

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: WHISPERING PINES SCHOOL

District Name: Broward

Principal: Michael Gleason

SAC Chair: Maura Lyng

Superintendent: Robert Runcie

Date of School Board Approval: December 4, 2012

Last Modified on: 10/19/2012

Gerard Robinson, Commissioner  
Florida Department of Education  
325 West Gaines Street  
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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	Michael Gleason	BS in Speech Language and Audiology; MS in Learning and Behavioral Disorders; Specialist in Educational Leadership	12	12	2010-2011: FCAT AYP data in the SWD subgroup for this center setting as follows: Math Proficiency- 32%, Reading Proficiency- 21%, Writing Proficiency- 81%  2011-2012: FCAT AYP data in the SWD subgroup for this center setting as follows: Reading Proficiency- 19%, Math Proficiency- 16%.
Assis Principal	Robin Lurie	Educational Leadership ESE Elementary Education ESOL SLD	7	12	2010-2011: FCAT AYP data in the SWD subgroup for this center setting as follows: Math Proficiency- 32%, Reading Proficiency- 21%, Writing Proficiency- 81%  2011-2012: FCAT AYP data in the SWD subgroup for this center setting as follows: Reading Proficiency- 19%, Math Proficiency- 16%.

### INSTRUCTIONAL COACHES

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Timothy Sternberg	BA in History, Masters in Educational Psychology. Certified in Earth Space science, elementary education, middle grades integrated, social science 6-12, EKE K-12, ESOL endorsed, reading endorsed	4		2010-2011: FCAT AYP data in the SWD subgroup for this center setting as follows: Math Proficiency- 32%, Reading Proficiency- 21%, Writing Proficiency- 81%  2011-2012: FCAT AYP data in the SWD subgroup for this center setting as follows: Reading Proficiency- 19%, Math Proficiency- 16%.

### EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Curriculum support staff to provide academic planning and implementation assistance to the teachers.	Robin Lurie, Timothy Sternberg	06/2013	
2	2. Team building exercises during planning and reflection days	Robin Lurie	06/2013	
3	3. New Educator Support System in place for emerging educators via classroom visitations, collaborative planning opportunities, curriculum resource room materials.	New Educator Support System coordinator: Pat Williams	06/2013	
4	4. PLC development focusing on Common Core Standards: implementation, and best practices.	Timothy Sternberg	06/2013	

### Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
13%(4 out of 30) of teachers are currently reported as out of field.  Zero paraprofessionals are out of field.	Administration has met with these teachers, discussing options to resolve out of field status. Waivers have been submitted.

### 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
30	3.3%(1)	20.0%(6)	33.3%(10)	46.7%(14)	60.0%(18)	86.7%(26)	36.7%(11)	3.3%(1)	80.0%(24)

## 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
Patricia Williams	Samantha Wallace	Ms. Williams is a veteran teacher at Whispering Pines and will be able to familiarize Ms. Wallace with the policies, procedures and effective strategies for working with students in a center school setting.	Ms. Williams will share effective instructional strategies, best practices and lesson planning. Ms. Wallace will participate in collaborative PLC meetings, as well as receive support from curriculum support staff to address issues and concerns.

## 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

N/A

Title III

N/A

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

N/A

Nutrition Programs

N/A

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

N/A

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Michael Gleason and Robin Lurie (Administrators), Stephanie Benitez, Will Hershman, and Erin Pavao (Teachers), Tim Sternberg (Reading Coach), Caryl Hattan and Maura Lyng (curriculum support), Bonnie Kearns (ESE Specialist), Jackie Mendieta (School Psychologist), Marti Moore (Guidance Director), Anna-Marie Brown (Therapists), Toni Kruse (Behavior Specialist).

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?

MTSS Leadership Team Functions:

Under the supervision of site-based administration as MTSS/RtI chairpersons, the team is to meet at least once per month for a minimum of 2 hours for the purpose of determining development and maintenance of a problem-solving system to ensure an optimal teaching and learning environment. The team will identify students excelling and those at risk of not mastering specific benchmarks, determine and plan necessary professional development activities, problem solve, and share best practices. The team will periodically review and revise the established common-objectives, including implementation of strategies used to increase student achievement in relation to specific benchmarks. This data is to be organized, shared and stored in the MTSS/RtI implementation binder log, which is to include meeting minutes as well as relevant data collected. Data is also to be stored digitally on school-based database and via TERMS when applicable.

MTSS Leadership Team Members:

**Administrators:** Will work as MTSS advisors, communicating a common-language and a common-understanding of the school's expected outcomes. They will delineate responsibility and ensure district guidelines are being met by providing vision and guidance in the use of data-based decision making practices. Administrators assess the RtI skills and knowledge of staff, ensure documentation is present and accurate, allow for adequate professional development, and facilitate/coordinate MTSS meetings.

**Teachers:** Participate in data collection, integrate instruction across all levels, and collaborate with other staff, both within their content area and across grade levels. Teachers serve as case managers and communicate to the team via department heads as liaisons when necessary.

**Reading Coach:** Provides guidance on K-12 reading plan, facilitates and supports data collection, and supports implementation of differentiated instruction.

**Curriculum Specialist:** assists in the design and implementation of progress monitoring, data collection and data analysis.

**ESE Specialist:** Collects and organizes student records and current placement data to ensure appropriate instructional approaches and accommodations are being used. Facilitates collaboration to determine if a student meets eligibility criteria and appropriate student placement. Upon demonstration of growth within the center school placement, collaborates with boundary school staff to determine services needed to facilitate student success in the less restrictive environment.

**School Psychologist:** Evaluation specialist. Once the need for evaluation/reevaluation is determined, students are assessed

and findings reported to the MTSS Leadership Team in an effort to make more informed decisions regarding student ability, needs and ensuing placement.

Guidance Director: Scheduling and transition planning, reviewing of student records and appropriate class placement.

Therapists: Provide insight on mental health issues and student-specific suggestions to meet the emotional/therapeutic needs of students within the academic environment.

Behavioral Specialist: Collects, analyzes and provides behavioral data and intervention suggestions to meet the behavioral needs of students.

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 MTSS team, as well as the SAC, work under the guidance of the principal to develop the SIP through collaboration, evaluation of prior SIP goals, and future goal setting. The team will continually analyze student achievement data, identifying struggling students and approaches to instruction. The team routinely reviews data for academic and behavioral problems and uses the data to make decisions about the core curriculum and core behavior management.

### 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.

Reading: FAIR, DAR, FCAT, on-going curriculum-imbedded assessments, pre- and post- tests.

Math: EOC's and FCAT, BAT, GMADE, chapter and unit tests, pre- and post- tests.

Writing: FCAT, BAT, writing prompts.

Science: EOC's and FCAT, BAT, chapter and unit tests, pre- and post- tests.

Behavior: school behavior referrals, suspension rates, FBA/PBIP data.

Baseline data: used to identify students in need of remediation or acceleration in targeted areas (FCAT, DAR, BAT, writing prompts).

Progress Monitoring: FAIR, curriculum based measurement, textbook assessments.

Mid-Year: DAR, BAT, writing prompts, textbook assessments.

End of year: EOC's and FCAT, FAA, DAR, writing prompts, textbook assessments, grade reports and promotion/retention data.

Describe the plan to train staff on MTSS.

Staff training to occur via site-based presentations of current state-generated MTSS literature and guidelines by team leaders, including administration, occurring monthly during scheduled team meetings. Professional development, conducted by curriculum support staff and reading coach, for MTSS including site-based common-objectives and common-language to occur September 2012 – May 2012.

Describe the plan to support MTSS.

The MTSS team will continue to collaborate on a monthly basis under the leadership of site-based administration. The team will analyze relevant data and work to develop and implement common-language and common-objectives with fidelity and disseminate this information to teachers and staff. This systematic use of assessment data will enhance school-wide student progression and achievement. District provided resources such as Florida's MTSS Implementation Components will be utilized in the development and support of MTSS.

## Literacy Leadership Team (LLT)

### School-Based Literacy Leadership Team

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

Administration (Michael Gleason, Robin Lurie) – Assumes key leadership role in facilitating the goals of the school-based Literacy Leadership Team.

Reading Coach (Tim Sternberg) – Ensures that the district K-12 reading plan is implemented with fidelity, including modeling/coaching effective instructional and teaching behaviors, facilitating professional development/PLC's and study groups.

Curriculum Support Staff (Caryl Hattan, Maura Lyng) – Provide support in planning, instruction, and data collection practices under guidance of Principal and Reading Coach.

Department Heads (Stephanie Benitez, Will Hershman, Erin Pavao, Anna-Marie Brown) – Serve as liaison between administrative personnel and ESE teachers providing instruction in reading, including content area teachers, other instructional staff and therapists.

Guidance Director (Marti Moore) - Ensure proper placement in courses, communicates to students and parents of student progress toward graduation.

ESE Specialist (Bonnie Kearns) – Coordinate ESE services to those students receiving services under an IEP.

Behavior Specialist (Toni Kruse) - Collect and analyze student data regarding barriers to student achievement in the area of behavior.

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

The Literacy Leadership Team functions through monthly meetings to discuss ways to guide, facilitate and monitor collaborative problem solving work of the school in order to give students the opportunity to gain access to improved literacy. The team will focus on development and implementation of a year-long literacy initiative aligned with the District's Strategic Plan. Implementation of Common Core State Standards is a priority in the elementary grades, and we are working toward full implementation at the upper grade levels. The LLT will review data and literacy concerns throughout the school, as well as focusing on spiraling curriculum across grade levels. The Literacy Leadership Team members will promote the school-wide use of reading tools to increase student achievement in reading such as: Frayer Model for vocabulary, Vocabulary Improvement Strategy, Thinking Maps, power notes, journaling/notebooks. It is also a goal of the group to promote increased text complexity and rigor in the classrooms, not just in reading, but across the curriculum as we transition from NGSSS to the Common Core State Standards. The Department Heads will serve as liaisons between classroom staff and LLT, providing them with relevant information from LLT meetings, as well as providing the LLT with data sources and information from the classroom staff.

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

Major initiatives of the LLT this year will be based upon increasing rigor and text complexity, as well as increasing independent engagement skills and collaborative efforts involved in research and writing. Additionally, teachers at all grade levels and content areas will encourage and promote student communication of ideas through a variety of modalities. Teachers will build capacity for effectively using research-based practices in the content area and rigorous instruction aligned to the College and Career Readiness goals outlined in the Common Core State Standards.

The team will also focus on improving on the use of data to analyze the effectiveness of instruction, redesigning instruction and utilizing appropriate instructional resources to meet student learning and intervention needs.

## Public School Choice

Supplemental Educational Services (SES) Notification

No Attachment

## \*Elementary Title I Schools Only: Pre-School Transition

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

N/A

## \*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

All teachers are trained in, and encouraged to use, research-based reading tools and strategies. This occurs through in-house, as well as district provided training sessions, coaching and classroom modeling. It is the school's climate that teaching reading strategies is the responsibility of every teacher. With the Common Core initiative being the focus of PLC study groups, best practices are regularly shared and discipline specific literacy strategies are explored, with performance tasks presented to students accordingly, across the curriculum. The school's administration encourages and supports all staff to become reading endorsed through district approved professional development and site-based guidance, mentoring and support from the reading coach. At this time, all teachers teaching reading are either reading endorsed/certified or in the process of becoming so.

## \*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?

Applied and integrated courses are offered to help students see the relationships between academic areas and the relevance to their future. This occurs through course selection in an effort to develop a personally meaningful course of study. Integrated science, career exploration courses and personal development course work is also offered, tailored to individual student needs. Students engage in journaling and discussion of how coursework applies to their lives after school on a regular basis, including but not limited to weekly therapeutic sessions.

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

All students meet with the guidance counselor upon entry to the school to review records and ensure appropriate course placement, and again at the beginning of their 11th grade year to discuss progress toward graduation and post-secondary options. Guidance director ensures that course progression charts are followed to ensure successful program completion and provide opportunities for rigorous coursework. All students complete a CHOICES profile, and meet with the guidance counselor upon need-based requests to further discuss placement and planning options.

## 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](#)

No data generated on High School Feedback Report, however 10th graders take the PSAT. College readiness exams are administered at the school, and students are given the opportunity to study and register for ACT and SAT testing. Students preparing for these exams are given the opportunity and support to prepare through tutoring and individual assistance from classroom staff. If a student shows eligibility for GED testing, that is offered as well. Fee waivers for ACT/SAT are utilized for eligible students, and student successes are celebrated within the school setting via administrative acknowledgment ceremonies.

## 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:	Increasing student vocabulary base and general reading comprehension skills will help in students achieving proficiency level 3 on the 2013 reading FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
10.6% (11) of students have scored at Achievement Level 3 in reading.	13% of students will score at Achievement Level 3 in reading.

#### Problem-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	Increased rigor found in the Common Core State Standards presents students with new challenges as they work to become College and Career Ready.	Teachers will provide effective scaffolding of instruction, using increased text-complexity, critical analysis skills and rereading strategies. Teachers will ask text-dependent questions ranging in question types. Students will be encouraged to provide evidenced-based support to their answers.	Assistant Principal	Monitor and support the implementation of the comprehensive core reading programs and scientifically based reading and math instruction and strategies with fidelity, thereby using data to analyze the effectiveness of instruction and redesign instructional approaches/resources to meet the students' needs.	Classroom Walkthrough
2	Due to emotional and behavioral issues that precipitated center placement, students who are struggling to meet grade level expectations ("bubble students") often experience stress and anxiety related to challenges of interacting with the curriculum.	Provide individualized support in therapeutic sessions to address the academic experiences of children, engage students in positive reinforcement activities, support students who express anxiety by providing interactions with mentors.	Behavior Specialist, School Psychologist, Mental Health Therapist	Using data presented at Child Study, individual student point sheets, student observation and results of classroom assessments, the effectiveness of school supports available to students will be analyzed.	Classroom assessments, point sheets and behavioral data.
3	Low interest in informational text and difficulty understanding the focus of such text.	Teachers will participate in PLCs to discuss exemplar lessons from the common core standards and begin to implement lessons in the classroom to enhance reading skills in the area of informational literacy.  Content area teachers will integrate research-based strategies (Vocabulary Improvement Program, Frayer Model, Word Walls, Semantic Feature Analysis, etc.) and language arts	Reading Coach	Administration, aware of reading strategies of focus, will monitor implementation through classroom walkthroughs and data chats with teachers and students, occurring at a minimum of mid-quarter, following benchmark and FAIR testing periods. This will ensure that teachers are utilizing research-based strategies across the curriculum which are proven effective tools of instruction.	Summative data collection tools such as FAIR, BAT, FCAT.



	benchmarks into daily instruction to address the needs of Level 3 students, working toward understanding components of informational text.		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	Students need to improve in their ability to analyze plot, details and author's purpose of a variety of literary materials.
2012 Current Level of Performance:	2013 Expected Level of Performance:
44% (4) of students scored at an achievement level of four, five and six.	56% (5) of students will score at an achievement level of four, five and six.

Problem-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 struggle to interpret the elements of plot and accurately re-tell stories/passages with details that support the main idea and author's purpose.	Present students with age-appropriate texts (found in appendix B of the Common Core State Standards) that are accessible given the instructional level and provide scaffolding via the use of read-aloud/along, graphic organizers, etc. to help students to consistently be able to identify details of plot including main idea and author's purpose.  Students will be engaged in reading and rereading of texts in order to respond appropriately to text-evident questions.	Reading Coach	Staff will analyze student performance across the content areas on reading comprehension passages/embedded assessments.	BAT scores, FAA data.

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:	Expanding exposure to a variety of informational text while enhancing vocabulary skills will help students to achieve proficiency level 4 & 5 on the 2012 reading FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0) of students achieved proficiency level 4 & 5 on the 2011 reading FCAT.	33% (1) of students achieving proficiency level 4 & 5 on the 2012 reading FCAT would show a 33% increase.

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 lack exposure to a wide variety of informational text reflecting the knowledge and skills needed for success in college and careers.	Teachers will utilize resources such as Appendix B for literary samples and informational text exemplars illustrating the complexity, quality and range of reading appropriate for various grade levels, with accompanying sample performance tasks.	Department Heads and Reading Coach	PLC focus groups will collaborate on a weekly basis to share best practices and performance outcomes relating to student mastery of increased text complexity, across all content areas.	Student achievement on performance tasks involving increased text complexity
2	Lack of experience participating in research and various types of media across the subject areas.	Students will be trained on re-reading strategies to enhance understanding. In addition, students will read/interact with informational texts with increased rate of frequency.	Reading Coach	Administration, aware of reading strategies of focus, will monitor implementation through classroom walkthroughs and data chats with teachers and students occurring at a minimum of mid-quarter, following benchmark and FAIR testing periods. This will ensure that teachers are utilizing research-based strategies across the curriculum which are proven effective tools of instruction.	Summative data collection tools such as FAIR, BAT, mini-assessments, FCAT.

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading.  Reading Goal #2b:	Students will develop learning skills enabling independence in plot analysis, author's purpose and supporting details.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (3) of students achieved a level 7 or above.	44% (4) of students will achieve a level 7 or above.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have significant cognitive deficits and are thus unable to master the grade-level, general state content standards even with appropriate and allowable instructional accommodations, assistive technology, or accessible instructional materials.	Provide students with exposure to grade level texts with scaffolding and extensive direct instruction in academics based on access points in order to acquire, generalize, and transfer skills across settings	Reading Coach	Analysis of FAA results.	FAA

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

3a. FCAT 2.0: Percentage of students making learning

gains in reading. Reading Goal #3a:	Increasing student motivation to read.
2012 Current Level of Performance:	2013 Expected Level of Performance:
34% (17) of students made learning gains on the 2011 reading FCAT.	37% (19) of students will make learning gains on the 2013 reading FCAT, reflecting a 6% increase.

Problem-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 exposed to a variety of instructional standards and expectations used throughout the various subject areas/grade levels.	Identify and apply a common-language, including the shared use of successful teaching strategies throughout subject areas and across grade levels.	Literacy Leadership Team	Analysis of specific performance on various question types across the subject areas.	Classroom Walkthrough
2	Lack of student skills in the area of comprehension.	Teachers will present students with varied leveled texts and scaffold support through differentiated instruction in comprehension skills. Students will also be provided uninterrupted sustained reading time and a variety of reading materials. Wilson, Jamestown series, REWARDS, Read XL, EDGE and Novel Study will be utilized.	Reading coach	Student work samples, data chats occurring at a minimum of mid-quarter, following benchmark and FAIR testing periods, should show development in student comprehension skills.	In-program assessments, DAR, mini-assessments, FAIR scores will be evaluated to as evaluation tools.

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:	Due to our unique student population, this section is not applicable to our school.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not applicable.	Not applicable.

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.  Reading Goal #4:	To increase phonetic and decoding skills of struggling readers.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (9) of students in the lowest 25th percentile made learning gains on the school year 2012 Reading FCAT.	11 out of 30 (37%) of students in lowest 25% to make learning gains on the 2013 reading FCAT would be a 7% increase.

**Problem-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 experience difficulty retaining information and concepts presented in daily lessons, maintaining the pace presented in the district curriculum maps.	Interventions to be provided to small, targeted groups based on the targeted differentiated needs of students. Teachers will collect and analyze data to determine areas in need of reteaching.	Reading coach and curriculum support staff.	Data tracking, including individual student goal setting in these targeted areas of weakness, within the small group setting.	Student scores on end of chapter tests, standardized assessments, FAIR assessment.
2	Poor phonetic awareness	The comprehensive reading plan will be used for proper student placement and intervention programs. Wilson reading program will be utilized as an intervention.	Reading coach	Student progression through intervention programs in place.	District Benchmark Tests, FAIR, DAR
3	Poor decoding skills	The comprehensive reading plan will be used for proper student placement and intervention programs. Wilson reading program will be utilized to increase student ability to apply decoding strategies to text.	Reading coach	Student progression through intervention programs in place.	District Benchmark Tests, FAIR, DAR

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 #					
	In an effort to reach expected levels of performance by 2017, students will build strong content knowledge and increase independence through effective instruction, modeling, and exposure to a variety of informational texts					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	19%	34%	41%	47%	54%	

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:	To increase student motivation to read.
2012 Current Level of Performance:	2013 Expected Level of Performance:

AYP reading proficiency levels - White: 12% (3), Black: 21% (4), Hispanic: 43% (6), Asian: no data, American Indian: 0% (0).			To see an increase in percent of students making AYP in 2012 as reflected by the following: White 21%, Black 29%, Hispanic 49%, (Asian no data), American Indian 15%.		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students at the center school setting lack self confidence, especially related to academic progress and accomplishments, as evident across all ethnic boundaries.	Staff will provide positive reinforcement through effective and specific praise throughout daily instruction.	Assistant Principal, Mental Health Therapists, Behavior Specialist	Evaluation of responses to student customer survey, as well as using a multi-tiered approach to evaluating student success in the areas of academics, behavior and therapeutic gains.	Classroom walkthroughs
2	Lack of student motivation to read	Students will be given diagnostic assessment to determine focused instruction for struggling readers. Students will additionally be provided a variety of reading materials, including technology-based programs such as Compass Learning Odyssey, to increase exposure to reading material as well as the motivation to become more proficient readers.	Reading coach	Student work samples, lesson plans, rate of student participation and promotion in the Accelerated Reader program.	On-going progress monitoring tools such as mini-assessments, DAR, FAIR.

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:	To increase student motivation to read.
2012 Current Level of Performance:	2013 Expected Level of Performance:
No (0%) ELL students made AYP in reading on the 2011 FCAT.	It is expected that 15% of ELL students will make AYP in reading on the 2012 FCAT.

Problem-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 vocabulary development, especially in technical subject areas.	Teachers will utilize research based vocabulary improvement models across the curriculum and grade levels.	Reading coach	Teachers will monitor student performance, collaborating through PLC study groups to share best practices and instructional experiences.	Evaluation of student performance data on classroom assignments.
2	Lack of student motivation to read.	Students will be given diagnostic assessment to determine focused instruction for struggling readers. Students will additionally be provided a variety of reading materials, including technology-based	Reading Coach	Administration, aware of reading resources available, will monitor the implementation of these motivational tools in the classroom.	Summative data collection tools such as BAT, mini-assessments.

	programs such as Compass Learning Odyssey, to increase exposure to reading material as well as the motivation to become more proficient readers		
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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:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading.  Reading Goal #5D:	To increase student motivation to read.
2012 Current Level of Performance:	2013 Expected Level of Performance:
21% (13) of students with disabilities made satisfactory progress on the 2012 reading FCAT.	29% (18) of students with disabilities will show satisfactory progress on the 2013 Reading FCAT, reflecting an 8% increase.

Problem-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	Poor student attendance impacts students' ability to maintain rigor and pace presented in curriculum maps.	To encourage student attendance and active participation, teachers will use strategies such as scaffolding of instruction, including project-based learning experiences, to address a variety of learning styles and increase application of concepts to real world settings. Encourage increased attendance by involving students in high interest tasks and family involvement in students' educational process.	Assistant Principal	Review of academic performance, attendance trends, and behavior data to assess effectiveness of instruction.	Student attendance rates, performance on project based learning opportunities, including assessment of collaborative efforts through evaluation of behavior data
2	Lack of student motivation to read	Students will be given diagnostic assessment to determine focused instruction for struggling readers and accurate placement in programs such as Wilson, Rewards, Jamestown, Read XL, EDGE, and 10 Steps to Improving Reading/Advancing Reading for College Readiness. Students will additionally be provided a variety of reading materials, including Accelerated Reader program, technology-based programs such as Compass Learning Odyssey, to increase exposure to reading material as well as the motivation to become more proficient readers.	Reading coach	Administration, aware of reading resources available, will monitor the implementation of these motivational tools in the classroom, including student participation in the Accelerated Reader program.	On-going progress monitoring tools such as mini-assessments, DAR, FAIR.

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:	To increase student motivation to read.
2012 Current Level of Performance:	2013 Expected Level of Performance:
26% (9) of students receiving Free/Reduced Lunch made satisfactory progress on the 2012 Reading FCAT.	34% (12) of students receiving FRL will make satisfactory progress on the 2013 Reading FCAT, reflecting an 8% increase.

Problem-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 often experience difficulties in their ability to apply information and concepts learned to real world settings due to a lack of personal experiences and resources.	Teachers will present real-world applications and project based learning experiences that clearly and directly relate concepts learned in the classroom to students' lives. Teachers will promote the use of technology in the classroom, such as Promethean Boards and classroom computers for research and exploration.	Assistant Principal	Lesson plan analysis through administrative feedback following walkthroughs and observations, as well as PLC peer review.	Classroom Walkthroughs
2	Lack of student motivation to read	Students will be given diagnostic assessment to determine focused instruction for struggling readers. Students will additionally be provided a variety of reading materials, including technology-based programs such as Compass Learning Odyssey, to increase exposure to reading material as well as the motivation to become more proficient readers.	Reading coach	Student work samples, lesson plans, student participation and progression in the Accelerated Reader program.	On-going progress monitoring tools such as mini-assessments, DAR, FAIR.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Best Practices	School-wide	District Personnel in Literacy Department and Reading Coach will facilitate in house activities related to training	School-wide	On-going as offered by the district	Classroom walk-through	Assistant Principal

Common Core Standards and Strategies	School-wide	Reading Coach; Department Heads; Therapeutic Team Facilitator	School-wide	Early Release and weekly (Thursday mornings)	Monitor groups for data and practice in classrooms (via classroom walk-through) and teacher response/participation in group activities	Assistant Principal
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Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Full implementation of all state mandated reading materials, including intervention materials where necessary.	Treasures, EDGE and Improving/Advancing Reading student editions - one text per student enrolled, and teacher edition provided to each instructor.	School budget.	\$1,000.00
			Subtotal: \$1,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$1,000.00

End of Reading Goals

## Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking.		To increase ELL students' ability to speak and understand English at grade level similar to non-ELL students through development of vocabulary.			
CELLA Goal #1:					
2012 Current Percent of Students Proficient in listening/speaking:					
50% (1) of students tested on the 2012 CELLA scored as proficient in listening and speaking.					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Vocabulary	Provide a variety of	Department Head	Progress monitoring of	Class grades.



1	development	instructional approaches across the curriculum to address vocabulary development.	classroom data supporting IEP goals relating to vocabulary development.
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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:	Identify barriers that ELL students experience that inhibit their ability to read grade-level text in English in a manner similar to non-ELL students.
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2012 Current Percent of Students Proficient in reading:

0% (0) of students scored proficient in reading on the 2012 CELLA. Both of the students tested scored in the high intermediate level on this assessment.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	ELL students struggle in developing effective reading comprehension skills enabling them to read grade-level text in English similar to non-ELL students.	Teachers will provide instruction in specific comprehension strategies, such as note taking and outlining, to students struggling with comprehension across the curriculum.	Department Head	Progress monitoring of classroom assignments related to comprehension skills.	Classroom grades.

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

3. Students scoring proficient in writing. CELLA Goal #3:	Identify factors specific to ELL students that inhibit their ability to write in English at grade level in a manner similar to non-ELL students.
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2012 Current Percent of Students Proficient in writing:

0% (0) of students scored proficient in writing in the 2012 CELLA assessment. All students scored at the high intermediate level in this area.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	ELL students often experience difficulty in establishing strengths in writing such as ideas, organization, word choice and voice when writing in English.	Focus lessons addressing the 6 traits of writing to occur in an effort to enhance skills in these areas. Teachers will also focus on the editing and revision process.	Department Head	Student writing samples, including district and quarterly writing prompts, will be analyzed and scored with feedback provided to the student.	Scores on writing prompts.

CELLA Budget:

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

End of CELLA Goals

## Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics.  Mathematics Goal # 1a:	Identify strategies and skills to make sense of problems and persevere in solving them in order to increase the percent of students scoring at Achievement Level 3 in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
11%(10) of students scored at Achievement Level 3 in math. (School-wide data only was generated by the district)	The approximate AMO annual goal calculated is expected to be an increase of 7%.

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Increased rigor found in the Common Core State Standards presents students with new challenges as they work to become College and Career Ready.	Teachers will provide effective scaffolding of instruction, using increased text-complexity, critical analysis skills and rereading strategies. Teachers will ask text-dependent questions ranging in question types. Students will be encouraged to provide evidenced-based support to their answers.	Assistant Principal	Monitor and support the implementation of the comprehensive core reading programs and scientifically based reading and math instruction and strategies with fidelity, thereby using data to analyze the effectiveness of instruction and redesign instructional approaches/resources to meet the students' needs.	Classroom Walkthrough
2	Due to emotional and behavioral issues that precipitated center placement, students who are struggling to meet grade level expectations ("bubble students") often experience stress and anxiety related to challenges of interacting with the curriculum.	Provide individualized support in therapeutic sessions to address the academic experiences of children, engage students in positive reinforcement activities, support students who express anxiety by providing interactions with mentors.	Behavior Specialist, School Psychologist, Mental Health Therapist	Using data presented at Child Study, individual student point sheets, student observation and results of classroom assessments, the effectiveness of school supports available to students will be analyzed.	Classroom assessments, point sheets and behavioral data.
3	The lack of opportunity for all students to participate in all parts of the Go Math Lesson.	Math class will be outlined with times to teach the four components of a Go Math lesson.	Assistant Principal	Analysis of end of chapter tests to determine areas in need of remediation.	Classroom walk-throughs will provide data on lesson delivery, with follow-up conferences with administration and teachers.

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:	Due to our unique student population, this section is not applicable to our school.
2012 Current Level of Performance:	2013 Expected Level of Performance:

Not applicable.	Not applicable.
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Due to small class size, there is a lack of high-achieving students to act as peer role models in the area of Mathematics.	Pair student mentors with struggling students to increase self confidence in math. Visibly chart student successes in the classroom to increase self confidence.	Elementary Department Head	Regularly monitor student achievement using imbedded assessments in the Go Math program.	Imbedded assessments in Go Math 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 group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics.  Mathematics Goal #2a:	Increase ability to construct viable arguments and critique the reasoning of others in order to increase percent of students scoring at Achievement Level 4 in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
5%(5) students scored at Achievement Level 4 in math. (School-wide data only was generated by the district)	The approximate AMO annual goal calculated is expected to be an increase of 8%.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack exposure to a wide variety of informational text reflecting the knowledge and skills needed for success in college and careers.	Teachers will utilize resources such as Appendix B for literary samples and informational text exemplars illustrating the complexity, quality and range of reading appropriate for various grade levels, with accompanying sample performance tasks.	Department Heads and Reading Coach	PLC focus groups will collaborate on a weekly basis to share best practices and performance outcomes relating to student mastery of increased text complexity, across all content areas.	Student achievement on performance tasks involving increased text complexity
2	Students oftentimes struggle with high-order thinking skills when applying math concepts to real-world applications.	Teachers will meet weekly in PLC groups sharing best practices and collaborating across grade levels to include project based learning activities that require students to critically analyze a task and accurately apply math concepts.	Department Heads, Reading Coach, Instructional Facilitator.	PLC focus groups will continually share best practices and reflect upon results of project based learning experiences.	Student achievement on project based learning experiences.

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:	Due to our unique student population, this section is not applicable to our school.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
Not applicable.	Not applicable.

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics.  Mathematics Goal #3a:	Students will look for and express regularity in repeated reasoning in order to increase percent of students making learning gains in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
46%(18) students made learning gains in math. (School-wide data only was generated by the district)	The approximate AMO annual goal calculated is expected to be an increase of 5%.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are exposed to a variety of instructional standards and expectations used throughout the various subject areas/grade levels.	Identify and apply a common-language, including the shared use of successful teaching strategies throughout subject areas and across grade levels.	Literacy Leadership Team	Analysis of specific performance on various question types across the subject areas.	Classroom Walkthrough

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:	Due to our unique student population, this section is not applicable to our school.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not applicable.	Not applicable.

Problem-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:	Due to our unique student population, this section is not applicable to our school.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Data not reported.	Data not reported.

Problem-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 experience difficulty retaining information and concepts presented in daily lessons, maintaining the pace presented in the district curriculum maps.	Interventions to be provided to small, targeted groups based on the targeted differentiated needs of students. Teachers will collect and analyze data to determine areas in need of reteaching.	Reading coach and curriculum support staff.	Data tracking, including individual student goal setting in these targeted areas of weakness, within the small group setting.	Student scores on end of chapter tests, standardized assessments, FAIR assessment.

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal #					
	In an effort to reach expected levels of performance by 2017, students will develop skills in practice and procedure in mathematics in order to increase accuracy and precision in problem solving. The yearly data points are					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	26%	38%	45%	51%	57%	

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:	Through modeling with mathematics, strategies and skills will be targeted to increase percent of students, grouped by ethnicity, not making satisfactory progress in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:

The following data represent the ethnic subgroups not making satisfactory progress in math (School-wide data only was generated by the district): 76% of White students (22) 90% of Black students(37) 82% of Hispanic students (18 out of 22) Asian and Indian subgroup data not reported	The approximate AMO annual goal (increase in performance) calculated is expected to be: 6% of White students 8% of Black students 7% of Hispanic students Asian and Indian subgroup data not reported
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students at the center school setting lack self confidence, especially related to academic progress and accomplishments, as evident across all ethnic boundaries.	Staff will provide positive reinforcement through effective and specific praise throughout daily instruction.	Assistant Principal, Mental Health Therapists, Behavior Specialist	Evaluation of responses to student customer survey, as well as using a multi-tiered approach to evaluating student success in the areas of academics, behavior and therapeutic gains.	Classroom walkthroughs

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics.  Mathematics Goal #5C:	Increase exposure to mathematical vocabulary via interactions with real life math word problems will be targeted to increase the percent of ELL students not making satisfactory progress in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (2) of students did not make satisfactory progress in mathematics. (School-wide data only was generated by the district)	The approximate AMO annual goal calculated is expected to be an increase of 8%.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited vocabulary development, especially in technical subject areas.	Teachers will utilize research based vocabulary improvement models across the curriculum and grade levels.	Reading coach	Teachers will monitor student performance, collaborating through PLC study groups to share best practices and instructional experiences.	Evaluation of student performance data on classroom assignments.

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:	Use appropriate tools strategically and increase opportunity for reinforcement in order to increase percent of SWD students making satisfactory progress in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
85%(76) of students with disabilities did not make satisfactory progress in math. (School-wide data only was generated by the district)	The approximate AMO annual goal calculated is expected to be an increase of 7%.

Problem-Solving Process to Increase Student Achievement

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

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Poor student attendance impacts students' ability to maintain rigor and pace presented in curriculum maps.	To encourage student attendance and active participation, teachers will use strategies such as scaffolding of instruction, including project-based learning experiences, to address a variety of learning styles and increase application of concepts to real world settings. Encourage increased attendance by involving students in high interest tasks and family involvement in students' educational process.	Assistant Principal	Review of academic performance, attendance trends, and behavior data to assess effectiveness of instruction.	Student attendance rates, performance on project based learning opportunities, including assessment of collaborative efforts through evaluation of behavior data

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:	Represent and interpret data presented in real-world sources in order to increase percent of economically disadvantaged students not making satisfactory progress in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
85%(57) of economically disadvantaged students did not make satisfactory progress in math. (School-wide data only was generated by the district)	The approximate AMO annual goal calculated is expected to be an increase of 7%.

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students often experience difficulties in their ability to apply information and concepts learned to real world settings due to a lack of personal experiences and resources.	Teachers will present real-world applications and project based learning experiences that clearly and directly relate concepts learned in the classroom to students' lives. Teachers will promote the use of technology in the classroom, such as Promethean Boards and classroom computers for research and exploration.	Assistant Principal	Lesson plan analysis through administrative feedback following walkthroughs and observations, as well as PLC peer review.	Classroom Walkthroughs

*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:	Identify strategies and skills to make sense of problems and persevere in solving them in order to increase the percent of students scoring at Achievement Level 3 in math.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
11%(10) students scored at Achievement Level 3 in math. (School-wide data only was generated by the district)	The approximate AMO annual goal calculated is expected to be an increase of 7%.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Increased rigor found in the Common Core State Standards presents students with new challenges as they work to become College and Career Ready.	Teachers will provide effective scaffolding of instruction, using increased text-complexity, critical analysis skills and rereading strategies. Teachers will ask text-dependent questions ranging in question types. Students will be encouraged to provide evidenced-based support to their answers.	Assistant Principal	Monitor and support the implementation of the comprehensive core reading programs and scientifically based reading and math instruction and strategies with fidelity, thereby using data to analyze the effectiveness of instruction and redesign instructional approaches/resources to meet the students' needs.	Classroom Walkthrough
2	Due to emotional and behavioral issues that precipitated center placement, students who are struggling to meet grade level expectations ("bubble students") often experience stress and anxiety related to challenges of interacting with the curriculum.	Provide individualized support in therapeutic sessions to address the academic experiences of children, engage students in positive reinforcement activities, support students who express anxiety by providing interactions with mentors.	Behavior Specialist, School Psychologist, Mental Health Therapist	Using data presented at Child Study, individual student point sheets, student observation and results of classroom assessments, the effectiveness of school supports available to students will be analyzed.	Classroom assessments, point sheets and behavioral data.

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:	Due to our unique student population, this section is not applicable to our school.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not applicable.	Not applicable.

Problem-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	
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Level 4 in mathematics. Mathematics Goal #2a:	Increase ability to construct viable arguments and critique the reasoning of others in order to increase percent of students scoring at Achievement Level 4 in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
5%(5) of students scored at Achievement Level 4 in math. (School-wide data only was generated by the district)	The approximate AMO annual goal calculated is expected to be an increase of 8%.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students oftentimes struggle with high-order thinking skills when applying math concepts to real-world applications.	Teachers will meet weekly in PLC groups sharing best practices and collaborating across grade levels to include project based learning activities that require students to critically analyze a task and accurately apply math concepts.	Department Heads, Reading Coach, Instructional Facilitator.	PLC focus groups will continually share best practices and reflect upon results of project based learning experiences.	Student achievement on project based learning experiences.

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:	Due to our unique student population, this section is not applicable to our school.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not applicable.	Not applicable.

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	Students will look for and express regularity in repeated reasoning in order to increase percent of students making learning gains in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
46%(18) students made learning gains in math. (School-wide data only was generated by the district)	The approximate AMO annual goal calculated is expected to be an increase of 5%.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are exposed to a variety of instructional standards and expectations used throughout the various subject areas/grade levels.	Identify and apply a common-language, including the shared use of successful teaching strategies throughout subject areas and across grade levels.	Literacy Leadership Team	Analysis of specific performance on various question types across the subject areas.	Classroom Walkthrough

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:	Due to our unique student population, this section is not applicable to our school.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not applicable.	Not applicable.

Problem-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:	Due to our unique student population, this section is not applicable to our school.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not applicable.	Not applicable.

Problem-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 experience difficulty retaining information and concepts presented in daily lessons, maintaining the pace presented in the	Interventions to be provided to small, targeted groups based on the targeted differentiated needs of students. Teachers will	Reading coach and curriculum support staff.	Data tracking, including individual student goal setting in these targeted areas of weakness, within the small group setting.	Student scores on end of chapter tests, standardized assessments, FAIR assessment.

district curriculum maps.	collect and analyze data to determine areas in need of reteaching.		
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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Middle School Mathematics Goal # In an effort to reach expected levels of performance by 2017, students will develop skills in practice and procedure in mathematics in order to increase accuracy and precision in problem solving. The yearly data points are				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	26%	38%	45%	51%	57%	

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:	Through modeling with mathematics, strategies and skills will be targeted to increase percent of students, grouped by ethnicity, not making satisfactory progress in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
The following data represent the ethnic subgroups not making satisfactory progress in math (School-wide data only was generated by the district): 76% of White students (22) 90% of Black students(37) 82% of Hispanic students (18 out of 22) Asian and Indian subgroup data not reported	The approximate AMO annual goal calculated (increase in performance) is expected to be: 6% of White students 8% of Black students 7% of Hispanic students Asian and Indian subgroup data not reported

**Problem-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 at the center school setting lack self confidence, especially related to academic progress and accomplishments, as evident across all ethnic boundaries.	Staff will provide positive reinforcement through effective and specific praise throughout daily instruction.	Assistant Principal, Mental Health Therapists, Behavior Specialist	Evaluation of responses to student customer survey, as well as using a multi-tiered approach to evaluating student success in the areas of academics, behavior and therapeutic gains.	Classroom walkthroughs

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics.  Mathematics Goal #5C:	Increase exposure to mathematical vocabulary via interactions with real life math word problems will be targeted to increase the percent of ELL students not making satisfactory progress in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (2) of students did not make satisfactory progress in mathematics. (School-wide data only was generated by the district)	The approximate AMO annual goal calculated is expected to be an increase of 8%.

**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 vocabulary development, especially in technical subject areas.	Teachers will utilize research based vocabulary improvement models across the curriculum and grade levels.	Reading coach	Teachers will monitor student performance, collaborating through PLC study groups to share best practices and instructional experiences.	Evaluation of student performance data on classroom assignments.

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:	Use appropriate tools strategically and increase opportunity for reinforcement in order to increase percent of SWD students making satisfactory progress in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
85.4%(76) students with disabilities did not make satisfactory progress in math. (School-wide data only was generated by the district)	The approximate AMO annual goal calculated is expected to be an increase of 7%.

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Poor student attendance impacts students' ability to maintain rigor and pace presented in curriculum maps.	To encourage student attendance and active participation, teachers will use strategies such as scaffolding of instruction, including project-based learning experiences, to address a variety of learning styles and increase application of concepts to real world settings. Encourage increased attendance by involving students in high interest tasks and family involvement in students' educational process.	Assistant Principal	Review of academic performance, attendance trends, and behavior data to assess effectiveness of instruction.	Student attendance rates, performance on project based learning opportunities, including assessment of collaborative efforts through evaluation of behavior data

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:	Represent and interpret data presented in real-world sources in order to increase percent of economically disadvantaged students not making satisfactory progress in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
85%(57) economically disadvantaged students did not make satisfactory progress in math. (School-wide data only was generated by the district)	The approximate AMO annual goal calculated is expected to be an increase of 7%.

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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1	Students often experience difficulties in their ability to apply information and concepts learned to real world settings due to a lack of personal experiences and resources.	Teachers will present real-world applications and project based learning experiences that clearly and directly relate concepts learned in the classroom to students' lives. Teachers will promote the use of technology in the classroom, such as Promethean Boards and classroom computers for research and exploration.	Assistant Principal	Lesson plan analysis through administrative feedback following walkthroughs and observations, as well as PLC peer review.	Classroom Walkthroughs
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End of Middle School Mathematics Goals

## Florida Alternate Assessment High School Mathematics Goals

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

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

1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1:	Due to our unique student population, this section is not applicable to our school.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not applicable.	Not applicable.

### Problem-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. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics. Mathematics Goal #2:	Due to our unique student population, this section is not applicable to our school.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not applicable.	Not applicable.

### Problem-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				

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:

3. Florida Alternate Assessment: Percent of students making learning gains in mathematics.  Mathematics Goal #3:	Due to our unique student population, this section is not applicable to our school.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not applicable.	Not applicable.

Problem-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:	Analyze assessment data to identify areas of student weakness in order to provide additional lessons/support/extra practice on these topics. Identification of potential error patterns to correct continued mistakes in targeted areas of weakness with small group activities based upon aforementioned areas of need.
2012 Current Level of Performance:	2013 Expected Level of Performance:
7% (1) of students achieved a level three or higher on the Algebra EOC.	14% (2) of students will achieve a level three or higher on the Algebra EOC.

Problem-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	Increased rigor found in the Common Core State Standards presents students with new challenges as they work to become College and Career Ready.	Teachers will provide effective scaffolding of instruction, using increased text-complexity, critical analysis skills and rereading strategies. Teachers will ask text-dependent questions ranging in question types. Students will be	Assistant Principal	Monitor and support the implementation of the comprehensive core reading programs and scientifically based reading and math instruction and strategies with fidelity, thereby using data to analyze the effectiveness of instruction and redesign	Classroom Walkthrough

		encouraged to provide evidenced-based support to their answers.		instructional approaches/resources to meet the students' needs.	
2	Due to emotional and behavioral issues that precipitated center placement, students who are struggling to meet grade level expectations ("bubble students") often experience stress and anxiety related to challenges of interacting with the curriculum.	Provide individualized support in therapeutic sessions to address the academic experiences of children, engage students in positive reinforcement activities, support students who express anxiety by providing interactions with mentors.	Behavior Specialist, School Psychologist, Mental Health Therapist	Using data presented at Child Study, individual student point sheets, student observation and results of classroom assessments, the effectiveness of school supports available to students will be analyzed.	Classroom assessments, point sheets and behavioral data.
3	Curriculum has not been spiraled to cover all benchmarks in the state assessments.	Map all math courses according to Sunshine State Standards and Common Core, developing math assessments that contain open ended and free response questions.	Robin Lurie, Assistant Principal	Data team analysis of end of chapter tests and other data available through on-going progress monitoring.	Summarized analysis of student performance on end of chapter tests and classroom assignments.

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:	To identify skills that will be targeted to help students visualize relationships, make connections to equations and explain their reasoning, thus increasing the number of students scoring at Achievement Level 4 in Algebra.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0) students scored at or above Achievement Level 4 in Algebra.	8% (1) student will score at or above Achievement Level 4 in Algebra.

Problem-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 oftentimes struggle with high-order thinking skills when applying math concepts to real-world applications.	Teachers will meet weekly in PLC groups sharing best practices and collaborating across grade levels to include project based learning activities that require students to critically analyze a task and accurately apply math concepts.	Department Heads, Reading Coach, Instructional Facilitator.	PLC focus groups will continually share best practices and reflect upon results of project based learning experiences.	Student achievement on project based learning experiences.

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Algebra Goal #					
	In an effort to reduce the achievement and reach expected levels of performance by 2017, students will accurately formulate, compute, validate and interpret Algebraic equations in order to increase accuracy and precision in					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	84.3%	76.6%	68.9%	61.2%	53.5%	

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:	To identify strategies and skills that will be targeted toward encouraging students to engage in experimental investigations of Algebraic concepts, thus increasing the percentage of students in ethnic subgroups making satisfactory progress in Algebra, as evidenced by passing scores on the Algebra End of Course (EOC) Exam.
2012 Current Level of Performance:	2013 Expected Level of Performance:
The following data represent the ethnic subgroups not making satisfactory progress in Algebra: 100% of White students (2) 83% of Black students(4) 0% of Hispanic students (1) Asian and Indian subgroup data not reported	The approximate AMO annual goal calculated is expected to be: : 8% of White students 7% of Black students Hispanic students not applicable. Asian and Indian subgroup data not reported

Problem-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 at the center school setting lack self confidence, especially related to academic progress and accomplishments, as evident across all ethnic boundaries.	Staff will provide positive reinforcement through effective and specific praise throughout daily instruction.	Assistant Principal, Mental Health Therapists, Behavior Specialist	Evaluation of responses to student customer survey, as well as using a multi-tiered approach to evaluating student success in the areas of academics, behavior and therapeutic gains.	Classroom walkthroughs

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

3C. English Language Learners (ELL) not making satisfactory progress in Algebra.  Algebra Goal #3C:	Due to our unique student population, this section is not applicable to our school.
2012 Current Level of Performance:	2013 Expected Level of Performance:
No ELL students tested.	No ELL students tested.

Problem-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 vocabulary development, especially in technical subject areas.	Teachers will utilize research based vocabulary improvement models across the curriculum and grade levels.	Reading coach	Teachers will monitor student performance, collaborating through PLC study groups to share best practices and instructional experiences.	Evaluation of student performance data on classroom assignments.

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:	To identify strategies and skills that will be presented through modeling addressing application of geometric concepts and mathematical practices , thus decreasing the percent of SWD students not making satisfactory progress in Algebra.
2012 Current Level of Performance:	2013 Expected Level of Performance:

83% (10) of students with disabilities did not make satisfactory progress in Algebra.	The approximate AMO annual goal calculated is expected to be 7%.
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Poor student attendance impacts students' ability to maintain rigor and pace presented in curriculum maps.	To encourage student attendance and active participation, teachers will use strategies such as scaffolding of instruction, including project-based learning experiences, to address a variety of learning styles and increase application of concepts to real world settings. Encourage increased attendance by involving students in high interest tasks and family involvement in students' educational process.	Assistant Principal	Review of academic performance, attendance trends, and behavior data to assess effectiveness of instruction.	Student attendance rates, performance on project based learning opportunities, including assessment of collaborative efforts through evaluation of behavior data

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:	To identify strategies and skills that will be targeted to help students to make sense of problems and persevere in solving them, thus decreasing the percent of economically disadvantaged students not making satisfactory progress in Algebra.
2012 Current Level of Performance:	2013 Expected Level of Performance:
90% (9) of Economically Disadvantaged students did not make satisfactory progress in Algebra.	80% (8) of Economically Disadvantaged students will make satisfactory progress in Algebra.

Problem-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 often experience difficulties in their ability to apply information and concepts learned to real world settings due to a lack of personal experiences and resources.	Teachers will present real-world applications and project based learning experiences that clearly and directly relate concepts learned in the classroom to students' lives. Teachers will promote the use of technology in the classroom, such as Promethean Boards and classroom computers for research and exploration.	Assistant Principal	Lesson plan analysis through administrative feedback following walkthroughs and observations, as well as PLC peer review.	Classroom Walkthroughs

*End of Algebra EOC Goals*

## Geometry End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Geometry.  Geometry Goal #1:	To identify students who will participate in targeted small group activities to enhance Geometric skills through addressing the ability to look for and make use of structure in Geometric problem solving. Dynamic grouping will be based upon identified areas of weakness.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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31% (4) of students scored at Achievement Level 3 in Geometry.  (Previously, level scores had not yet been calculated by the Department of Education. Therefore data was provided using the T score data to provide some baseline data. The Spring 2012 Geometry End-of-Course Assessment scores are reported on the T-score scale of 20-80, with a statewide mean of approximately 50. At Whispering Pines School, 13 Students participated in the assessment with a mean scale score of 44. 15% (2 students) scored in the top third. 54% scored in the low third (7 students) 31% (4 students) scored in the middle third.)	38% (5) of students will score at Achievement Level 3 in Geometry. (22% of students will score in the top third).
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Increased rigor found in the Common Core State Standards presents students with new challenges as they work to become College and Career Ready.	Teachers will provide effective scaffolding of instruction, using increased text-complexity, critical analysis skills and rereading strategies. Teachers will ask text-dependent questions ranging in question types. Students will be encouraged to provide evidenced-based support to their answers.	Assistant Principal	Monitor and support the implementation of the comprehensive core reading programs and scientifically based reading and math instruction and strategies with fidelity, thereby using data to analyze the effectiveness of instruction and redesign instructional approaches/ resources to meet the students' needs.	Classroom Walkthrough
2	Due to emotional and behavioral issues that precipitated center placement, students who are struggling to meet grade level expectations ("bubble students") often experience stress and anxiety related to challenges of interacting with the curriculum.	Provide individualized support in therapeutic sessions to address the academic experiences of children, engage students in positive reinforcement activities, support students who express anxiety by providing interactions with mentors.	Behavior Specialist, School Psychologist, Mental Health Therapist	Using data presented at Child Study, individual student point sheets, student observation and results of classroom assessments, the effectiveness of school supports available to students will be analyzed.	Classroom assessments, point sheets and behavioral data.
3	Students lack the metacognitive skills to complete higher order thinking problems.	Teachers will infuse higher order thinking teaching practices and/or higher order thinking questions when formulating assessments.	Robin Lurie, Assistant Principal	Analysis of scores earned on the end of chapter tests and practice Geometry End-of-Course Assessment to determine learning trends and student gain.	End of chapter tests, practice tests and supplementary materials.

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	To identify skills that will be targeted to help students
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4 and 5 in Geometry. Geometry Goal #2:	visualize relationships, make connections to equations and explain their reasoning, thus increasing the number of students scoring at Achievement Level 4 in Geometry.
2012 Current Level of Performance:	2013 Expected Level of Performance:
15%(2) students scored at Achievement Level 4 in Geometry.	The approximate AMO annual goal calculated is expected to be 7%.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students oftentimes struggle with high-order thinking skills when applying math concepts to real-world applications.	Teachers will meet weekly in PLC groups sharing best practices and collaborating across grade levels to include project based learning activities that require students to critically analyze a task and accurately apply math concepts.	Department Heads, Reading Coach, Instructional Facilitator.	PLC focus groups will continually share best practices and reflect upon results of project based learning experiences.	Student achievement on project based learning experiences.

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 # In an effort to reach expected levels of performance by 2017, students will accurately formulate, compute, validate and interpret Geometric equations in order to increase accuracy and precision in problem solving. The yearly data				
Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	39.5%	36.2%	33.2%	30.4%	

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:	To identify strategies and skills that will be targeted toward encouraging students to engage in experimental investigations of Geometric concepts, thus increasing the percentage of students in ethnic subgroups making satisfactory progress in Geometry, as evidenced by passing scores on the Geometry End of Course (EOC) Exam.
2012 Current Level of Performance:	2013 Expected Level of Performance:
The following data represent the ethnic subgroups not making satisfactory progress in Geometry: 40% of White students (2) 80% of Black students(4) 33% of Hispanic students (1) Asian and Indian subgroup data not reported	The approximate AMO annual goal calculated is expected to be: 3% of White students 7% of Black students 6% of Hispanic students Asian and Indian subgroup data not reported

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students at the center school setting lack self confidence, especially	Staff will provide positive reinforcement through effective and	Assistant Principal, Mental Health Therapists,	Evaluation of responses to student customer survey, as well as using	Classroom walkthroughs

1	related to academic progress and accomplishments, as evident across all ethnic boundaries.	specific praise throughout daily instruction.	Behavior Specialist	a multi-tiered approach to evaluating student success in the areas of academics, behavior and therapeutic gains.	
2	Students at the center school setting lack self confidence, especially related to academic progress and accomplishments in mathematics, as evident across all ethnic boundaries.	Staff will provide positive reinforcement through effective and specific praise throughout daily instruction in Geometry.	Assistant Principal	Evaluation of responses to student customer survey, as well as using a multi-tiered approach to evaluating student success in the areas of academics, behavior and therapeutic gains.	Classroom walkthroughs and review of student customer survey

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:	To identify strategies and skills that will be targeted to expand technical vocabulary, thus decreasing the percent of ELL students not making satisfactory progress in Geometry.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (2) of students did not make satisfactory progress in Geometry.	The approximate AMO annual goal calculated is expected to be 8%.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited vocabulary development, especially in technical subject areas.	Teachers will utilize research based vocabulary improvement models across the curriculum and grade levels.	Reading coach	Teachers will monitor student performance, collaborating through PLC study groups to share best practices and instructional experiences.	Evaluation of student performance data on classroom assignments.
2	ELL students oftentimes struggle with the technical vocabulary associated with Geometry.	Math teachers will utilize effective vocabulary improvement strategies (Frayer model, word walls) to encourage proper use of math-related terminology	Assistant Principal	Review of academic word walls and the effectiveness of vocabulary improvement strategies used during classroom activities to be evaluated during classroom walkthroughs and discussed during data chats.	Classroom walkthroughs and data chats with teachers and administration.

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:	To identify strategies and skills that will be presented through modeling addressing application of geometric concepts and mathematical practices , thus decreasing the percent of SWD students not making satisfactory progress in Geometry.
2012 Current Level of Performance:	2013 Expected Level of Performance:
54%(7) SWD students did not make satisfactory progress in Geometry.	The approximate AMO annual goal calculated is expected to be 5%.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Poor student attendance impacts students' ability to maintain rigor and pace presented in curriculum maps.	To encourage student attendance and active participation, teachers will use strategies such as scaffolding of instruction, including project-based learning experiences, to address a variety of learning styles and increase application of concepts to real world settings. Encourage increased attendance by involving students in high interest tasks and family involvement in students' educational process.	Assistant Principal	Review of academic performance, attendance trends, and behavior data to assess effectiveness of instruction.	Student attendance rates, performance on project based learning opportunities, including assessment of collaborative efforts through evaluation of behavior data
2	Increased rigor found in the Common Core State Standards presents students with disabilities new challenges as they work to become College and Career Ready.	Teachers will provide effective scaffolding of instruction, using increased application of critical analysis skills. Teachers will ask text-dependent questions ranging in question types, and students will be encouraged to provide evidenced-based support to their answers.	Robin Lurie, Assistant Principal	Analysis of scores earned on the end of chapter tests and practice Geometry End-of-Course Assessment to determine learning trends and student gains.	Data chats discussing results of end of chapter tests, practice tests and supplementary materials.

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:	To identify strategies and skills that will be targeted to help students to make sense of problems and persevere in solving them, thus decreasing the percent of economically disadvantaged students not making satisfactory progress in Geometry.
2012 Current Level of Performance:	2013 Expected Level of Performance:
62.5%(5 out of 8) economically disadvantaged students did not make satisfactory progress in Geometry.	The approximate AMO annual goal calculated is expected to be 5.2%.

Problem-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 often experience difficulties in their ability to apply information and concepts learned to real world settings due to a lack of personal experiences and resources.	Teachers will present real-world applications and project based learning experiences that clearly and directly relate concepts learned in the classroom to students' lives. Teachers will promote the use of technology in the classroom, such as Promethean Boards and classroom	Assistant Principal	Lesson plan analysis through administrative feedback following walkthroughs and observations, as well as PLC peer review.	Classroom Walkthroughs

		computers for research and exploration.			
2	Increased rigor found in the Common Core State Standards presents economically disadvantaged students with new challenges as they work to become College and Career Ready, especially when asked to relate content learned to their lives.	Teachers will provide effective scaffolding of instruction, using increased application of critical analysis skills. Teachers will provide opportunities for collaboration through project based learning activities to help students relate content to their lives.	Robin Lurie, Assistant Principal	Analysis of scores earned on the end of chapter tests and practice Geometry End-of-Course Assessment to determine learning trends and student learning gains to be analyzed and discussed during data chats with administration and staff.	Data chats discussing student performance on end of chapter tests, practice tests and supplementary materials.

*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
PLC focus groups will meet on a weekly basis, sharing best practices, identifying ways to engage math concepts across the curriculum, and becoming familiar with the implementation of the Common Core State Standards.	K-12	Tim Sternberg, Erin Pavao, will Hershman, Stephanie Benitez	Participants to include all teachers at the elementary, middle and high school level.	Every Thursday from 8:15 to 8:45am.	Meeting on a weekly basis throughout the school year provides for ongoing monitoring of effectiveness of the PLC groups.	Robin Lurie, Assistant Principal

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Full implementation of all state mandated math materials, including intervention materials where necessary.	Recently adopted mathematics series: student editions - one text per student enrolled, and teacher edition provided to each instructor.	School budget	\$1,000.00
Subtotal:			\$1,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
Subtotal:			\$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00

Subtotal: \$0.00

Other

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Grand Total: \$1,000.00			

End of Mathematics Goals

## Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT2.0: Students scoring at Achievement Level 3 in science.  Science Goal #1a:		To identify and utilize skills and strategies used to increase domain-specific vocabulary and comprehension of technical text, thus enabling a greater percentage of elementary and middle school students to achieve Level 3 in Science.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
5% (1) of students scored at Achievement Level 3 in science on the 2012 FCAT 2.0.		The approximate AMO annual goal calculated is expected to be an increase of 8%.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Increased rigor found in the Common Core State Standards presents students with new challenges as they work to become College and Career Ready.	Teachers will provide effective scaffolding of instruction, using increased text-complexity, critical analysis skills and rereading strategies. Teachers will ask text-dependent questions ranging in question types. Students will be encouraged to provide evidenced-based support to their answers.	Assistant Principal	Monitor and support the implementation of the comprehensive core reading programs and scientifically based reading and math instruction and strategies with fidelity, thereby using data to analyze the effectiveness of instruction and redesign instructional approaches/ resources to meet the students' needs.	Classroom Walkthrough

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:	Due to our unique student population, this section is applicable to our school.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not applicable.	Not applicable.



Problem-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:	To identify and utilize skills and strategies used to increase comprehension of an increased complexity of technical text, thus enabling a greater percentage of elementary and middle school students to achieve at or above Level 4 in Science.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0) students scored at or above Achievement Level 4 in science on the 2012 FCAT 2.0.	The approximate AMO annual goal calculated is expected to be an increase of 8%.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack exposure to a wide variety of informational text reflecting the knowledge and skills needed for success in college and careers.	Teachers will utilize resources such as Appendix B for literary samples and informational text exemplars illustrating the complexity, quality and range of reading appropriate for various grade levels, with accompanying sample performance tasks.	Department Heads and Reading Coach	PLC focus groups will collaborate on a weekly basis to share best practices and performance outcomes relating to student mastery of increased text complexity, across all content areas.	Student achievement on performance tasks involving increased text complexity

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:	Due to our unique student population, this section is applicable to our school.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not applicable.	Not applicable.

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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## Florida Alternate Assessment High School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:				
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.  Science Goal #1:		Due to our unique student population, this section is not applicable to our school.		
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Not applicable.		Not applicable.		
Problem-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. Florida Alternate Assessment: Students scoring at or above Level 7 in science.  Science Goal #2:		Due to our unique student population, this section is applicable to our school.		
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Not applicable.		Not applicable.		
Problem-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				

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Biology.  Biology Goal #1:	To identify and utilize skills and strategies used to increase student comprehension of central ideas and ability to summarize complex concepts/processes, thus enabling a greater percentage of elementary and middle school students to achieve Level 3 on the Biology EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
75%(3) students scored at Achievement Level 3 in Biology.	The approximate AMO annual goal calculated is expected to be an increase of 2.1%.

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	Increased rigor found in the Common Core State Standards presents students with new challenges as they work to become College and Career Ready.	Teachers will provide effective scaffolding of instruction, using increased text-complexity, critical analysis skills and rereading strategies. Teachers will ask text-dependent questions ranging in question types. Students will be encouraged to provide evidenced-based support to their answers.	Assistant Principal	Monitor and support the implementation of the comprehensive core reading programs and scientifically based reading and math instruction and strategies with fidelity, thereby using data to analyze the effectiveness of instruction and redesign instructional approaches/ resources to meet the students' needs.	Classroom Walkthrough

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Biology.  Biology Goal #2:	To identify strategies and skills that will be targeted to synthesize information from a range of sources, thus increasing the percent of students scoring at or above Achievement Level 4 in Biology.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0%(0) of students scored at Achievement Level 4 in Biology.	The approximate AMO annual goal calculated is expected to be an increase of 8%.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Increased rigor found in the Common Core State Standards presents students with new challenges as they work to become College and Career Ready.	Teachers will provide effective scaffolding of instruction, using increased application of critical analysis skills. Teachers will ask text-dependent questions ranging in question types, and students will be	Robin Lurie, Assistant Principal	Analysis of scores earned on the end of chapter tests and practice Biology End-of-Course Assessment to determine learning trends and student learning gains.	End of chapter tests, practice tests and supplementary materials.

		encouraged to provide evidenced-based support to their answers.		
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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
District offered professional development offered through the STEM department.	K-12	District	Elementary, middle and high school science and math teachers, or curriculum support staff.	On-going as offered by the district.	Classroom walkthroughs to determine use and effectiveness of STEM related strategies and increased rigor in the classrooms.	Robin Lurie, Assistant Principal

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Full implementation of state adopted science program materials, including intervention and hands-on learning opportunities.	Science Fusion for elementary and middle school students.	School budget	\$1,000.00
			Subtotal: \$1,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$1,000.00

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:	To increase students' ability to revise their writing to improve in the areas of focus and elaboration.
2012 Current Level of Performance:	2013 Expected Level of Performance:
The mean score of the 22 8th grade students tested was a 2.9. 59% (13 students) of the students scored at a level 3 or higher.  The mean score of the 26 10th grade students tested was a 2.4. 46% (12 students) of the students scored at a level 3 or higher.	65% of the students taking the 8th grade writing assessment will score at a level 3 or higher. 55% of the students taking the 10th grade writing assessment will score at a level 3 or higher.

Problem-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 experience difficulty in their ability to analyze the writing prompt in order to provide detailed responses with elaboration and focus.	Students will be provided with instructional activities to assist them in developing and elaborating their ideas during the drafting process. Teachers to be trained on the 6 traits of writing and evaluate/provide feedback to students according to this rubric. Students will work collaboratively, activating prior knowledge and communicating effectively.	Curriculum support staff, Reading Coach	Student work samples, teacher to student feedback/editing sessions.	Graded work samples, BAT writing, quarterly writing prompts.

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:	Due to our unique student population, this section is applicable to our school.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not applicable.	Not applicable.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have a limited vocabulary to describe their thoughts/ideas in a novel manner.	Instruct and support students in vocabulary development by focusing on tier two (academic words), and tier three (domain/content specific words). Providing direct instruction using	Robin Lurie, Assistant Principal; Caryl Hattan, Curriculum Support	Analysis of student writing samples.	FCAT writing rubric.

multiple contexts.

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
Analysis and implementation of "shifts" in Literacy/ELA based upon Common Core State Standards.	K-12	Reading Coach	PLC group participants.	Weekly meetings	Group leaders will provide feedback to the reading coach regarding group progress.	Reading Coach

Writing Budget:

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

End of Writing Goals

Civics End-of-Course (EOC) Goals

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

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

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Increased rigor found in the Common Core State Standards presents students with new challenges as they work to become College and Career Ready.	Teachers will provide effective scaffolding of instruction, using increased text-complexity, critical analysis skills and rereading strategies. Teachers will ask text-dependent questions ranging in question types. Students will be encouraged to provide evidenced-based support to their answers.	Assistant Principal	Monitor and support the implementation of the comprehensive core reading programs and scientifically based reading and math instruction and strategies with fidelity, thereby using data to analyze the effectiveness of instruction and redesign instructional approaches/ resources to meet the students' needs.	Classroom Walkthrough

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

2. Students scoring at or above Achievement Levels 4 and 5 in Civics. Civics Goal #2:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

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

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

Civics Budget:

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

*End of Civics Goals*

## U.S. History 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 U.S. History.  U.S. History 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
Increased rigor found in the Common Core State	Teachers will provide effective scaffolding of	Assistant Principal	Monitor and support the implementation of the	Classroom Walkthrough



1	Standards presents students with new challenges as they work to become College and Career Ready.	instruction, using increased text-complexity, critical analysis skills and rereading strategies. Teachers will ask text-dependent questions ranging in question types. Students will be encouraged to provide evidenced-based support to their answers.	comprehensive core reading programs and scientifically based reading and math instruction and strategies with fidelity, thereby using data to analyze the effectiveness of instruction and redesign instructional approaches/ resources to meet the students' needs.
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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 U.S. History.  U.S. History Goal #2:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

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

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

U.S. History Budget:

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

Subtotal: \$0.00			
<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
No Data	No Data	No Data	\$0.00
Subtotal: \$0.00			
<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: \$0.00</b>			

*End of U.S. History EOC Goals*

## Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Attendance Attendance Goal # 1:		To increase overall student attendance in school, inclusive of late arrivals and excessive absences, thereby providing students with an increased amount of instructional time.			
2012 Current Attendance Rate:		2013 Expected Attendance Rate:			
Attendance rate reported at 90.9%		Expected attendance rate at 96%			
2012 Current Number of Students with Excessive Absences (10 or more)		2013 Expected Number of Students with Excessive Absences (10 or more)			
66 students with excessive absences.		60 students expected with excessive absences would reflect a reduction of 10%.			
2012 Current Number of Students with Excessive Tardies (10 or more)		2013 Expected Number of Students with Excessive Tardies (10 or more)			
22 students with excessive tardies.		20 students with excessive tardies would reflect a reduction of 10%.			
<b>Problem-Solving Process to Increase Student Achievement</b>					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Many students in the ESE setting have anxiety over attending school and often have outside mental and physical health service appointments during school hours.	Increase positive interactions and motivational activities for all students. Encourage guardians to schedule appointments outside of school hours by increased parental involvement in the	Robin Lurie and Michael Gleason (Administration)	Continue to provide therapeutic interventions and motivational activities, and events and monitor attendance rate.	Student 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
No Data Submitted						

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal # 1:	To decrease the number of external suspension days, Whispering Pines School follows all federal and state guidelines regarding behavioral issues for the student population.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions

0 in school suspensions due to the nature of the ESE setting and its embedded behavior management program.	No data available.
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
0 students received in school suspensions due to the nature of the ESE setting and its embedded behavior management program.	No data available.
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
21	16 suspensions would be a 24% decrease in total number of suspensions.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
20	16 students suspended out of school would be a 20% decrease.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As a manifestation of their disabilities, students in the alternative school setting are lacking basic social skills, rules compliance and coping skills to successfully engage and self govern in the educational setting.	To continue to provide social skills, behavioral and therapeutic trainings as part of the curriculum. Therapeutic trainings for staff on planning and early release days provided by in-house staff. Provide proactive and positive interactions between students and staff in an effort to promote acceptable behaviors.	Robin Lurie and Michael Gleason (Administration); Toni Kruse, Behavior Specialist.	Analyze behavior data on a monthly basis to identify trends in location, time, academic setting where behavior problems seem to exist.  Behavioral team meets with students who are having difficulty self-regulating their behaviors in order to provide positive reinforcement and feedback throughout the school day.	Review of suspension rates.

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
Anti-bullying workshops	K-12	Lead Mental Health Therapist/Anti-bullying liaison	All instructional staff	Quarterly	Analysis of student customer survey	Anna-Marie Brown, therapist; Robin Lurie (Assistant Principal)

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
<b>Grand Total: \$0.00</b>			

*End of Suspension Goal(s)*

## Dropout Prevention Goal(s)

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

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Dropout Prevention					
Dropout Prevention Goal #1:		To reduce the rate of ESE student dropout.			
<i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>					
2012 Current Dropout Rate:		2013 Expected Dropout Rate:			
The ESE dropout rate during the 2011 school year was 11.98%.		The ESE dropout rate will be less than 10%.			
2012 Current Graduation Rate:		2013 Expected Graduation Rate:			
Data not generated due to small sample size.		N/A			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Graduation requirements can create barriers to students within this ESE setting.	To utilize effective teaching strategies and guidelines, as well as motivational approaches to increase student graduation	Inservice Facilitator.	On-going informal assessment of student withdrawal rates quarterly.	Graduation rate for 2013.

		rates by attending district offered workshops in these areas.		
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

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

Dropout Prevention Budget:

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

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement  Parent Involvement Goal #1:  <i>*Please refer to the percentage of parents who</i>	To increase the involvement of parents/guardians in the educational process of our students as stakeholders, thereby improving their general opinion of the quality of

<i>participated in school activities, duplicated or unduplicated.</i>	education provided at the school.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
As per Improving Our Schools: 2012 Parent Survey, parent response rate to the survey was 27%.	To raise the rate of response to 50% by the 2013 survey.

Problem-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 parent knowledge of resources available to parents of ESE Students.	Parents to be informed of current resources (ESE Advisory Council for Parents, BEEP parent portal, virtual counselor, etc.) through parent corner of monthly school newsletter.	Parent liaison, Administration.	Survey parents quarterly.	Results of parent surveys.
2	Parents/guardians of ESE students oftentimes experience scheduling difficulties limiting their availability to attend school meetings, functions, etc. and enhance their overall understanding of their child's educational experience.	In an effort to normalize the educational experience and encourage participation through outreach processes such as open communication with the school, incentives offered for participation, and information sharing through newsletters, parents will be provided with a variety of useful information and support. Parent nights (Showcase of Success) will include a combination of activities/services, and information presented, with increased student involvement in the development of these events.	Parent liaison, Administration	Attendance at parent nights and completion of feedback forms from parents.	Attendance summary comparisons and results of feedback forms.

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

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

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

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
To increase parent understanding of curriculum and school processes and involvement.	Funding for parent night activities such as games and prizes, showcase of student work, and informational pamphlets/materials.	School budget	\$1,000.00
			Subtotal: \$1,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$1,000.00

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM STEM Goal #1:		To increase scientific thinking and critical analysis skills in all areas of the curriculum that are essential for student development in the areas of Science, Technology, Engineering and Mathematics.			
Problem-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 oftentimes have difficulty in making connections between content learned in the curriculum to real-world applications.	Curriculum will be driven by problem-solving, discovery and exploratory learning that actively engages students, with opportunity for collaboration, communication and critical thinking skills embedded in the curriculum.	Tim Sternberg, Stephanie Benitez, Will Hershman, PLC group leaders.	Student progress, especially in math and science, will be monitored through PLC study groups in these content areas. Teachers will collaborate to share and discuss data collected and best practices.	Student performance in high-order, critical thinking exercises and project based learning experiences.



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

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

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

STEM Budget:

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

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. CTE CTE Goal #1:		Students will increase communication, collaboration and critical thinking skills required in order to become college and career ready.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students enrolled in the center school setting oftentimes experience struggles with independent living and	Teachers will model effective communication, collaboration and critical thinking skills	Department Heads	Student application of these skills will be identified in focus tasks assigned intended to improve on student	Performance on focus tasks provided throughout the school year and

1	the skills required for success in college or the workplace.	across the curriculum, infusing opportunities for students to improve in these areas.		performance in this area. These tasks will be shared at weekly PLC focus groups where data and best practices are shared.	across the curriculum.
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

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

CTE Budget:

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

End of CTE Goal(s)

## Additional Goal(s)

No Additional Goal was submitted for this school

# FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Full implementation of all state mandated reading materials, including intervention materials where necessary.	Treasures, EDGE and Improving/Advancing Reading student editions - one text per student enrolled, and teacher edition provided to each instructor.	School budget.	\$1,000.00
Mathematics	Full implementation of all state mandated math materials, including intervention materials where necessary.	Recently adopted mathematics series: student editions - one text per student enrolled, and teacher edition provided to each instructor.	School budget	\$1,000.00
Science	Full implementation of state adopted science program materials, including intervention and hands-on learning opportunities.	Science Fusion for elementary and middle school students.	School budget	\$1,000.00
Parent Involvement	To increase parent understanding of curriculum and school processes and involvement.	Funding for parent night activities such as games and prizes, showcase of student work, and informational pamphlets/materials.	School budget	\$1,000.00
				Subtotal: \$4,000.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
				Grand Total: \$4,000.00

## Differentiated Accountability

### School-level Differentiated Accountability Compliance

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

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

No Attachment (Uploaded on 10/23/2012)

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 rewarding motivational incentives for student success. Purchase of supplementary state-adopted instructional materials.	\$1,500.00

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

The SAC will work collaboratively with MTSS Leadership Team to develop and review the school improvement plan in an effort to increase the availability and use of approved supplemental/enrichment materials and technology-based educational programs at all levels and across the curriculum. Honoring students for academic achievements and effort, including but not limited to making the honor roll, meeting behavioral and therapeutic goals. To further increase parent involvement by hosting "Showcase of Success" nights and promote parent attendance at activities at the school.

## AYP DATA

[Adequate Yearly Progress \(AYP\) Trend Data 2011-2012](#)  
[Adequate Yearly Progress \(AYP\) Trend Data 2010-2011](#)  
[Adequate Yearly Progress \(AYP\) Trend Data 2009-2010](#)

## SCHOOL GRADE DATA

No Data Found  
No Data Found  
No Data Found