

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: FRANK CRAWFORD MARTIN K-8 CENTER

District Name: Dade

Principal: Felicia Joseph

SAC Chair: Sally Camiliche

Superintendent: Alberto Carvalho

Date of School Board Approval: Pending

Last Modified on: 10/12/2012

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

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

## PART I: CURRENT SCHOOL STATUS

### STUDENT ACHIEVEMENT DATA

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

<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	Felicia Joseph	MS- Reading BS- Elementary Education  Certification: Elementary Education, Primary Education, Reading, Educational Leadership	1	8	'12 '11 '10 '09 '08 School Grade A A A A C High Standards Rdg. 69 83 91 90 49 High Standards Math 72 85 88 89 61 Lrng Gains-Rdg. 72 61 79 73 56 Lrng Gains-Math 68 53 68 71 60 Gains-Rdg-25% 79 57 76 67 58 Gains-Math-25% 75 57 74 55 69
Assis Principal	Robert Hoel	MS- Exceptional Student Education & Reading BS- Social Studies Education  Certifications: Educational Leadership, Reading, Social	2	2	'12 '11 '10 '09 '08 School Grade A A D F D High Standards Rdg. 86 91 25 24 24 High Standards Math 85 91 55 54 53 Lrng Gains-Rdg. 76 71 44 40 46 Lrng Gains-Math 79 76 75 66 74 Gains-Rdg-25% 72 78 40 47 51 Gains-Math-25% 73 77 72 65 76

		Science			
Assis Principal	Jacqueline Theriault	MS-ESOL BS-Varying Exceptionalities  Certification: Educational Leadership	1	5.5	'12 '11 '10 '09 '08 School Grade A C D C C High Standards Rdg. 86 57 52 57 62 High Standards Math 85 55 55 58 59 Lrng Gains-Rdg. 76 62 49 34 64 Lrng Gains-Math 79 56 48 62 63 Gains-Rdg-25% 72 53 50 57 60 Gains-Math-25% 73 50 50 57 52

## 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)
n/A	N/A				

## EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Training in IB philosophy	Principal, Assistant Principal, Lead Teacher	On-going	
2	2. Coaching/mentoring: Continue to partner new teachers with veteran staff	Assistant Principal	On-going	
3	3. Attend job fairs and recruiting opportunities	Principal	On-going	

## 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
4- Not Highly Effective 0- Out of Field	Peer Mentoring, Assisting with completion of HOUSSE survey

## 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
78	2.6%(2)	25.6%(20)	38.5%(30)	33.3%(26)	42.3%(33)	82.1%(64)	6.4%(5)	10.3%(8)	35.9%(28)

## 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
Richards, Wendy	Ballard, Regner	Grade Level Chair	Weekly Team Planning Meetings, Observation of Team Leader Classroom
Brown, Denise	Krause, Emily	Department Chair	Weekly Team Planning Meetings, Observation of Team Leader Classroom
Brown, Denise	Krause, Emily	Department Chair	Weekly Team Planning Meetings, Observation of Team Leader Classroom

## ADDITIONAL REQUIREMENTS

### Coordination and Integration

**Note: For Title I schools only**

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

Title I, Part A

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Principal, Assistant Principals (2), PYP and MYP Coordinators (Elementary and Secondary), SPED teacher (1), Itinerant Instructional Coach – Reading (1), School Psychologist (1), Media Specialist (1), Student Services Personnel (3).

Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

The team meets monthly to engage in the following activities: Analyze data to connect instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks. Using the cited information above, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus and making decisions about implementation.

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 & MTSS/RtI Leadership Team will meet with the Educational Excellence School Advisory Council (EESAC) and principal to help develop the SIP. The team will provide data on appropriate Tier targets; reflect on academic and social/emotional areas that needs to be addressed; help set clear expectations for IB framework; facilitated the development of a systemic approach to providing tiered intervention for students not meeting grade level expectations

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.

The MTSS & MTSS/RtI Leadership Team will meet with the Educational Excellence School Advisory Council (EESAC) and principal to help develop the SIP. The team will provide data on appropriate Tier targets; reflect on academic and social/emotional areas that needs to be addressed; help set clear expectations for IB framework; facilitated the development of a systemic approach to providing tiered intervention for students not meeting grade level expectations

Describe the plan to train staff on MTSS.

Training for all administrators in the RtI problem solving at tiers 1,2, and 3. (SST) using the Tier 1 Problem solving Worksheet, Tier 2 problem Solving Worksheet, and Tier 3 Problem Solving Worksheet and Intervention plan. Professional development will be provided during teachers' collaborative planning time throughout the year

Describe the plan to support MTSS.

The MTSS will be supported through monthly problem solving RTI meetings and ongoing professional development.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Pamela F. Brown, (Principal), Robert D. Hoel (Assistant Principal), Jacqueline Theriault, (Assistant Principal), Sheila Brennen (PYP Coordinator) and Dr. Sharon Humphrey, (MYP Coordinators), Diana Makhoul, (SPED teacher, , Itinerant Reading Coach, Dian Adjamah, (Media Specialist), Regener Ballard, Meredith Chin-Sang, Dolores Ruela-Alba, Julia Ahye, Sheila Brennen, Doris Kuehnl, (Team Leaders), Jennifer Wasielewski, Ronald Malone, Jeffry Aladro, Alice Host, (Department Chairs).

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

A key factor to an individual school's success is the building leadership. The principal sets the tone as the school's instructional leader, reinforcing the positive and convincing the students, parents and teachers that all children can learn and improve academically. In essence, the school principal has the potential to have a great impact on student learning through his or her support of teachers and coaches. In order for principals to become instructional leaders, it is imperative that they understand the literacy challenges of the populations of students whom they serve. The itinerant reading/literacy coach is vital in the process of providing job embedded professional development at the school level.

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

The LLT will assist with the achievement of reading and writing goals as stated in the district CRRP. The LLT will assist teachers implement Reading strategies across all curriculum and grade levels. The LLT will also assist with extrapolate data trends to assist all teachers implement strategies directly related to the needs of the students.

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.

Utilizing reading strategies in the content area is expected of all teachers. The itinerant reading coach will conduct professional development on different reading strategies and on the importance of reading teachers' use of reading strategies in all their classes, as well as conduct data chats with grade level teams with all teachers. Strategies may include 1. Comprehension strategies: Instruction and supporting practice that improves the use of effective reading strategies before, during, and after reading. 2. Discussion: Opportunities for deeper, more sustained discussion of content from text. Extended discussions of text can be facilitated by the teacher, or can occur as structured discussions among students in cooperative learning groups. 3. High standards: Setting and maintaining high standards for the level of text, conversation, questions, and vocabulary reflected in discussions and in reading and writing assignments. 4. Reading-writing connection: Strengthening the reading-writing connection to improve student opportunities to reflect on the meaning of text and receive feedback on their reflections. 5. Motivation and engagement: Creating more engaging and motivating classrooms, and interacting with students in a way that promotes internal motivation for reading. 6. Content learning: Teachers should use instructional methods, such as graphic organizers or concept comparison routines that deepen understanding and show students better ways of learning new content on their own. Vocabulary development will be embedded in the content across the curriculum in all classes.

\*High Schools Only

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

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

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

### Postsecondary Transition

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

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

## PART II: EXPECTED IMPROVEMENTS

### Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading.  Reading Goal #1a:	The results of the 2012 FCAT 2.0 Reading assessment indicate 30% (238) students achieved proficiency (Level 3)  Our goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency by 1 percentage point to 31% (245)
2012 Current Level of Performance:	2013 Expected Level of Performance:
30%(238)	31% (245)

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>The area of deficiency in 3rd grade as noted on the 2012 administration of the FCAT 2.0 Reading Test is reporting category 2: Reading Application.</p> <p>The area of deficiency in 4th Grade as noted on the 2012 administration of the FCAT 2.0 Reading Test is Reporting Category 3. Literacy Analysis Fiction/Non Fiction.</p> <p>The area of deficiency in 5th Grade as noted on the 2012 administration of the FCAT 2.0 Reading Test is Reporting Category 3. Literacy Analysis Fiction/Non Fiction.</p>	<p>Grade 3- Use grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. Main idea may be stated or implied. Students should be able to identify causal relationships imbedded in text. Students must be familiar with text structures such as cause/effect, compare/contrast, and chronological order through the use of graphic organizers.</p> <p>Grade 4 &amp; 5- Teach students to identify and interpret elements of story structure within and across a variety of texts. Help students understand character development, character point of view. Use poetry to practice identifying descriptive language that defines moods and provides imagery. Note the use figurative language. Use a variety of informational text documents to identify text features and to locate, interpret and organize information.</p>	Administrators LLT	Review student data following state, district and teacher created assessments and adjust instruction as needed. The MTSS/RtI TeamTeamwill review data bimonthly and make recommendations based on needs assessment.	<p>Formative: FAIR assessment, district interim assessments and teacher classroom assessments.</p> <p>Summative: 2013 FCAT 2.0 Assessment</p>

2	<p>The area of deficiency in 6th grade as noted on the 2012 administration of the FCAT 2.0 Reading Test is reporting category 1: Vocabulary.</p>	<p>Grade 6- Use a variety of activities working with sets of words that are semantically related. Practice with prefixes, suffixes, root words, synonyms, and antonyms. Emphasize strategies for deriving word meanings and word relationships from context. Practice using context clues to distinguish the correct meaning of words that have multiple meanings. Students should be able to distinguish literal from figurative interpretations.</p>	Administrators LLT	Review student data following state, district and teacher created assessments and adjust instruction as needed. The MTSS/RtI Team will review data bimonthly and make recommendations based on needs assessment.	Formative: FAIR assessment, district interim assessments and teacher classroom assessments.  Summative: 2013 FCAT 2.0 Assessment
	<p>The area of deficiency in 7th Grade as noted on the 2012 administration of the FCAT 2.0 Reading Test is Reporting Category 4. Informational Text/Research Process.</p>	<p>Grade 7- Students should practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions. Teachers should emphasize instruction that helps students build stronger arguments to support their answers. Students should explore shades of meaning to better identify nuances. Both students and teachers should examine rubrics and the appropriate benchmarks to ensure a complete understanding of the skills being assessed. More practice should be provided with methods of development and understanding the term supporting details in performance tasks.</p>			
	<p>The area of deficiency in 8th Grade as noted on the 2012 administration of the FCAT 2.0 Reading Test is Reporting Category 2. Reading Application.</p>	<p>Grade 8- Students should practice using/identifying details from the passage to determine main idea, plot, and purpose. Practice in making inferences, drawing conclusions, and identifying implied main idea and author's purpose. Use of graphic organizers to see patterns and summarize the main points. Understand how patterns support the main idea, character development, and author's purpose. Students should practice analyzing the author's perspective, choice of words, style, and technique to understand how these elements influence the meaning of text.</p>			



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

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading.  Reading Goal #2a:	The results of the 2012 FCAT 2.0 Reading assessment indicate 56% (440) students achieved above proficiency (Level 4 or 5)  Our goal for the 2012-2013 school year is to maintain the percentage of students achieving above proficiency at 56% (443).
2012 Current Level of Performance:	2013 Expected Level of Performance:
56%(440)	56% (443)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency in 3rd grade as noted on the 2012 administration of the FCAT 2.0 Reading Test is reporting category 2: Reading Application.	Grade 3- Use grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. Main idea may be stated or implied. Students should be able to identify and analyze causal relationships imbedded in text. Students must be able to analyze text structures such as cause/effect, compare/contrast, and chronological order. Provide enrichment activities by analyzing various points of view of the same topic or issue.	LLT	Review student data following state, district and teacher created assessments and adjust instruction as needed. The MTSS/RtI Team will review data bimonthly and make recommendations based on needs assessment.	Formative: FAIR assessment, district interim assessments and teacher classroom assessments.  Summative: 2013 FCAT 2.0 Assessment

<p>The area of deficiency in 4th Grade as noted on the 2012 administration of the FCAT 2.0 Reading Test is Reporting Category 3. Literacy Analysis Fiction/Non Fiction.</p> <p>The area of deficiency in 5th Grade as noted on the 2012 administration of the FCAT 2.0 Reading Test is Reporting Category 3. Literacy Analysis Fiction/Non Fiction.</p>	<p>Grade 4 &amp; 5-Provide enrichment opportunities for students that call for interpretation of story elements within a text. Help students understand character development and character point of view. Review various types of figurative language such as similes, metaphors, and personification and utilize them in student writing.</p>			
<p>The area of deficiency in 6th grade as noted on the 2012 administration of the FCAT 2.0 Reading Test is reporting category 1: Vocabulary.</p> <p>The area of deficiency in 7th Grade as noted on the 2012 administration of the FCAT 2.0 Reading Test is Reporting Category 4. Informational Text/Research Process.</p> <p>The area of deficiency in 8th Grade as noted on the 2012 administration of the FCAT 2.0 Reading Test is Reporting Category 2. Reading Application.</p>	<p>Grade 6- Use a variety of activities working with sets of words that are semantically related. Practice with prefixes, suffixes, root words, synonyms, and antonyms. Emphasize strategies for deriving word meanings and word relationships from context. Practice using context clues to distinguish the correct meaning of words that have multiple meanings. Students should be able to distinguish literal from figurative interpretations. Enrichment activities should include the application of new vocabulary into their writing.</p> <p>Grade 7 Students should practice enrichment activities by critically analyzing text, and synthesizing details to draw correct conclusions. Teachers should emphasize instruction that helps students build stronger arguments to support their answers. Students should explore shades of meaning to better identify nuances. Both students and teachers should examine rubrics and the appropriate benchmarks to ensure a complete understanding of the skills being assessed. More practice should be provided with methods of development and understanding the term supporting details in performance tasks.</p> <p>Grade 8- Teachers can enrich students by</p>	<p>LLT</p>	<p>Review student data following state, district and teacher created assessments and adjust instruction as needed. The MTSS/RtI Team will review data bimonthly and make recommendations based on needs assessment.</p> <p>Review student work samples for evidence of student generated work which includes well developed purpose and figurative language used properly yet creatively.</p>	<p>Formative: FAIR assessment, district interim assessments and teacher classroom assessments.</p> <p>Summative: 2013 FCAT 2.0 Assessment</p>

	<p>practicing making inferences, drawing conclusions, and identifying implied main idea and author's purpose. Use of graphic organizers to see patterns and summarize the main points.</p> <p>Understand how patterns support the main idea, character development, and author's purpose. Students should practice analyzing the author's perspective, choice of words, style, and technique to understand how these elements influence the meaning of text.</p>		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

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

Problem-Solving Process to Increase Student Achievement

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

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

<p>3a. FCAT 2.0: Percentage of students making learning gains in reading.</p> <p>Reading Goal #3a:</p>	<p>The results of the 2012 FCAT 2.0 Reading assessment indicate 76% (491) of students demonstrated learning gains.</p> <p>Our goal for the 2012-2013 school year is to increase the percentage of students demonstrating learning gains in reading by 5 percentage points to 81%(523).</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:
76%(491)	81%(523)

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	<p>The area of deficiency in 3rd grade as noted on the 2012 administration of the FCAT 2.0 Reading Test is reporting category 2: Reading Application.</p> <p>The area of deficiency in 4th Grade as noted on the 2012 administration of the FCAT 2.0 Reading Test is Reporting Category 3. Literacy Analysis Fiction/Non Fiction.</p> <p>The area of deficiency in 5th Grade as noted on the 2012 administration of the FCAT 2.0 Reading Test is Reporting Category 3. Literacy Analysis Fiction/Non Fiction.</p>	<p>Grade 3- Use grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. Main idea may be stated or implied. Students should be able to identify causal relationships imbedded in text. Students must be familiar with text structures such as cause/effect, compare/contrast, and chronological order.</p> <p>Grade 4 &amp; 5 Teach students to identify and interpret elements of story structure within and across a variety of texts. Help students understand character development, character point of view. Use poetry to practice identifying descriptive language that defines moods and provides imagery. Note the use figurative language. Use a variety of informational text documents to identify text features and to locate, interpret and organize information.</p>	LLT	Review student data following state, district and teacher created assessments and adjust instruction as needed. The MTSS/RtI Team will review data bimonthly and make recommendations based on needs assessment.	<p>Formative: FAIR assessment, district interim assessments and teacher classroom assessments.</p> <p>Summative: 2013 FCAT 2.0 Assessment</p>
	<p>The area of deficiency in 6th grade as noted on the 2012 administration of the FCAT 2.0 Reading Test is reporting category 1: Vocabulary.</p> <p>The area of deficiency in 7th Grade as noted on the 2012 administration of the FCAT 2.0 Reading Test is Reporting Category 4. Informational Text/Research Process.</p>	<p>Grade 6- Use a variety of activities working with sets of words that are semantically related. Practice with prefixes, suffixes, root words, synonyms, and antonyms. Emphasize strategies for deriving word meanings and word relationships from context. Practice using context clues to distinguish the correct meaning of words that have multiple meanings. Students should be able to distinguish literal from figurative interpretations.</p> <p>Grade 7- Students should practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions. Teachers should emphasize instruction that helps students build stronger arguments to support their answers. Students should explore</p>	Administrators LLT	Review student data following state, district and teacher created assessments and adjust instruction as needed. The MTSS/RtI Team will review data bimonthly and make recommendations based on needs assessment.	<p>Formative: FAIR assessment, district interim assessments and teacher classroom assessments.</p> <p>Summative: 2013 FCAT 2.0 Assessment</p>

2	The area of deficiency in 8th Grade as noted on the 2012 administration of the FCAT 2.0 Reading Test is Reporting Category 2. Reading Application.	<p>shades of meaning to better identify nuances. Both students and teachers should examine rubrics and the appropriate benchmarks to ensure a complete understanding of the skills being assessed. More practice should be provided with methods of development and understanding the term supporting details in performance tasks.</p> <p>Grade 8- Students should practice using/identifying details from the passage to determine main idea, plot, and purpose. Practice in making inferences, drawing conclusions, and identifying implied main idea and author's purpose. Use of graphic organizers to see patterns and summarize the main points. Understand how patterns support the main idea, character development, and author's purpose. Students should practice analyzing the author's perspective, choice of words, style, and technique to understand how these elements influence the meaning of text.</p>			
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.  Reading Goal #4:	The results of the 2012 FCAT 2.0 Reading assessment indicate 72%(64) of students within the lowest quartile demonstrated learning gains in Reading.  Our goal for the 2012-2013 school year is to increase the percentage of students within the lowest quartile demonstrating learning gains in reading by 5 percentage points to 77%(69).
2012 Current Level of Performance:	2013 Expected Level of Performance:
72%(64)	77%(69)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>The area of deficiency in 3rd grade as noted on the 2012 administration of the FCAT 2.0 Reading Test is reporting category 2: Reading Application.</p> <p>The area of deficiency in 4th Grade as noted on the 2012 administration of the FCAT 2.0 Reading Test is Reporting Category 3. Literacy Analysis Fiction/Non Fiction.</p> <p>The area of deficiency in 5th Grade as noted on the 2012 administration of the FCAT 2.0 Reading Test is Reporting Category 3. Literacy Analysis Fiction/Non Fiction.</p>	<p>Grade 3- Use grade-level appropriate texts from the Media Center, Classroom library, and student owned material that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining or explaining. Main idea may be stated or implied. Students should be able to identify causal relationships imbedded in text. Students must be familiar with text structures such as cause/effect, compare/contrast, and chronological order.</p> <p>Grade 4 &amp; 5- Teach students to identify and interpret elements of story structure within and across a variety of books from the Media Center, Classroom library, and student owned material . Help students understand character development, character point of view. Use poetry to practice identifying descriptive language that defines moods and provides imagery. Note the use figurative language. Use a variety of informational text documents to identify text features and to locate, interpret and organize information.</p>	MTSS/RtI Leadership Team	<p>Review data reports for Successmaker, and Reading Passport Journeys. Decide what students are not making progress and implement small group instruction during the reading block or early bird course to re-teach that particular skill.</p> <p>Assign Reading plus goals to each student to be completed for homework. Assign Accelerated Reader goals for each grade level and allow opportunities for library visits. Students the bottom quartile will also utilize Successmaker to build reading skills.</p> <p>In Grades 6-8, implement Early Bird (before school) for FCAT Reading Level 1 &amp; 2 students utilizing the Journeys curriculum.</p> <p>Identify students needing Tier 2 and Tier 3 interventions and provide additional instruction based upon needs of the students.</p> <p>Teachers will participate in monthly PLC's to analyze data and adjust instruction according to the needs of the students.</p>	<p>Formative: Mini-assessments, Reading Plus reports, district interim assessments, Quarterly AR reports, FAIR reports, Successmaker reports Voyager SOLO reports</p> <p>Summative: 2013 FCAT Assessment</p>
	The area of deficiency in 6th grade as noted on the 2012 administration of the FCAT 2.0 Reading Test is reporting category 1: Vocabulary.	Grade 6- Use a variety of activities working with sets of words that are semantically related. Practice with prefixes, suffixes, root words, synonyms, and	MTSS/RtI Leadership Team	Review data reports for Successmaker, and Reading Passport Journeys. Decide what students are not making progress and implement small group instruction	Formative: Mini-assessments, Reading Plus reports, district interim assessments, Quarterly AR

2	<p>The area of deficiency in 7th Grade as noted on the 2012 administration of the FCAT 2.0 Reading Test is Reporting Category 4. Informational Text/Research Process.</p> <p>The area of deficiency in 8th Grade as noted on the 2012 administration of the FCAT 2.0 Reading Test is Reporting Category 2. Reading Application</p>	<p>antonyms. Emphasize strategies for deriving word meanings and word relationships from context. Practice using context clues to distinguish the correct meaning of words that have multiple meanings. Students should be able to distinguish literal from figurative interpretations.</p> <p>Grade 7- Students should practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions. Teachers should emphasize instruction that helps students build stronger arguments to support their answers. Students should explore shades of meaning to better identify nuances. Both students and teachers should examine rubrics and the appropriate benchmarks to ensure a complete understanding of the skills being assessed. More practice should be provided with methods of development and understanding the term supporting details in performance tasks.</p> <p>Grade 8- Students should practice using/identifying details from the passage to determine main idea, plot, and purpose. Practice in making inferences, drawing conclusions, and identifying implied main idea and author's purpose. Use of graphic organizers to see patterns and summarize the main points. Understand how patterns support the main idea, character development, and author's purpose. Students should practice analyzing the author's perspective, choice of words, style, and technique to understand how these elements influence the meaning of text.</p>	<p>during the reading block or early bird course to re-teach that particular skill.</p> <p>Assign Reading plus goals to each student to be completed for homework. Assign Accelerated Reader goals for each grade level and allow opportunities for library visits. Students the bottom quartile will also utilize Successmaker to build reading skills.</p> <p>In Grades 6-8, implement Early Bird (before school) for FCAT Reading Level 1 &amp; 2 students utilizing the Journeys curriculum.</p> <p>Identify students needing Tier 2 and Tier 3 interventions and provide additional instruction based upon needs of the students.</p> <p>Teachers will participate in monthly PLC's to analyze data and adjust instruction according to the needs of the students.</p>	<p>reports, FAIR reports, Successmaker reports Voyager SOLO reports</p> <p>Summative: 2013 FCAT Assessment</p>
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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

Reading Goal #

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

The results of the 2010-2011 FCAT Reading assessment indicates that 84% of the students achieved a Level 3-5

5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	84	84	86	87	89	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.  Reading Goal #5B:	The results of the 2012 FCAT 2.0 Reading assessment indicate 94%(50) of Asian students made adequate progress in Reading.  Our goal for the 2012-2013 school year is to increase the percentage of students within the lowest quartile demonstrating learning gains in reading by 1 percentage points to 95%(50).
2012 Current Level of Performance:	2013 Expected Level of Performance:
Asian-94% (50)	Asian- 95% (50)

Problem-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	Asian: One area of deficiency in as noted on the 2012 administration of the FCAT 2.0 Reading Test is reporting category 1: Vocabulary .	Use a variety of activities working with sets of words that are semantically related. Practice with prefixes, suffixes, root words, synonyms, and antonyms. Emphasize strategies for deriving word meanings and word relationships from context. Practice using context clues to distinguish the correct meaning of words that have multiple meanings. Students should be able to distinguish literal from figurative interpretations.	MTSS/RtI Leadership Team	Review data reports for Successmaker, and Reading Passport Journeys. Decide what students are not making progress and implement small group instruction during the reading block or early bird course to re-teach that particular skill.  Assign Reading plus goals to each student to be completed for homework. Assign Accelerated Reader goals for each grade level and allow opportunities for library visits. Students the bottom quartile will also utilize Successmaker to build reading skills.  In Grades 6-8, implement Early Bird (before school) for FCAT Reading Level 1 & 2 students utilizing the Journeys curriculum.  Identify students needing Tier 2 and Tier 3 interventions and provide additional instruction based upon needs of the students.	Formative: Mini-assessments, Reading Plus reports, district interim assessments, Quarterly AR reports, FAIR reports, Successmaker reports Voyager SOLO reports  Summative: 2013 FCAT Assessment
	Asian: One area of deficiency in as noted on	Use a variety of activities working with sets of	MTSS/RtI Leadership Team	Review data reports for Successmaker, and	Formative: Mini-assessments,



2	the 2012 administration of the FCAT 2.0 Reading Test is reporting category 1: Vocabulary .	words that are semantically related. Practice with prefixes, suffixes, root words, synonyms, and antonyms. Emphasize strategies for deriving word meanings and word relationships from context. Practice using context clues to distinguish the correct meaning of words that have multiple meanings. Students should be able to distinguish literal from figurative interpretations.		<p>Reading Passport Journeys. Decide what students are not making progress and implement small group instruction during the reading block or early bird course to re-teach that particular skill.</p> <p>Assign Reading plus goals to each student to be completed for homework. Assign Accelerated Reader goals for each grade level and allow opportunities for library visits. Students the bottom quartile will also utilize Successmaker to build reading skills.</p> <p>In Grades 6-8, implement Early Bird (before school) for FCAT Reading Level 1 &amp; 2 students utilizing the Journeys curriculum.</p> <p>Identify students needing Tier 2 and Tier 3 interventions and provide additional instruction based upon needs of the students.</p>	<p>Reading Plus reports, district interim assessments, Quarterly AR reports, FAIR reports, Successmaker reports Voyager SOLO reports</p> <p>Summative: 2013 FCAT Assessment</p>
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

<p>5C. English Language Learners (ELL) not making satisfactory progress in reading.</p> <p>Reading Goal #5C:</p>	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

<p>5D. Students with Disabilities (SWD) not making satisfactory progress in reading.</p> <p>Reading Goal #5D:</p>	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

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

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

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-Monthly Data Chats	k-8	Team Leaders	Members of the Grade Level Teams	9/20/12, 10/18/12, 11/15,12, 12/20/12, 1/24/13, 2/21/13, 3/22/13, 4/18/13, 5/16/13	Team Leader Meeting Minutes	Administration

Reading Budget:

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 Reading Goals

## Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking. CELLA Goal # 1:		N/A			
2012 Current Percent of Students Proficient in listening/speaking:					
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	Students need additional practice with listening and speaking academic language.	Students will have listen to various presentations throughout the year by staff and students and use buddy reading as a way to develop fluency with the English Language.	LLT	Administer and score students' monthly writing prompts to monitor students' progress and to adjust focus as needed.	Formative: Students' scores on monthly writing assessments and district writing assessments.  Summative: 2013 2013 CELLA

Students read in English at grade level text in a manner similar to non-ELL students.	
2. Students scoring proficient in reading. CELLA Goal # 2:	N/A

2012 Current Percent of Students Proficient in reading:

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	One area of deficiency in as noted on the 2012 administration of the FCAT 2.0 Reading Test is reporting category 1: Vocabulary	Use a variety of activities working with sets of words that are semantically related. Practice with prefixes, suffixes, root words, synonyms, and antonyms. Emphasize strategies for deriving word meanings and word relationships from context. Practice using context clues to distinguish the correct meaning of words that have multiple meanings. Students should be able to distinguish literal from figurative interpretations.	MTSS/RtI Leadership Team	<p>Review data reports for Successmaker, and Reading Passport Journeys. Decide what students are not making progress and implement small group instruction during the reading block or early bird course to re-teach that particular skill.</p> <p>Assign Reading plus goals to each student to be completed for homework. Assign Accelerated Reader goals for each grade level and allow opportunities for library visits. Students the bottom quartile will also utilize Successmaker to build reading skills.</p> <p>In Grades 6-8, implement Early Bird (before school) for FCAT Reading Level 1 &amp; 2 students utilizing the Journeys curriculum.</p> <p>Identify students needing Tier 2 and Tier 3 interventions and provide additional instruction based upon needs of the students.</p>	<p>Formative: Mini-assessments, Reading Plus reports, district interim assessments, Quarterly AR reports, FAIR reports, Successmaker reports Voyager SOLO reports</p> <p>Summative: 2013 CELLA</p>
2	One area of deficiency in as noted on the 2012 administration of the FCAT 2.0 Reading Test is reporting category 1: Vocabulary	Use a variety of activities working with sets of words that are semantically related. Practice with prefixes, suffixes, root words, synonyms, and antonyms. Emphasize strategies for deriving word meanings and word relationships from context. Practice using context clues to distinguish the correct meaning of words that have multiple meanings. Students should be able to distinguish literal from figurative interpretations.	MTSS/RtI Leadership Team	<p>Review data reports for Successmaker, and Reading Passport Journeys. Decide what students are not making progress and implement small group instruction during the reading block or early bird course to re-teach that particular skill.</p> <p>Assign Reading plus goals to each student to be completed for homework. Assign Accelerated Reader goals for each grade level and allow opportunities for library visits. Students the bottom quartile will also utilize Successmaker to build reading skills.</p>	<p>Formative: Mini-assessments, Reading Plus reports, district interim assessments, Quarterly AR reports, FAIR reports, Successmaker reports Voyager SOLO reports</p> <p>Summative: 2013 CELLA</p>

				<p>In Grades 6-8, implement Early Bird (before school) for FCAT Reading Level 1 &amp; 2 students utilizing the Journeys curriculum.</p> <p>Identify students needing Tier 2 and Tier 3 interventions and provide additional instruction based upon needs of the students.</p>
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Students write in English at grade level in a manner similar to non-ELL students.

3. Students scoring proficient in writing. CELLA Goal #3:	N/A
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2012 Current Percent of Students Proficient in writing:

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	One area of deficiency noted on the 2012 administration of the FCAT Writing Test was narrative writing. The students need more writing practice in which ideas, details, and events are in a logical order and are relevant to the story line.	<p>During writing instruction students will use a graphic organizer to plan to write a draft organized with logical sequence of beginning, middle, and end, using supporting facts and/or opinions through concrete examples, statistics, comparisons, real life examples, anecdotes and amazing facts.</p> <p>Review persuasive writing techniques with students. Poetry, print and media advertisements, editorials, and speeches can be used as examples for students to evaluate persuasive techniques</p> <p>Students will have preset various presentations throughout the year and use buddy reading as a way to develop fluency with the English Language.</p>	LLT	Administer and score students' monthly writing prompts to monitor students' progress and to adjust focus as needed.	<p>Formative: Students' scores on monthly writing assessments and district writing assessments.</p> <p>Summative: 2013 2013 CELLA</p>

CELLA Budget:

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

End of CELLA Goals

# Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics.  Mathematics Goal #1a:	The results of the 2012 FCAT 2.0 Mathematics indicate 34% (269) students achieved proficiency (Level 3)  Our goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency by 1 percentage point to 35% (277)
2012 Current Level of Performance:	2013 Expected Level of Performance:
34% (269)	35%(277)

## Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>The area of deficiency in 3rd grade as noted on the 2012 administration of the FCAT 2.0 Mathematics Test is Reporting Category 2: Fractions.</p> <p>The area of deficiency in 4th Grade as noted on the 2012 administration of the FCAT 2.0 Mathematics Test is Reporting Category 3 Geometry and Measurement.</p> <p>The area of deficiency in 5th Grade as noted on the 2012 administration of the FCAT 2.0 Mathematics is Reporting Category 3 Geometry and Measurement</p>	<p>Describe and analyze properties of two-dimensional shapes; examine and apply congruency and symmetry in geometric shapes; select appropriate units, strategies and tools to solve problems involving perimeter; measure objects using fractional parts; and tell time and determine the amount of time elapsed.</p> <p>Grade 4 – Develop an understanding of area and determine the area of two-dimensional shapes; classifying angles; identify and describe the results of transformations; and identify and build a three-dimensional object from a two-dimensional representation and vice versa.</p> <p>Grade 5 – Describe three-dimensional shapes and analyze their properties, including volume and surface area; identify and plot ordered pairs on the first quadrant; compare, contrast, and convert units of measures within the same dimension to solve problems; solve problems requiring</p>	Administration	<p>Review student data following state, district and teacher created assessments and adjust instruction as needed.</p> <p>The MTSS/RtI TeamTeam will review data bimonthly and make recommendations based on needs assessment</p>	<p>Formative: District interim assessments and teacher classroom assessments.</p> <p>Summative: 2013 FCAT 2.0 Assessment</p>

	attention to approximations, selections of appropriate tools, and precision in measurement; and derive and apply formulas for area.		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics.  Mathematics Goal # 2a:	The results of the 2012 FCAT 2.0 Mathematics indicate 51% (400) students achieved above proficiency (Level 4 & 5)  The results of the 2012 FCAT 2.0 Mathematics indicate 51% (403) students achieved above proficiency (Level 4 & 5)
2012 Current Level of Performance:	2013 Expected Level of Performance:
51%(400).	51%(403)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	The area of deficiency in 3rd grade as noted on the 2012 administration of the FCAT 2.0 Mathematics Test is Reporting Category 2: Fractions.	Provide students opportunities for enrichment through project based and real world application of Fractions. Describe and analyze properties of two-dimensional shapes; examine and apply congruency and symmetry in geometric shapes; select appropriate units, strategies and tools to solve problems involving	Administration	Review student data following state, district and teacher created assessments and adjust instruction as needed. The MTSS/RtI Team will review data bimonthly and make recommendations based on needs assessment.	Formative: Course and grade level assessments, district interim assessments., rubrics related to group work.  Summative: Results of the 2013 FCAT 2.0 Mathematics assessment.



1	<p>The area of deficiency in 4th Grade as noted on the 2012 administration of the FCAT 2.0 Mathematics Test is Reporting Category 3 Geometry and Measurement.</p> <p>The area of deficiency in 5th Grade as noted on the 2012 administration of the FCAT 2.0 Mathematics is Reporting Category 3 Geometry and Measurement.</p>	<p>perimeter; measure objects using fractional parts; and tell time and determine the amount of time elapsed.</p> <p>Grade 4 – Provide students opportunities for enrichment through project based and real world application of Geometry and Measurement. Develop an understanding of area and determine the area of two-dimensional shapes; classifying angles; identify and describe the results of transformations; and identify and build a three-dimensional object from a two-dimensional representation and vice versa.</p> <p>Grade 5 – Provide students opportunities for enrichment through project based and real world application of Geometry and Measurement. Describe three-dimensional shapes and analyze their properties, including volume and surface area; identify and plot ordered pairs on the first quadrant; compare, contrast, and convert units of measures within the same dimension to solve problems; solve problems requiring attention to approximations, selections of appropriate tools, and precision in measurement; and derive and apply formulas for area.</p>			
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

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

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics.  Mathematics Goal #3a:	The results of the 2012 FCAT Mathematics assessment indicate that 79% (511) of the student s made learning gains.  Our goal for the 2012-2013 school year is to increase the number of students making learning gains by 5 percentage points to 84%(543).
2012 Current Level of Performance:	2013 Expected Level of Performance:
79%(511)	84%(543)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	The area of deficiency in 3rd grade as noted on the 2012 administration of the FCAT 2.0 Mathematics Test is Reporting Category 2: Fractions.	Describe and analyze properties of two-dimensional shapes; examine and apply congruency and symmetry in geometric shapes; select appropriate units, strategies and tools to solve problems involving perimeter; measure objects using fractional parts; and tell time and determine the amount of time elapsed..	MTSS/RtI Team	Review formative course related assessment data reports to adjust instruction as needed to ensure progress is being made and students are making learning gains.	Formative: Course and grade level assessments, district interim assessments,  Summative: : Results of the 2013 FCAT 2.0 Mathematics assessment.
	The area of deficiency in 4th Grade as noted on the 2012 administration of the FCAT 2.0 Mathematics Test is Reporting Category 3 Geometry and Measurement.	Grade 4 – Develop an understanding of area and determine the area of two-dimensional shapes; classifying angles; identify and describe the results of transformations; and identify and build a three-dimensional object from a two-dimensional representation and vice versa.			
1	The area of deficiency in 5th Grade as noted on				

<p>the 2012 administration of the FCAT 2.0 Mathematics is Reporting Category 3 Geometry and Measurement.</p>	<p>Grade 5 – Describe three-dimensional shapes and analyze their properties, including volume and surface area; identify and plot ordered pairs on the first quadrant; compare, contrast, and convert units of measures within the same dimension to solve problems; solve problems requiring attention to approximations, selections of appropriate tools, and precision in measurement; and derive and apply formulas for area</p> <p>Allow for common planning across all grade levels to plan differentiated activities for mathematical blocks.</p> <p>Teachers will participate in monthly PLC's to analyze data and adjust instruction according to the needs of the students.</p>			
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

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

Problem-Solving Process to Increase Student Achievement

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

	<p>The results of the 2012 FCAT Mathematics assessment indicate that 73% (70) of the bottom 25% student s made learning gains.</p>
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4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.  Mathematics Goal #4:	Our goal for the 2012-2013 school year is to increase the number of bottom 25% students making learning gains by 5 percentage points to 78%(75).  Our goal for the 2011-2012 school year is to increase the number of bottom 25% students making learning gains by 5 percentage points to 82%(138).
2012 Current Level of Performance:	2013 Expected Level of Performance:
73% (70)	78%(75)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>The area of deficiency in 3rd grade as noted on the 2012 administration of the FCAT 2.0 Mathematics Test is Reporting Category 2: Fractions.</p> <p>The area of deficiency in 4th Grade as noted on the 2012 administration of the FCAT 2.0 Mathematics Test is Reporting Category 3 Geometry and Measurement.</p> <p>The area of deficiency in 5th Grade as noted on the 2012 administration of the FCAT 2.0 Mathematics is Reporting Category 3 Geometry and Measurement.</p>	<p>Describe and analyze properties of two-dimensional shapes; examine and apply congruency and symmetry in geometric shapes; select appropriate units, strategies and tools to solve problems involving perimeter; measure objects using fractional parts; and tell time and determine the amount of time elapsed. Utilize manipulatives in conjunction with textbook lessons to assist students in the bottom quartile acquire math concepts.</p> <p>Grade 4 – Develop an understanding of area and determine the area of two-dimensional shapes; classifying angles; identify and describe the results of transformations; and identify and build a three-dimensional object from a two-dimensional representation and vice versa. Utilize manipulatives in conjunction with textbook lessons to assist students in the bottom quartile acquire math concepts.</p> <p>Grade 5 – Describe three-dimensional shapes and analyze their properties, including volume and surface area;</p>	MTSS/RtI Team	Review formative course related assessment data reports to adjust instruction as needed to ensure progress is being made and students are making learning gains. Review Successmaker reports every 20 days and adjust instruction as needed.	<p>Formative: Course and grade level assessments, district interim assessments, Successmaker reports.</p> <p>Summative: : Results of the 2013 FCAT 2.0 Mathematics assessment.</p>

		<p>identify and plot ordered pairs on the first quadrant; compare, contrast, and convert units of measures within the same dimension to solve problems; solve problems requiring attention to approximations, selections of appropriate tools, and precision in measurement; and derive and apply formulas for area</p> <p>Allow for common planning across all grade levels to plan differentiated activities for mathematical blocks. Utilize manipulatives in conjunction with textbook lessons to assist students in the bottom quartile acquire math concepts.</p> <p>Teachers will participate in monthly PLC's to analyze data and adjust instruction according to the needs of the students.</p> <p>Students will be assigned Successmaker math to reinforce concepts in the classroom.</p>		
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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target						
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Elementary School Mathematics Goal #				
		5A : <input type="text"/>				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.	
Mathematics Goal #5B:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
<input type="text"/>	<input type="text"/>

Problem-Solving Process to Increase Student Achievement

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

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics.  Mathematics Goal #5C:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.  Mathematics Goal #5D:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics.	The results of the 2012 FCAT Mathematics assessment indicate that 82% (280) Economically Disadvantage students made satisfactory progress.
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Mathematics Goal #5E:	Our goal for the 2012-2013 school year is to increase the number of Economically Disadvantaged students making satisfactory progress by 3 percentage points to 84% (287)
2012 Current Level of Performance:	2013 Expected Level of Performance:
82% (280)	84%(287)

Problem-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	One area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics is Reporting Category 3 Geometry and Measurement.	Describe three-dimensional shapes and analyze their properties, including volume and surface area; identify and plot ordered pairs on the first quadrant; compare, contrast, and convert units of measures within the same dimension to solve problems; solve problems requiring attention to approximations, selections of appropriate tools, and precision in measurement; and derive and apply formulas for area Allow for common planning across all grade levels to plan differentiated activities for mathematical blocks. Utilize manipulatives in conjunction with textbook lessons to assist students in the bottom quartile acquire math concepts.	MTSS/RtI Team	Review formative course related assessment data reports to adjust instruction as needed to ensure progress is being made and students are making learning gains. Review Successmaker reports every 20 days and adjust instruction as needed.	Formative: Course and grade level assessments, district interim assessments, Successmaker reports.  Summative: : Results of the 2013 FCAT 2.0 Mathematics assessment.

End of Elementary School Mathematics Goals

## Middle School Mathematics Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics.  Mathematics Goal #1a:	The results of the 2012 FCAT 2.0 Mathematics indicate 34% (269) students achieved proficiency (Level 3)  Our goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency by 1 percentage point to 35% (277)
2012 Current Level of Performance:	2013 Expected Level of Performance:
34% (269)	35%(277)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>The area of deficiency in 6rd grade as noted on the 2012 administration of the FCAT 2.0 Mathematics Test is Reporting Category 3: Geometry and Measurement.</p> <p>The area of deficiency in 7th Grade as noted on the 2012 administration of the FCAT 2.0 Mathematics Test is Reporting Category 2: Ratios/Proportional Relationships</p> <p>The area of deficiency in 8th Grade as noted on the 2012 administration of the FCAT 2.0 Mathematics is Reporting Category 3 Geometry and Measurement</p>	<p>Provide opportunities for students to find the perimeters and areas of composite two-dimensional figures, including non-rectangular figures (such as semicircles) using various strategies. Provide the opportunities for students to determine a missing dimension of a plane figure or prism, given its area or volume and some of the dimensions, or determine the area or volume given the dimensions.</p> <p>Use a variety of graph paper to explore area and perimeter of two-dimensional figures.</p> <p>Provide the opportunities for students to add, subtract, multiply, and divide integers, fractions, and terminating decimals, and perform exponential operations with rational bases and whole number exponents including solving problems in everyday contexts. Use manipulatives and real world scenarios (budgets) to develop meanings for integers and related vocabulary; and represent and compare quantities with them.</p> <p>Provide the opportunities for students to use similar triangles to solve problems that include height and distances.</p>	Administration	Review student data following state, district and teacher created assessments and adjust instruction as needed. The MTSS/RtI Team will review data bimonthly and make recommendations based on needs assessment.	<p>Formative: District interim assessments and teacher classroom assessments.</p> <p>Summative: 2013 FCAT 2.0 Assessment</p>

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

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

Problem-Solving Process to Increase Student Achievement



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

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

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>The area of deficiency in 6rd grade as noted on the 2012 administration of the FCAT 2.0 Mathematics Test is Reporting Category 3: Geometry and Measurement.</p> <p>The area of deficiency in 7th Grade as noted on the 2012 administration of the FCAT 2.0 Mathematics Test is Reporting Category 2: Ratios/Proportional Relationships</p> <p>The area of deficiency in 8th Grade as noted on the 2012 administration</p>	<p>Provide students opportunities for enrichment through project based learning and real world application of Geometry. Provide opportunities for students to find the perimeters and areas of composite two-dimensional figures, including non-rectangular figures (such as semicircles) using various strategies. Provide the opportunities for students to determine a missing dimension of a plane figure or prism, given its area or volume and some of the dimensions, or determine the area or volume given the dimensions. Use a variety of graph paper to explore area and perimeter of two-dimensional figures.</p> <p>Provide students opportunities for enrichment through project based learning and real world application of Ratio's. Provide the opportunities for students to add, subtract, multiply, and divide integers, fractions, and terminating decimals, and perform exponential operations with rational bases and whole number</p>	Administration	<p>Review student data following state, district and teacher created assessments and adjust instruction as needed. The Administration Team will review data bimonthly and make recommendations based on needs assessment.</p>	<p>Formative: District interim assessments and teacher classroom assessments.</p> <p>Summative: 2013 FCAT 2.0 Assessment</p>

of the FCAT 2.0 Mathematics is Reporting Category 3 Geometry and Measurement	exponents including solving problems in everyday contexts. Use manipulatives and real world scenarios (budgets) to develop meanings for integers and related vocabulary; and represent and compare quantities with them.  Provide student's opportunities for enrichment through project based learning and real world application of Geometry. Provide the opportunities for students to use similar triangles to solve problems that include height and distances.			
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics.  Mathematics Goal #3a:	The results of the 2012 FCAT Mathematics assessment indicate that 79% (511) of the student s made learning gains.  Our goal for the 2012-2013 school year is to increase the number of students making learning gains by 5 percentage points to 84%(543).
2012 Current Level of Performance:	2013 Expected Level of Performance:
79%(511)	84%(543)

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	<p>The area of deficiency in 6rd grade as noted on the 2012 administration of the FCAT 2.0 Mathematics Test is Reporting Category 3: Geometry and Measurement.</p> <p>The area of deficiency in 7th Grade as noted on the 2012 administration of the FCAT 2.0 Mathematics Test is Reporting Category 2: Ratios/Proportional Relationships</p> <p>The area of deficiency in 8th Grade as noted on the 2012 administration of the FCAT 2.0 Mathematics is Reporting Category 3 Geometry and Measurement</p>	<p>Provide opportunities for students to find the perimeters and areas of composite two-dimensional figures, including non-rectangular figures (such as semicircles) using various strategies. Provide the opportunities for students to determine a missing dimension of a plane figure or prism, given its area or volume and some of the dimensions, or determine the area or volume given the dimensions.</p> <p>Use a variety of graph paper to explore area and perimeter of two-dimensional figures.</p> <p>Provide the opportunities for students to add, subtract, multiply, and divide integers, fractions, and terminating decimals, and perform exponential operations with rational bases and whole number exponents including solving problems in everyday contexts.</p> <p>Use manipulatives and real world scenarios (budgets) to develop meanings for integers and related vocabulary; and represent and compare quantities with them.</p> <p>Provide the opportunities for students to use similar triangles to solve problems that include height and distances</p>	Administration	Review student data following state, district and teacher created assessments and adjust instruction as needed. The Administration Team will review data bimonthly and make recommendations based on needs assessment.	<p>Formative: District interim assessments and teacher classroom assessments.</p> <p>Summative: 2013 FCAT 2.0 Assessment</p>

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

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.  Mathematics Goal #4:	The results of the 2012 FCAT Mathematics assessment indicate that 73% (70) of the bottom 25% student s made learning gains.  Our goal for the 2012-2013 school year is to increase the number of bottom 25% students making learning gains by 5 percentage points to 78%(75).
2012 Current Level of Performance:	2013 Expected Level of Performance:
73% (70)	78%(75)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>The area of deficiency in 6rd grade as noted on the 2012 administration of the FCAT 2.0 Mathematics Test is Reporting Category 3: Geometry and Measurement.</p> <p>The area of deficiency in 7th Grade as noted on the 2012 administration of the FCAT 2.0 Mathematics Test is Reporting Category 2: Ratios/Proportional Relationships</p> <p>The area of deficiency in 8th Grade as noted on the 2012 administration of the FCAT 2.0 Mathematics is Reporting Category 3 Geometry and Measurement</p>	<p>Provide opportunities for students to find the perimeters and areas of composite two-dimensional figures, including non-rectangular figures (such as semicircles) using various strategies. Provide the opportunities for students to determine a missing dimension of a plane figure or prism, given its area or volume and some of the dimensions, or determine the area or volume given the dimensions.</p> <p>Use a variety of graph paper to explore area and perimeter of two-dimensional figures.</p> <p>Provide the opportunities for students to add, subtract, multiply, and divide integers, fractions, and terminating decimals, and perform exponential operations with rational bases and whole number exponents including solving problems in everyday contexts. Use manipulatives and real world scenarios (budgets) to develop meanings for integers and related vocabulary; and represent and compare</p>	Administration	Review student data following state, district and teacher created assessments and adjust instruction as needed. The Administration Team will review data bimonthly and make recommendations based on needs assessment.	<p>Formative: District interim assessments and teacher classroom assessments.</p> <p>Summative: 2013 FCAT 2.0 Assessment</p>

	quantities with them.  Provide the opportunities for students to use similar triangles to solve problems that include height and distances		
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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 # 5A : <input type="text"/>				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.  Mathematics Goal #5B:	The results of the 2012 FCAT Mathematics assessment indicate that 79% (340) Black students made satisfactory progress.  Our goal for the 2012-2013 school year is to increase the number of Black students making satisfactory students making satisfactory progress by 3 percentage points to 82% (353).
2012 Current Level of Performance:	2013 Expected Level of Performance:
79% (340)	82%(353)

Problem-Solving Process to I ncrease Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	One area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics is Reporting Category 3 Geometry and Measurement	Describe three-dimensional shapes and analyze their properties, including volume and surface area; identify and plot ordered pairs on the first quadrant; compare, contrast, and convert units of measures within the same dimension to solve problems; solve problems requiring attention to approximations, selections of appropriate tools, and precision in measurement; and derive and apply formulas for area Allow for common planning across all grade levels to plan differentiated activities for mathematical blocks. Utilize manipulatives in	MTSS/RTI Team	Review formative course related assessment data reports to adjust instruction as needed to ensure progress is being made and students are making learning gains. Review Successmaker reports every 20 days and adjust instruction as needed.	Formative: Course and grade level assessments, district interim assessments, Successmaker reports.  Summative: : Results of the 2013 FCAT 2.0 Mathematics assessment.

	conjunction with textbook lessons to assist students in the bottom quartile acquire math concepts.		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

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

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

End of Middle School Mathematics Goals

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

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

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

1. Students scoring at Achievement Level 3 in Algebra.  Algebra Goal #1:	The results of the 2012 Algebra I End of Course Exam indicate that 41%(36) students scored a Middle 3rd .  Our goal for the 2012-2013 school year is to increase the number of students scoring in the Middle 3rd on the Algebra I End of Course Exam by 1% to 42%(37).
2012 Current Level of Performance:	2013 Expected Level of Performance:
41%(36)	42%(37)

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency in Algebra as noted on the 2012 administration of the Algebra EOC is Standard 5,6 & 7.	Provide students with more practice in using graphing technology to graph, solve, and interpret quadratic equations. Provide students with more practice using quadratic equations to solve real-world problems	Administration and math department chair	Review formative assessment data reports to adjust instruction as needed to ensure progress is being made.	Formative: Course and grade level assessments, district interim assessments.  Summative: 2013 Algebra EOC Assessment

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

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra.  Algebra Goal #2:	The results of the 2012 Algebra I End of Course Exam indicate that 53%(47) students scored in the Upper 3rd .  Our goal for the 2012-2013 school year is to maintain the number of students scoring a Upper 3rd on the Algebra I End of Course Exam .
2012 Current Level of Performance:	2013 Expected Level of Performance:
53% (47)	53% (47)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency in Algebra as noted on the 2012 administration of the Algebra EOC is Standard 5,6 & 7.	Provide inductive reasoning strategies that include discovery learning activities  Honor student learning styles through an instructional model that embraces diversity and the brain's natural learning cycle	Administration and math department chair	Review formative assessment data reports to adjust instruction as needed to ensure progress is being made.	Formative: Course and grade level assessments, district interim assessments.  Summative: 2013 Algebra EOC Assessment

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target						
3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.			Algebra Goal # 3A : <input type="text"/>			
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra.  Algebra Goal #3B:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
<input type="text"/>	<input type="text"/>

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3C. English Language Learners (ELL) not making satisfactory progress in Algebra.  Algebra Goal #3C:	
<input type="text"/>	<input type="text"/>



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

Problem-Solving Process to Increase Student Achievement

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

Problem-Solving Process to Increase Student Achievement

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

## 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:	Our goal for the 2012-2013 school year is to have 100% (40) students score in the 3rd tier of the Geometry End of Course Exam.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	0%(0)

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	On the 2012 Geometry EOC Assessment, it was noted that students scored lowest in Trigonometry and Discrete Mathematics	Provide students with practice in solving real-world problems using trigonometric ratios (sine, cosine, and tangent)  Provide the students with more practice creating a logical argument and provide inductive reasoning strategies that include discovery learning activities	Administration and math department chair	Review formative assessment data reports to adjust instruction as needed to ensure progress is being made.	Formative: Course and grade level assessments, district interim assessments.  Summative: 2013 Geometry EOC Assessment

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

2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.  Geometry Goal #2:	On the 2012 Geometry EOC Assessment, it was noted that students scored lowest in Trigonometry and Discrete Mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (40)	100% (40)

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	On the 2012 Geometry EOC Assessment, it was noted that students scored lowest in Trigonometry and	Provide students with practice in solving real-world problems using trigonometric ratios (sine, cosine, and	Administration and math department chair	Review formative assessment data reports to adjust instruction as needed to ensure progress is	Formative: Course and grade level assessments, district interim

1	Discrete Mathematics.	tangent)  Provide the students with more practice creating a logical argument and provide inductive reasoning strategies that include discovery learning activities		being made.	assessments.
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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

3C. English Language Learners (ELL) not making satisfactory progress in Geometry.  Geometry Goal #3C:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
<input type="text"/>	<input type="text"/>

Problem-Solving Process to Increase Student Achievement

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PLC-Monthly Data Chats.	K-8	Team Leaders	Members of the Grade Level Teams	9/20/12, 10/18/12, 11/15/12, 12/20/12, 1/24/13, 2/21/13, 3/22/13, 4/18/13, 5/16/13	Team Leader Meeting Minutes	Administration

Mathematics Budget:

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

End of Mathematics Goals

## Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT2.0: Students scoring at Achievement Level 3 in science.		The results of the 2012 FCAT 2.0 Science Test indicate 46% (117) students achieved proficiency (Level 3)			
Science Goal #1a:		Our goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency by 1 percentage point to 47% (120)			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
46%(117)		47%(120)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

	The area of deficiency in 5rd grade as noted on the 2012 administration of the FCAT 2.0 Science Test is Reporting Category 3: Physical Science	Grade 5- Develop Professional Learning Communities (PLC) of elementary science teachers in order to research, collaborate, design, and implement instructional strategies to increase rigor through inquiry-based learning in Physical Science. The PLC should include vertical and horizontal alignment within the school in order to ensure continuity of concepts taught and to stress the importance of the Fair Game Benchmarks.  Provide opportunities for teachers to integrate literacy in the science classroom in order for students to enhance scientific meaning through writing, talking, and reading science	Administration	Teams will review the results of school-site assessment data to monitor student progress and implement changes to instruction as needed.	Formative: School-site assessments, GIZMO's usage reports and district interim assessments.  Summative: 2013 Science FCAT 2.0
1	The area of deficiency in 8th grade as noted on the 2012 administration of the FCAT 2.0 Science Test is Reporting Category 1: Nature of Science.	Grade 8- Ensure instruction in Comprehensive Science 1, Comprehensive Science 2, and Comprehensive Science 3 courses (Regular and Advanced) adheres to the depth and rigor of the Next Generation Sunshine State Standards as delineated in the District Pacing Guides. Utilization of GIZMO's to enhance classroom instruction.			

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.  Science Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
Problem-Solving Process to Increase Student Achievement	

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science.  Science Goal #2a:	The results of the 2012 FCAT 2.0 Science Test indicate 37% (93) students achieved proficiency (Level 3)  Our goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency by 1 student to 37% (94)
2012 Current Level of Performance:	2013 Expected Level of Performance:
37% (93)	37% (94)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency in 5rd grade as noted on the 2012 administration of the FCAT 2.0 Science Test is Reporting Category 3: Physical Science	Grade 5- Provide enrichment activities for students to design and develop science and engineering projects to increase scientific thinking, and the development and implementation of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design in Physical Science.	Administration	Teams will review the results of school-site assessment data to monitor student progress	Formative: School-site assessments, GIZMO's usage reports and district interim assessments.  Summative: 2013 FCAT 2.0
	The area of deficiency in 8th grade as noted on the 2012 administration of the FCAT 2.0 Science Test is Reporting Category 1: Nature of Science.	Grade 8- Provide enrichment activities during class and after-school opportunities for students to design and develop science and engineering projects to increase scientific thinking, and the development and discussion of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of			

	variables, models, and various investigative methods scientists use, (i.e., Science Fair, SECME, Fairchild Challenge) and the use of GIZMO's.		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

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

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PLC-Monthly Data Chats	K-8	Team Leaders	Members of the Grade Level Teams	9/20/12, 10/18/12, 11/15/12, 12/20/12, 1/24/13, 2/21/13, 3/22/13, 4/18/13, 5/16/13	Team Leader Meeting Minutes	Administration

Science Budget:

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



			Subtotal: \$0.00
<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 Science Goals

## Writing Goals

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

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

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing.  Writing Goal #1a:	The results of the 2012 FCAT writing test indicate that 88% (225) of the students scored at a Level 3-6.  Our goal for the 2012-2013 school year is to increase the number of students scoring Level 3-6 by 1 percentage point to 89% (228).
2012 Current Level of Performance:	2013 Expected Level of Performance:
88%(225)	89% (228)

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency in 4th grade as noted on the 2012 administration of the FCAT Writing Test was narrative writing. The students need more writing practice in which ideas, details, and events are in a logical order and are relevant to the story line.  The area of deficiency in 8th grade as noted on the 2012 administration of the FCAT Writing Test was persuasive writing. The students need more writing practice in which ideas, details, and events are in a logical order and are relevant to the story	During writing instruction students will use a graphic organizer to plan to write a draft organized with logical sequence of beginning, middle, and end, using supporting facts and/or opinions through concrete examples, statistics, comparisons, real life examples, anecdotes and amazing facts.  Review persuasive writing techniques with students. Poetry, print and media advertisements, editorials, and speeches can be used as examples for students to evaluate persuasive techniques  All teachers will	LLT	Administer and score students' monthly writing prompts to monitor students' progress and to adjust focus as needed.	Formative: Students' scores on monthly writing assessments and district writing assessments.  Summative: 2013 FCAT Writing Test

line.	participate in monthly PLC's to analyze data and adjust instruction according to the needs of the students.		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.  Writing Goal #1b:	
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
PLC-Monthly Data Chats	K-8	Team Leaders	Members of the Grade Level Teams	9/20/12, 10/18/12, 11/15, 12, 12/20/12, 1/24/13, 2/21/13, 3/22/13, 4/18/13, 5/16/13	Team Leader Meeting Minutes	Administration

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
<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 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:	Our goal for the 2012-2013 school year is to have 100% of the students taking the Civics EOC score in the Middle and Upper 3rd.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (3)	12% (16)

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Anticipated barrier will occur with students unfamiliar with the Civics benchmarks	Provide classroom activities which help students develop an understanding of the content-specific vocabulary taught in government/civics.	Administration	Continuously monitor pacing guide to ensure all benchmarks are taught.	Formative: School-site and district provided assessments

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

2. Students scoring at or above Achievement Levels 4 and 5 in Civics. Civics Goal #2:	Our goal for the 2012-2013 school year is to have 100% of the students taking the Civics EOC score in the Middle and Upper 3rd
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (3)	12% (16)

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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1	Anticipated barrier will occur with students unfamiliar with the Civics benchmarks.	Provide opportunities for students to utilize print and non-print resources to research specific issues related to government/civics; help students provide alternate solutions to the problems researched	Administration	Continuously monitor pacing guide to ensure all benchmarks are taught.	Formative: School-site and district provided assessments.  Summative: 2013 Civics EOC
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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
PLC-Monthly Data Chats	K-8	Team Leaders	Members of the Grade Level Teams	9/20/12, 10/18/12, 11/15/12, 12/20/12, 1/24/13, 2/21/13, 3/22/13, 4/18/13, 5/16/13	Team Leader Meeting Minutes	Administration

Civics Budget:

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

End of Civics Goals

Attendance Goal(s)

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

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

1. Attendance Attendance Goal #1:	The attendance rate for the 2011-2012 school year was 97.45% (1147)  Our goal for the 2011-2012 school year will be to maintain the attendance rate of 97.49% (1162)
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
97.45% (1147)	(97.45% (1147))
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
145	138
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
239	227

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The number of excessive absences has been attributed to illnesses as noted by excused absence notes submitted by students.	Maintain a clean environment throughout the school. Teach and emulate healthy choices and prevention strategies.	Administration	Administrators will monitor school's environment and ascertain health education and health prevention strategies are implemented throughout the school	Attendance rosters.
2	The number of tardies has been attributed to the late arrival of parents to the school during the morning.	Parents will be required to walk their students to the main office and sign their child into school for the day. A student who is tardy more than 3 times will have to meet with an administrator to discuss the importance of tardiness on the child's education.	Administration	Administrator will monitor daily attendance reports and tardy logs.	Attendance report and tardy logs.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
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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:	The number of outdoor suspensions for the 2011-2012 school year was 2  Our goal for the 2011-2012 school year will be to not exceed 1 outdoor suspension.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
0	0
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
0	0
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
2	2

2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School				
2	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 do not understand the consequences of inappropriate behavior as outlined in the Code of Student Conduct.	A tiered intervention process will be implemented by all administrators to ensure that teachers utilize classroom level behavioral interventions first, then counselor meetings, finally administrative actions to ensure that the students are aware of the inappropriate behavior and has been given proper opportunities to correct the behavior.	Administration	Decrease in number of Student referrals	Student referrals

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

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

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

Suspension Budget:

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

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

*End of Suspension Goal(s)*

## Parent Involvement Goal(s)

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

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

<p>1. Parent Involvement</p> <p>Parent Involvement Goal #1:</p> <p><i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i></p>	<p>During the 2011-2012 school year, 92% of the parents attended at least one school function throughout the year.</p> <p>Our goal for the 2012-2013 school year is to maintain or exceed the level of involvement at 92%.</p>
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
92%	92%

### Problem-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	Parents have limited knowledge and understanding of the various functions that occur at Frank C. Martin and how they can become involved at the school.	Advertise and disseminate information on curricular presentations, such as Open House, and Curriculum Night via the marquee, flyers, PTA newsletters, school website, and Connect Ed.	Administrators	Review sign-in sheets/logs to determine the number of parent participants at school and community events.	Parent attendance sign-in sheets

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

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

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



Parent Portal	Parent Portal	Dr. Laidler	School Wide Parents	September 6, 2012	request for portal assistance throughout the school year.	Dr. Laidler
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Parent Involvement Budget:

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM STEM Goal # 1:		For the 2012-2013 school year, a greater number of students will get involved with local science competitions.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The Fairchild challenge offers a wide variety of science related challenges that students are unaware of.	Advertise the range of challenges to the school during morning announcements and during student lunch times.	Administration	Fairchild challenge student entries	2013 Fairchild challenge awards

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

*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		Increase enrollment of CTE courses			
CTE Goal #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	CTE courses not offered as part of the IB program because no one is currently certified in a CTE area.	Teacher begins to take courses that will lead to industry certification.	Administration	Administration will follow the development of the CTE course.	New CTE course for the upcoming school year.

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

## Differentiated Accountability

### School-level Differentiated Accountability Compliance

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

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

No Attachment (Uploaded on 10/12/2012)

## School Advisory Council

### School Advisory Council (SAC) Membership Compliance

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



If NO, describe the measures being taken to Comply with SAC Requirement

Describe projected use of SAC funds	Amount
No data submitted	

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

# AYP DATA

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

## SCHOOL GRADE DATA

No Data Found

Dade School District FRANK CRAWFORD MARTIN K-8 CENTER 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	91%	91%	87%	80%	349	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	71%	76%			147	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	78% (YES)	77% (YES)			155	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					651	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Dade School District FRANK CRAWFORD MARTIN K-8 CENTER 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	91%	91%	93%	70%	345	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	74%	72%			146	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	77% (YES)	76% (YES)			153	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					644	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested