA Math will be maintained at current level.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (1)	100% (1)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Instruction focuses on lecture and procedural teaching practices.	Instructional method incorporates hands-on materials and pictorial representations.	Classroom teacher	Classroom walkthroughs, data chats, and fidelity checks on lesson plans	Walkthrough feedback , progress monitoring assessments and RtI documentation

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 percentage of students making Learning Gains on the 2012 FCAT Math will be increased by 7 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
62% (360)	69% (399)

Problem-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 time to meet the needs of students who have been identified as needing extra support in math	Continue to implement DIVE strategies and provide training on Pearson Success and Common Core standards	DIVE instructor teacher Administrat	RTI Team Data chats concerning Math DIVE groups	Performance Matters benchmark tests, Math weekly and unit tests

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:	The percentage of students making Learning Gains on the 2013 FAA Math will be maintained at 100%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (1)	100% (1)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	An inability to translate word problems into mathematical symbols (equations) they can solve	Re-read information for clarity, diagram representation of the problems before solving them; then write algebraic equations for solving the problems.	Classroom teacher	Classroom walkthroughs, fidelity checks of lesson plans, and data chats	Walkthrough feedback, progress monitoring results
2	Students with mild disabilities are unable to distinguish between relevant and irrelevant information; difficulty paraphrasing and imaging problem situation	Highlight symbols, different colors Use different colors for rules, relationships	Classroom teacher	Classroom walkthroughs and fidelity checks of lesson plans	Walkthrough feedback and progress monitoring results

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.  Mathematics Goal #4:	The percentage of students in the Lowest 25% making learning gains on the 2013 FCAT Math will increase by 4 percentage points.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
61% (93)	65% (99)

Problem-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	Required coursework of new series does not allow for remediation time for struggling students.	Select trained site based teachers to train math teachers on incorporating differentiated instruction (centers) into the math block (1 hour) and in the use of Pearson Intervention Kit.	Administration, Classroom teachers	Data Chats, Classroom walkthroughs	Performance Matters benchmark tests, Classroom grades

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 : Increase the percentage of proficient students in math by 11 percentage points the first year and followed by alternating 4 percentage points or 3 percentage points each year afterward until 2016-2017.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	51%	62%	66%	69%	73%	

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 percentage of Hispanic students making satisfactory progress in mathematics will increase by 15 percentage points and the percentage of white students making satisfactory progress in mathematics will increase by 9 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
38% (51) Hispanic 54% (258) White	53% (70) Hispanic 63% (301) White

Problem-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 understanding math vocabulary terms among Hispanic and white students.	Hispanic-ESOL afterschool tutorial program for math terms and skills Hispanic and white-YMCA tutorial program which will consist of small group work and computer programs.	District ESOL Coordinator, ESOL para professional, and YMCA school site director and classroom teacher	Check fidelity of afterschool ESOL and YMCA tutorial programs	Attendance rosters, Performance Matters assessments - math, tutorial logs, Success Tracker and COMPASS reports

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 percentage of ELL students not making satisfactory progress in math will decrease by 7 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
64% (16)	57% (14)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited clustering of ELLs in core academic mainstream classes are diminishing the ability of the ESOL Paraprofessional to provide adequate services and concentrated assistance to ELLs.	Cluster ELLs in core academic mainstream classes to increase support for ELLs provided by the content area teacher/ESOL teacher and ESOL Paraprofessional .	Principal	Classroom walkthroughs	Walkthrough feedback

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 percentage of SWD students not making satisfactory progress in math will decrease by 7 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
80% (64)	73% (58)

Problem-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	Instruction is not differentiated to meet the needs of diverse learners.	Provide co-teaching opportunities for the general and ESE teachers to collaborate. Provide time for general education and ESE teachers to plan effective lessons.	Principal	Classroom walkthroughs	Walkthrough feedback

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 percent of Economically Disadvantaged students performing below grade level on 2013 FCAT math will decrease by 4 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:

57% (246)		53% (232)			
Problem-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 may not be receiving academic assistance in math at home.	Implement teacher-led free math tutoring sessions before school (elementary) or after school (middle school).	Classroom Teacher and tutoring teacher	Fidelity checks between classroom teacher and tutoring teacher. Teachers will utilize computer programs such as Pearson-Success to monitor students' progress	Tutorial logs, classroom test results, Performance matters math assessments, and Computer-generated data such as Success Tracker reports.

*End of Elementary School Mathematics Goals*

## Middle School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics.

Mathematics Goal # 1a:

2012 Current Level of Performance:

2013 Expected Level of Performance:

### Problem-Solving Process to Increase Student Achievement

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

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.

Mathematics Goal # 1b:

2012 Current Level of Performance:

2013 Expected Level of Performance:



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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics.  Mathematics Goal #2a:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

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

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

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

3a. FCAT 2.0: Percentage of students making learning	
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gains in mathematics. Mathematics Goal #3a:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Middle School Mathematics Goal # 5A : <input type="text"/>				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.  Mathematics Goal #5B:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
<input type="text"/>	<input type="text"/>

Problem-Solving Process to Increase Student Achievement

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

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics.  Mathematics Goal #5C:		The percentage of ELL students not making satisfactory progress in math will decrease by 7 percentage points.		
2012 Current Level of Performance:		2013 Expected Level of Performance:		
64%(16)		57% (14)		

Problem-Solving Process to Increase Student Achievement

		Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Limited clustering of ELLs in core academic mainstream classes are diminishing the ability of the ESOL Paraprofessional to provide adequate services and concentrated assistance to ELLs.	Cluster ELLs in core academic mainstream classes to increase support for ELLs provided by the content area teacher/ESOL teacher and ESOL Paraprofessional .	Principal	Classroom walkthroughs	Walkthrough feedback

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

Problem-Solving Process to Increase Student Achievement

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

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics.  Mathematics Goal #5E:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

# Algebra End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	The percentage of students scoring Level 3 on the 2013 Algebra 1 EOCs will increase by 5 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
51% (19)	56% (21)

## Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of staff/time in schedule to meet the needs of students taking Algebra classes.	Change staff assignments and schedule (7th period added to day and daily minutes increased for middle school students taking advanced classes) to meet needs of students.	Administrative and Instructional Leadership Teams	Math department to review data/test results	Performance Matters benchmark tests and Pearson reports

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

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	The percentage of students scoring Level 4 or 5 on the 2013 Algebra 1 EOCs will increase by 5 percentage point.
2012 Current Level of Performance:	2013 Expected Level of Performance:
41% (15)	46% (17)

## Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of staff/time in schedule to meet the needs of students who are functioning at higher levels.	Change staff assignments and schedule (7th period added to day and daily minutes increased for middle school students taking advanced classes) to meet needs of students.	Administrative and Instructional Leadership Teams	Math department to review data/test results	Performance Matters benchmark tests and Pearson reports

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap	Algebra Goal # Increase the percentage of students scoring a Level 3 or above on the Algebra 1 EOC by 1 percentage point.
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by 50%.			3A :			
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	92%	93%	94%	95%	96%	

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:	The percentage of students making satisfactory progress in Algebra 1 will increase by 1 percentage point.
2012 Current Level of Performance:	2013 Expected Level of Performance:
97% of students tested (Algebra 1EOCs) scored Level 3 or above. (34/37)	White: 23 Black: 1 Hispanic: 5 Asian: 1  98% of students to be tested (Algebra 1EOCs) will score a Level 3 or above. (29/30)

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	An inability to translate word problems into mathematical symbols (equations) they can solve and a lack of use of manipulative objects for higher-level algebra	Instructional method incorporates hands-on materials and pictorial representations. For Algebra, must also include aids to represent arithmetic processes, as well as physical and pictorial materials to represent unknowns.	Assistant Principal and Algebra 1 Teachers	Classroom walkthroughs	Walkthrough data, benchmark assessments

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

3C. English Language Learners (ELL) not making satisfactory progress in Algebra.  Algebra Goal #3C:	The percentage of students making satisfactory progress in Algebra 1 will increase by 1 percentage point.
2012 Current Level of Performance:	2013 Expected Level of Performance:
97% of students tested (Algebra 1EOCs) scored Level 3 or above. (34/37)	White: 23 Black: 1 Hispanic: 5 Asian: 1  98% of students to be tested (Algebra 1EOCs) will score a Level 3 or above. (29/30)

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	Students are not allowed time to struggle with mathematical problems.	Re-read information for clarity, diagram representation of the problems before solving	Algebra 1 teachers and ESOL paraprofessional	Classroom walkthrough data review, data chats	Walkthrough data, benchmark assessments

	them; then write algebraic equations for solving the problems.		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

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

Problem-Solving Process to Increase Student Achievement

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.				
Geometry Goal #2:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

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

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



2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

3C. English Language Learners (ELL) not making satisfactory progress in Geometry.  Geometry Goal #3C:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.  Geometry Goal #3D:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

Problem-Solving Process to Increase Student Achievement

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

End of 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
Math Data Chats	K-5/6-8	RtI Leadership Team and Team Leaders	Grades K-8 Teachers	On-going/monthly	RtI data logs and progress monitoring classroom walkthroughs, Data Chats	Administrative Leadership Team
Differentiated instruction	K-5/6-8	Site based trainers	Math teachers (6-8) and K-5 teachers as needed based on needs assessment/IPDP	On going	Classroom walkthroughs	Administration
Pearson Success Math	K-5/Math	Site based trainers	K-5/Math teachers	Pre-school-August	Performance Matters benchmark test reports and unit test results	Math department and RtI teams
Performance Matters	K-5/6-8	Assessment Teacher	K-8 teachers	October 12, 2012	Classroom walkthroughs	Administration

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Math Data Chats	Site based personnel/materials	NA	\$0.00
Differentiated Instruction/best practice on site visits	Site based personnel/materials	NA	\$0.00
Pearson Success Math	Site based trainer	NA	\$0.00
			Subtotal: \$0.00

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Performance Matters	Site based trainer/site based equipment (laptops)and/or computer lab	NA	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Math Data Chats	Site based personnel	NA	\$0.00
Differentiated Instruction/best practice on site visits	Site based personnel Site based personnel Substitutes (as needed for on site visits)	Title II	\$1,200.00
Pearson Success Math	Site based personnel	NA	\$0.00
Performance Matters	Site based trainer	NA	\$0.00
			Subtotal: \$1,200.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$1,200.00

End of Mathematics Goals

## Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:		The percentage of students scoring Level 3 on the 2013 FCAT Science will increase by 6 percentage points.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
41% (99)		47% (115)			
Problem-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	Limited time allotted for science in elementary and insufficient practice and application time for middle school.	K-5 students will attend a science specials on a rotation schedule (duration-1 week frequency-every 6 weeks). More integration of Science non-fiction materials in reading classes and increase use of NG CAR PD and CRISS strategies in Science classes. Teachers will use	Administration Science Department Chair, teachers	Classroom Walkthroughs, pre and post tests, and follow up Data Chats.	Performance Matters Science, progress monitoring assessments, unit tests and classroom grades.

		Performance Matters Science assessments to target weakest Science strands.			
2	Students require more preparation through classroom instruction and assessment with respect to questions representing different levels of cognitive complexity (ex: Webb's Depth of Knowledge).	Provide data chats at each respective site for grades K-8 to review progress monitoring (Performance Matters) and statewide assessment results for FCAT science (grades 5 and 8).	. Administration Science Department Chair, teachers	Classroom Walkthroughs, pre and post tests, and follow up Data Chats.	Performance Matters Science, progress monitoring assessments, unit tests and classroom grades.
3	Students require more inquiry based learning opportunities in science instructional lessons and laboratory activities that incorporate vocabulary	Provide training for K-8 Science teachers in Inquiry based instruction, 5E (or 7E) model of instruction, Common Core State Standards, and STEM	Administration Science Department Chair, teachers	Classroom Walkthroughs, pre and post tests, and follow up Data Chats.	Performance Matters Science, progress monitoring assessments, unit tests and classroom grades.

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.  Science Goal #1b:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
Problem-Solving Process to Increase Student Achievement					
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
No Data Submitted					

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science.  Science Goal #2a:		The percentage of students scoring Levels 4 and 5 on the 2013 FCAT Science will increase by 8 percentage points.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
12% (29)		20% (49)			
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 need to participate in inquiry based activities, demonstrations, and/or lab experiments on a regular and consistent basis.	Students will be regularly engaged in active inquiry-based activities to promote independent, critical, and creative thinking including participation in the school/district Science Fair. Teacher training/PLC to learn about modeling techniques for teaching Science Fair concepts. Promote Science Fair "Project" Night to assist students and parents with Science Fair projects.	Administration, Science Department Chair, Science and K-5 Teachers	Classroom walk throughs, judging feedback	Quality (Science Fair Rubric, judging sheets, and grades) and quantity (The roster of students and classes that entered projects) on 2012 Science Fair projects.

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science.  Science Goal # 2b:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
Problem-Solving Process to Increase Student Achievement					
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
No Data Submitted					

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Science Data Chats	K-8/Science	Science Department Chair/Team Leaders	K-5 teachers and 6-8 Science teachers	October, monthly	Performance Matters test results	Science Department Chair/Team Leaders Assessment teacher

Next Generation Science State Standards NGSSS	K-8/Science	Site based trainers	K-5 Teachers 6-8 Science Teachers ESE Inclusion Teachers	October 2012	Performance Matters test results	Science Department Chair/Team Leaders Assessment teacher
Inquiry-based Learning/Modeling Science Fair project procedures	K-8/Science	Site based trainers	K-8/Science teachers	On-going	Performance Matters test results	Science Department Chair/Team Leaders
Science K-5 Fusion Training	K-5	District trainers	K-5 teachers	On-going	Performance Matters test results	Science Department Chair/Team Leaders

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Next Generation Science State Standards NGSSS	Site based materials	NA	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Science Data Chats	Site based equipment (laptops)	NA	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Science Data Chats	Site based personnel	NA	\$0.00
Science K-5 Fusion	District trainers	NA	\$0.00
Science 6-8 McGraw Hill	District trainers	NA	\$0.00
Inquiry based instruction training	Site based trainers	NA	\$0.00
Common Core Standards and STEM training	District and site based trainers	NA	\$0.00
Scientific Thinking and Science Fair Projects	Site based trainer	NA	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
JDF K-8 State Science Instruction Lab	District and site based	site based	\$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 percentage of students scoring Level 3 or above on the 2013 FCAT Writing will be maintained or increase by 7 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:

75% (159)		82% (174)			
Problem-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 number of students scoring level 4 and above decreased from 2011 to 2012 and there are increased scoring expectations on the 2013 FCAT 2.0 Writing.	All 1-5 and 6-8 Language Arts teachers will receive training on Six Traits strategies and Next Generation Core Curriculum Standards using trained staff members.	Language Arts Dept. Chair Professional Development Coordinator, and classroom teachers	Review of classroom writing samples, review monthly Language Arts District Writing data	District Writing Prompt data, FCAT Writing scores

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

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

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Six Traits/Write Traits	K-8/Language Arts	Professional Development Coordinator, Language Arts Chair, and school site trained teachers	K-8/Language Arts teachers	Pre-school-August 2012	Classroom walkthroughs, and evaluation of the district writing prompt samples	Administration and Instructional Team Leaders

Data Chats	K-8/Language Arts	Language Arts Department Chair/Grade K-5 Team Leaders	K-8/Language Arts teachers	September, monthly	Evaluation of the district writing prompt samples	Administration and Instructional Team Leaders
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Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Six Traits/Write Traits	Six Traits training materials/printing	Title II	\$600.00
			Subtotal: \$600.00
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
Six Traits/Write Traits	Substitutes for teachers to attend training	Title II	\$2,400.00
			Subtotal: \$2,400.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$3,000.00

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:	Prepare grades 6-8 students for Civics EOC exam field test that will be administered during the 2012-2013 school year for FLDOE selected middle schools.
2012 Current Level of Performance:	2013 Expected Level of Performance:
95% of grades 6-8 students will participate in field test if selected.	30% of final grade

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Since the 2012-2013 school year marks the start of the new Civics course requirement (HB 105) for the 6th grade student cohort and also being a field test year, Civics Integrated teachers will need	Provide data chats at each respective site for grades 6-8 social studies teachers and Civics Integrated teachers to review statewide assessment progress monitoring results in preparation	Social Studies Department Team Leader	Progress monitoring of classroom walk through data	Benchmark and unit assessments



1	preparation in the new Civics Standards, Civics course descriptions, and Civics EOC Exam Item Specifications in preparation for the accountability year of 2013-2014 (30% of final grade) and 2014-2015 (passing score required for middle grades promotion).	for the accountability year of the Civics EOC exam.			
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Students scoring at or above Achievement Levels 4 and 5 in Civics.  Civics Goal #2:	Prepare grades 6-8 students for Civics EOC exam field test that will be administered during the 2012-2013 school year for FLDOE selected middle schools.
2012 Current Level of Performance:	2013 Expected Level of Performance:
95 % of grades 6-8 students will participate in field test if selected.	30% of final grade

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students require more preparation through classroom instruction and assessment with respect to questions representing different levels of cognitive complexity (ex: Webb's Depth of Knowledge) and Civics standards and benchmarks. Students require more instruction with respect to Document Based Questions (DBQ's) and writing opportunities need to be included in social studies instructional lessons.	Provide training for Social Studies 6-8 social studies teachers and Civics Integrated teachers in Document Based Questions (DBQ's) Instruction, Common Core State Standards, Civics EOC Item Specifications, and Civics Education Standards.	Principal	Classroom walk-throughs	Benchmark and unit 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
Civics Online training provided by						

University of Central Florida (Civics Item Specifications, Civics EOC exam, Civics Education standards, benchmarks, Document Based Questions (DBQ's) selected modules	6-8 Social Studies/Civics Integrated teachers	Social Studies/Civics Department Team Leader	6-8 Social Studies/Civics Integrated teachers	Online PD that is on-going	Professional Development online follow up assessments	Assistant Principal
Data Chats	6-8 Social Studies/Civics Integrated teachers	Social Studies/Civics Department Team leader	6-8 Social Studies/Civics Integrated teachers	October 12, 2012 and on-going monthly meetings	Administration to monitor data chats and conduct classroom walk-throughs	Assistant Principal and Social Studies/Civics Department Team Leader
District 2012-2013 Instructional Materials Adoption Training- Holt McDougal -Civics Integrated	6-8 Social Studies/Civics Integrated teachers	Social Studies/Civics Department Team Leader	6-8 Social Studies/Civics Integrated teachers	4 days of training)- Pre School District Training Day, District Inservice Training Day, and two other days	Classroom walk-throughs	Assistant Principal and Social Studies/Civics Department Team Leader

Civics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Civics Integrated training	District 2012-2013 Instructional Materials Adoption	Site based instructional materials adoption budget	\$7,454.63
			Subtotal: \$7,454.63
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Civics Online training	Training provided by University of Central Florida	Free	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Civics Integrated training	(4 days of training)- Pre School District Training Day, District Inservice Training Day, and two other days (Title II funds substitutes and trainer free with adoption)	Title II	\$3,080.00
			Subtotal: \$3,080.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$10,534.63

End of Civics Goals

## Attendance Goal(s)

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

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

1. Attendance Attendance Goal # 1:	For the 2012-2013 school year, the number of students with excessive absences (10 or more) will decrease by 3 percentage points.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
94% (978)	95% (988)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
312	202
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
60	58

Problem-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 number of students with 10 or more absences is excessive at a rate of 40%, due to a lack of parent contact about attendance and truancy issues.	Enforce district policy to ensure that any student having seven excused or unexcused absences in a 9 week period will receive a letter requesting a doctor note for any further absences. Truancy meetings will be held with parents of student with excessive absences	Administration, Guidance Department, Attendance Secretary	Attendance secretary will produce a monthly spreadsheet showing students who have received notification.	Attendance records and Attendance monitoring spreadsheet.
2	Parents taking students out of school for vacation.	Principal will meet with each parent requesting approval for an extended excused absence.	Principal	Attendance secretary to record all requests and parent conference documentation.	Attendance records

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
School Data/RtI	K-8	Administration/RtI Leadership Team	School-wide	Pre-school-August 10, 2012	Team Data Chats and RtI Data Analysis Meetings	RtI Leadership Team

Attendance Budget:

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

End of Attendance Goal(s)

## Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal # 1:	The percentage of In- and Out-of school suspensions will decrease by 5 percentage points.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
168	160
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
85	81
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
32	30
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
25	23
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not enough emphasis on implementation of Tier II and Tier III behavioral programs to address chronic behavior problems.	Continue to implement (Second Step) behavior programs to individual students and groups of students.	Administration, Guidance Counselors, and teachers	RtI data on behavior specifically targeted Tier II and Tier III (Second Step) will be analyzed weekly.	Discipline referrals and data collected from behavior charts (SPLASH/PBS-Positive Behavioral Support), ISS and OSS data.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
RtI/PBS	K-8	RtI Leadership Team	School-wide	Pre-school-August 2012	Teachers, counselors to track behaviors, the RtI Team will review and analyze the intervention data	RtI Leadership Team

Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

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

1. Parent Involvement  Parent Involvement Goal #1:  <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	Based on parent involvement data (September's: Parent Info Nights, PTSA, and SAC), we would like to increase parent involvement by 10 percentage points.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
27% ( 138)	37% (185)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Due to budget cuts, paper flyers and notices will be significantly reduced for this school year thereby creating a lack of communication between home and school.	Teachers will increase use of notes in agendas (supplied to every student using SAC funds), automated phone messaging system, e-mails, texts, and school website and marquee to notify and communicate with parents and guardians.	Administration, Classroom teachers	Attendance logs for various school meetings and events.	Logs and sign in sheets.

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
Edline PD	K-8	Site based technology instructor	K-8 teachers	Pre-school-August, September 12 and 26	Monitoring Edline Teacher web-pages	Administration
Seminars/Parent Information Nights	K-8	Leadership Team, SRO	Parents and students	On-going	Sign in sheets	Administration

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Agendas/daily planners	Agendas/daily planners	SAC	\$2,500.00
Sticker labels	Reminder notes on sticker labels that are attached to appropriate pages in daily planners	Site based	\$100.00
			Subtotal: \$2,600.00

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Edline PD for parents and teachers	Site based trainer/equipment	NA	\$0.00
Automated phone messaging	District automated phone system	District	\$0.00
E-mails	Home communication through e-mails	NA	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Seminars and Parent Information Nights	Site based presenters	PTA SAC	\$150.00
Edline	Site based trainers	NA	\$0.00
			Subtotal: \$150.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Marquee messages	Letters used in display messages on marquee (replacement of damaged parts)	Site based	\$100.00
			Subtotal: \$100.00
			<b>Grand Total: \$2,850.00</b>

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:			To increase the percentage of students exposed to the use of the Lesson Study process used to implement STEM practices in the classroom.		
Problem-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	Teachers require additional training in Science, Technology, Engineering, and Mathematics in preparation for the new STEM accountability requirements.	Teachers will receive Lesson Study and STEM training.	Assistant Principal	Progress monitoring of participation in online PD and site based Lesson Study PLC.	PD 360 and PLC documentation

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
Lesson Study	Grades 3-8	Site based trainer	Grades 3-8 teachers	January and March 2013	Administration to monitor participation in Lesson Study PLC	Site based PD coordinator

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Lesson Study	Lesson Study Materials	Title II	\$400.00
			Subtotal: \$400.00
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
Lesson Study	Site based PLC facilitator	NA	\$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: \$400.00

End of STEM Goal(s)

## Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. CTE CTE Goal #1:		Increase the number of middle school teachers trained in Content Area Reading Professional Development/ Next Generation Content Area Reading Professional Development CAR-PD/NGCAR-PD			
Problem-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	Social Studies, Science, and Math teachers need to improve reading strategies used in the classroom to increase comprehension of complex/technical text	Middle school teachers encourage to participate in district offered CAR-PD.	Administration-Principal	Classroom walk-throughs, monitoring of lesson plans	Performance Matters benchmark assessments
	Students lack information on Career	Invite high school CTE educators to present	8th grade team leader and middle	Review of presentation information and	Transition to high school data



2	and Technical opportunities.	their school's career and technical education options.	school guidance counselor.	students' feedback with middle school administrator and team/department leaders.
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Content Area Reading-Professional Development/Next Generation Content Area Reading Professional Development	6-8 Social Studies, Science and Math teachers	District Reading Coaches	6-8 Social Studies, Science, and Math teachers	On-going	Classroom walk-throughs and lesson plans	Principal

CTE Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Content Area Reading Professional Development/ Next Generation Content Area Reading Professional Development CAR-PD/NGCAR-PD	CAR PD training materials	Title II	\$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
CAR-PD/NG CAR-PD training	District reading coaches	Title II	\$7,000.00
			Subtotal: \$7,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$7,000.00

End of CTE Goal(s)

## Additional Goal(s)

No Additional Goal was submitted for this school

# FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Voyager	Materials from series	Site based	\$0.00
Reading	Text Complexity/Common Core Standards	District reading coaches to supply training materials	District	\$0.00
Reading	HOTS-Higher Order Thinking Skills	District reading coaches to supply training materials	District	\$0.00
Reading	Differentiated grouping	NA	Site based	\$0.00
Reading	FAIR Data Chats	NA	Site based	\$0.00
Reading	Next Generation Content Area Reading Professional Development	District Trainers to supply training materials	District	\$0.00
CELLA	After school ELL program	ELL support materials	District Title III	\$9,385.00
Mathematics	Math Data Chats	Site based personnel/materials	NA	\$0.00
Mathematics	Differentiated Instruction/best practice on site visits	Site based personnel/materials	NA	\$0.00
Mathematics	Pearson Success Math	Site based trainer	NA	\$0.00
Science	Next Generation Science State Standards NGSSS	Site based materials	NA	\$0.00
Writing	Six Traits/Write Traits	Six Traits training materials/printing	Title II	\$600.00
Civics	Civics Integrated training	District 2012-2013 Instructional Materials Adoption	Site based instructional materials adoption budget	\$7,454.63
Parent Involvement	Agendas/daily planners	Agendas/daily planners	SAC	\$2,500.00
Parent Involvement	Sticker labels	Reminder notes on sticker labels that are attached to appropriate pages in daily planners	Site based	\$100.00
STEM	Lesson Study	Lesson Study Materials	Title II	\$400.00
CTE	Content Area Reading Professional Development/ Next Generation Content Area Reading Professional Development CAR-PD/NGCAR-PD	CAR PD training materials	Title II	\$0.00
				Subtotal: \$20,439.63
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
CELLA	Rosetta Stone	Computer based program	District Title III	\$0.00
Mathematics	Performance Matters	Site based trainer/site based equipment (laptops)and/or computer lab	NA	\$0.00
Science	Science Data Chats	Site based equipment (laptops)	NA	\$0.00
Civics	Civics Online training	Training provided by University of Central Florida	Free	\$0.00
Parent Involvement	Edline PD for parents and teachers	Site based trainer/equipment	NA	\$0.00
Parent Involvement	Automated phone messaging	District automated phone system	District	\$0.00
Parent Involvement	E-mails	Home communication through e-mails	NA	\$0.00
				Subtotal: \$0.00
Professional Development				

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Text Complexity/Common Core Standards	District reading coaches Subs for teachers to attend training	Title II	\$1,600.00
Reading	HOTS-Higher Order Thinking Skills	District reading coaches Subs for teachers to attend training	Title II	\$1,600.00
Reading	FAIR Data Chats	School-based trainers	Site based	\$0.00
Reading	Next Generation Content Area Reading Professional Development	District trainers	Title II	\$7,000.00
CELLA	ESOL Lead Teacher and Paraprofessional training	Training materials	District Title III	\$0.00
CELLA	CELLA	Sample testing materials	School based trainer	\$0.00
CELLA	Rosetta Stone training	Onsite training materials	District Title III	\$2,100.00
Mathematics	Math Data Chats	Site based personnel	NA	\$0.00
Mathematics	Differentiated Instruction/best practice on site visits	Site based personnel Site based personnel Substitutes (as needed for on site visits)	Title II	\$1,200.00
Mathematics	Pearson Success Math	Site based personnel	NA	\$0.00
Mathematics	Performance Matters	Site based trainer	NA	\$0.00
Science	Science Data Chats	Site based personnel	NA	\$0.00
Science	Science K-5 Fusion	District trainers	NA	\$0.00
Science	Science 6-8 McGraw Hill	District trainers	NA	\$0.00
Science	Inquiry based instruction training	Site based trainers	NA	\$0.00
Science	Common Core Standards and STEM training	District and site based trainers	NA	\$0.00
Science	Scientific Thinking and Science Fair Projects	Site based trainer	NA	\$0.00
Writing	Six Traits/Write Traits	Substitutes for teachers to attend training	Title II	\$2,400.00
Civics	Civics Integrated training	(4 days of training)- Pre School District Training Day, District Inservice Training Day, and two other days (Title II funds substitutes and trainer free with adoption)	Title II	\$3,080.00
Parent Involvement	Seminars and Parent Information Nights	Site based presenters	PTA SAC	\$150.00
Parent Involvement	Edline	Site based trainers	NA	\$0.00
STEM	Lesson Study	Site based PLC facilitator	NA	\$0.00
CTE	CAR-PD/NG CAR-PD training	District reading coaches	Title II	\$7,000.00
				Subtotal: \$26,130.00
<b>Other</b>				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Science	JDF K-8 State Science Instruction Lab	District and site based	site based	\$0.00
Parent Involvement	Marquee messages	Letters used in display messages on marquee (replacement of damaged parts)	Site based	\$100.00
				Subtotal: \$100.00
				Grand Total: \$46,669.63

## Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

No Attachment (Uploaded on 9/17/2012)

## 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
Purchase of student agendas/daily planners	\$2,500.00

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

The activities of the School Advisory Council are as follows: 1. To assist in developing, reviewing and monitoring the implementation of the School Improvement Plan for school improvement and increased student achievement. 2. To plan school-based, academic related parent involvement activities, such as a FCAT Information Night. 3. To contribute to policy development. 4. To receive, review, approve or disapprove SAC budget proposals through approved SAC member votes. 5. To provide feedback on the quality of the school and suggestions to improve areas of concern. 6. To support their child's learning at home. 7. To become well-informed about the school's functions. 8. To become an integral part of the decision making process. 9. To stay involved throughout their child's education. 10. To become well-informed about the various programs John D. Floyd offers, such as our Environmental Science programs. 11. To assist in recruitment efforts to ensure that the SAC is an adequate representation of all stakeholders to include the principal, assistant principals, faculty members, parents, students, local business people and community members. 12. To learn as much information as possible about John D. Floyd K-8 School of Environmental Science, how it works, and use the information gathered to create a plan that will help our school and its children become more successful. 13. To establish priorities that will serve as guiding principles for everything the council does. 14. The SAC members will then look at these priorities to decide what areas are in need of improvement. 15. The SAC Committee will determine how to measure the results of their Action Plan to assess the effectiveness of the strategies and or interventions.

# 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

Hernando School District JOHN D. FLOYD K-8 SCHOOL OF ENVIRONMENTAL SCIENCE 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	77%	71%	73%	60%	281	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	68%	66%			134	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	63% (YES)	65% (YES)			128	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					543	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Hernando School District JOHN D. FLOYD K-8 SCHOOL OF ENVIRONMENTAL SCIENCE 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	79%	70%	77%	66%	292	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	68%	67%			135	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	65% (YES)	72% (YES)			137	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					564	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested