FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: PINE VIEW SCHOOL

District Name: Sarasota

Principal: Steven Largo

SAC Chair: Mark Mason, Andrea Chu

Superintendent: Lori White

Date of School Board Approval:

Last Modified on: 10/12/2012



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

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

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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	Steven Largo	BA in Science MA in Education - Administration and Supervision Ed.S. in Curriculum and Instruction Certification in Biology (grades 6-12), Chemistry (grades 6-12), General Science (grades 5-9), Gifted Endorsement, Middle Grades	25	34	Principal of Pine View School 2010-2011: Grade "pending" - %Meeting high standards in Reading: 99%; 78% made learning gains in Reading - %Meeting high standards in Math: 100%; 85% made learning gains in Math - %Meeting high standards in writing; 100% - %Meeting high standards in Science; 97% 2009-2010: Grade A - %Meeting high standards in Reading: 99%; 81% made learning gains in Reading - %Meeting high standards in Math: 100%; 84% made learning gains in Math - %Meeting high standards in writing; 99% - %Meeting high standards in Science; 97% 2008-2009: Grade A - %Meeting high standards in Reading: 99%; 76% made learning gains in Reading

		Endorsement, School Principal (all levels)			 - %Meeting high standards in Math: 100%; 83% made learning gains in Math - %Meeting high standards in writing: 99% - %Meeting high standards in Science; 96%
Assis Principal	Jennifer Freeman	BA History and Secondary Social Science Education MA Educational Leadership Certification in Social Studies grades 6-12, Administration, Exceptional Student Education, and Gifted Endorsed	3	2	2010-2011: Grade "pending" - %Meeting high standards in Reading: 99%; 78% made learning gains in Reading - %Meeting high standards in Math: 100%; 85% made learning gains in Math - %Meeting high standards in writing; 100% - %Meeting high standards in Science; 97% 2009-2010: Grade A - %Meeting high standards in Reading: 99%; 81% made learning gains in Reading - %Meeting high standards in Math: 100%; 84% made learning gains in Math - %Meeting high standards in writing; 99% - %Meeting high standards in Science; 97% 2008-2009: Grade A - %Meeting high standards in Reading: 99%; 76% made learning gains in Reading - %Meeting high standards in Math: 100%; 83% made learning gains in Math - %Meeting high standards in Math: 100%; 83% made learning gains in Math - %Meeting high standards in writing; 99% - %Meeting high standards in writing; 99% - %Meeting high standards in Science; 96%
Assis Principal	Sue Fair	BS in Special Education MA Educational Leadership Certification in SLD and Behavior Disorders (Special Education), ESOL, and Administration	1	5	2010-2011: Grade "pending" - %Meeting high standards in Reading: 99%; 78% made learning gains in Reading - %Meeting high standards in Math: 100%; 85% made learning gains in Math - %Meeting high standards in writing; 100% - %Meeting high standards in Science; 97% 2009-2010: Grade A - %Meeting high standards in Reading: 99%; 81% made learning gains in Reading - %Meeting high standards in Math: 100%; 84% made learning gains in Math - %Meeting high standards in writing; 99% - %Meeting high standards in Science; 97% 2008-2009: Grade A - %Meeting high standards in Reading: 99%; 76% made learning gains in Reading: 99%; 76% made learning gains in Reading: %Meeting high standards in Math: 100%; 83% made learning gains in Math - %Meeting high standards in writing; 99% - %Meeting high standards in writing; 99% - %Meeting high standards in Science; 96%
Assis Principal	Jennifer Nzeza	BA in Secondary Social Science Education, MA in Curriculum and Instruction, and Ed.S in Educational Leadership Certified in English 5-9, Social Studies 5-9, National Board Certification, Gifted Endorsed	2	1	2010-2011: Grade "pending" - %Meeting high standards in Reading: 99%; 78% made learning gains in Reading - %Meeting high standards in Math: 100%; 85% made learning gains in Math - %Meeting high standards in writing; 100% - %Meeting high standards in Science; 97% 2009-2010: Grade A - %Meeting high standards in Reading: 99%; 81% made learning gains in Reading - %Meeting high standards in Math: 100%; 84% made learning gains in Math - %Meeting high standards in writing; 99% - %Meeting high standards in Science; 97% 2008-2009: Grade A - %Meeting high standards in Reading: 99%; 76% made learning gains in Reading - %Meeting high standards in Math: 100%; 83% made learning gains in Math - %Meeting high standards in Math: 100%; 83% made learning gains in Math - %Meeting high standards in writing; 99% - %Meeting high standards in Science; 96%

Assis Principal	Lisa Wheatley	BS in Elementary Education MA in Educational Leadership Certified in Elementary Education, Reading Endorsement	1	2	- %Meeting high standards in Reading: 99%; 78% made learning gains in Reading - %Meeting high standards in Math: 100%; 85% made learning gains in Math - %Meeting high standards in writing; 100% - %Meeting high standards in Science; 97% 2009-2010: Grade A - %Meeting high standards in Reading: 99%; 81% made learning gains in Reading - %Meeting high standards in Math: 100%; 84% made learning gains in Math - %Meeting high standards in writing; 99% - %Meeting high standards in Science; 97% 2008-2009: Grade A - %Meeting high standards in Reading: 99%; 76% made learning gains in Reading: 99%; 76% made learning gains in Reading - %Meeting high standards in Math: 100%; 83% made learning gains in Math - %Meeting high standards in writing; 99% - %Meeting high standards in writing; 99% - %Meeting high standards in Science; 96%
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INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
	NONE AT THIS TIME				

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		Lead SCIP Mentor	On-going	
2	The velop leagership capacity through instructional coaching	Principal and Assistant Principals	On-going	
3	Hire highly-qualified teachers	Principal	On-going	

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out- of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
No data submitted	

Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

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

Total Number of Instructional Staff	% of First-Year Teachers		% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading		% ESOL Endorsed Teachers
137	4.4%(6)	16.1%(22)	46.0%(63)	27.7%(38)	83.9%(115)	0.0%(0)	2.2%(3)	9.5%(13)	21.9%(30)

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
Tara Spielman	David Nezelek	First year teacher; Subject- specific and General support	Assistance as needed
Stacey Chaillou	Angela Keiper-Wilson	First year teacher; Subject- specific and General support	Assistance as needed
Robin Ringo	Nadine Moschberger	Subject- specific and General support	Assistance as needed
Leslie Chase	Lynn Halcomb	General support	Assistance as needed
Linda Lyons	Kristin Snowdon	General support	Assistance as needed
Patti Gerlek	Kristin Guay	Subject- specific and General support	Assistance as needed
Hali Flahavan	Karen Cangero	Subject- specific and General support	Assistance as needed
Sharyn Jankovsky	Cynthia Wozniak	Subject- specific and General support	Assistance as needed
Lyna Ruiz	Tonya Johnson	First year teacher; Subject- specific and General support	Assistance as needed
Kyla Quinn	Tanya Villacis	First year teacher; Subject- specific and General support	Assistance as needed

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 C- Migrant
Title I, Part D
Title II
Title III
Title X- Homeless
Supplemental Academic Instruction (SAI)
Violence Prevention Programs
Nutrition Programs
Housing Programs
Head Start
Adult Education
Career and Technical Education
Job Training
Other
Multi-Tiered System of Supports (MTSS)/Response to Instruction/Intervention (RtI)
-School-based MTSS/RtI Team-
dentify the school-based MTSS leadership team.
The school-based RtI Leadership team is comprised of the following personnel: Grade 2-5 - Lisa Wheatley, Elementary Assistant Principal; Mary Cantillo, Elementary School Counselor Grade 6/7 - Sue Fair, Assistant Principal; Kate McManus, School Counselor Grade 8/9 - Jennifer Nzeza, Assistant Principal; Lynn Halcomb, School Counselor Grade 10-12 - Jennifer Freeman, Assistant Principal; Connie Swikle, School Counselor All Grades - Tim Gissal, School Psychologist; Diane Andrew, Occupational Therapist; Ileen Issac, Speech-Language Clinician; Linda Lyons, ESE Liaison; Valerie Barker, ESE Liaison

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 MTSS Leadership Team meets to formally collaborate as a School-Wide Support Team either once per week (elementary) or twice monthly (middle/high). Guidance counselors set the agenda for SWST meetings. Summative and formative data are examined to identify school, class, or individual student needs relative to attendance, behavior, and/or academics. Discussions also focus on the implementation of interventions and progress monitoring. If necessary, students of concern are brought up to Children At Risk in Education (CARE).

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 Leadership Team provides pertinent data related to attendance, behavior, and academics.

MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

The school uses a variety of reports produced by the district Office of Research, Assessment, and Evaluation (RAE) on the academic achievement of students, including disaggregated AYP subgroup data by reading, math, science, and writing. Additional sources include at each tier include FOCUS, classroom, benchmark and End of Course assessment data provided by the district.

Describe the plan to train staff on MTSS.

Tim Gissal, school psychologist, has attended grade-level professional learning communities to answer questions relating to MTSS. He will also be available on our first professional day to train teachers needing further assistance. In addition, Assistant Principals assist teachers in PLCs as needed.

Describe the plan to support MTSS.

As described above, Pine View administrators and the school psychologist will assist teachers in MTSS. In addition, a team of teachers from grades 2-12 and in all content areas will be trained in Differentiated Instruction this school year. This team will facilitate staff understanding and implementation of differentiation - a essential component of MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The Literacy Leadership Team includes the following personnel:

Assistant Principal, Jennifer Nzeza

Lance Bergman, Social Studies (HS)

Stacey Chaillou, Science (MS)

Tara Speilman, Math (MS)

Faith McClellan, Math(HS)

Brigid Shannon, English (HS)

Lori Moyer, English (MS)

Kristin Snowdon, ESE (MS-HS)

Kyla Quinn, Language Arts (ELM)

Jo Davidsmeyer, Librarian (ELM, MS, HS)

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

The Literacy Leadership Team identifies and promotes teaching strategies that strengthen literacy across all subject areas. Members model and disseminate content-relevant strategies during faculty meetings, professional learning communities and team or department meetings. In addition, the LLT supports Pine View's Common Core Curriculum initiative. Team meetings are held once a month.

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

Major initiatives include:

- -Support of the Common Core Curriculum initiative
- -Institute a school-wide vocabulary/word parts program
- -Create a series of professional development segments online through Angel Learn
- -Build capacity of teachers in the use of teaching strategies that strengthen literacy
- -Increase membership

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.

Teachers at Pine View will work in Collaborative Planning Teams to design standards-based lesson plans and monitor student progress in reading. They will use technology tools to engage students in rigorous, relevant, and aligned curriculum activities in reading. Pine View's Common Core Committee will expose teachers to the Common Core State Standards, assist them in "unpacking" them, and model strategies for aiding students in accessing, processing, and communicating the information they read. Teachers will complete individual professional development as designated in their Individual Professional Development Plans.

*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?

Pine View offers an Externship class which allows students to partner with a professional mentor in a field of interest. Students and mentors organize a schedule which ensures maximum exposure to real-world application of work in the field.

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?

Grade-level Guidance Counselors organize:

Small group sessions for career planning in grades 8-9;

Small group sessions which combine academic and career planning in grade 10;

Individual sessions with grades 11-12

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 <u>High School Feedback Report</u>

Pine View offers a Science, Technology, Engineering, and Mathematics Club and added a Microsoft Career Academy course for Career and Technical Education.

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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: By the year 2013, there will be a minimum of a four percentage point increase for Level 3 students, when less than 70% are currently demonstrating proficiency (across 1a. FCAT2.0: Students scoring at Achievement Level 3 in Levels 3,4,5). There will be a minimum of a two percentage reading. point increase for Level 3 students where 70% or more are currently demonstrating proficiency (across Levels 3,4,5). If Reading Goal #1a: 90% or more students are proficient, the school can maintain or demonstrate an increase in the percent proficient. No overall proficiency target will be less than 35% (across Levels 3,4,5) for any subgroup. 2012 Current Level of Performance: 2013 Expected Level of Performance: Level 3 - 8%(127) Level 3 - 8% Level 3,4,5 - 100%(1673) Level 3,4,5 - 100% Problem-Solving Process to Increase Student Achievement Person or Process Used to Position Determine **Evaluation Tool Anticipated Barrier** Strategy Responsible for Effectiveness of Monitoring Strategy Administrative staff will Principal, Assistant Data reports including Collection of and timely Assessment work with RAE to provide Principals, access to formative district and teacherreports and (benchmark)assessment teachers with data in as Department created common Collaborative data; timely a manner as Chairs, Teachers assessments, running Planning Meeting Timely analysis of data; possible; Staff will records, portfolios, notes Ability to use the data to collaborate during grade-Florida Achieves, drive instruction level or department PLCs FOCUS, FCAT Explorer, and/or EOC monitor progress using assessments will be multiple data reviewed during sources/assessments in collaborative planning grades 3 through 10 at and through Professional least three times per Learning Community (PLC) year. meetings. Alignment of the Continue to align the Principal, Assistant Data reports from Assessment curriculum map to curriculum map to Principals, common assessments, reports and Common Core State Elementary Leaders running records, Collaborative Common Core State Standards portfolios, etc. Planning Meeting Standards; 5th grade and teachers 2 teachers will meet once notes per month to ensure they are providing grade-level appropriate tasks for all grade levels

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

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

	Pr	oblem-Solving Process t	o Increase Studer	nt Achievement	
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Increasing the access to and level of high- complexity texts within all content areas; providing relevant professional development to teachers; increasing or maintaining current level of student performance	Common Core Committee, and Differentiated Instruction Team to: provide professional	Principals, Literacy Team, Common Core Curriculum	professional development within the district or	Professional development surveys; performance data

based on the analysis of student achievement data, and refer of improvement for the following group:	ence to "Guiding Questions", identify and define areas in need
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	By the year 2013, there will be a minimum of a two percentage point increase for Level 4,5 students, when less than 70% are currently demonstrating proficiency (across Levels 3,4,5). There will be a minimum of a one percentage point increase for Level 4,5 students where 70% or more are currently demonstrating proficiency (across Levels 3,4,5). If 90% or more students are proficient, the school can maintain or demonstrate an increase in the percent proficient. No overall proficiency target will be less than 35% (across Levels 3,4,5) for any subgroup.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Level 4,5 - 92%(1546) Level 3,4,5 - 100%(1673)	Level 4,5 - 92% Level 3,4,5 - 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	Increasing the access to and level of high- complexity texts within all content areas; providing relevant professional development to teachers; increasing or maintaining current level of student performance	and Differentiated Instruction Team to: provide professional		professional development	Professional development surveys; performance data
2	Performance Assessments, Collection, and Analysis	Staff will collaborate to monitor progress using multiple data sources/assessments in grades 3 through 10 three times per year.	Principals, Assistant Principals, Reading/Language Arts Department Chairs	Data reports including FAIR, common assessments, running records, profolios, Florida Achieves, FOCUS, and/or FCAT Explorer will be reviewed during collaborative planning and through Professional Learning Community (PLC) meetings.	O O

Iternate Assessnoring at or above I #2b: t Level of Perforn	nent: Achievement Level 7 in			
t Lovel of Dorforn				
Lever of Periorii	nance:	2013 Expected	Level of Performance:	
Pr	oblem-Solving Process t	to Increase Studer	nt Achievement	
cipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
el of high- xity texts within ent areas; ng relevant	Common Core Committee, and Differentiated Instruction Team to: provide professional		professional development within the district or	Professional development surveys; performance data
i i i i i i i i i i i i i i i i i i i	ipated Barrier ng the access to el of high- city texts within ent areas; g relevant conal development ters; increasing taining current student	ipated Barrier Strategy Ing the access to ell of high-city texts within ent areas; grelevant conal development ters; increasing taining current student ance Strategy Utilize the Literacy Team, Common Core Committee, and Differentiated Instruction Team to: provide professional development and/or assist teachers in accessing challenging texts across subject areas; model use of literacy strategies in	Person or Position Responsible for Monitoring Re	Instruction Team to: grelevant conal development and cores; increasing taining current student ance Strategy Position Responsible for Monitoring Principal, Assistant Principals, Literacy Team, Principals, Literacy Team, Common Core Committee, Principals, Literacy Team, Common Core Cormittee, Principals, Literacy Team, Common Core Cormittee, Principals, Literacy Team, Common Core Curriculum Core Curriculum Core Curriculum Core Curriculum Committee, Teachers Responsible for Monitoring Principal, Assistant Principals, Literacy Team, Common Within the district or school; review feedback from teachers; analyze performance data Responsible for Monitoring Principal, Assistant Core Curriculum Core Curriculum Core Curriculum School; review feedback from teachers; analyze performance data

of improvement for the following group:						
gains	CAT 2.0: Percentage of s s in reading. ing Goal #3a:	tudents making learning	percentage poir less than 70% a gain. There will increase for all	By the year 2013, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating an annual learning gain. There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating an annual learning gain.		
2012	Current Level of Perform	nance:		d Level of Performance:	g ga	
80%(1213)		82%	82%		
Problem-Solving Process to Ir			to Increase Studer	nt Achievement		
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1	Increasing the access to and level of high- complexity texts within all content areas; providing relevant professional development to teachers; increasing or maintaining current level of student performance	Utilize the Literacy Team, Common Core Committee, and Differentiated Instruction Team to: provide professional development and/or assist teachers in accessing challenging texts across subject areas; model use of literacy strategies in content areas			Professional development surveys; performance data	
	Increasing the use of Differentiated Instruction	Train a small group of teachers from grades 3-		Classroom observation data which indicates an	Observation data; surveys	

2 strategies in classrooms 12 in Differentiated Instruction strategies DI Trainers increased use in DI strategies in the DI Team's classrooms

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: 3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b: 2012 Current Level of Performance: 2013 Expected Level of Performance: Problem-Solving Process to Increase Student Achievement Person or Process Used to Position Determine Anticipated Barrier Strategy **Evaluation Tool** Responsible for Effectiveness of Monitoring Strategy Increasing the access to Utilize the Literacy Team, Principal, Assistant Monitor participation in Professional Common Core Committee, Principals, Literacy professional development and level of highdevelopment within the district or complexity texts within and Differentiated Team, Common surveys; all content areas; Instruction Team to: Core Curriculum school; review feedback performance data Committee. providing relevant provide professional from teachers; analyze professional development development and/or Teachers performance data to teachers; increasing assist teachers in or maintaining current accessing challenging level of student texts across subject performance areas; model use of literacy strategies in content areas Increasing the use of Train a small group of Principal, Assistant Classroom observation Observation data; Differentiated Instruction teachers from grades 3-Principals, District data which indicates an surveys DI Trainers strategies in classrooms 12 in Differentiated increased use in DI Instruction strategies; strategies in the DI 2 use these teachers to Team's classrooms model successful DI strategies for other teachers

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: 4. FCAT 2.0: Percentage of students in Lowest 25% By the year 2013, there will be a minimum of a four making learning gains in reading. percentage point increase in the number of students demonstrating a learning gain in the lowest quartile. Reading Goal #4: 2012 Current Level of Performance: 2013 Expected Level of Performance: 88% 84% (336) Problem-Solving Process to Increase Student Achievement Person or Process Used to Position Determine **Anticipated Barrier Evaluation Tool** Strategy Responsible for Effectiveness of Monitoring Strategy Increasing the access to Utilize the Literacy Team, Principal, Assistant Monitor participation in Professional and level of high-Common Core Committee, Principals, Literacy professional development development

1	complexity texts within all content areas; providing relevant professional development to teachers; increasing or maintaining current level of student performance		Core Curriculum Committee,	within the district or school; review feedback from teachers; analyze performance data	surveys; performance data
2	Increasing the use of Differentiated Instruction strategies in classrooms		Principals, District DI Trainers	Classroom observation data which indicates an increased use in DI strategies in the DI Team's classrooms	Observation data; surveys
3	Increasing the use of small group instruction based on data	Provide professional development or teacher models to increase level of awareness and implementation of small groups	Principals, DI Team (where	Classroom observation data indicating an increased use in small group instruction	Observation data
4	Instructional materials and resources	teams will design differentiated	Collaborative Planning Teams	Administrators will monitor lesson plans/lesson delivery during classroom walkthroughs for differentiated instructional strategies`	Collaborative Planning meeting notes and assessment data

Measurable Ob	but Achievable ojectives (AMO luce their achie	e Annual s). In six year evement gap	each year fro	s identified the som SY 2012-1013 to The target for your 2013 and the 5 year	o 2016-1017 for tour school's tota	his l population
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
99 99			99	99	99	
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, year from SY 2012-1013 to 2016-1017 for this population.						

Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B: Reading Goal #5B: Reading Goal #5B: 2012 Current Level of Performance: White 99%(1335) Hispanic 98%(81) Black 100%(14) Asian 99%(152) Problem-Solving Process to Increase Student Achievement Anticipated Barrier Strategy Year from SY 2012-1013 to 2016-1017 for this population The target for your this subpopulation(s) for SY 2012-20 indicated below. If your schools percent proficient is at a above 95%, the school can maintain that percentage. Year school can also achieve their goal by reducing the percentage. Year school can also achieve their goal by reducing the percentage. Year school can also achieve their goal by reducing the percentage. Year school can maintain that percentage. Year school can also achieve their goal by reducing the percentage. Year school can maintain that percentage. Year school can also achieve their goal by reducing the percentage. Year school can maintain that percentage. Year school can mainta	of improvement for the following subgroup:						
White 99% Met AMO Target Hispanic 98%(81) Black 100%(14) Asian 99%(152) Problem-Solving Process to Increase Student Achievement Person or Position Responsible for Monitoring White 99% Met AMO Target Hispanic 100% Black 100% Met AMO Target Asian 99% Met AMO Target Problem-Solving Process to Increase Student Achievement Person or Position Responsible for Monitoring Evaluation Texture of Strategy	Hispa satisf	nic, Asian, American Ind actory progress in read	dian) not making	year from SY 2 The target for yindicated below above 95%, the school can also	The FLDOE has identified the target goals for the AMOs each year from SY 2012-1013 to 2016-1017 for this population. The target for your this subpopulation(s) for SY 2012-2013 is indicated below. If your schools percent proficient is at or above 95%, the school can maintain that percentage. Your school can also achieve their goal by reducing the percent non-proficient within this population by 10% (Safe Harbor).		
Hispanic 100% Black 100%(14) Asian 99%(152) Problem-Solving Process to Increase Student Achievement Person or Position Responsible for Monitoring Strategy Hispanic 100% Black 100% Met AMO Target Asian 99% Met AMO Target Person or Process Used to Determine Effectiveness of Strategy Evaluation Township Strategy	2012	Current Level of Perforr	mance:	2013 Expecte	2013 Expected Level of Performance:		
Anticipated Barrier Strategy Person or Process Used to Position Determine Effectiveness of Monitoring Evaluation 1	Hispar Black	nic 98%(81) 100%(14)		Hispanic 100% Black 100% Me	Hispanic 100% Black 100% Met AMO Target		
Anticipated Barrier Strategy Position Determine Responsible for Monitoring Strategy Evaluation 1	Problem-Solving Process to Increase Student Achievement						
		Anticipated Barrier	Strategy	Position Responsible for	Determine Effectiveness of	Evaluation Tool	
$\begin{bmatrix} 1 \\ 1 \end{bmatrix}^{\eta/a} \begin{bmatrix} \eta/a \\ \eta/a \end{bmatrix}^{\eta/a} \begin{bmatrix} \eta/a \\ \eta/a \end{bmatrix}^{\eta/a}$	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. N/A Reading Goal #5C: 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 Position Determine Anticipated Barrier Strategy **Evaluation Tool** Responsible for Effectiveness of Monitoring Strategy 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:						
satisf	tudents with Disabilities actory progress in readi ng Goal #5D:	. ,	year from SY 20 The target for y indicated below above 95%, the school can also	The FLDOE has identified the target goals for the AMOs each year from SY 2012-1013 to 2016-1017 for this population. The target for your this subpopulation(s) for SY 2012-2013 is indicated below. If your schools percent proficient is at or above 95%, the school can maintain that percentage. Your school can also achieve their goal by reducing the percent non-proficient within this population by 10% (Safe Harbor).		
2012	Current Level of Perforn	nance:	2013 Expected	2013 Expected Level of Performance:		
93%			100%	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	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: The FLDOE has identified the target goals for the AMOs each 5E. Economically Disadvantaged students not making year from SY 2012-1013 to 2016-1017 for this population. The target for your this subpopulation(s) for SY 2012-2013 is satisfactory progress in reading. indicated below. If your schools percent proficient is at or above 95%, the school can maintain that percentage. Your Reading Goal #5E: school can also achieve their goal by reducing the percent non-proficient within this population by 10% (Safe Harbor) 2012 Current Level of Performance: 2013 Expected Level of Performance: 100% 99% Exceeded AMO Target

Problem-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

 ${\it Please note that each Strategy does not require a professional development or PLC activity.}$

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow- up/Monitoring	Person or Position Responsible for Monitoring
PLC focus will be on building awareness of Common Core State Standards; implementing strategies related to Team Leader & Department Chair initiatives, and differentiated instructional strategies	Grades 2-12, All content areas	Team Leaders, Department Chairs, Common Core Committee, Literacy Team	Grades 2-12, All content areas	Common Core Awareness: August, October 26th, January 22nd, March 29th Strategies: ongoing	Team Leader & Department Chair meeting discussions; feedback from staff;	Principal, Assistant Principals, Common Core Committee, Department Chairs, Team Leaders
Differentiated Instruction training	Grades 2-12, All content areas	Kelly Ellington	Grades 2-12, All content areas	September 7th October 25th, 26th January 22nd, 23rd	Teachers will implement DI in their classrooms; facilitate discussion during PLCs; support teachers who are interested in trying DI in their classrooms	Principal, Assistant Principals, DI Team
Advanced Placement training in vertical teaming	English Department	Advanced Placement Trainers/English Chair	PLC participants	January 22nd or March 28=9th	PLC meeting minutes; lesson plans	English Chair; Assistant Principals
Developing the English scope and sequence to align with Common Core State Standards and incorporate the new vocabulary materials	English Department	English Chair	PLC participants	Ongoing	PLC meeting minutes; lesson plans	English Chair; Assistant Principals

Reading Budget:

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 Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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: 2012 Current Percent of Students Proficient in listening/speaking: Problem-Solving Process to Increase Student Achievement Person or Process Used to Position Determine Anticipated Barrier Strategy Responsible Evaluation Tool Effectiveness of Strategy Monitoring No Data Submitted

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

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:				
2012 Current Percent of Students Proficient in reading:				

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

Students write in English at grade level in a manner similar to non-ELL students.					
3. Students scoring p	roficient in writing.				
CELLA Goal #3:					
2012 Current Percent	of Students Profici	ent in writing	:		
	Problem-Solving	g Process to L	ncrease S	Student Achieveme	nt
Anticipated Barrier	Strategy	for		Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted					

CELLA Budget:

	7 S. 11 S. 1		
Evidence-based Program	n(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 Developmer	nt		
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

Elementary School Mathematics Goals

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: By the year 2013, there will be a minimum of a four percentage point increase for Level 3 students, when less than 70% are currently demonstrating proficiency (across 1a. FCAT2.0: Students scoring at Achievement Level 3 in Levels 3,4,5). There will be a minimum of a two percentage mathematics. point increase for Level 3 students where 70% or more are currently demonstrating proficiency (across Levels 3,4,5). If Mathematics Goal #1a: 90% or more students are proficient, the school can maintain or demonstrate an increase in the percent proficient. No overall proficiency target will be less than 35% (across Levels 3,4,5) for any subgroup. 2012 Current Level of Performance: 2013 Expected Level of Performance: Level 3 - 8%(93) Level 3 - 8% Level 3,4,5 - 99%(1232) Level 3,4,5 - 99%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Collection of and timely access to formative (benchmark)assessment data; Timely analysis of data; Ability to use the data to drive instruction	Administrative staff will work with RAE to provide teachers with data in as timely a manner as possible; Staff will collaborate during gradelevel or department PLCs to monitor progress using multiple data sources/assessments in grades 3 through 10 at least three times per year.	Principals,	Data reports including district and teacher-created common assessments, running records, portfolios, Florida Achieves, FOCUS, FCAT Explorer, and/or EOC assessments will be reviewed during collaborative planning and through Professional Learning Community (PLC) meetings.	Assessment reports and Collaborative Planning Meeting notes
2	Alignment of the curriculum map to Common Core State Standards	Continue to align the curriculum map to Common Core State Standards; 5th grade teachers will meet once per month to ensure they are providing grade-level appropriate tasks for all grade levels	Principal, Assistant Principals, Elementary Leaders and teachers	common assessments,	Assessment reports and Collaborative Planning Meeting notes
3	Increasing the use of Differentiated Instruction strategies in classrooms	Train a small group of teachers from grades 3- 12 in Differentiated Instruction strategies; use these teachers to model successful DI strategies for other teachers		Classroom observation data which indicates an increased use in DI strategies in the DI Team's classrooms	Observation data; surveys

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:

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

2012	2012 Current Level of Performance:			Level of Performance:	
	Pr	oblem-Solving Process t	o Increase Studer	nt Achievement	
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Increasing the access to and level of high- complexity texts within all content areas; providing relevant professional development to teachers; increasing or maintaining current level of student performance	and Differentiated Instruction Team to: provide professional		Monitor participation in professional development within the district or school; review feedback from teachers; analyze performance data	Professional development surveys; performance data

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:						
Level	CAT 2.0: Students scorin 4 in mathematics. ematics Goal #2a:	ig at or above Achievem	percentage point than 70% are continued than 70% are continued that the following states are continued to th	By the year 2013, there will be a minimum of a two percentage point increase for Level 4,5 students, when less than 70% are currently demonstrating proficiency (across Levels 3,4,5). There will be a minimum of a one percentage point increase for Level 4,5 students where 70% or more are currently demonstrating proficiency (across Levels 3,4,5). If 90% or more students are proficient, the school can maintain or demonstrate an increase in the percent proficient. No overall proficiency target will be less than 35% (across Levels 3,4,5) for any subgroup.		
2012	Current Level of Perforn	nance:	2013 Expected	d Level of Performance:		
1	Level 4,5 - 92%(1139) Level 3,4,5 - 99% (1232)			Level 4,5 - 92% Level 3,4,5 - 99%		
	Pr	oblem-Solving Process t	o Increase Studer	nt Achievement		
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1	and level of high- complexity texts within all content areas; providing relevant	Utilize the Literacy Team, Common Core Committee, and Differentiated Instruction Team to: provide professional development and/or assist teachers in accessing challenging texts across subject areas; model use of literacy strategies in content areas		Monitor participation in professional development within the district or school; review feedback from teachers; analyze performance data	Professional development surveys; performance data	

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics.

Math	ematics Goal #2b:				
2012	Current Level of Perforn	nance:	2013 Expected	Level of Performance:	
	Pr	oblem-Solving Process t	to Increase Studer	nt Achievement	
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	and level of high- complexity texts within all content areas; providing relevant	Utilize the Literacy Team, Common Core Committee, and Differentiated Instruction Team to: provide professional development and/or assist teachers in accessing challenging texts across subject areas; model use of literacy strategies in content areas		Monitor participation in professional development within the district or school; review feedback from teachers; analyze performance data	Professional development surveys; performance data

	d on the analysis of studen provement for the following		eference to "Guiding	Questions", identify and o	define areas in need	
gains in mathematics. Mathematics Goal #3a:			percentage poir less than 70% a gain. There will increase for all	By the year 2013, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating an annual learning gain. There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating an annual learning gain.		
2012	Current Level of Perforn	nance:	2013 Expected	Level of Performance:		
85%	(912)		87%	87%		
	Pr	oblem-Solving Process	to Increase Studer	nt Achievement		
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1	Increasing the access to and level of high- complexity texts within all content areas; providing relevant professional development to teachers; increasing or maintaining current level of student performance	Utilize the Literacy Team, Common Core Committee, and Differentiated Instruction Team to: provide professional development and/or assist teachers in accessing challenging texts across subject areas; model use of literacy strategies in content areas		Monitor participation in professional development within the district or school; review feedback from teachers; analyze performance data	Professional development surveys; performance data	
2	Increasing the use of Differentiated Instruction strategies in classrooms	Train a small group of teachers from grades 3- 12 in Differentiated Instruction strategies	Principal, Assistant Principals, District DI Trainers	Classroom observation data which indicates an increased use in DI strategies in the DI Team's classrooms	Observation data; surveys	
	Alignment of the curriculum map to Common Core State Standards	Continue to align the curriculum map to Common Core State Standards; 5th grade	Principal, Assistant Principals, Elementary Leaders and teachers	common assessments,	Assessment reports and Collaborative Planning Meeting	

9	teachers will meet once	notes
	per month to ensure they	
	are providing grade-level	
	appropriate tasks for all	
	grade levels	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: 3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b: 2012 Current Level of Performance: 2013 Expected Level of Performance: Problem-Solving Process to Increase Student Achievement Person or Process Used to Position Determine **Anticipated Barrier** Strategy **Evaluation Tool** Responsible for Effectiveness of Monitoring Strategy Increasing the access to Utilize the Literacy Team, Principal, Assistant Monitor participation in Professional and level of high-Common Core Committee, Principals, Literacy professional development development and Differentiated complexity texts within Team, Common within the district or surveys; all content areas; Instruction Team to: Core Curriculum school; review feedback performance data providing relevant provide professional Committee, from teachers; analyze professional development development and/or Teachers performance data to teachers; increasing assist teachers in or maintaining current accessing challenging level of student texts across subject performance areas; model use of

literacy strategies in content areas Train a small group of Principal, Assistant Classroom observation Observation data; Increasing the use of Differentiated Instruction teachers from grades 3-Principals, District data which indicates an surveys strategies in classrooms 12 in Differentiated DI Trainers increased use in DI strategies in the DI Instruction strategies; 2 Team's classrooms use these teachers to model successful DI strategies for other teachers Alignment of the Continue to align the Principal, Assistant Data reports from Assessment curriculum map to curriculum map to Principals, common assessments, reports and Common Core State Elementary Leaders running records, Common Core State Collaborative Standards Standards; 5th grade and teachers Planning Meeting portfolios, etc. 3 teachers will meet once notes per month to ensure they are providing grade-level appropriate tasks for all grade levels

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:

By the year 2013, there will be a minimum of a four percentage point increase in the number of students demonstrating a learning gain in the lower quartile.

2012 Current Level of Performance:

2013 Expected Level of Performance:

83% (234)

	Problem-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	and level of high- complexity texts within all content areas; providing relevant		Principal, Assistant Principals, Literacy Team, Common Core Curriculum Committee, Teachers	Monitor participation in professional development within the district or school; review feedback from teachers; analyze performance data	Professional development surveys; performance data		
2	Increasing the use of Differentiated Instruction strategies in classrooms	Train a small group of teachers from grades 3- 12 in Differentiated Instruction strategies; use these teachers to model successful DI strategies for other teachers	Principal, Assistant Principals, District DI Trainers	Classroom observation data which indicates an increased use in DI strategies in the DI Team's classrooms	Observation data; surveys		
3	Increasing the use of small group instruction based on data	Provide professional development or teacher models to increase level of awareness and implementation of small groups	Principal, Assistant Principals, DI Team (where appropriate)	Classroom observation data indicating an increased use in small group instruction	Observation data		
4	Alignment of the curriculum map to Common Core State Standards	Continue to align the curriculum map to Common Core State Standards; 5th grade teachers will meet once per month to ensure they are providing grade-level appropriate tasks for all grade levels	Principal, Assistant Principals, Elementary Leaders and teachers	common assessments,	Assessment reports and Collaborative Planning Meeting notes		

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%.			each year fro	s identified the tom SY 2012-1013 to	o 2016-1017 for tour school's tota	his l population
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	99	100	100	100	100	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in new of improvement for the following subgroup:				
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	The FLDOE has identified the target goals for the AMOs each year from SY 2012-1013 to 2016-1017 for this population. The target for your this subpopulation(s) for SY 2012-2013 is indicated below. If your schools percent proficient is at or above 95%, the school can maintain that percentage. Your school can also achieve their goal by reducing the percent non-proficient within this population by 10% (Safe Harbor).			
2012 Current Level of Performance:	2013 Expected Level of Performance:			
Asian 100% Black 100%	Asian 100% Met AMO Target Black 100% Met AMO Target			

· ·			Hispanic 100% White 100% Met AMO Target				
	Problem-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							

	d on the analysis of student provement for the following		efere	ence to "Guiding	Questions", identify and o	define areas in need
	nglish Language Learner factory progress in math	` ,				
Math	ematics Goal #5C:					
2012	Current Level of Perform	nance:	:	2013 Expected	Level of Performance:	
	Pr	oblem-Solving Process t	toIn	ncrease Studen	ıt Achievement	
	Anticipated Barrier	Strategy		Person or Position esponsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	n/a	n/a	n/a		n/a	n/a
	d on the analysis of student provement for the following		efere	ence to "Guiding	Questions", identify and o	define areas in need
satisfactory progress in mathematics. Mathematics Goal #5D:			i	The FLDOE has identified the target goals for the AMOs each year from SY 2012-1013 to 2016-1017 for this population. The target for your this subpopulation(s) for SY 2012-2013 is indicated below. If your schools percent proficient is at or above 95%, the school can maintain that percentage. Your school can also achieve their goal by reducing the percent non-proficient within this population by 10% (Safe Harbor).		r this population. for SY 2012-2013 is proficient is at or percentage. Your ucing the percent
2012 Current Level of Performance:				2013 Expected	Level of Performance:	
98%				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	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:

Mathematics Goal #5E:			indicated below above 95%, the school can also	The target for your this subpopulation(s) for SY 2012-2013 is indicated below. If your schools percent proficient is at or above 95%, the school can maintain that percentage. Your school can also achieve their goal by reducing the percent non-proficient within this population by 10% (Safe Harbor).		
2012 Current Level of Performance:			2013 Expected	2013 Expected Level of Performance:		
99%	99%			100%		
	Pr	oblem-Solving Process	to Increase Studer	nt 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)).

	I on the analysis of studen provement for the following		eference to "Guiding	Questions", identify and	define areas in need
math	CAT2.0: Students scoring ematics. ematics Goal #1a:	g at Achievement Level (percentage poin than 70% are c Levels 3,4,5). T point increase f currently demoi 90% or more st or demonstrate overall proficien	3, there will be a minimum nt increase for Level 3 stururrently demonstrating properties will be a minimum of or Level 3 students where nstrating proficiency (acrostudents are proficient, the an increase in the percentacy target will be less than any subgroup.	dents, when less oficiency (across a two percentage 70% or more are ss Levels 3,4,5). If school can maintain t proficient. No
2012	Current Level of Perforn	nance:	2013 Expected	Level of Performance:	
N/A			N/A		
	Pr	oblem-Solving Process t	to Increase Studer	nt Achievement	
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Collection of and timely access to formative (benchmark)assessment data; Timely analysis of data; Ability to use the data to drive instruction	Administrative staff will work with RAE to provide teachers with data in as timely a manner as possible; Staff will collaborate during gradelevel or department PLCs to monitor progress using multiple data sources/assessments in grades 3 through 10 at least three times per year.	Principal, Assistant	Data reports including district and teacher-created common assessments, running records, portfolios, Florida Achieves, FOCUS, FCAT Explorer, and/or EOC assessments will be reviewed during collaborative planning and through Professional Learning Community (PLC) meetings.	Assessment reports and Collaborative Planning Meeting notes
	Alignment of the curriculum map to	Continue to align the curriculum map to	Principal, Assistant Principals,	_	Assessment reports and

2	Standards			portfolios, etc.	Collaborative Planning Meeting notes
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: 1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b: 2012 Current Level of Performance: 2013 Expected Level of Performance: Problem-Solving Process to Increase Student Achievement Person or Process Used to Position Determine **Anticipated Barrier Evaluation Tool** Strategy Responsible for Effectiveness of Monitoring Strategy Increasing the access to Utilize the Literacy Team, Principal, Assistant Monitor participation in Professional Common Core Committee, Principals, Literacy and level of highprofessional development development complexity texts within Team, Common within the district or and Differentiated surveys; all content areas; Instruction Team to: Core Curriculum school; review feedback performance data providing relevant provide professional Committee, from teachers; analyze professional development development and/or Teachers performance data to teachers; increasing assist teachers in or maintaining current accessing challenging level of student texts across subject performance areas; model use of literacy strategies in content areas

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: 2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a: 2012 Current Level of Performance: 2013 Expected Level of Performance: Problem-Solving Process to Increase Student Achievement Person or Process Used to Position Determine **Anticipated Barrier Evaluation Tool** Strategy Responsible for Effectiveness of Monitoring Strategy Increasing the access to Utilize the Literacy Team, Principal, Assistant Monitor participation in Professional Common Core Committee, Principals, Literacy professional development development and level of highcomplexity texts within Team, Common and Differentiated within the district or surveys; all content areas; Instruction Team to: Core Curriculum school; review feedback performance data providing relevant provide professional Committee. from teachers; analyze professional development development and/or Teachers performance data to teachers; increasing assist teachers in or maintaining current accessing challenging

level of stu- performance	el use of ategies in		

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: 2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b: 2012 Current Level of Performance: 2013 Expected Level of Performance: Problem-Solving Process to Increase Student Achievement Person or Process Used to Position Determine Anticipated Barrier **Evaluation Tool** Strategy Responsible for Effectiveness of Monitoring Strategy Increasing the access to Utilize the Literacy Team, Principal, Assistant Monitor participation in Professional Common Core Committee, Principals, Literacy professional development development and level of highcomplexity texts within and Differentiated Team, Common within the district or surveys; school; review feedback performance data all content areas; Instruction Team to: Core Curriculum providing relevant provide professional Committee, from teachers; analyze professional development development and/or Teachers performance data to teachers; increasing assist teachers in or maintaining current accessing challenging level of student texts across subject performance areas; model use of literacy strategies in content areas

	Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in nee of improvement for the following group:						
3a. FCAT 2.0: Percentage of students making learning gains in mathematics.		1					
Math	ematics Goal #3a:						
2012	Current Level of Perforn	nance:	2013 Expected	d Level of Performance:			
	Pr	oblem-Solving Process t	to Increase Studer	nt Achievement			
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1	Increasing the access to and level of high- complexity texts within all content areas; providing relevant professional development to teachers; increasing or maintaining current level of student	Utilize the Literacy Team, Common Core Committee, and Differentiated Instruction Team to: provide professional development and/or assist teachers in accessing challenging texts across subject			Professional development surveys; performance data		

	performance	areas; model use of literacy strategies in content areas		
2	Increasing the use of Differentiated Instruction strategies in classrooms	teachers from grades 3-	Principals, District DI Trainers	Observation data; surveys

	on the analysis of student provement for the following		efere	nce to "Guiding	Questions", identify and c	lefine areas in need
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.						
Mathe	ematics Goal #3b:					
2012	Current Level of Perform	nance:	2	2013 Expected	Level of Performance:	
	Pr	oblem-Solving Process t	to In	crease Studen	t Achievement	
	Anticipated Barrier	Strategy		Person or Position sponsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Increasing the access to and level of high- complexity texts within all content areas; providing relevant professional development to teachers; increasing or maintaining current level of student performance	Instruction Team to: provide professional	Princ Tear Core Com	cipals, Literacy m, Common e Curriculum nmittee,	professional development within the district or	Professional development surveys; performance data
		Train a small group of teachers from grades 3- 12 in Differentiated Instruction strategies; use these teachers to model successful DI strategies for other teachers	Princ	cipals, District rainers	Classroom observation data which indicates an increased use in DI strategies in the DI Team's classrooms	Observation data; surveys
			-			
	on the analysis of student provement for the following		etere	nce to "Guiding	Questions", identify and c	letine areas in need
4 50	T 0 0 D					

	on the analysis of student rovement for the following	achievement data, and re group:	ference to "Guiding	Questions", identify and o	define areas in need
4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:					
2012 Current Level of Performance:		2013 Expected	Level of Performance:		
	Pr	oblem-Solving Process to	Increase Studer	nt Achievement	
			Person or	Process Used to	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Increasing the access to and level of high- complexity texts within all content areas; providing relevant professional development to teachers; increasing or maintaining current level of student performance	and Differentiated Instruction Team to: provide professional	Principals, Literacy Team, Common Core Curriculum Committee,	professional development	Professional development surveys; performance data
2	Increasing the use of Differentiated Instruction strategies in classrooms	Train a small group of teachers from grades 3- 12 in Differentiated Instruction strategies; use these teachers to model successful DI strategies for other teachers	Principals, District DI Trainers	Classroom observation data which indicates an increased use in DI strategies in the DI Team's classrooms	Observation data; surveys
3	Increasing the use of small group instruction based on data	Provide professional development or teacher models to increase level of awareness and implementation of small groups	Principals, DI Team (where	Classroom observation data indicating an increased use in small group instruction	Observation data

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target								
Middle School Mathematics Goal # The FLDOE has identified the target goals for the AMOs each year from SY 2012-1013 to 2016-1017 for this population. The target for your school's total population for SY 2012-2013 and the 5 year project ion (2016-2017) is					his l population			
Baseline data 2011-2012 2012-2013			2013-2014	2014-2015	2015-2016	2016-2017		
99 100 100 100								

	on the analysis of studen provement for the following		eference to "Guiding	Questions", identify and o	define areas in need	
Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:			year from SY 20 The target for y indicated below above 95%, the school can also	identified the target goals p12-1013 to 2016-1017 for our this subpopulation(s) If your schools percent perschool can maintain that achieve their goal by reduvithin this population by 10	r this population. for SY 2012-2013 is proficient is at or percentage. Your ucing the percent	
2012	Current Level of Perform	nance:	2013 Expected	2013 Expected Level of Performance:		
			Black Met AMO Hispanic 100%	Asian 100% Met AMO Target Black Met AMO Target Hispanic 100% White 100% Met AMO Target		
	Pr	oblem-Solving Process t	to Increase Studer	nt Achievement		
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
n/a n/a n/a			n/a	n/a	n/a	

	d on the analysis of studen provement for the following		d refer	ence to "Guiding	Questions", identify and	define areas in need
	nglish Language Learner factory progress in math	_				
Math	ematics Goal #5C:					
2012	Current Level of Perform	mance:		2013 Expected	Level of Performance:	
	Pr	oblem-Solving Proces	s to I	ncrease Studer	nt Achievement	
	Anticipated Barrier	Strategy	R	Person or Position esponsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	n/a	n/a	n/a	3	n/a	n/a
	d on the analysis of studen provement for the following		d refer	ence to "Guiding	Questions", identify and	define areas in need
				The FLDOR I	I al a sa ki fi a al a ka a ka a a a a a a a a a	- C II ANAO I-

	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:						
satisf	tudents with Disabilities factory progress in math ematics Goal #5D:	. ,	year from SY 20 The target for y indicated below above 95%, the school can also	The FLDOE has identified the target goals for the AMOs each year from SY 2012-1013 to 2016-1017 for this population. The target for your this subpopulation(s) for SY 2012-2013 is indicated below. If your schools percent proficient is at or above 95%, the school can maintain that percentage. Your school can also achieve their goal by reducing the percent non-proficient within this population by 10% (Safe Harbor).			
2012	Current Level of Perform	nance:	2013 Expected	d Level of Performance:			
98%			100%	100%			
	Pr	oblem-Solving Process	to Increase Studer	nt Achievement			
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
n/a 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: The FLDOE has identified the target goals for the AMOs each 5E. Economically Disadvantaged students not making year from SY 2012-1013 to 2016-1017 for this population. The target for your this subpopulation(s) for SY 2012-2013 is satisfactory progress in mathematics. indicated below. If your schools percent proficient is at or above 95%, the school can maintain that percentage. Your Mathematics Goal #5E: school can also achieve their goal by reducing the percent non-proficient within this population by 10% (Safe Harbor). 2012 Current Level of Performance: 2013 Expected Level of Performance: 99% 100% Problem-Solving Process to Increase Student Achievement

Ĭ		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 Middle School Mathematics Goals

Florida Alternate Assessment High School Mathematics Goals

in need of improvement for the following group:

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

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

1. Florida Alternate As Levels 4, 5, and 6 in m	ssessment: Students scor	ing at			
Mathematics Goal #1:					
2012 Current Level of	Performance:		2013 Exp	ected Level of Perforn	nance:
	Problem-Solving Proces	ss to I	ncrease S	tudent Achievement	
Anticipated Barrier	Strategy	Posit Resp for	on or tion ponsible toring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	No	Data :	Submitted		
Based on the analysis of in need of improvement	f student achievement data, for the following group:	and r	eference to	"Guiding Questions", ic	lentify and define areas
2. Florida Alternate As or above Level 7 in ma	ssessment: Students scor athematics.	ing at			
Mathematics Goal #2:					
2012 Current Level of	Performance:		2013 Expected Level of Performance:		
	Problem-Solving Proces	ss to I	ncrease S	tudent Achievement	
	<u> </u>	D			
Anticipated Barrier	Strategy	Posit Resp for	on or tion ponsible toring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	No	Data :	Submitted		

in need of improvement	for the following group:				
 Florida Alternate Assessment: Percent of students making learning gains in mathematics. Mathematics Goal #3: 					
2012 Current Level of	Performance:		2013 Exp	ected Level of Perform	nance:
	Problem-Solving Process	s to I	ncrease S	tudent Achievement	
Anticipated Barrier	Strategy	for		Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	No	Data S	Submitted		

Algebra End-of-Course (EOC) Goals

* Whe	en using percentages, include	the number of students the p	percentage represents	(e.g., 70% (35)).	
	d on the analysis of studen provement for the following		eference to "Guiding	g Questions", identify and o	define areas in nee
	udents scoring at Achiev ora Goal #1:	ement Level 3 in Algebr	percentage point than 70% are contained. Levels 3,4,5). The point increase for currently demonstrate overall proficier	3, there will be a minimum nt increase for Level 3 student and there will be a minimum of for Level 3 students where enstrating proficiency (acrostudents are proficient, the an increase in the percent and the percent and the subgroup.	dents, when less oficiency (across a two percentage 70% or more are ss Levels 3,4,5). If school can maintain t proficient. No
2012	Current Level of Perforn	nance:	2013 Expected	d Level of Performance:	
	3 - 2%(4) 3,4,5 - 100%(232)		Level 3 - 6% Level 3,4,5 - 10	00%	
	Pr	oblem-Solving Process	to Increase Studer	nt Achievement	
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	data;	teachers with data in as timely a manner as possible; Staff will	Principal, Assistant Principals, Department Chairs, Teachers	Data reports including district and teacher-created common assessments, running records, portfolios, Florida Achieves, FOCUS, FCAT Explorer, and/or EOC assessments will be reviewed during collaborative planning and through Professional	Assessment reports and Collaborative Planning Meeting notes

Learning

sources/assessments in grades 3 through 10 at least three times per

		year.		Community (PLC) meetings.	
2	and level of high- complexity texts within all content areas; providing relevant professional development to teachers; increasing	provide professional	Principals, Literacy Team, Common Core Curriculum Committee,	professional development	surveys;

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:

percentage point increase for Level 4,5 students, when less than 70% are currently demonstrating proficiency (across Levels 3,4,5). There will be a minimum of a one percentage point increase for Level 4,5 students where 70% or more are currently demonstrating proficiency (across Levels 3,4,5). If 90% or more students are proficient, the school can maintain or demonstrate an increase in the percent proficient. No overall proficiency target will be less than 35% (across Levels 3,4,5) for any subgroup.

By the year 2013, there will be a minimum of a two

2012 Current Level of Performance:

Level 4,5 - 98%(228) Level 3,4,5 - 100%(232) 2013 Expected Level of Performance:

Level 3,4,5 - 100%

Level 4,5 - 98%

Problem-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	and level of high-	Utilize the Literacy Team, Common Core Committee, and Differentiated Instruction Team to: provide professional development and/or assist teachers in accessing challenging texts across subject areas; model use of literacy strategies in content areas	Principals, Literacy Team, Common Core Curriculum		Professional development surveys; performance data
2	Increasing the use of Differentiated Instruction strategies in classrooms	Train a small group of teachers from grades 3- 12 in Differentiated Instruction strategies; use these teachers to model successful DI strategies for other teachers	Principals, District	Classroom observation data which indicates an increased use in DI strategies in the DI Team's classrooms	Observation data; surveys

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.

Algebra Goal #

The FLDOE has identified the target goals for the AMOs each year from SY 2012-1013 to 2016-1017 for this population. The target for your school's total population for SY 2012-2013 and the 5 year project ion (2016-2017) is



Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	100	100	100	100	100	

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: The FLDOE has identified the target goals for the AMOs each 3B. Student subgroups by ethnicity (White, Black, year from SY 2012-1013 to 2016-1017 for this population. Hispanic, Asian, American Indian) not making The target for your this subpopulation(s) for SY 2012-2013 is satisfactory progress in Algebra. indicated below. If your schools percent proficient is at or above 95%, the school can maintain that percentage. Your Algebra Goal #3B: school can also achieve their goal by reducing the percent non-proficient within this population by 10% (Safe Harbor). 2012 Current Level of Performance: 2013 Expected Level of Performance: Asian 100% Asian 100% Met AMO Target Black 100% Black 100% Met AMO Target Hispanic 95% Hispanic 100% White 100% White 100% Met AMO Target Problem-Solving Process to Increase Student Achievement Person or Process Used to Position Determine **Anticipated Barrier** Strategy **Evaluation Tool** Responsible for Effectiveness of Monitoring Strategy 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: 3C. English Language Learners (ELL) not making satisfactory progress in Algebra. Algebra Goal #3C: 2012 Current Level of Performance: 2013 Expected Level of Performance: Problem-Solving Process to Increase Student Achievement Person or Process Used to Position Determine **Evaluation Tool Anticipated Barrier** Strategy Responsible for Effectiveness of Monitoring Strategy 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:

The FLDOE has identified the target goals for the AMOs each year from SY 2012-1013 to 2016-1017 for this population. The target for your this subpopulation(s) for SY 2012-2013 is indicated below. If your schools percent proficient is at or above 95%, the school can maintain that percentage. Your school can also achieve their goal by reducing the percent non-proficient within this population by 10% (Safe Harbor).

2012 Current Level of Performance:

2013 Expected Level of Performance:

98%			100%		
	Pr	oblem-Solving Process t	to Increase Studer	nt 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

ı	on the analysis of studen provement for the following	t achievement data, and re subgroup:	eference to "Guiding	Questions", identify and o	define areas in need	
satisfactory progress in Algebra. Algebra Goal #3E:			year from SY 20 The target for y indicated below above 95%, the school can also	The FLDOE has identified the target goals for the AMOs each year from SY 2012-1013 to 2016-1017 for this population. The target for your this subpopulation(s) for SY 2012-2013 is indicated below. If your schools percent proficient is at or above 95%, the school can maintain that percentage. Your school can also achieve their goal by reducing the percent non-proficient within this population by 10% (Safe Harbor).		
2012 Current Level of Performance:			2013 Expected	2013 Expected Level of Performance:		
99%			100%	100%		
	Pr	oblem-Solving Process t	to Increase Studer	nt 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 Algebra EOC Goals

Geometry End-of-Course (EOC) Goals

	d on the analysis of stude ed of improvement for the		nd reference to "Gu	ilding Questions", identif	y and define areas	
Students scoring at Achievement Level 3 in Geometry.						
Geometry Goal #1:						
2012	2012 Current Level of Performance:			2013 Expected Level of Performance:		
	Pro	blem-Solving Process t	to Increase Stude	nt Achievement		
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
	Collection of and timely	Administrative staff will	Principal,	Data reports including	Assessment reports and	

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

1	(benchmark) assessment data; Timely analysis of data; Ability to use the data to drive instruction	data in as timely a	Department Chairs, Teachers		Collaborative Planning Meeting notes
2	Increasing the use of Differentiated Instruction strategies in classrooms	3	Principals, District	Classroom observation data which indicates an increased use in DI strategies in the DI Team's classrooms	·

	d on the analysis of stude ed of improvement for the		nd reference to "Gu	iding Questions", identify	y and define areas
	udents scoring at or ab d 5 in Geometry.	oove Achievement Leve	els		
Geon	netry Goal #2:				
2012	Current Level of Perfo	rmance:	2013 Expecte	d Level of Performance) :
	Prol	olem-Solving Process t	o Increase Stude	nt Achievement	
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Increasing the access to and level of high- complexity texts within all content areas; providing relevant professional development to teachers; increasing or maintaining current level of student performance	Utilize the Literacy Team, Common Core Committee, and Differentiated Instruction Team to: provide professional development and/or assist teachers in accessing challenging texts across subject areas; model use of literacy strategies in content areas	Principal, Assistant Principals, Literacy Team, Common Core Curriculum Committee, Teachers	Monitor participation in professional development within the district or school; review feedback from teachers; analyze performance data	Professional development surveys; performance data
2	Increasing the use of Differentiated Instruction strategies in classrooms	Train a small group of teachers from grades 3-12 in Differentiated Instruction strategies; use these teachers to model successful DI strategies for other teachers	Principal, Assistant Principals, District DI Trainers	Classroom observation data which indicates an increased use in DI strategies in the DI Team's classrooms	Observation data surveys

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by Geometry Goal #

50%.	3A :	3A:				
Baseline data 2011-2012	2012-201	13 2013-2014		2014-2015	2015-2016	2016-2017
		ent achievement data, e following subgroup:	and r	reference to "Gu	iding Questions", ider	itify and define areas
		thnicity (White, Blac	:k,			
lispanic, Asian, atisfactory prog		ndian) not making				
	_	ometry.				
eometry Goal #	- 3B: 					
012 Current Le	vel of Perfo	rmance:		2013 Expecte	d Level of Performa	nce:
	Drol	olem-Solving Proces	s to I	neroasa Studa	nt Achiovement	
	FIO	r	5 10 1	Ticrease Stude	nt Acmevement	
Anticipat	ed Barrier	Strategy	Strategy		Process Used to Determine Effectiveness of Strategy	Evaluation Toc
n/a		n/a	n/a	а	n/a	n/a
eometry Goal #	gress in Geo	ers (ELL) not making ometry.				
012 Current Le	vel of Perfo	rmance:		2013 Expected Level of Performance:		
	Prol	olem-Solving Proces	s to I	ncrease Stude	nt Achievement	
Anticipat	ed Barrier	Strategy	R	Person or Position esponsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Too
n/a		n/a	n/a		n/a	n/a
need of improve	ement for the	ent achievement data, e following subgroup: es (SWD) not making ometry.		reference to "Gu	iding Questions", ider	itify and define area
Geometry Goal #	±3D:					
2012 Current Le	vel of Perfo	rmance:	2013 Expected Level of Performance:			

	Problem-Solving Process to Increase Student Achievement						
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1	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:					
3E. Economically Disadvantaged students not making satisfactory progress in Geometry. Geometry Goal #3E:						
2012	Current Level of Perfo	rmance:	2013 Expecte	d Level of Performance	e:	
	Problem-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 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
Differentiated Instruction training	Grades 2-12, All content areas	Kelly Ellington	Grades 2-12, All contents	September 7th, October 25th, 26th January 22nd, 23rd	Teachers will implement DI in their classrooms; faciliate discussion during PLCs; support teachers who are interested in trying DI in their classrooms	Principal, Assistant Principals, DI Team
PLC focus on building awareness of Common Core State Standards; implementing strategies related to increasing rigor	Grades 2-12, All content areas	PLC leader	Grades 2-12, All contents	ongoing	PLC meeting notes	Assistant Principals, PLC leaders

Evidence-based Program	m(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 Developme	ent		
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

	d on the analysis of stude in need of improvement			Guiding Questions", ide	ntify and define	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:			percentage po when less that proficiency (ac minimum of a student group; demonstrating subgroup that demonstrate a proficiency tar	By the year 2013, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency (across Levels 3,4,5). There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency (across Levels 3,4,5) Any subgroup that is 90% or higher can maintain or demonstrate an increase in the percent proficient. No proficiency target will be less than 35% (across Levels 3,4,5) for any subgroup.		
2012	Current Level of Perfo	ormance:	2013 Expecte	2013 Expected Level of Performance:		
Level 3 - 30% (122) Level 3,4,5 - 98% (401)				Level 3 - 34% Level 3,4,5 - 100%		
	Prob	lem-Solving Process t	o Increase Stude	ent Achievement		
	Anticipated Barrier	Barrier Strategy Res		Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1	Collection of and timely access to formative (benchmark) assessment data; Timely analysis of data; Ability to use the data to drive instruction	data in as timely a manner as possible;	Principal, Assistant Principals, Department Chairs, Teachers	Data reports including district and teacher-created common assessments, running records, portfolios, Florida Achieves, FOCUS, FCAT Explorer, and/or EOC assessments will be reviewed during	Assessment reports and Collaborative Planning Meeting notes	

		sources/assessments in grades 3 through 10 at least three times per year.		collaborative planning and through Professional Learning Community (PLC) meetings.	
2	Alignment of the curriculum map to Common Core State Standards	Continue to align the curriculum map to Common Core State Standards; 5th grade teachers will meet once per month to ensure they are providing grade-level appropriate tasks for all grade levels	Principal, Assistant Principals, Elementary Leaders and teachers	Data reports from common assessments, running records, portfolios, etc.	Assessment reports and Collaborative Planning Meeting notes
3	Increasing the use of Differentiated Instruction strategies in classrooms	Train a small group of teachers from grades 3-12 in Differentiated Instruction strategies; use these teachers to model successful DI strategies for other teachers	Principal, Assistant Principals, District DI Trainers	Classroom observation data which indicates an increased use in DI strategies in the DI Team's classrooms	Observation data; surveys

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: 1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b: 2012 Current Level of Performance: 2013 Expected Level of Performance: Problem-Solving Process to Increase Student Achievement Person or Process Used to Position Determine Anticipated Barrier Strategy **Evaluation Tool** Responsible for Effectiveness of Monitoring Strategy Increasing the access Utilize the Literacy Principal, Monitor participation in Professional to and level of high-Team, Common Core Assistant professional development complexity texts within Committee, and Principals, development within the surveys; all content areas; Literacy Team, district or school; Differentiated performance providing relevant Instruction Team to: Common Core review feedback from data professional provide professional Curriculum teachers; analyze development to development and/or Committee, performance data teachers; increasing or assist teachers in Teachers maintaining current accessing challenging level of student texts across subject performance areas; model use of literacy strategies in content areas Train a small group of Principal, Increasing the use of Classroom observation Observation data which indicates Differentiated teachers from grades Assistant data; surveys Instruction strategies 3-12 in Differentiated Principals, an increased use in DI in classrooms Instruction strategies; District DI strategies in the DI 2 Trainers use these teachers to Team's classrooms model successful DI strategies for other teachers

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	when less than 70% are currently demonstrating proficiency (across Levels 3,4,5). There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency (across Levels 3,4,5) Any subgroup that is 90% or higher can maintain or demonstrate an increase in the percent proficient. No proficiency target will be less than 35% (across Levels 3,4,5) for any subgroup.				
2012 Current Level of Performance:	2013 Expected Level of Performance:				
Level 4,5 - 68% (279) Level 3,4,5 - 98% (401)	Level 4,5 - 72% Level 3,4,5 - 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	Increasing the access to and level of high-complexity texts within all content areas; providing relevant professional development to teachers; increasing or maintaining current level of student performance	Differentiated Instruction Team to: provide professional development and/or	Principal, Assistant Principals, Literacy Team, Common Core Curriculum Committee, Teachers	development within the district or school;	development
2	Increasing the use of Differentiated Instruction strategies in classrooms	Train a small group of teachers from grades 3-12 in Differentiated Instruction strategies; use these teachers to model successful DI strategies for other teachers	Principal, Assistant Principals, District DI Trainers	Classroom observation data which indicates an increased use in DI strategies in the DI Team's classrooms	Observation data; surveys

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: 2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b: 2012 Current Level of Performance: 2013 Expected Level of Performance: Problem-Solving Process to Increase Student Achievement Process Used to Person or Position Determine Anticipated Barrier **Evaluation Tool** Strategy Responsible for Effectiveness of Monitoring Strategy Increasing the access Utilize the Literacy Principal, Monitor participation in Professional to and level of high-Team, Common Core Assistant professional development complexity texts within Committee, and Principals, development within the surveys; all content areas; Differentiated Literacy Team, district or school; performance providing relevant Instruction Team to: Common Core review feedback from data

1	professional development to teachers; increasing or maintaining current level of student performance	development and/or		teachers; analyze performance data	
2	Increasing the use of Differentiated Instruction strategies in classrooms	3-12 in Differentiated Instruction strategies;	Assistant Principals,		Observation data; surveys

Florida Alternate Assessment High School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.					
Science Goal #1:					
2012 Current Level of Performance:			2013 Expected Level of Performance:		
	Problem-Solving Proces	s to I	ncrease S	tudent Achievement	
Posi Anticipated Barrier Strategy Resp		on or ion onsible toring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
	No	Data S	Submitted		

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

Anticipated Barrier	Strategy	Responsible	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
No Data Submitted						

Biology End-of-Course (EOC) Goals

* Whe	n using percentages, inclu	de the number of students	s the percentage rep	oresents (e.g., 70% (35)).	
Based areas	d on the analysis of studin need of improvement	lent achievement data, at the following group	and reference to "	Guiding Questions", ider	ntify and define
Biolo	udents scoring at Achi gy. gy Goal #1:	evement Level 3 in			
2012	Current Level of Perfo	ormance:	2013 Expecto	ed Level of Performand	ce:
	Prob	lem-Solving Process t	o Increase Stud	ent Achievement	
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Collection of and timely access to formative (benchmark) assessment data; Timely analysis of data; Ability to use the data to drive instruction	Administrative staff will work with RAE to provide teachers with data in as timely a manner as possible; Staff will collaborate during grade-level or department PLCs to monitor progress using multiple data sources/assessments in grades 3 through 10 at least three times per year.	Principal, Assistant Principals, Department Chairs, Teachers	Data reports including district and teacher-created common assessments, running records, portfolios, Florida Achieves, FOCUS, FCAT Explorer, and/or EOC assessments will be reviewed during collaborative planning and through Professional Learning Community (PLC) meetings.	Assessment reports and Collaborative Planning Meeting notes
2	Increasing the use of Differentiated Instruction strategies in classrooms	Train a small group of teachers from grades 3-12 in Differentiated Instruction strategies; use these teachers to model successful DI strategies for other teachers	Principal, Assistant Principals, District DI Trainers	Classroom observation data which indicates an increased use in DI strategies in the DI Team's classrooms	Observation data; surveys

Based on the analysis of student achievement data, and areas in need of improvement for the following group:	reference to "Guiding Questions", identify and define
2. Students scoring at or above Achievement Levels 4 and 5 in Biology.	
Biology 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				

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school- wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow- up/Monitoring	Person or Position Responsible for Monitoring
PLC focus will be on blending and aligning Sunshine State Standards with Common Core State Standards; using common vocabulary strategies; and developing strategies for analyzing complex text and notetaking	Science Department, all grade levels	Science Chair/PLC leader	PLC members	Ongoing	PLC meeting notes, lesson plans	Principal, Assistant Principals, Science Department Chair

Science Budget:

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

	d on the analysis of stude ed of improvement for the		nd reference to "Gu	uiding Questions", identif	y and define areas	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:			vel percentage po less than 75% on the writing percentage po 75% or more at the writing essmust maintain	By the year 2013, there will be a minimum of a four percentage point increase for all student subgroups when less than 75% are currently demonstrating 3.0 or higher on the writing essay. There will be a minimum of a two percentage point increase for all student groups where 75% or more are currently demonstrating 3.0 or higher on the writing essay. Any subgroup that is 90% or higher must maintain or demonstrate an increase in the percent proficient. No proficiency target will be less than 35% for any subgroup.		
2012	Current Level of Perfo	rmance:	2013 Expecte	ed Level of Performanc	e:	
99%(598)			99%	99%		
	Prol	blem-Solving Process t	to Increase Stude	ent Achievement		
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1	Continued implementation of best practices for teaching writing	Utilize Collaborative Learning time to discuss the development of writing elements and analyze writing data; use mock FCAT Writing prompts 4 times per year at all levels	Principal, Assistant Principals, Language Arts Department Chair Collaborative Learning Leader	Review mock FCAT Writing prompts and collaboration notes; FCAT data	Mock FCAT Writing prompts; FCAT data	
2	Understanding the changes in the FCAT Writing test	Train teachers in the changes and techniques for addressing them	Principal, Assistant Principals, Language Arts Department Chair Collaborative Learning Leader	FCAT Writing scores, collaboration (PLC) notes	FCAT writing scores	

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

By the year 2013, there will be a minimum of a four percentage point increase for all student subgroups when less than 75% are currently demonstrating 4.0 or higher on the writing essay. There will be a minimum of a two percentage point increase for all student groups where 75% or more are currently demonstrating 4.0 or higher on the writing essay. Any subgroup that is 90% or higher must maintain or demonstrate an increase in the percent proficient. No proficiency target will be less than 35% for any subgroup.

2012	? Current Level of Perfo	rmance:	2013 Expecte	2013 Expected Level of Performance:		
86%(86%(517)			88%		
	Pro	blem-Solving Process t	o Increase Stude	ent Achievement		
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1	Continued implementation of best practices for teaching writing	Utilize Collaborative Learning time to discuss the development of writing elements and analyze writing data; use mock FCAT Writing prompts 4 times per year at all levels	Principal, Assistant Principals, Language Arts Department Chair, Collaborative Learning Leader	Review mock FCAT Writing prompts and collaboration notes; FCAT data	Mock FCAT Writing prompts; FCAT data	
2	Understanding the changes in the FCAT Writing test	Train teachers in the changes and techniques for addressing them	Principal, Assistant Principals, Language Arts Department Chair, Collaborative Learning Leader	FCAT Writing scores, collaboration (PLC) notes	FCAT writing scores	

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)	release) and Schedules	Strategy for Follow- up/Monitoring	Person or Position Responsible for Monitoring
District Writing Training	8,9,10 English		English teachers grades 8,9,10	October 9th- 10th, 2012	Teachers will share pertinent information with departments/teams during Collaborative Planning Meetings	8,9,10 English teachers

Writing Budget:

Evidence-based Progra	ım(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 Developm	ent		
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)).

	0,			-	
Based in ned	d on the analysis of studeed of improvement for the	ent achievement data, ar e following group:	nd reference to "Gu	iiding Questions", identif	y and define areas
1. St	udents scoring at Achie	evement Level 3 in Civi	CS.		
Civic	s Goal #1:				
2012	Current Level of Perfo	rmance:	2013 Expecte	d Level of Performance	: :
	Prol	olem-Solving Process t	o Increase Stude	nt Achievement	
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Collection of and timely access to formative (benchmark) assessment data; Timely analysis of data; Ability to use the data to drive instruction	work with RAE to provide teachers with data in as timely a	Principal, Assistant Principals, Department Chairs, Teachers	Data reports including district and teacher-created common assessments, running records, portfolios, Florida Achieves, FOCUS, FCAT Explorer, and/or EOC assessments will be reviewed during collaborative planning and through Professional Learning Community (PLC) meetings.	Assessment reports and Collaborative Planning Meeting notes
2	Mapping the new Civics curriculum; developing relevant lessons and activities from new materials	Work collaboratively during PLCs to plan lessons and activities as well as map the new curriculum	Principal, Assistant Principals, Social Studies Department Chairs, Civics teachers	PLC meeting notes, lesson plans, EOC data	PLC meeting notes, lesson plans, EOC data

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
2. Students scoring at or above Achievement Levels4 and 5 in Civics.Civics Goal #2:					
2012 Current Level of Performance:	2013 Expected Level of Performance:				

	Problem-Solving Process to Increase Student Achievement								
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool				
1	Mapping the new Civics curriculum; developing relevant lessons and activities from new materials	during PLCs to plan lessons and activities	Principal, Assistant Principals, Social Studies Department Chairs, Civics teachers	PLC meeting notes, lesson plans, EOC data	PLC meeting notes, lesson plans, EOC data				
2	Collection of and timely access to formative (benchmark) assessment data; Timely analysis of data; Ability to use the data to drive instruction	work with RAE to provide teachers with data in as timely a	Principal, Assistant Principals, Department Chairs, Teachers	Data reports including district and teacher-created common assessments, running records, portfolios, Florida Achieves, FOCUS, FCAT Explorer, and/or EOC assessments will be reviewed during collaborative planning and through Professional Learning Community (PLC) meetings.	Assessment reports and Collaborative Planning Meeting notes				

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school- wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow- up/Monitoring	Person or Position Responsible for Monitoring
PLC focus will be on creating common assessments; developing the curriculum map; creating relevant and challenging lesson plans and activities	7th grade Civics	PLC Leader	Civics teachers	Twice a month during PLCs	Lesson plans; common assessments; curriculum map	Principal, Assistant Principals, PLC Leaders, Civics teachers

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						

		Subtotal: \$0.00
No Data	No Data	\$0.00
Description of Resources	Funding Source	Available Amount
		Subtotal: \$0.00
No Data	No Data	\$0.00
Description of Resources	Funding Source	Available Amount
nt		
		Subtotal: \$0.00
No Data	No Data	\$0.00
Description of Resources	Funding Source	Available Amount
	No Data Description of Resources No Data Description of Resources	No Data No Data No Data Description of Resources Funding Source No Data Description of Resources Funding Source

End of Civics Goals

U.S. History End-of-Cource (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: 1. Students scoring at Achievement Level 3 in U.S. History. U.S. History Goal #1: 2012 Current Level of Performance: 2013 Expected Level of Performance: Problem-Solving Process to Increase Student Achievement Person or Process Used to Position Determine **Evaluation Tool Anticipated Barrier** Strategy Responsible for Effectiveness of Monitoring Strategy Collection of and timely Administrative staff will Principal, Data reports including Assessment access to formative work with RAE to Assistant district and teacherreports and (benchmark) assessment provide teachers with Principals, created common Collaborative data in as timely a Department assessments, running Planning Meeting Timely analysis of data; manner as possible; Chairs, Teachers records, portfolios, notes Ability to use the data Staff will collaborate Florida Achieves, to drive instruction during grade-level or FOCUS, FCAT Explorer, and/or EOC department PLCs to monitor progress using assessments will be multiple data reviewed during sources/assessments in collaborative planning grades 3 through 10 at and through least three times per Professional Learning year. Community (PLC) meetings. Increasing the use of Train a small group of Principal. Classroom observation Observation data: Differentiated teachers from grades Assistant data which indicates an surveys Principals, District increased use in DI Instruction strategies in 3-12 in Differentiated classrooms Instruction strategies; DI Trainers strategies in the DI use these teachers to Team's classrooms model successful DI strategies for other teachers

	Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:							
	udents scoring at or ab d 5 in U.S. History.	oove Achievement Leve	els					
U.S. I	History Goal #2:							
2012	Current Level of Perfo	rmance:	2013 Expecte	d Level of Performance	; :			
	Prol	olem-Solving Process t	o Increase Stude	ent Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool			
1	Increasing the use of Differentiated Instruction strategies in classrooms	Train a small group of teachers from grades 3-12 in Differentiated Instruction strategies; use these teachers to model successful DI strategies for other teachers	Principal, Assistant Principals, District DI Trainers	Classroom observation data which indicates an increased use in DI strategies in the DI Team's classrooms	Observation data; surveys			
2	Collection of and timely access to formative (benchmark) assessment data; Timely analysis of data; Ability to use the data to drive instruction	work with RAE to provide teachers with data in as timely a	Principal, Assistant Principals, Department Chairs, Teachers	Data reports including district and teacher-created common assessments, running records, portfolios, Florida Achieves, FOCUS, FCAT Explorer, and/or EOC assessments will be reviewed during collaborative planning and through Professional Learning Community (PLC) meetings.	Assessment reports and Collaborative Planning Meeting notes			

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school- wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow- up/Monitoring	Person or Position Responsible for Monitoring
PLC focus will be on building awareness of Common Core State Standards; implementing strategies related to Team Leader and Department Chair	Social Studies department	Team Leaders, Department Chair, PLC leaders	Social Studies Teachers	Common Core Awareness: August, October 26th, January 27th, March 29th Strategies: ongoing	PLC meeting minutes	Principal, Assistant Principals, Department Chair, PLC leaders

H:	nitiatives				
- 11	IIIIIatives				

U.S. History Budget:

Evidence-based Progra	am(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 Developm	nent		
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of U.S. History EOC Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, a of improvement:	and reference to "Guiding Questions", identify and define areas in need
1. Attendance Attendance Goal #1:	ATTENDANCE GOAL – RATE For the attendance year 2012-2013, the attendance rat will increase. If the current attendance rate is less than 90%, there will be a minimum 4% increase. If the current percentage of attendance is 90% or greater, the school will maintain or increase the percentage. ATTENDANCE GOAL- ABSENCES By the year 2013, there will be a decrease of students who are absent ten or more days. When 40% or more of the students have ten or more absences annually, there will be a minimum of a 4 percentage point decrease. If less than 40% of the students have ten or more absences annually, there will be a minimum of a 2 percentage point decrease . ATTENDANCE GOAL- TARDY By the year 2013, there will be a decrease of students who are Tardy ten or more days. When 30% or more of the students have ten or more Tardies annually, there will be a minimum of a 4 percentage point decrease. If less than 30% of the students have ten or more Tardies annually, there will be a minimum of a 2 percentage point decrease. If less than 30% of the students have ten or more Tardies annually, there will be a minimum of a 2 percentage point decrease. If the current percent of Tardies is 10% or less, the school can maintain or decrease the percentage.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
96.6% (2110/2184)	98.6%

	2 Current Number of Stu ences (10 or more)	udents with Excessive	2013 Expecte Absences (10	ed Number of Students or more)	with Excessive	
671			627	627		
2012 Current Number of Students with Excessive Tardies (10 or more)			2013 Expecte Tardies (10 o	ed Number of Students r more)	with Excessive	
0			0	0		
	Prol	olem-Solving Process	to Increase Stude	ent Achievement		
		Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
appropriate truancy collaborate to monitor off procedures when needed collaborate to monitor individual students with the collaborate to monitor off individual students with the collaborate to monitor individual students with the collaborate to monit		Attendance officer, School Wide Support Team members, teachers	RAE Profile report, AS400, MTSS documentation	Attendance reports		

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)	release) and Schedules	Strategy for Follow- up/Monitoring	Person or Position Responsible for Monitoring
	All grade levels/subject areas	Technology Support, PLC leaders, Counselors, School Wide Support Team	School wide as needed		MTSS documentation, SWST notes, AS400, RAE profile	Principal, Assistant Principals, Collaborative Planning Teams, School Wide Support Team, Counselors

Attendance Budget:

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

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

End of Attendance Goal(s)

Suspension Goal(s)

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

	I on the analysis of susp provement:	ension data, and referen	ce to "Guiding Que	stions", identify and def	ine areas in need	
1. Suspension Suspension Goal #1:			suspensions from percentage of maintain or de percentage is the percentage or higher than	By the year 2013, there will be a reduction of suspensions from the previous year. If the current percentage of suspensions is 10% or less, the school will maintain or decrease the percentage. If the current percentage is between 11-49%, the school will reduce the percentage by 5%. If the current percentage is 50% or higher than the previous year, the school will reduce the percentage by 10%.		
2012	Total Number of In-Sc	hool Suspensions	2013 Expecte	d Number of In-Schoo	ol Suspensions	
3			3			
2012	Total Number of Stude	ents Suspended In-Sch	ool School	d Number of Students	Suspended In-	
1			1	1		
2012	Number of Out-of-Sch	ool Suspensions	2013 Expecte Suspensions	2013 Expected Number of Out-of-School Suspensions		
16			16	16		
2012 Scho		ents Suspended Out-of	- 2013 Expecte of-School	2013 Expected Number of Students Suspended Out- of-School		
10			10	10		
	Pro	blem-Solving Process t	to Increase Stude	ent Achievement		
	Anticipated Barrier Strategy Re		Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
	Progress monitoring, data collection, and interventions to follow the Response to Intervention model	Collaborative planning team will identify intervention strategies to address student social, emotional, and	School Counselors, School Wide Support Team, School	RtI portfolios	RAE Reports	

1	behavioral needs, which	
1	may include mentoring,	Teachers,
	skill training, classroom	Collaborative
	management	Planning Team
	techniques, small	
	group, or individual	
	counseling	

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
		Ν	lo Data Submitted	d		

Suspension Budget:

Evidence-based Progra	am(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 Developm	nent		
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Suspension Goal(s)

Dropout Prevention Goal(s)

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

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

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

1. Dropout Prevention Dropout Prevention Goal #1: *Please refer to the percentage of students who dropped out during the 2011-2012 school year.			in the percent If the current of a .4 percent re If the current of a .2 percent re Graduation Goal For the school students gradu If the current of there will be a for all subgroup If the current of	For the School year 2012-2013, there will be a reduction in the percent of students who dropout of school. If the current dropout rate is 2.5 or higher, there will be a .4 percent reduction. If the current dropout rate is less than 2.5, there will be a .2 percent reduction. Graduation Goal For the school year 2012-2013, the percentage of students graduating from high school will increase. If the current graduation rate is less than 84 percent, there will be a minimum of a 4 percentage point increase for all subgroups. If the current graduation rate is 84 percent or higher, there will be a 2 percentage point increase.		
2012	2 Current Dropout Rate:		2013 Expecte	2013 Expected Dropout Rate:		
0.0%	0.0%			0.0%		
2012	2 Current Graduation Rat	te:	2013 Expecte	2013 Expected Graduation Rate:		
0			0	0		
Problem-Solving Process to I			to Increase Stude	nt Achievement		
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1	N/A					

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

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

Dropout Prevention Budget:

Evidence-based Progr	am(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 Developme	ent		
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
	•		Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement: 1. Parent Involvement Parent Involvement Goal #1: 84% of all parents will attend parent orientation nights (Open House) on August 30, 2012 and September 6, *Please refer to the percentage of parents who 2012. participated in school activities, duplicated or unduplicated. 2012 Current Level of Parent Involvement: 2013 Expected Level of Parent Involvement: The method through which we report parental involvement is through total parent volunteer hours = Total parent volunteer hours = 39,922 38,387 Problem-Solving Process to Increase Student Achievement Person or Process Used to Position Determine **Anticipated Barrier** Strategy **Evaluation Tool** Responsible for Effectiveness of Monitoring Strategy 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	Leader	PD Participants (e.g., PLC,subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow- up/Monitoring	Person or Position Responsible for Monitoring
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No Data Submitted

Parent Involvement Budget:

Evidence-based Progr	am(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 Developn	nent		
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)).

1. ST	EM			ments for non-traditional	
STEN	/I Goal #1:			er Academy, AP Compute lied Robotics course by 1	
	Pro	blem-Solving Process	to Increase Stude	ent Achievement	
	Anticipated Barrier Strategy R		Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Resources and student perceptions	Collaboration across grade levels on Science/STEM project	Principal, Assistant Principals	Classroom ASsessments, Meeting minutes	Classroom assessments and meeting minutes
2	Student and parent knowledge of courses	Develop marketing materials for prospective students and parents	Principal, Assistant Principals, STEM teachers	Increased enrollment in courses	Marketing materials
3	Student and parent knowledge and perception of courses	Work with guidance counselors to ensure they understand and support the specific STEM program and/or Academy	Principal, Assistant Principals, teachers	Increased enrollment in courses	Increased enrollment

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- based learning training for teachers	High School/STEM classes	PLC leaders	PLC participants	PLC meetings	DI C minutas	Principal, Assistant Principals, PLC leaders

STEM Budget:

Evidence-based Progra	am(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 Developm	nent		
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	Based on the analysis of school data, identify and define areas in need of improvement:						
1. CT				Increase enrollments for non-traditional students in Microsoft Career Academy, AP Computer Science, and			
CIEC	Goal #1:		the future App	lied Robotics course by 1	0%.		
	Pro	blem-Solving Process t	o Increase Stude	nt Achievement			
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1	Resources and student perceptions	Add a Microsoft Career Academy for 7th and 8th grade	Principals, Assistant Principals	Evaluate industry certifications, new enrollment, and re-	Industry exam		

			enrollment	
2	Student and parent knowledge of courses	materials for prospective students	 Increased enrollment in courses	Marketing materials
3	Student and parent knowledge and perception of courses	counselors to ensure they understand and		Increased enrollment in courses

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	(e.g. , PLC,	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)		Person or Position Responsible for Monitoring
Microsoft Career Academy Training	7th and 8th	Microsoft Career Academy Trainer	7th and 8th grade CTE teachers	ongoing	Losson nlans	Principal, Assistant Principals, CTE teachers

CTE Budget:

Evidence-based Progra			A ! ! - ! - ! - !
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 Developm	ent		
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 Progra	am(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 Developm	nent		
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
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Professional Dev	velopment			
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
				Grand Total: \$0.00

Differentiated Accountability

School-level Differentiated Accountability Compliance



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 10/1/2012)

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 are projected to be used for school improvement initiatives, including but not limited to Differentiated Instruction, Common Core State Standards, and Sustainability@Pine View.	\$7,500.00

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

SAC will be involved in the organization of a school-wide assembly in April.

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

Sarasota School Distri PI NE VI EW SCHOOL 2010-2011	ct					
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	99%	100%	100%	97%		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	78%	85%			163	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?	96% (YES)	100% (YES)				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					755	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					А	Grade based on total points, adequate progress, and % of students tested

Sarasota School District PINE VIEW SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	99%	100%	99%	97%	395	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	81%	84%			165	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?	97% (YES)	98% (YES)				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					755	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					А	Grade based on total points, adequate progress, and % of students tested