FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: JANE S. ROBERTS K-8 CENTER

District Name: Dade

Principal: Ana Othon

SAC Chair: Melissa Ferrer

Superintendent: Alberto Carvalho

Date of School Board Approval: Pending

Last Modified on: 11/2/2012

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
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PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Ana Othon	Bachelors of Science in Spanish Education from Florida International University. Masters in Elementary Education from Barry University. Certified in Principal, Educational Leadership, Elementary Education 1-6 and Spanish Education K-12.	4	8	'12 '11 '10 '09 '08 School Grade A A A A C High Standards Rdg. 85 79 77 81 51 High Standards Math 73 76 78 78 58 Lrng Gains-Rdg. 76 73 70 70 62 Lrng Gains-Math 84 75 69 69 70 Gains-Rdg-25% 84 73 70 70 61 Gains-Math-25% 76 73 63 69 71
		Specialist – Educational Leadership, Barry University,			

Assis Principal	Ana Natali	Master of Science – Elementary Education, Nova Southeastern, Miami, Fl., Bachelors of Science – Political Science, Florida International University, Miami, Fl. Certified in: Educational Leadership, Political Science, Gifted, Elementary Education	8	7	'11 '10 '09 '08 '07 School Grade A A A A A AYP N Y N Y Y High Standards Rdg. 79 78 81 82 80 High Standards Math 76 77 78 80 81 Lrng Gains-Rdg. 73 70 70 69 66 Lrng Gains-Math 75 69 69 74 75 Gains-Rdg-25% 73 70 70 66 65 Gains-Math-25% 73 63 69 74 75
Assis Principal	Hortensia Quintero	Specialist Degree in Educational Leadership, Nova University Masters of Science Degree in Elementary Mathematics, Florida State University Bachelors of Science Degree in Elementary Education Certified in Educational Leadership, Elementary Education and ESOL Endorsed	5	5	'11 '10 '09 '08 '07 School Grade A A A A A AYP N N Y Y Y High Standards Rdg. 79 78 81 82 80 High Standards Math 76 77 78 80 81 Lrng Gains-Rdg. 73 70 70 69 66 Lrng Gains-Math 75 69 69 74 75 Gains-Rdg-25% 73 70 70 66 65 Gains-Math-25% 73 63 69 74 75

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					

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. Development of meaningful Professional Development at the school site.	Assistant Principals	On-going	
2	2. Share BEST Practices at grade level/Department meetings	Assistant Principals	On-going	
3	3.Partnering new teachers with veteran staff	Assistant Principals	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
8% (5) - teaching out of field 0% (0) - less than effective	Teachers have been given inservice schedules both online and through District. Out of field teachers are taking courses for their certification.

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
63	4.8%(3)	7.9%(5)	44.4%(28)	42.9%(27)	33.3%(21)	100.0%(63)	12.7%(8)	6.3%(4)	66.7%(42)

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
Ms. Tanquero	N/A – Mathematics		
Ms. Jones	N/A - Science		

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

N/A

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

N/A

Title III

N/A

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

N/A

Nutrition Programs

N/A

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

N/A

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Identify the school-based MTSS Leadership Team.
• Principal- The principal provides the team leadership through a process of problem solving issues and concerns that arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well being, and prevention of student failure through early intervention.
• Assistant Principal - The assistant principal works with the team to ensure commitment to the goals set forth at the meetings. Along with the principal and teachers, she works on building staff support, internal capacity, and sustainability over time.
• Class/Special Area Teachers - Each department selects a teacher to represent their grade level on the MTSS/RtI.
• Special Education Teachers - This team met and selected 1 teacher to represent them on the MTSS/RtI.
• School Counselors - The counselors also serve on the MTSS/RtI and assists in communicating with all stakeholders the needs of the school and students. The Counselor assures the continuous social/emotional well-being of all students through individual and group counseling.
• School Psychologist – The school psychologist will assist the MTSS/RtI team members to assure specific problems and concerns are addresses throughout the process.

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 school-based MTSS/RtI meets a minimum of once a month. The principal chairs the meetings but ideas and responsibilities are shared among staff and leadership team members. The MTSS/RtI Team will use the Tier 1 problem solving goals to monitor instructional and behavioral methodologies, practices, and support for all students. Data will be gathered and analyzed at each of the Tier levels to discuss possible professional development for faculty. The Team will also use the four step problem solving process for planning and program evaluation during all meetings. Focus calendars are developed at the school site. This ensures that all students are involved in curriculum based standards and that there is a common assessment for students including subgroups and standard curriculum students. Ongoing progress monitoring will continue as well as Interventions and enrichment opportunities are available to students.

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

The MTSS/RtI assists in the development of the School Improvement Plan. In addition, the EESAC committee is asked for input. The MTSS/RtI Team will monitor the fidelity of the implementation of instruction and intervention. The Team will provide data on all students and suggestions for student achievement.

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.

Data is reviewed and monitored for Tier I, Tier 2, and Tier 3 students. Gifted students' data is also reviewed to ensure that the curriculum is challenging. Progress Monitoring and Reporting Network (PMRN) Assessment and FAIR scores are also reviewed. Interim Assessment data is reviewed in the fall and winter. FAIR will also be used for data review and adjustments to the curriculum. This occurs weekly by the reading coach and administration and twice a month for the staff. Counselors will gather and analyze student behavior such as student case management, attendance and referrals.

Describe the plan to train staff on MTSS.

Professional Development will be provided during teachers' common planning time and small sessions will occur throughout the year. In addition, one faculty meeting a month will be devoted to professional development. Best Practices such as understanding basic RtI principles and procedures will be shared at faculty meetings. A survey will be completed by teachers indicating needs for professional development. Grade/Department Chairs will also meet with teachers to review data and instructional focus. The MTSS/RtI Team will evaluate additional professional development needs.

Describe the plan to support MTSS.

The MTSS/RtI Team will meet on a monthly basis to determine the progress of students. Data from various sources such as weekly Reading +, COGNOS, teacher-generated tests, etc will be utilized to analyze and monitor student progress. The team will consist of Administration, school psychologist, school counselors and teachers. The MTSS/RtI Team members will all be part of the decision making. Data from various sources will be looked at and instructional focus will be adjusted accordingly.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Identify the school-based Literacy Leadership Team (LLT).
• Identify the school-based Literacy Leadership Team (LLT). Principal- The principal provides the team leadership through a process of problem solving issues and concerns that arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well being, and prevention of student failure through early intervention. The members on LLT are Ana Othon – Principal, Ana Natali – Assistant Principal, Hortensia Quintero – Assistant Principal, Yvette Hernandez – Kindergarten Grade Chair, Sherri Whiting – First Grade Chair, Nora Fabricio – Second Grade Chair, Maria Sterling – Third Grade Chair, Israela Puerta– Fourth Grade Chair, Diana Dacquino– Fifth Grade Chair, Melissa Ferrer – Language Arts (middle school) Department Chair, Ana Gutierrez – Math Department (middle school) Chair, Maria Cabana – Science (middle school) Department Chair, Kobie Flocker – Social Studies (middle school) Department Chair
• Assistant Principals - The assistant principals work with the team to ensure commitment to the goals set forth at the meetings. Along with the principal and teachers, they work on building staff support, internal capacity, and sustainability over time.

• Class Teachers - Each department selects a teacher to represent their grade level on the LLT.
• Special Area Teachers - This team of dedicated teachers meet and select 2-3 teachers to represent them on the LLT.
• The principal will promote the LLT as an integral part of the school literacy reform to promote a culture of reading by: including representation from all curricular areas on the LLT

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

The purpose of the Literacy Leadership Team is to create capacity of reading knowledge within the school building and focus on areas of literacy concerns across the school. The Principal selects team members for the Literacy Leadership Team (LLT) based on a cross section of the faculty and administrative team that represents highly qualified professionals who are interested in serving to improve literacy instruction across the curriculum. Professional Development will be provided during teachers' common planning time and small sessions will occur throughout the year. In addition, one faculty meeting a month will be devoted to professional development. Best Practices will be shared at faculty meetings. A survey will be completed by teachers indicating needs for professional development. Teachers will meet with department colleagues and grade level colleagues to review delivery of instruction.

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

The Principal will cultivate the vision for increased school-wide literacy across all content areas by being an active participant in all Literacy Leadership Team meetings and activities Instructional focus lessons are developed through grade level meetings, vertical planning in conjunction with FAIR and Interim Assessments. Teachers will determine which lessons to implement according to student data results and needs. Teachers will include lessons in lesson plans and will determine whether to apply lessons as class openers and/or supplemental resources. Content area teachers will teach focus lessons by applying benchmarks and lessons needed to develop student skills according to data results. The Literacy Leadership Team will be responsible for data analysis at the grade level and will be responsible for assisting in the dissemination of modifications and changes to be made. On a monthly basis, curricular adjustments/changes will be reviewed and determined if necessary during grade level and literacy team meetings. Special attention will be given to special needs populations such as migrant, homeless, neglected and delinquent students. Grade/Department Chairs will play a vital role in the development of Instructional Focus. Their responsibilities will include sharing BEST Practices with teachers, modeling lessons, providing support to teachers and monitoring student progress through test results.

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.

Literacy is an important focus in every subject at the middle school level. Teachers integrate literacy throughout all subjects including electives, mathematics, language arts and content areas. Monthly literacy meetings develop themed projects which are integrated in the curriculum. Library books have been coded by reading levels. The Reading + program is also integrated in throughout the Language Arts and Social Studies classes. Classroom libraries are available in all Language Arts 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?

N/A

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that

students' course of study is personally meaningful?

N/A

Postsecondary Transition

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

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

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The results of the 2012 FCAT 2.0 Reading Test indicate that 32% (198) of students achieved proficiency (Level 3). Our goal for the 2012-2013 school year is to increase Level 3 student proficiency by 1 percentage points to 33% (204).
2012 Current Level of Performance:	2013 Expected Level of Performance:
32% (198)	33% (204)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 2 Reading Application. Students have fewer opportunities for exposure to meaningful texts.	During pre-reading activities, students will benefit from a variety of activities working with sets of words, graphic organizers and anchoring conclusions back to text that are semantically related and can build comprehension and fluency.	The Literacy Leadership Team along with administrators will be responsible for monitoring the implementation of the strategies	Using the FCIM, ongoing classroom assessments emphasizing students' knowledge of comprehension fluency and computer based programs such as Reading+ will be reviewed by classroom/Language Arts teachers on a weekly basis.	Formative: CAP – Computer-Assisted Programs reports generated from Reading Plus Bi-weekly assessments, Mini-assessments, Interim Assessments FAIR Summative: 2013 FCAT 2.0 Reading Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	The student needs to maintain proficient level for the 2012-2013 FAA	Train teachers to effectively implement Access points.	Administration	The students must be provided with visual choices as presented in	2013 Florida Alternate Assessment

1	Test in Reading. The student's lack of knowledge in English could be a barrier.	Students require multiple reads of a selection prior to responding to comprehension questions.		the Florida Alternate Assessment (FAA).	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The results of the 2012 FCAT 2.0 Reading Test indicate that 42% (257) of students achieved levels 4 and 5. Our goal for the 2012-2013 school year is to maintain proficiency for Level 4 and 5 students at 42% (260).
2012 Current Level of Performance:	2013 Expected Level of Performance:
42% (257)	42% (260)

Problem-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 which showed the least growth on the 2012 administration of the FCAT Reading Test was Category 4 Informational Text/Research Process for grades 4 – 7. Students do not receive sufficient exposure to informational text at home. The students need the critical thinking strategies to interpret and organize information with various texts.	Use real world documents such as, how-to articles, brochures, flyers and websites. Use text features to locate, interpret, and organize information.enrichment skills.	LLT Team and administration	Using the FCIM, monthly classroom assessments focusing on students' ability to complete assignments as teacher becomes facilitator guiding students to become independent learners. Using the Florida Continuous Improvement Plan Model, the results will be used to monitor student progress.	Formative: CAP – Computer-Assisted Programs reports generated from Reading Plus Bi-weekly assessments, Mini-assessments, Interim Assessments FAIR Summative: 2013 FCAT 2.0 Reading Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:

N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students should be guided to read fiction, nonfiction and informational text to identify the differences. To improve comprehension, reading selections should be taught at a level that does not frustrate the student (high interest low readability). The student needs to maintain proficient level for the 2012-2013 FAA Test in Reading.	Vocabulary should be introduced to students with pictures and print. Pictures should be faded for long term comprehension and retention. Train teachers to effectively implement Access Points.	Administration	The students must be provided with visual choices as presented in the Florida Alternate Assessment (FAA).	2013 Florida Alternate Assessment

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The results of the 2012 FCAT Reading Test indicate that 76 % (379) of students made learning gains. Our goal for the 2012-2013 school year is to increase student achieving learning gains by 5 percentage points to 81 % (404).
2012 Current Level of Performance:	2013 Expected Level of Performance:
76% (379)	81% (404)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As noted on the administration of the 2012 FCAT Reading Test, the percent of students making learning gains decreased by 1 percentage point as compared to the 2011 Reading Test. Limited time for students to use technology has been a barrier to student improvement. Limited time for students to use technology has been a barrier to student improvement.	Computer lab usage will increase due to availability of computer lab for all students at the middle school computer room. This will increase the implementation of SuccessMaker and Reading + Programs.	LLT Team and administration	Computer-generated reports from SuccessMaker , FCAT Explorer and Reading Plus to ensure usage and student progress on a biweekly basis.	Formative: CAP – Computer-Assisted Programs reports generated from Reading Plus Bi-weekly assessments, Mini-assessments, Interim Assessments Summative: 2013 FCAT 2.0 Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Train teachers to effectively implement Access Points.	Vocabulary should be introduced to students with pictures and print.	Administration	Students must have continuous review/practice when learning reading concepts.	2013 Florida Alternate Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	The results of the 2012 FCAT 2.0 Reading Test indicates that 84% (106) of students in the lowest 25% made learning gains. Our goal for the 2012 – 2013 school year is to increase in the lowest 25% achieving learning gains by 5 percentage points to 89% (112).
2012 Current Level of Performance:	2013 Expected Level of Performance:
84% (106)	89% (112)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As noted on the administration of the 2012 FCAT Reading Test, the number of students in the lowest 25% making learning gains increased to 84% as compared to 83% on the 2011 Reading FCAT Test. The increase demonstrates that scores must increase or be maintained while students are in need of continued remediation and intervention.	During pre-reading activities, students will utilize guided reading practice to help increase comprehension and fluency.	LLT Team and administration	Review bi-weekly data reports from classroom assessments to ensure progress.	Formative: CAP – Computer-Assisted Programs reports generated from Reading Plus Bi-weekly assessments, Mini-assessments, Interim Assessments Summative: 2013 FCAT 2.0 Assessment

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target						
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.			Reading Goal # 5A : Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%.			
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	73	76	78	81	83	

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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making	

satisfactory progress in reading. Reading Goal #5D:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core Standards	K-8 Teachers	Assistant principals,Language Arts Department Chair	K-5 classroom teachers, middle school teachers	November 6, 2012	Assistant principals/Department/grade chairs will review data and focus calendars during department/grade level meetings	Assistant principals

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Emphasize reading strategies such as reciprocal teaching to help students determine the meaning of words.	Resource materials - Wordly Wise	EESAC funds	$522.00
			Subtotal: $522.00
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: $522.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	Based on the 2012 CELLA data, 49% (94) of students were proficient in Oral Skills (Listening and Speaking).
2012 Current Percent of Students Proficient in listening/speaking:	
49% (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	Students' limited lack of exposure to language understanding would be an anticipated barrier.	Implement the Language experience Approach in the classroom such as: Provide students with the Experience/Motivation- An experience story is based on an experience the teacher and student share.	Administration, Department Head	Implementing the FCIM by reviewing data found on computer-based programs such as Achieve3000, Reading + and District Interim Reports on a monthly basis.	Formative: CELLA, District and School-site assessment data. Summative 2013 FCAT Reading and CELLA Assessment

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:	Based on the 2012 CELLA data, 28% (54) of students were proficient in Reading.
2012 Current Percent of Students Proficient in reading:	
28%(54)	

Problem-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	Accessing prior knowledge from students is a barrier since students come from diverse background and have limited English speaking background.	Students need to be provided with meaningful activities to relate to existing prior knowledge. Teachers must plan activities to provide students relevant context.	Administration, Department Head	Implementing the FCIM by reviewing data found on computer-based programs such as Acieve3000, Reading + and District Interim reports.	Formative: CELLA, District and School-site assessment data. Summative 2013 FCAT Reading and CELLA Assessment

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	Based on the 2012 CELLA data, 31% (58) of students were proficient in Writing.
2012 Current Percent of Students Proficient in writing:	
31% (58)	

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have limited writing skills and backgrounds.	Teachers will provide students with several visual writing models such as: Venn diagrams, story maps and picture books to develop their writing skills.	Administration, Department Head	Review monthly writing prompts (school wide writing program) and District pre-post Writing Tests.	Formative: CELLA, District and School-site assessment data.

CELLA Budget:

Evidence-based Program(s)/Material(s)

Strategy	Description of Resources	Funding Source	Available Amount
Implement the Language Experience Approach in the classroom such as: provide students with the experience/motivation story	Reader books and workbooks	EESAC funds	$581.18
			Subtotal: $581.18
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: $581.18

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 Test indicate that 29% (181) of students achieved Level 3 proficiency. Our goal for the 2012-2013 school year is to increase Level 3 student proficiency by two percentage points to 31% (192).
2012 Current Level of Performance:	2013 Expected Level of Performance:
29%(181)	31%(192)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	According to the results of the 2012 FCAT 2.0 Mathematics assessment, the area of greatest difficulty for students in Grade 3 was Reporting Category – 1 – Number – Fractions. Students' lack of exposure to fractions and their relationship to the real world is a barrier.	Develop understandings of multiplication and division and strategies for basic multiplication facts and related division facts; develop an understanding of fractions and fraction equivalence by utilizing manipulatives and real-life problems which can represent, compute, estimate and solve problems using numbers through hundred thousand; and solve non-routine problems.	Administration, grade level chairs	Review check in/out Manipulative Log to ensure manipulatives are being distributed consistently throughout the grade levels. Conduct grade level meetings to obtain teacher feedback and review progress in deficient areas. Review formative assessments to ensure progress is being made and realign instruction as needed	Formative assessments; District interim reports; on-going student work Summative Results from 2013 FCAT 2.0 2.0 Mathematics Assessment
2	According to the results of the 2012 FCAT 2.0 Mathematics assessment, the area of greatest difficulty for students in grades 4 and 5 was Reporting Category – 3 – Geometry and Measurement.	Provide students with visual stimulus to develop students' spatial sense as well as provide opportunities to investigate geometric properties.	Administration, grade level chairs	Review lessons and accommodate instruction using daily problem solving questions in all grade levels. Conduct grade level meetings to obtain teacher feedback and review progress in deficient areas. Review formative assessments to ensure progress is being made and realign instruction as needed	Formative assessments; District interim reports; on-going student work Summative Results from 2013 FCAT 2.0 Mathematics Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:

N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	The results of the 2012 FCAT 2.0 Mathematics Test indicate that 43% (264) of students achieved proficiency Levels 4 and 5. Our goal for the 2012-2013 school year is to maintain Level 4 and 5 student proficiency at 43 % (266).
2012 Current Level of Performance:	2013 Expected Level of Performance:
43% (264)	43% (266)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	According to the results of the 2012 FCAT 2.0 Mathematics assessment, the area of greatest difficulty for students in Grade 3 was Reporting Category – 1 Number Sense – Base Ten.	Incorporate inquiry learning and technology to develop “student-centered learning” approach using graphing calculators, Florida Focus Achieves Assessment Resources and inquiry-based activities which promotes authentic and rigorous student engagement.	Administration, grade level chairs	Following the FCIM, during department meetings results of biweekly assessments will be reviewed by teachers on a biweekly basis to ensure progress and adjust curriculum focus as needed. District Interim Data reports will be reviewed by Administration at monthly meetings And adjustments to strategies made as needed.	Formative assessments; District interim reports; on-going student work Summative Results from 2013 FCAT 2.0 Mathematics Assessment

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

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

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	The 2012 FCAT 2.0 Mathematics Test indicates that 84% (418) of students made learning gains. Our goal for the 2012-2013 school year is to provide appropriate intervention, remediation, and enrichment opportunities in order to increase the percentage of students making learning gains by 5 percentage points to 89% (443). Our goal for the 2011-2012 school year is to provide appropriate intervention, remediation, and enrichment opportunities in order to increase the percentage of students making learning gains by 5 percentage points to 80%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
84% (418)	89% (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	According to the results of the 2012 FCAT 2.0 Mathematics assessment, the area of greatest difficulty for students in grades 4 and 5 was Reporting Category – 3: Geometry and Measurement.	Utilize technology programs such as Study Island, FCAT Explorers and Florida Focus Achieves Resources to provide differentiated instruction and interventions as needed. Utilize the check in/out Manipulative Log to provide opportunities for hands-on activities in conjunction with math logs; Utilize technology software programs to increase student progress; Provide differentiated instruction and interventions as needed.	Administration, grade level chairs	Conduct grade level discussions to attain feedback of effectiveness of strategy. Review formative bi-weekly assessment data reports to adjust instruction as needed to ensure progress is being made and students are demonstrating learning gains.	Formative assessments; District interim reports; on-going student work Summative Results from 2013 FCAT 2.0 Mathematics Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	N/A

2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	The results of the 2011 FCAT Mathematics Test indicates that 73% of students in the lowest 25% made learning gains. Our goal for the 2011 – 2012 school year is to increase in the lowest 25% achieving learning gains by five percentage points to 78%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
73% (95)	78% (102)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	According to the results of the 2012 FCAT 2.0 Mathematics assessment, the area of greatest difficulty for students in Grade 3 was Reporting Category – 2 : Fractions and for grades 4 and 5 was Reporting Category 3 – Geometry and Measurement.	Utilize technology programs such as Study Island, FCAT Explorers and Florida Focus Achieves Resources to provide differentiated instruction and interventions as needed.	Administration, grade level chairs	Following the FCIM, during department meetings results of biweekly assessments will be reviewed by teachers to ensure progress and adjust curriculum focus as needed. District Interim Data reports will be reviewed by Math department at monthly meetings And adjustments to strategies made as needed.	Formative assessments; District interim reports; on-going student work Summative Results from 2013 FCAT 2.0 Mathematics Assessment

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

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

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	69	72	75	77	80	

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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	The results of the 2012 FCAT Mathematics Test indicate that 40% of students in the SWD sub group achieved proficiency. Our goal for the 2012 – 2013 school year is to increase student proficiency by eight percentage points to 48 %.
2012 Current Level of Performance:	2013 Expected Level of Performance:
40 (39)	48 (47)

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	According to the results of the 2012 FCAT 2.0 Mathematics assessment, the area of greatest difficulty for students in Grade 3 was Reporting Category – 2 : Fractions and for grades 4 and 5 was Reporting Category 3 – Geometry and Measurement.	Utilize technology programs such as Study Island, FCAT Explorers and Florida Focus Achieves Resources to provide differentiated instruction and interventions as needed. Implement a schedule for small group differentiated instruction. Provide interventions through the Study Island program.	Administration, grade level chairs	Following the FCIM, during department meetings results of biweekly assessments will be reviewed by teachers to ensure progress and adjust curriculum focus as needed. District Interim Data reports will be reviewed by Math department at monthly meetings And adjustments to strategies made as needed.	Formative assessments; District interim reports; on-going student work Summative Results from 2013 FCAT 2.0 Mathematics Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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 Mathematics Test indicate that 29% (181) of students achieved Level 3 proficiency. Our goal for the 2012-2013 school year is to increase Level 3 student proficiency by two percentage points to 31%(192).
2012 Current Level of Performance:	2013 Expected Level of Performance:
29%(181)	31%(192)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	According to the results of the 2012 FCAT 2.0 Mathematics assessment, the area of greatest difficulty for students in Grades 6 and 8 was Reporting Category -2 Geometry and Measurement.	Develop the use of various tools (online and off line manipulatives) to assist students with a variety of learning styles. Provide visual stimulus to develop students' spatial sense.	Administrators, Department Head	Following the FCIM, during department meetings results of biweekly assessments will be reviewed by teachers to ensure progress and adjust curriculum focus as needed. District Interim Data reports will be reviewed by Math department at monthly meetings And adjustments to strategies made as needed.	Check in/out manipulatives Log. Formative assessments; District interim reports; on-going student work Summative Results from 2013 FCAT 2.0 Mathematics Assessment
2	According to the results of the 2012 FCAT 2.0 Mathematics assessment, the area of greatest difficulty for students in Grade 7 was Reporting Category 1 – Number: Base Ten	Increase opportunities for students to solve problems involving scale factors using ratio and proportion using real world context.	Administrators, Department Head	Following the FCIM, during department meetings results of biweekly assessments will be reviewed by teachers to ensure progress and adjust curriculum focus as needed. District Interim Data reports will be reviewed by Math department at monthly meetings And adjustments to strategies made as needed.	Check in/out manipulatives Log. Formative assessments; District interim reports; on-going student work Summative Results from 2013 FCAT 2.0 Mathematics Assessment
3	According to the results of the 2012 FCAT 2.0 Mathematics assessment, the area of greatest difficulty for students in Grade 8 was Reporting Category 2 – Expressions, Equations and Functions	Provide additional practice in solving and graphing equations, both with and without technology, that involve real world applications.	Administrator	Following the FCIM, during department meetings results of biweekly assessments will be reviewed by teachers to ensure progress and adjust curriculum focus as needed. District Interim Data reports will be reviewed by Math department at monthly meetings and adjustments to strategies made as needed.	Formative assessments; District interim reports; on-going student work Summative Results from 2013 FCAT 2.0 Mathematics Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement					
			Person or	Process Used to	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	A barrier is the student's lack of knowledge in basic skills.	Student will receive small group instruction and remediation following Florida Access points using manipulatives and MangoMan computer program.	Administration, teacher	Following the FCIM, instruction and data will be adjusted to fit student's needs on a weekly basis.	Teacher-generated tests

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	The results of the 2012 FCAT 2.0 Mathematics Test indicate that 43% (264) of students achieved proficiency Levels 4 and 5. Our goal for the 2012-2013 school year is to maintain Level 4 and 5 student proficiency at 43 % (266).
2012 Current Level of Performance:	2013 Expected Level of Performance:
43%(264)	43%(266)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	According to the 2012 FCAT 2.0 Mathematics Assessment, the area of greatest difficulty for students in Grade 6 was reporting Category 3 – Geometry and Measurement	Provide students with models, both digital and tangible to enable them to visualize, draw and measure cross-sections of a range of geometric solids.	Administrator	Following the FCIM, during department meetings results of biweekly assessments will be reviewed by teachers to ensure progress and adjust curriculum focus as needed. District Interim Data reports will be reviewed by Math department at monthly meetings and adjustments to strategies made as needed.	Formative assessments; District interim reports; on-going student work Summative Results from 2013 FCAT 2.0 Mathematics Assessment
2	According to the 2012 FCAT 2.0 Mathematics Assessment, the area of greatest difficulty for students in Grade 7 was reporting Category Number: Base Ten	Utilize manipulatives (i.e., Cusinaire Rods) to introduce basic mathematical concepts, such as addition, subtraction, multiplication, division, fractions, geometry, charts and algebra.	Administrator, Department Head	Following the FCIM, during department meetings results of biweekly assessments will be reviewed by teachers to ensure progress and adjust curriculum focus as needed	Formative assessments; District interim reports; on-going student work Summative Results from 2013 FCAT 2.0 Mathematics Assessment District Interim Data reports will be reviewed by Math department at monthly meetings And adjustments to strategies made as needed.
3	According to the 2012 FCAT 2.0 Mathematics Assessment, the area of greatest difficulty for students in Grade 8 was reporting Category 3 –	Use computer software to draw various polygons and their interior angles. Provide opportunities to infuse literature in	Administrator, Department Head	Following the FCIM, during department meetings results of biweekly assessments will be reviewed by teachers to ensure progress and	Formative assessments; District interim reports; on-going student work

	Geometry and Measurement	mathematics.		adjust curriculum focus as needed.	Summative Results from 2013 FCAT 2.0 Mathematics Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Train teachers to effectively implement Access Points.	Repetition for long term learning math concepts such as rote counting, fact fluency and tools for measurement.	Administration	Students must have continuous review/practice when learning math concepts.	2013 Florida Alternate Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	The 2012 FCAT 2.0 Mathematics Test indicates that 84% (418) of students made learning gains. Our goal for the 2012-2013 school year is to provide appropriate intervention, remediation, and enrichment opportunities in order to increase the percentage of students making learning gains by 5 percentage points to 89% (443).
2012 Current Level of Performance:	2013 Expected Level of Performance:
84%(418)	89%(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	As noted on the 2011 FCAT Mathematics administration, students making learning gains increased by 1 % percentage points when compared to the 2010 FCAT Mathematics Test. However, the areas of deficiency are Number Sense and Data Analysis. Insufficient amount of manipulatives hindered	Utilize the check in/out Manipulative Log to provide opportunities for hands-on activities in conjunction with math logs; Utilize technology software programs to increase student progress; Provide differentiated instruction and interventions as needed. Utilize technology programs such as Study	Administration, Department chair	Conduct grade level discussions to attain feedback of effectiveness of strategy. Review formative bi-weekly assessment data reports to adjust instruction as needed to ensure progress is being made and students are demonstrating learning gains.	Formative assessments; District interim reports; on-going student work Summative Results from 2013 FCAT 2.0 Mathematics Assessment

	opportunities for hands-on activities. According to the results of the 2012 FCAT 2.0 Mathematics assessment, the area of greatest difficulty for students in Grade 8 was Reporting Category 2 – Expressions, Equations and Functions	Island, FCAT Explorers and Florida Focus Achieves Resources to provide differentiated instruction and interventions as needed.			

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Train teachers to effectively implement Access Points.	The students must be provided with visual choices as presented in the Florida Alternate Assessment (FAA).	Administration	Students in secondary programs will demonstrate that skills taught in the classroom will transfer into real world situations (Community Based Instruction, CBI).	2013 Florida Alternate Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	The results of the 2012 FCAT Mathematics Test indicates that 76% (100) of students in the lowest 25% made learning gains. Our goal for the 2012 – 2013 school year is to increase in the lowest 25% achieving learning gains by five percentage points to 81% (106).
2012 Current Level of Performance:	2013 Expected Level of Performance:
76%(100)	81%(106)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	According to the results of the 2012 FCAT 2.0 Mathematics assessment, the area of greatest	Utilize technology programs such as Study Island, FCAT Explorers and Florida Focus	Administration, department heads	Following the FCIM, during department meetings results of biweekly assessments will	Formative assessments; District interim reports; on-going

1	difficulty for students in grades 6 and 8 was Reporting Category – 3: Geometry and Measurement	Achieves Resources to provide differentiated instruction and interventions as needed.		be reviewed by teachers to ensure progress and adjust curriculum focus as needed. District Interim Data reports will be reviewed by Math department at monthly meetings And adjustments to strategies made as needed.	student work Summative Results from 2013 FCAT 2.0 2.0 Mathematics Assessment

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target						
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.			Middle School Mathematics Goal # 5A :			
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	The results of the 2012 FCAT Mathematics Test indicate that 40% of students in the SWD sub group achieved proficiency. Our goal for the 2012 – 2013 school year is to increase student proficiency by eight percentage points to 48 %.
2012 Current Level of Performance:	2013 Expected Level of Performance:
40 (39)	48 (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	According to the results of the 2012 FCAT 2.0 Mathematics assessment, the area of greatest difficulty for students in Grade 6 was Reporting Category -	Integrate technology programs such as Achieve 3000, FCAT Explorer and Study island to develop vocabulary in math content while ensuring focused instruction. Implement common problems and real life situations to allow students to work in collaborative structures.	Administration, department head	Following the FCIM, during department meetings results of biweekly assessments will be reviewed by teachers to ensure progress and adjust curriculum focus as needed. District Interim Data reports will be reviewed by Math department at monthly meetings And adjustments to strategies made as needed.	Formative assessments; District interim reports; on-going student work Summative Results from 2013 FCAT 2.0 Mathematics Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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 EOC assessment indicate that 100% of students scored in the upper third (Levels 3-5) Our goal for the 2012-2013 school year is to maintain the percentage of students achieving proficiency (Level 3-5).
2012 Current Level of Performance:	2013 Expected Level of Performance:
7%(2)	7%(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	According to the results of the 2012 Algebra EOC assessment, maintaining high level of proficiency will be a barrier.	Provide additional practice in solving and graphing quadratic equations, both with and without technology as well as continue to implement the Florida Achieves resource.	Administration, Department Head	During Department meetings, results of biweekly assessments will be reviewed to ensure progress and adjust curriculum focus as needed.	Formative: Biweekly assessments and District Interim Data reports Summative: Results from the 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 EOC assessment indicate that % of students scored in the upper third (Levels 4-5) Our goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency (Level 4-5).
2012 Current Level of Performance:	2013 Expected Level of Performance:
93%(27)	93%(27)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Maintaining high level of performance will be a barrier for the 2013 Algebra EOC.	Following the FCIM, students will be provided with the opportunities to explore and apply the use of a system of equations in the real world.	Administration, Department Head	During Department meetings, results of biweekly assessments will be reviewed to ensure progress and adjust curriculum focus as needed.	2.1. During Department meetings, results of biweekly assessments will

1					be reviewed to ensure progress and adjust curriculum focus as needed. 2.1. Formative: Biweekly assessments and District Interim Data reports Summative: Results from the 2013 Algebra EOC assessment

Geometry End-of-Course (EOC) Goals

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

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

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

End of Geometry EOC Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core Standards	3rd - 8th grade Math teachers	District	3rd - 8th grade Math Teachers	November 6, 2012	Meeting - grade/department level	Administration

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Increase opportunities for students to solve math problems	resource materials - Coach books	EESAC funds	$755.00
Increase the use of manipulatives to explore measurements and patterns	key bell sets	EESAC funds	$1,050.00
			Subtotal: $1,805.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $1,805.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	On the 2012 administration of the Science FCAT test 45% (96) of students achieved proficiency (FCAT Level 3). The expected level of performance for 2012 is 47% (achieving proficiency).
2012 Current Level of Performance:	2013 Expected Level of Performance:
45% (96)	47% (100)

Problem-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 according to three years of trend data has been Science Thinking. Students need to develop higher order thinking skills in order to increase levels of proficiency.	Provide students opportunities to compare, contrast, interpret, analyze, and explain science concepts during hands on lab activities and classroom discussions to reinforce higher order thinking skills.	Curriculum Leadership Team; Science Chairperson	Teams will review the results of school-site assessment data to monitor student progress.	Formative: School site monthly assessments Summative: 2012 FCAT
2	Results of the 2012 FCAT 2.0 Science assessment indicate that students in grade 5 had difficulty with Reporting Category 1 Nature of Science	Provide a variety of hands-on inquiry-based learning opportunities for students to analyze, draw appropriate conclusions, and apply key instructional concepts.	Administration	The Science grade level chairs will use EduSoft reports to review the results of biweekly science assessments. Curriculum focus will be adjusted as necessary.	Formative: Bi weekly assessments will be administered using EduSoft Summative: The 2013 FCAT 2.0 Science assessment
3	Results of the 2012 FCAT 2.0 Science assessment indicate that students in geade 8 had difficulty with Reporting Category 1 - The Nature of Science	Monitor the implementation of reading informational text and writing in science. Provide opportunities for students to move from the concrete to more abstract models by incorporating manipulatives, websites such as GIZMOS.	Administration	Administration will use EduSoft reports to review the results of biweekly science assessments. Curriculum focus will be adjusted as necessary.	Formative: Bi weekly assessments will be administered using EduSoft Summative: The 2013 FCAT 2.0 Science assessment

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

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	On the 2012 administration of the Science FCAT test 26% (55) of students achieved FCAT Level 4 or 5. The expected level of performance for 2013 is 27% (57) achieving FCAT Level 4 or 5.
2012 Current Level of Performance:	2013 Expected Level of Performance:
26% (55)	27% (57)

Problem-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	Results of the 2012 FCAT 2.0 Science assessment indicate that students had difficulty with reporting Category 2 -Earth and Space Science.	Identify students scoring 4 or 5 on the Reading and Mathematics portion of the FCAT and mentor these students in the development of independent experimental projects and to develop models to understand, illustrate and explain key scientific ideas and data.	Administration	Following the FCIM, students will make progress from the continuous monitoring and reviewing of data. Teachers will adjust focus and placement of students accordingly.	Formative: Bi weekly assessments will be administered using EduSoft Summative: The 2013 FCAT 2.0 Science assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content / Topic and / or PLC Focus	Grade Level / Subject	PD Facilitator and / or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up / Monitoring	Person or Position Responsible for Monitoring
Common Core Standards in Science	K-8	Administration	K-5 Science Teachers, Middle school Science Teachers	November 6, 2012	Classroomo logs	Assistant Principals

Science Budget:

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

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	The results of the 2012 FCAT indicate that 88% (189) of students scored level 3 or higher. Our goal for the 2012-2013 school year is to increase the percentage of students scoring level 4 or higher from 88 % to 89%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
88% (189)	89% (192)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency for fourth grade students according to the 2012 administration of the Writing FCAT was elaboration. Students need to develop writing skills in order to increase levels of proficiency. Students need to develop writing skills in order to increase levels of proficiency.	Provide students opportunities by having students use revising/editing charts, combination sentence structures (e.g. simple compound) to improve sentence fluency, using left to right progression and sequencing. producing a piece that has been taken through the writing process, preparing writing in a format appropriate for publishing,	Administration, Language Arts Department Head, Grade Level Teachers	Review the results of school site assessment data to monitor student progress on a monthly basis.	Formative: District Pre/Post Writing Assessments. Student scores on monthly writing prompts. Summative: 2013 FCAT 2.0 Writing Test Summative: 2012 FCAT
2	The area of deficiency for eighth grade students according to the 2012 administration of the Writing FCAT was elaboration.	During writing instruction, students will review persuasive writing techniques with students. Poetry, media and speeches can be used as samples. Provide students opportunities by having students use revising/editing charts, teacher conferencing, or peer editing by: evaluating a draft for the use of ideas.	Administration, Language Arts Department Head, Grade Level Teachers	Review the results of school site assessment data to monitor student progress on a monthly basis.	Formative: District Pre/Post Writing Assessments. Student scores on monthly writing prompts. Summative: 2013 FCAT 2.0 Writing Test

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A				

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

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

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

Writing Budget:

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

End of Writing Goals

Civics End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Civics. Civics Goal #1:	The results of the 2012 District Civics Baseline indicate that 0% of students scored level 3 or higher.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	10% (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
	The areas of concern are ensuring that the Civics curriculum is	District-published lesson plans with assessments aligned to	Administration, Department Head	Monthly school generated assessments will be administered and	Formative Monthly assessments

1	taught with fidelity and paced so as to address all State and District Benchmarks and curriculum requirements. Students come in with lack of knowledge about Civics curriculum.	tested End of Course Exam benchmarks to maximize opportunities for students to master tested content.		scored in order to monitor students' progress and to adjust the instructional focus.	Chapter/unit assessments/Post test Summative: District Spring 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 Civics. Civics Goal #2:	The results of the 2012 District Civics Baseline indicate that 0% of students scored level 4 and 5.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	10% (0)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students should complete student-centered projects focusing on Civics curriculum. The anticipated barrier would be providing resources.	Provide students with opportunities to discuss the values, complexities, and dilemmas involved in social, political, and economic issues; assist students in developing well-reasoned positions on issues.	Administration, Department Head	Monthly school generated assessments will be administered and scored in order to monitor students' progress and to adjust the instructional focus.	Formative: Monthly assessments Chapter/unit assessments/Post test Summative: District Spring Assessment

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Project Citizen	7th grade Social Studies Teacher	District Social Studies Department	7th grade Social Studies Teacher	September 17, 2012	department meetings	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:	During the 2012-2013 school year, we will increase the rate of attendance from 96.38% to 96.88% (a .5% increase) by minimizing absences due to illnesses and truancy. In addition, our goal is to decrease the number of excessive absences from 251 to 238. In addition, our goal is to decrease the number of tardies from 132 to 125.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
96.38% (910)	96.88% (915)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
251	238
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
132	125

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Due to student illness, family vacations during	Participate in Truancy Intervention Program	Administration, Counselors	Monitor the overall attendance monthly	Cognos Report Daily Attendance

1	the school calendar, students do not attend school. Students come to school due to lack of transportation for in-area and out-of-area students. Truancy- increased by .5% from previous year.	Provide Parent Workshops to assist in improving student attendance. Identify and refer students who may be developing a pattern of nonattendance to the TCST (Truancy Child Study Team) for intervention purposes. Identify and refer students who may be developing a pattern of nonattendance to the TCST (Truancy Child Study Team) for intervention purposes.		through COGNOS reports	Report

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

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

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

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Improving stuent attendance through communication and motivation on school Closed Circuit television system.	repair Closed Circuit Television System	EESAC funds	$2,000.00
			Subtotal: $2,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $2,000.00

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 suspension number for students on in-school suspensions will decrease from 14 to 13 for the 2012-2013 school year. The number of students suspended in-school suspensions will decrease from 8 to 7 for the 2012- 2013 school year. The number of Out-of-School Suspensions will decrease from 15 to 14 in the 2012-2013 school year. The number of Students Suspended Out-of-School will decrease from 14 to 13 for the 2012-2013 school year.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
14	13
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
8	7
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
15	14
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
14	13

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The total number of indoor and outdoor suspension increased to 14 incidents during the 2011-2012 school year when compared to 12 incidents in the 2010-2011 school year. More opportunities should be provided to recognize students for positive behavior. Students must follow	Implement the Student Code of Conduct by providing incentives for compliance through Truancy Incentive Program at school site. The school's guidance counselor and Trust Counselor will contact parents of students who have been placed on indoor suspension. Implement the DFYIT	Administrative Team, Guidance Counselor, Trust Counselor	Monitor the overall suspensions on a monthly basis through COGNOS report. Maintain Parent Contact log	COGNOS report

	the Code of Student Conduct rules and regulations as set forth by MDCPS.	(Drug Free Youth in Town) Program to raise awareness of positive life skills for students. Implement the school Wide Out door Suspension Reduction Plan.			

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

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

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

Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to “Guiding Questions”, identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1:	During the 2011-2012 school year, parent participation in school wide activities was 60%.

**Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	Our goal for the 2012-2013 school year is to increase parent participation by two percentage points from 60% to 62%.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
60% (492)	62% (501)

Problem-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 information and curriculum.	Schedule more family-oriented activities and student data talks. Utilize CONNECT ED system to inform parents of upcoming events.	Administration, Counselors	Review sign in sheets/logs to determine the number of parents participating in activities and events.	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
N/A						

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:	Earth and Space Honors course was offered for the 2011-2012 school year for high achieving students. Twenty two students (15%) 8th grade students were enrolled in the 2011-2012 school year. Physical Science Honors will replace the Earth and Space Honors course for the 2012-2013 school year. Twenty two students (15%) 8th grade students will be enrolled for the 2012-2013 school year. A Physical Science Honors Gifted was also added as an initiative to develop the Biomedical Program at the middle school level. Honors and Gifted programs will increase the high level of STEM-related activities.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited resources are a barrier as well as transitioning from Earth and Space curriculum to Physical Science.	Science Teachers will teach courses at the Gifted and Advanced levels to increase the development of a Biomedical program at the middle school level. The middle school Health curriculum will be integrated in the Science core courses. Teachers in Science, and Language Arts and Social Studies will teach the Science curriculum through themes across the curriculum. Students in 8th grade will visit a Biomedical program at the High School level.	Administration, Department Head (Science)	The Science department will use Edusoft reports and District Interim assessments to monitor student progress. Reports will be analyzed on a monthly basis. Instruction will be adjusted as necessary.	Formative: Biweekly teacher-generated assessments will be administered using Edusoft, District Interim Assessments

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

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

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

STEM Budget:

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

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. CTE CTE Goal #1:	Involving students in project-based and articulation activities to prepare for CTE courses in high school.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited opportunities as a K-8 Center to provide CTE related electives.	CTE Teachers implement CTE program state curriculum standards, program sequence of courses, including pacing of activities for industry certification as outlined within CTE professional development activities. Integrate the EPEP at the 8th grade level and infuse projects to	Administration, Guidance Counselor	Administrators monitor the effective implementation of lessons and timely instruction in the CTE classrooms through common planning, review of test data including baseline, practice or readiness tests.	District Reports

		increase articulation.			

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

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

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

CTE Budget:

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

End of CTE Goal(s)

Additional Goal(s)

N/A Goal:

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

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

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

Budget:

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

End of N/A Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Emphasize reading strategies such as reciprocal teaching to help students determine the meaning of words.	Resource materials - Wordly Wise	EESAC funds	$522.00
CELLA	Implement the Language Experience Approach in the classroom such as: provide students with the experience/motivation story	Reader books and workbooks	EESAC funds	$581.18
Mathematics	Increase opportunities for students to solve math problems	resource materials - Coach books	EESAC funds	$755.00
Mathematics	Increase the use of manipulatives to explore measurements and patterns	key bell sets	EESAC funds	$1,050.00
Attendance	Improving stuent attendance through communication and motivation on school Closed Circuit television system.	repair Closed Circuit Television System	EESAC funds	$2,000.00
				Subtotal: $4,908.18
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00
				Grand Total: $4,908.18

Differentiated Accountability

School-level Differentiated Accountability Compliance

( ) Priority ( ) Focus ( ) Prevent ( ) NA

Are you a reward school: (•) Yes ( ) No

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

No Attachment (Uploaded on 10/11/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

☑ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
SAC funds will be utilized to increase student achievement through resources. These resources will be used in lessons which will address State, District and National benchmarks.	$4,908.18

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

The School Advisory Council holds monthly meetings to ensure implementation of the School Improvement Plan. The SAC also determines the instructional needs of the student body and faculty. Community involvement is promoted by including members of the community as stakeholders.

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 JANE S. ROBERTS K-8 CENTER 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	86%	82%	90%	69%	327	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	73%	75%			148	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?	73% (YES)	73% (YES)			146	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					621	
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 JANE S. ROBERTS K-8 CENTER 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	85%	84%	95%	62%	326	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%	74%			145	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	66% (YES)	74% (YES)			140	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					611	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested