

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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325 West Gaines Street
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325 West Gaines Street
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School Name: ACADEMY FOR INTERNATIONAL EDUCATION CHARTER

District Name: Dade

Principal: Michael Bell

SAC Chair: Walter Fajet

Superintendent: Alberto Carvalho

Date of School Board Approval: Pending

Last Modified on: 10/16/2012

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	Vera Hirsh	Degrees Bachelor's of Science in Education Master's of Science in Administration and Supervision Certifications Speech (Elem/Secondary) School Principal (All Levels)	2	23	Principal of Academy for International Education Charter School 2011-2012 NO GRADE, Reading Mastery 60%, Math Mastery 58.5% Director of Personnel (Assigned to District, Principal 2002-05)at Hammocks Middle School - an A school

INSTRUCTIONAL COACHES

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include

history of school grades, FCAT/Statewide assessment performance (Percentage data for achievement levels, learning gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

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

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	Regular monthly meetings with early career teachers and teachers new to the school	Principal	June 2013	
2	Regular professional learning period activities focused on development and alignment of instructional activities.	Principal	June 2013	
3	Mentor teachers assigned to early career teachers and buddy teachers to teachers new to the school as needed	Principal	Ongoing	Partner new/beginning teachers with veteran teachers
4	Principal solicits referrals from current teaching staff for potential new hires	Principal	On-going	Partner new/beginning teachers with veteran teachers

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
3	Waiver Professional Development Participate in the teacher mentor program

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
20	15.0%(3)	60.0%(12)	15.0%(3)	10.0%(2)	10.0%(2)	85.0%(17)	0.0%(0)	0.0%(0)	75.0%(15)

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
Barbara Mora	Lisette Icaza	Same Grade Level	Data analysis, Classroom management, Daily operations

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

n/a

Title I, Part C- Migrant

n/a

Title I, Part D

n/a

Title II

n/a

Title III

n/a

Title X- Homeless

n/a

Supplemental Academic Instruction (SAI)

n/a

Violence Prevention Programs

n/a

Nutrition Programs

n/a

Housing Programs

n/a

Head Start

n/a

Adult Education

n/a

Career and Technical Education

n/a

Job Training

n/a

Other

n/a

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

- Principal: Ensures implementation of intervention and support of professional development based on a needs assessment to increase the school-based team's knowledge of essential strategies that are vital to the development of MTSS/RtI. Provides a common decision for the use of data driven instruction and decision making. Conveys with parents regarding MTSS/RtI plans and activates the school will provide to effectively enhance student achievement.
- Exceptional Student Education (ESE) teachers: Collaborates with general education teachers to plan activities and to cogitate project based learning. Provides instructional activities based on student data to construct lessons using Differentiated Instruction to meet the Individual needs of the students.
- District Psychologist: Participates in interpretation and analysis of data to develop data driven intervention programs; facilitates technical assistance for problem-solving activities.
- District Technology Specialist: Provides support necessary to teachers and staff regarding the management and display of data.
- Speech Language Pathologist: Effectively communicate diagnostic test results, diagnoses, and proposed treatment help related to speech, language, and cognitive-communication. Educates the team on the effect of these elements on students with respect to language skills. Develops curriculum with appropriate screening measures and methods of identifying areas of student needs.

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

- The team meets once a month
- Analyze data and drive instruction based on deficient standards
- Review Progress monitoring data to identify students meeting/exceeding benchmarks
- Provide best practices and strategies to implement for students not meeting standards
- Identify professional development needs based on data to drive instruction
- Provide formalized efforts to promote school-wide practices to ensure highest possible achievement in both academic and behavioral pursuits
- Analyze data to drive instruction and make decisions on instructional implementation of benchmarks through the development of intervention strategies with a focus on differentiated instruction
- Identify on-going, informed adjustments needed to provide instruction to meet the needs of all students
- Facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation

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

- Drive professional development decisions
- Discuss strategies to implement throughout the year to increase student achievement
- Collaborate with team to make informed decisions on MTSS/RtI implementation
- Gather input for the on-going development of the team
- Provide support with the implementation of intervention strategies

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.

1. Data is used to guide instructional decisions and system procedures for all students to:
 - Adjust the delivery of the curriculum and instruction to meet the specific needs of students
 - adjust school based resources
 - drive decisions regarding targeted professional development
 - create student growth trajectories in order to identify and develop interventions
2. Managed data:
 - FAIR assessment
 - Baseline and interim assessments
 - FCAT 2.0
 - Edusoft Reports
 - Quarterly grades
 - Student Case Management System

- Climate Surveys
- Attendance

Describe the plan to train staff on MTSS.

The principal will provide with professional development in school in order for teachers to collaborate and improve literacy instruction across the curriculum.
The principal will post PD to be offered at alternative sites for teachers to take advantage of these opportunities.
Curriculum leaders will prepare and deliver PD and provide strategies to improve Reading skills.

Describe the plan to support MTSS.

The team will meet regularly, collect feedback, analyze and provide support as needed.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

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Principal: Vera Hirsh
Lead Teacher: Jenniffer Gonzalez-Gomez
Mathematics Department Head- Evelyn Lao
Reading Department Head – Anna Harris
Science Department Heads – Marta Fenton
ESOL Teacher –Jaqueline Ricardo
ESE Teacher – Carlos Camji
Selected Grade Level Representatives – Primary – Nevenka Huertas Intermediate – Gabriela Garcia

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

The Literacy Leadership Team will meet on a monthly basis or on an as needed basis to provide a literacy support system to build capacity, sustain rigor of the curriculum while focusing on the improvement of student learning. The team will work collaboratively to investigate, seek solutions and also work closely with the RtI Team to provided professional development. The Literacy Leadership Team consists of the following:
Principal- The Instructional Leader who facilitates the RTI and Literacy Leadership Team on a monthly basis while guiding the vision and mission of AIE. Ensures that the school-based team assesses, implement, provides intervention, ensures adequate professional development to support the school based RTI team and teachers and communicates with all stakeholders regarding RTI plans and activities.
Reading , Mathematics, Science Grade Levels- Provides support to the instructional leader and RTI/ Literacy Leadership school based team, ensures the collection of data and the implementation of intervention for identified students, monitors the RTI intervention groups and follows up on needed professional development activities.
The Lead Teacher- Provides support to the staff to design, implement and evaluate the effectiveness of the Literacy Program. Assists with the monitoring and responding to the needs of the subgroups within the expectations for adequate yearly progress.
Grade Level Representatives Initiates and develops Instructional Focus Calendar, assists with the screening programs that provide early intervening services for students considered at risk/ Tier 3, assists in data collection, progress monitoring, chart particular student needs, data is used strategically to shift instructional focus and align professional development with the instructional needs of the students.
Department of English Speakers of Other Languages, the Department of Exceptional Student Education Teachers and Selected Grade Level Representatives participates in student data collection, integrates core instructional activities/supplemental materials into Tier 3 instruction; supports grade level collaborates with teachers through teaching and co-teaching activities when needed, liaison between grade level and RTI Leadership Team.

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

A major initiative of the LLT is to build the school wide capacity in the area of literacy by establishing model classrooms; conferencing with teachers and administrators; and providing professional development, and reviewing progress-monitoring data at the grade/classroom level and identify students who are at moderate/high risk for not meeting standard in order to ensure the effectiveness of focus lessons, administrators will analyze data collected from assessments as they are administered throughout the school year and provide guidance as necessary

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.

n/a

*High Schools Only

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

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

n/a

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

n/a

Postsecondary Transition

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

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

n/a

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The results of the 2011-2012 FCAT 2.0 Reading Assessment indicate that 26% (12) of the students achieved proficiency. The goal for the 2012-2013 school year is to increase to 30% (14) achievement level.
2012 Current Level of Performance:	2013 Expected Level of Performance:
26% (12)	30% (14)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The most critical area of deficiency as noted in the FCAT 2.0 3rd grade Reading data was Category 2 Reading Application	- Differentiated Instruction - Author's Purpose - Relevant Details - Stated and Implied Main Idea - Graphic Organizers - Identify Sequence of Events in texts - Identify theme or main idea - CRISS Strategies - Reading Plus - Assist teachers in planning, modeling strategies, and reviewing best practices.	Literacy Leadership Team	Review ongoing formative and informative assessment data to ensure progress and adjust instruction as needed	Baseline and interim assessments Teacher assessments Teacher observation Summative FCAT 2.0 Assessment
2	The most critical area of deficiency as noted in the FCAT 2.0 4th grade Category 3 Literary Analysis	- Concept Maps - Synonyms and Antonyms - Samples and non-examples of world relationships - Understanding of connotative language - Returning to text to verify answers - CRISS strategies - VENN Diagrams	Literacy Leadership Team	Review ongoing formative and informative assessment data to ensure progress and adjust instruction as needed	Baseline and interim assessments Teacher assessments Teacher observation Summative FCAT 2.0 Assessment
3	The most critical area of deficiency as noted in the FCAT 2.0 5th grade is Category 4 - Informal Text/Research Process	- Differentiated Instruction - VENN Diagrams - Identify credibility of reliable sources - Text features - CRISS Strategies - Implement small group enrichment sessions with all students achieving level 4 or above .	Literacy Leadership Team	Review ongoing formative and informative assessment data to ensure progress and adjust instruction as needed	Baseline and interim assessments Teacher assessments Teacher observation Summative FCAT 2.0 Assessment
	The most critical area of deficiency as noted in	Use of real objects to decipher words	Literacy Leadership Team	Review ongoing formative and informative	Baseline and interim

4	the FCAT 2.0 6th grade Reading data was Category 1 Vocabulary	• CRISS strategies • ESOL strategies • Front load vocabulary • Suffix, prefix and root recognition • Reading Plus • Assist teachers in planning, modeling strategies and reviewing best practices.		assessment data to ensure progress and adjust instruction as needed	assessments Teacher assessments Teacher observation Summative FCAT 2.0 Assessment
5	The most critical area of deficiency as noted in the FCAT 2.0 7th grade is Category 4 - Informal Text/Research Process	• Differentiated Instruction • VENN Diagrams • Identify credibility of reliable sources • Text features • CRISS Strategies • Implement small group enrichment sessions with all students achieving level 4 or above .	Literacy Leadership Team	Review ongoing formative and informative assessment data to ensure progress and adjust instruction as needed	Baseline and interim assessments Teacher assessments Teacher observation Summative FCAT 2.0 Assessment

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

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:			The results of the 2011-2012 FCAT 2.0 Reading Assessment indicate that 28% (13) of the students achieved a proficiency of level 4 in reading. The goal is to increase the level of students achieving a proficiency of level 4 to 30% (14).		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
28%(13)			30% (14)		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

1	The most critical area of deficiency as noted in the FCAT 2.0 3rd grade Reading data was Category 2 Reading Application	• Students involved in projects that include differentiated instruction • Author's Purpose • Relevant Details • Stated and Implied Main Idea • Graphic Organizers • Identify Sequence of Events in texts • Identify theme or main idea • CRISS Strategies • Reading Plus • Assist teachers in planning, modeling strategies, and reviewing best practices	Literacy Leadership Team	Review ongoing formative and informative assessment data to ensure progress and adjust instruction as needed	Baseline and interim assessments Teacher assessments Teacher observation Summative FCAT 2.0 Assessment
2	The most critical area of deficiency as noted in the FCAT 2.0 4th grade Category 3 Literary Analysis	• Concept Maps • Synonyms and Antonyms • Samples and non-examples of world relationships • Understanding of connotative language • Returning to text to verify answers • CRISS strategies • VENN Diagrams	Literacy Leadership Team	Review ongoing formative and informative assessment data to ensure progress and adjust instruction as needed	Baseline and interim assessments Teacher assessments Teacher observation Summative FCAT 2.0 Assessment
3	The most critical area of deficiency as noted in the FCAT 2.0 5th grade is Category 4 - Informal Text/Research Process	• Differentiated Instruction • VENN Diagrams • Identify credibility of reliable sources • Text features • CRISS Strategies • Implement small group enrichment sessions with all students achieving level 4 or above .	Literacy Leadership Team	Review ongoing formative and informative assessment data to ensure progress and adjust instruction as needed	Baseline and interim assessments Teacher assessments Teacher observation Summative FCAT 2.0 Assessment
4	The most critical area of deficiency as noted in the FCAT 2.0 6th grade Reading data was Category 1 Vocabulary	• Use of real objects to decipher words • CRISS strategies • ESOL strategies • Front load vocabulary • Suffix, prefix and root recognition • CRISS Strategies • Reading Plus • Assist teachers in planning, modeling strategies and reviewing best practices	Literacy Leadership Team	Review ongoing formative and informative assessment data to ensure progress and adjust instruction as needed	Baseline and interim assessments Teacher assessments Teacher observation Summative FCAT 2.0 Assessment
5	The most critical area of deficiency as noted in the FCAT 2.0 7th grade is Category 4 - Informal Text/Research Process	• Differentiated Instruction • VENN Diagrams • Identify credibility of reliable sources • Text features • CRISS Strategies • Implement small group enrichment sessions with all students achieving level 4 or above .	Literacy Leadership Team	Review ongoing formative and informative assessment data to ensure progress and adjust instruction as needed	Baseline and interim assessments Teacher assessments Teacher observation Summative FCAT 2.0 Assessment

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

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

Reading Goal #2b:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The results of the 2011-2012 FCAT 2.0 Reading Assessment indicate that 78%(20) of the students achieved learning gains. The goal for the 2012-2013 school year is to increase the level of students achieving learning gains to 83%(22) .
2012 Current Level of Performance:	2013 Expected Level of Performance:
78%(20)	83%(22)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The most critical area of deficiency as noted in the FCAT 2.0 3rd grade Reading data was Category 2 Reading Application	- Differentiated Instruction - Author's Purpose - Relevant Details - Stated and Implied Main Idea - Graphic Organizers - Identify Sequence of Events in texts - Identify theme or main idea - VENN Diagrams - CRISS Strategies - Reading Plus - Assist teachers in planning, modeling strategies and reviewing best practices - Interventions using Success Maker on a daily basis for at least 30 minutes	Literacy Leadership Team	Review ongoing formative and informative assessment data to ensure progress and adjust instruction as needed	Baseline and interim assessments Teacher assessments Teacher observation Summative FCAT 2.0 Assessment
2	The most critical area of deficiency as noted in the FCAT 2.0 4th grade Category 3 Literary Analysis	- Concept Maps - Synonyms and Antonyms - Samples and non-examples of world relationships - Understanding of connotative language	Literacy Leadership Team	Review ongoing formative and informative assessment data to ensure progress and adjust instruction as needed	Baseline and interim assessments Teacher assessments Teacher

		• Returning to text to verify answers • CRISS strategies • VENN Diagrams			observation Summative FCAT 2.0 Assessment
3	The most critical area of deficiency as noted in the FCAT 2.0 5th grade is Category 4 - Informal Text/Research Process	• Differentiated Instruction • VENN Diagrams • Identify credibility of reliable sources • Text features • CRISS Strategies • Implement small group enrichment sessions with all students achieving level 4 or above .	Literacy Leadership Team	Review ongoing formative and informative assessment data to ensure progress and adjust instruction as needed	Baseline and interim assessments Teacher assessments Teacher observation
4	The most critical area of deficiency as noted in the FCAT 2.0 6th grade Reading data was Category 1 Vocabulary	• Use of real objects to decipher words • CRISS strategies • ESOL strategies • Front load vocabulary • Suffix, prefix and root recognition • CRISS Strategies • Reading Plus • Assist teachers in planning, modeling strategies, and reviewing best practices	Literacy Leadership Team	Review ongoing formative and informative assessment data to ensure progress and adjust instruction as needed	Baseline and interim assessments Teacher assessments Teacher observation
5	The most critical area of deficiency as noted in the FCAT 2.0 7th grade is Category 4 - Informal Text/Research Process	• Differentiated Instruction • VENN Diagrams • Identify credibility of reliable sources • Text features • CRISS Strategies • Implement small group enrichment sessions with all students achieving level 4 or above .	Literacy Leadership Team	Review ongoing formative and informative assessment data to ensure progress and adjust instruction as needed	Baseline and interim assessments Teacher assessments Teacher observation

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

4. FCAT 2.0: Percentage of students in Lowest 25 %	The results of the 2011-2012 FCAT 2.0 Reading Assessment
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making learning gains in reading.			indicate that 78%(N<30) of the lowest 25% of students achieved learning gains. The goal for the 2012-2013 school year is to increase the level of the lowest 25% of students achieving learning gains to 83%(N<30).		
Reading Goal #4:					
2012 Current Level of Performance:			2013 Expected Level of Performance:		
78%(N<30)			83%(N<30)		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The most critical area of deficiency as noted in the FCAT 2.0 3rd grade Reading data was Category 2 Reading Application	• Differentiated Instruction • Author's Purpose • Relevant Details • Stated and Implied Main Idea • Graphic Organizers • Identify Sequence of Events in texts • Identify theme or main idea • CRISS Strategies • Utilize Reading Plus research based prom for students having difficulty comprehending reading • Assist teachers in planning, modeling strategies, and reviewing best practices. • Implementing small group pullout tutorials with all Level 1 and 2 students. • Interventions by using tutoring before and after school.	Literacy Leadership Team	Review ongoing formative and informative assessment data to ensure progress and adjust instruction as needed	Baseline and interim assessments Teacher assessments Teacher observation Summative FCAT 2.0 Assessment
2	e most critical area of deficiency as noted in the FCAT 2.0 4th grade Category 3 Literary Analysis	• Concept Maps • Synonyms and Antonyms • Samples and non-examples of world relationships • Understanding of connotative language • Returning to text to verify answers • CRISS strategies • VENN Diagrams	Literacy Leadership Team	Review ongoing formative and informative assessment data to ensure progress and adjust instruction as needed	Baseline and interim assessments Teacher assessments Teacher observation Summative FCAT 2.0 Assessment
3	The most critical area of deficiency as noted in the FCAT 2.0 5th grade is Category 4 - Informal Text/Research Process	• Differentiated Instruction • VENN Diagrams • Identify credibility of reliable sources • Text features • CRISS Strategies • Implement small group enrichment sessions with all students achieving level 4 or above .	Literacy Leadership Team	Review ongoing formative and informative assessment data to ensure progress and adjust instruction as needed	Baseline and interim assessments Teacher assessments Teacher observation Summative FCAT 2.0 Assessment
	The most critical area of deficiency as noted in the FCAT 2.0 6th grade Reading data was Category 1 Vocabulary	• Use of real objects to decipher words • CRISS strategies • ESOL strategies • Front load vocabulary • Suffix, prefix and root	Literacy Leadership Team	Review ongoing formative and informative assessment data to ensure progress and adjust instruction as needed	Baseline and interim assessments Teacher assessments

4		recognition • CRISS Strategies • Utilize Reading Plus research based program for students having difficulty comprehending reading • Assist teachers in planning, modeling strategies, and reviewing best practices. • Implement small group pullout tutorials with all Level 1 and 2 students			Teacher observation Summative FCAT 2.0 Assessment
5	The most critical area of deficiency as noted in the FCAT 2.0 7th grade is Category 4 - Informal Text/Research Process	• Differentiated Instruction • VENN Diagrams • Identify credibility of reliable sources • Text features • CRISS Strategies • Implement small group enrichment sessions with all students achieving level 4 or above .	Literacy Leadership Team	Review ongoing formative and informative assessment data to ensure progress and adjust instruction as needed	Baseline and interim assessments Teacher assessments Teacher observation Summative FCAT 2.0 Assessment

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:					
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:			The goal for the 2012-2013 school year is to increase to student subgroups to a satisfactory progress in reading.		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
White: 76%(136100) Black: 38% (18777) Hispanic: 58% (81717) Asian: 79% (2011) American Indian:64%(117)			White: 79%(14147) Black:48% (23718) Hispanic: 64% (90171) Asian: 81%(2062) American Indian:67% (123)		
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
	White: 79%(14147) Black:48% (23718) Hispanic: 64% (90171) Asian: 81%(2062) American Indian:67% (123)	• . Differentiated Instruction • VENN Diagrams • Identify credibility of reliable sources • Text features • CRISS Strategies	Literacy Leadership Team	Review ongoing formative and informative assessment data to ensure progress and adjust instruction as needed	Baseline and interim assessments Teacher assessments

1	The use of grade appropriate texts which include author's purpose, information, story telling and mood.	- Utilize the Jamestown Navigator and Reading Plus, research based programs for students having difficulty comprehending Reading - Implementing small group pull-out tutorials with all Level 1 and 2 students.		Teacher observation Summative FCAT 2.0 Assessment
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	The goal for the 2012-2013 school year is to increase in ELL to a satisfactory progress in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
39%(12536)	48%(15429)

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	Student confidence level while listening/speaking the non-native language.	- Differentiated Instruction - VENN Diagrams - Identify credibility of reliable sources - Text features - CRISS Strategies - Utilize the Jamestown Navigator and Reading Plus, research based programs for students having difficulty comprehending Reading - Implementing small group pull-out tutorials with all Level 1 and 2 students. - ESOL Strategies	Literacy Leadership Team	Review ongoing formative and informative assessment data to ensure progress and adjust instruction as needed	Baseline and interim assessments Teacher assessments Teacher observation Summative FCAT 2.0 Assessment

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	.The goal for the 2012-2013 school year is to increase in economically disadvantaged students to a satisfactory progress in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
49%(77991)	56% (89132)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool
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			Monitoring	Strategy	
1	The use of grade appropriate texts which include author's purpose, information, story telling and mood.	- Differentiated Instruction - VENN Diagrams - Identify credibility of reliable sources - Text features - CRISS Strategies - Utilize the Jamestown Navigator and Reading Plus, research based programs for students having difficulty comprehending Reading - Implementing small group pull-out tutorials with all Level 1 and 2 students. - ESOL Strategies	Literacy Leadership Team	Review ongoing formative and informative assessment data to ensure progress and adjust instruction as needed	Baseline and interim assessments Teacher assessments Teacher observation Summative FCAT 2.0 Assessment

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	The results of the 2010-2011 FCAT Reading Test indicate 54% of students in the Economically disadvantaged subgroup made AYP. Our goal for 2012 is to increase 5 points to 59% making AYP.
2012 Current Level of Performance:	2013 Expected Level of Performance:
54% (80276)	59% (87709)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students in this subgroup do not have the tools, resources, and support in the home necessary to achieve their full potential.	Provide an after school mentoring program where students receive academic support through homework help and tutoring	Rtl Leadership Team	Identifying students, pairing them with a mentor, and then tracking their progress through progress reports and interims.	5D.1 Summative: 2012 FCAT After school tutoring attendance logs

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Effective Use of Data to Differentiated Instruction	All Grade Levels/All Subjects	Curriculum Support	All Instructional Staff	December 5, 2012	Classroom Visits and Lesson Plans Review	Principal
Effective Implementation of the Instructional Focus	All Grade Levels/All Subjects	Curriculum Support	All Instructional Staff	February13, 2013	Classroom Visits and Lesson Plans Review	Principal

Reading Budget:

Evidence-based Program(s) / Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
CARS and STARS	Curriculum support program and workbook	CSP GRANT	\$2,500.00
A.R.	Curriculum support program and workbook	CSP GRANT	\$4,000.00
			Subtotal: \$6,500.00
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
Learning Gains Incentive	FCAT Incentives	EESAC	\$500.00
			Subtotal: \$500.00
			Grand Total: \$7,000.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening /speaking.					
CELLA Goal #1:					
2012 Current Percent of Students Proficient in listening /speaking:					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Student confidence level while speaking the non-native language	- Making the learning environment a same and un-intimidated - Use of real objects to decipher words - CRISS strategies	Literacy Leadership Team	Review ongoing formative and informative assessment data to ensure progress and adjust instruction as needed	Baseline and interim assessments Teacher assessments

1		• ESOL strategies • Cooperative Learning • Modeling • Use samples of direct Language			Teacher observation Summative 2013 CELLA Assessment
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Students read in English at grade level text in a manner similar to non-ELL students.

2. Students scoring proficient in reading. CELLA Goal #2:	The results of the 2011-2012 CELLA Assessment indicate that 37%(13) of the students scored proficient in Reading.
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2012 Current Percent of Students Proficient in reading:

37%(13)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	A critical area of deficiency is Reading Application.	• Differentiated Instruction • Relevant Details • Stated and Implied Main Idea • Graphic Organizers • Identify Sequence of Events in texts • Identify theme or main idea • Use of real objects to decipher words • CRISS strategies • ESOL strategies • Teacher Lead Groups	Literacy Leadership Team	Review ongoing formative and informative assessment data to ensure progress and adjust instruction as needed	Baseline and interim assessments Teacher assessments Teacher observation Summative 2013 CELLA Assessment

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

3. Students scoring proficient in writing. CELLA Goal #3:	The results of the 2011-2012 CELLA Assessment indicate that 46%(16) of the students scored proficient in Writing.
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2012 Current Percent of Students Proficient in writing:

46%(16)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	The most critical area of deficiency as noted in the CELLA writing data is persuasive writing.	• Differentiated Instruction • Relevant Details • Graphic Organizers • Identify Sequence of Events in texts • Identify theme or	Literacy Leadership Team	Review ongoing formative and informative assessment data to ensure progress and adjust instruction as needed	Baseline and interim assessments Teacher assessments

1		main idea • Use of real objects to decipher words • CRISS strategies • ESOL strategies • Dictionary in main language • Front load vocabulary • Writing Prompts • Writing Samples			Teacher observation Summative 2013 CELLA Assessment
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CELLA Budget:

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

End of CELLA Goals

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	The results of the 2010-2011 FCAT Mathematics Test indicate that 34% of students achieved level 3 proficiency. Our goal for the 2011-2012 school year is to increase level 3 student proficiency by 3 percentage points to 37%.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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26% (12)	30% (14)
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The most critical area of deficiency as noted in the FCAT 2.0 3rd grade Mathematics data was Category 2 Number: Fractions	• Reinforce adding, subtracting, multiplying and dividing • Comparing fractions • Changing fractions to decimals • Fractions in lowest terms • Showing different ways in representing fraction as mixed numbers and improper fractions. • CRISS Strategies • Assist teachers in planning, modeling strategies, and reviewing best practices	Literacy Leadership Team	Review ongoing formative and informative assessment data to ensure progress and adjust instruction as needed	Baseline and interim assessments Teacher assessments Teacher observation Summative FCAT 2.0 Assessment
2	The most critical area of deficiency as noted in the FCAT 2.0 4th grade Mathematics data was Category 3 Geometry and Measurement	• Classifying Angles • Determine the area of 2-D Shapes • Describe the results of transformations • Create Models of Geometric solids • Draw Cross Sections of the Solids • Transform 2-D Shapes into 3-D models • Incorporate real world problem solving • Develop a Mathematics notebook/journal to document concepts • CRISS Strategies • Assist teachers in planning, modeling strategies, and reviewing best practices	Literacy Leadership Team	Review ongoing formative and informative assessment data to ensure progress and adjust instruction as needed	Baseline and interim assessments Teacher assessments Teacher observation Summative FCAT 2.0 Assessment
	The most critical area of deficiency as noted in the FCAT 2.0 5th grade Mathematics data was Category 3 Geometry and Measurement	• Describe 3-D Shapes and analyze their properties • Properties of volume and surface area • Solving problems requiring approximations • Selections of	Literacy Leadership Team	Review ongoing formative and informative assessment data to ensure progress and adjust instruction as needed	Baseline and interim assessments Teacher assessments Teacher

3		appropriate tools • Precision in measurements • Derive and apply formulas for area • Classifying Angles • Determine the area of 2-D Shapes • Describe the results of transformations • Create Models of Geometric solids • Draw Cross Sections of the Solids • Transform 2-D Shapes into 3-D models • Incorporate real world problem solving • Develop a Mathematics notebook/journal to document concepts • CRISS Strategies • Assist teachers in planning, modeling strategies, and reviewing best practices			observation Summative FCAT 2.0 Assessment
4	The most critical area of deficiency as noted in the FCAT 2.0 6th grade Mathematics data was Category 3 Geometry and Measurement	• Construct and analyze tables • Graphs and equations to describe linear functions • Use common language and algebraic notations • Facilitate conceptual learning and understanding of algebraic concepts • Apply the learning to solve real-world problems • Hand-on experiences including the use of tangible manipulative • Use manipulative to introduce basis mathematical concepts • CRISS Strategies • Assist teachers in planning, modeling strategies, and reviewing best practices	Literacy Leadership Team	Review ongoing formative and informative assessment data to ensure progress and adjust instruction as needed	Baseline and interim assessments Teacher assessments Teacher observation Summative FCAT 2.0 Assessment
5	The most critical area of deficiency as noted in the FCAT 2.0 7th grade Mathematics data was Category 3 Geometry and Measurement	• Use different strategies to solve one-step and two-step linear equations • Use manipulative to use negative and positive integers • Construct and analyze tables • Graphs and equations to describe linear functions • Use common language and algebraic notations • Facilitate conceptual learning and understanding of algebraic concepts • Apply the learning to solve real-world problems • Hand-on experiences including the use of tangible manipulative • Use manipulative to	Literacy Leadership Team	Review ongoing formative and informative assessment data to ensure progress and adjust instruction as needed	Baseline and interim assessments Teacher assessments Teacher observation Summative FCAT 2.0 Assessment

	introduce basis mathematical concepts		
	• CRISS Strategies • Assist teachers in planning, modeling strategies, and reviewing best practices		

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

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	The results of the 2011-2012 FCAT 2.0 Mathematics Assessment indicate that 26% (12) of the students achieved a proficiency of level 4 and 5 in Mathematics. The goal is to increase the level of students achieving a proficiency of level 4 and 5 to 28%(13).
2012 Current Level of Performance:	2013 Expected Level of Performance:
26% (12)	28%(13)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The most critical area of deficiency as noted in the FCAT 2.0 3rd grade Mathematics data was Category 2 Number: Fractions	• Reinforce adding, subtracting, multiplying and dividing • Comparing fractions • Changing fractions to decimals • Fractions in lowest terms • Showing different ways in representing fraction as mixed numbers and improper fractions. • Enrichment Projects within the classroom curriculum • Enrichment	Literacy Leadership Team	Review ongoing formative and informative assessment data to ensure progress and adjust instruction as needed	Baseline and interim assessments Teacher assessments Teacher observation Summative FCAT 2.0 Assessment

		opportunities before and after school			
2	The most critical area of deficiency as noted in the FCAT 2.0 4th grade Mathematics data was Category 3 Geometry and Measurement	• Classifying Angles • Determine the area of 2-D Shapes • Describe the results of transformations • Create Models of Geometric solids • Draw Cross Sections of the Solids • Transform 2-D Shapes into 3-D models • Incorporate real world problem solving • Develop a Mathematics notebook/journal to document concepts • Enrichment Projects within the classroom curriculum • Enrichment opportunities before and after school	Literacy Leadership Team	Review ongoing formative and informative assessment data to ensure progress and adjust instruction as needed	Baseline and interim assessments Teacher assessments Teacher observation Summative FCAT 2.0 Assessment
3	The most critical area of deficiency as noted in the FCAT 2.0 5th grade Mathematics data was Category 3 Geometry and Measurement	• Describe 3-D Shapes and analyze their properties • Properties of volume and surface area • Solving problems requiring approximations • Selections of appropriate tools • Precision in measurements • Derive and apply formulas for area • Classifying Angles • Determine the area of 2-D Shapes • Describe the results of transformations • Create Models of Geometric solids • Draw Cross Sections of the Solids • Transform 2-D Shapes into 3-D models • Incorporate real world problem solving • Develop a Mathematics notebook/journal to document concepts • Enrichment Projects within the classroom curriculum • Enrichment opportunities before and after school	Literacy Leadership Team	Review ongoing formative and informative assessment data to ensure progress and adjust instruction as needed	Baseline and interim assessments Teacher assessments Teacher observation Summative FCAT 2.0 Assessment

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

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

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	The results of the 2011-2012 FCAT 2.0 Mathematics Assessment indicate that 61%(16) of the students achieved learning gains. The goal for the 2012-2013 school year is to increase the level of students achieving learning gains to 66%(17) .
2012 Current Level of Performance:	2013 Expected Level of Performance:
61%(16)	66%(17)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The most critical area of deficiency as noted in the FCAT 2.0 3rd grade Mathematics data was Category 2 Number: Fractions	• Reinforce adding, subtracting, multiplying and dividing • Comparing fractions • Changing fractions to decimals • Fractions in lowest terms • Showing different ways in representing fraction as mixed numbers and improper fractions. • Interventions using SUCESSMAKER and RIVERDEEP	Literacy Leadership Team	Review ongoing formative and informative assessment data to ensure progress and adjust instruction as needed	Baseline and interim assessments Teacher assessments Teacher observation Summative FCAT 2.0 Assessment
2	The most critical area of deficiency as noted in the FCAT 2.0 4th grade Mathematics data was Category 3 Geometry and Measurement	• Classifying Angles • Determine the area of 2-D Shapes • Describe the results of transformations • Create Models of Geometric solids • Draw Cross Sections of the Solids • Transform 2-D Shapes into 3-D models • Incorporate real world problem solving • Develop a Mathematics notebook/journal to document concepts • Interventions using SUCESSMAKER and RIVERDEEP	Literacy Leadership Team	Review ongoing formative and informative assessment data to ensure progress and adjust instruction as needed	Baseline and interim assessments Teacher assessments Teacher observation Summative FCAT 2.0 Assessment
	The most critical area of deficiency as noted in the FCAT 2.0 5th grade Mathematics data was	• Describe 3-D Shapes and analyze their properties • Properties of volume	Literacy Leadership Team	Review ongoing formative and informative assessment data to ensure progress and	Baseline and interim assessments

3	Category 3 Geometry and Measurement	- and surface area • Solving problems requiring approximations • Selections of appropriate tools • Precision in measurements • Derive and apply formulas for area • Classifying Angles • Determine the area of 2-D Shapes • Describe the results of transformations • Create Models of Geometric solids • Draw Cross Sections of the Solids • Transform 2-D Shapes into 3-D models • Incorporate real world problem solving • Develop a Mathematics notebook/journal to document concepts • Interventions using SUCESSMAKER and RIVERDEEP		adjust instruction as needed	Teacher assessments Teacher observation Summative FCAT 2.0 Assessment
4	The most critical area of deficiency as noted in the FCAT 2.0 6th grade Mathematics data was Category 3 Geometry and Measurement	• Construct and analyze tables • Graphs and equations to describe linear functions • Use common language and algebraic notations • Facilitate conceptual learning and understanding of algebraic concepts • Apply the learning to solve real-world problems • Hand-on experiences including the use of tangible manipulatives • Use manipulatives to introduce basis mathematical concepts • Interventions using SUCESSMAKER	Literacy Leadership Team	Review ongoing formative and informative assessment data to ensure progress and adjust instruction as needed	Baseline and interim assessments Teacher assessments Teacher observation Summative FCAT 2.0 Assessment
5	The most critical area of deficiency as noted in the FCAT 2.0 7th grade Mathematics data was Category 3 Geometry and Measurement	• Use different strategies to solve one-step and two-step linear equations • Use manipulatives to use negative and positive integers • Construct and analyze tables • Graphs and equations to describe linear functions • Use common language and algebraic notations • Facilitate conceptual learning and understanding of algebraic concepts • Apply the learning to solve real-world problems • Hand-on experiences including the use of tangible manipulatives • Use manipulatives to introduce basis	Literacy Leadership Team	Review ongoing formative and informative assessment data to ensure progress and adjust instruction as needed	Baseline and interim assessments Teacher assessments Teacher observation Summative FCAT 2.0 Assessment

		mathematical concepts • Interventions using SUCESSMAKER and RIVERDEEP		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25 % making learning gains in mathematics. Mathematics Goal #4:	The results of the 2011-2012 FCAT 2.0 Mathematics Assessment indicate that 61%(N<30) of the lowest 25% of students achieved learning gains. The goal for the 2012-2013 school year is to increase the level of the lowest 25% of students achieving learning gains to 66%(N<30).
2012 Current Level of Performance:	2013 Expected Level of Performance:
61%(N<30)	66%(N<30)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The most critical area of deficiency as noted in the FCAT 2.0 3rd grade Mathematics data was Category 2 Number: Fractions	• Reinforce adding, subtracting, multiplying and dividing • Comparing fractions • Changing fractions to decimals • Fractions in lowest terms • Showing different ways in representing fraction as mixed numbers and improper fractions. • Interventions using SUCESSMAKER and RIVERDEEP • Interventions by using before and after school	Literacy Leadership Team	Review ongoing formative and informative assessment data to ensure progress and adjust instruction as needed	Baseline and interim assessments Teacher assessments Teacher observation Summative FCAT 2.0 Assessment

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	The goal for the 2012-2013 school year is to increase ELL students to a satisfactory progress in Mathematics
2012 Current Level of Performance:	2013 Expected Level of Performance:
49%(12752	54%(14054

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					
2	Teacher need to recognize student's varying backgrounds knowledge, readiness, language preference, learning interests.	Meet and mentor identified students on a regular basis to discuss progress, offer suggestions and provide differentiated instruction.	Literacy Leadership Team	Review ongoing formative and informative assessment data to ensure progress and adjust instruction as needed	Baseline and interim assessments Teacher assessments Teacher observation Summative FCAT 2.0 Assessment

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	The goal for the 2012-2013 school year is to increase ELL students to a satisfactory progress in Mathematics
2012 Current Level of Performance:	2013 Expected Level of Performance:
49%(12752)	54%(14054

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	Teacher need to recognize student's varying backgrounds knowledge, readiness, language preference, learning interests.	Meet and mentor identified students on a regular basis to discuss progress, offer suggestions and provide differentiated instruction.	Literacy Leadership Team	Review ongoing formative and informative assessment data to ensure progress and adjust instruction as needed	Baseline and interim assessments Teacher assessments Teacher observation Summative FCAT 2.0 Assessment

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	The goal for the 2012-2013 school year is to increase SWD students to a satisfactory progress in Mathematics
2012 Current Level of Performance:	2013 Expected Level of Performance:
31%(4901)	40%(6324)

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	Teacher need to recognize student's varying backgrounds knowledge, readiness, language preference, learning interests.	Meet and mentor identified students on a regular basis to discuss progress, offer suggestions and provide differentiated instruction.	Literacy Leadership Team	Review ongoing formative and informative assessment data to ensure progress and adjust instruction as needed	Baseline and interim assessments Teacher assessments Teacher observation Summative FCAT 2.0 Assessment Benchmark assessments Interim Assessments

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	As indicated by the results of the 2010-2011 FCAT mathematics test, the ED subgroup did not make AYP. Only 62% of these students made AYP. Our goal is to increase the level of proficiency by 5 percentage points to 66%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
62% (81082)	66% (86313)

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	Teacher need to recognize student's varying backgrounds knowledge, readiness, language preference, learning interests.	Meet and mentor identified students on a regular basis to discuss progress, offer suggestions and provide differentiated instruction.	Literacy Leadership Team	Review ongoing formative and informative assessment data to ensure progress and adjust instruction as needed	Baseline and interim assessments Teacher assessments Teacher

Middle School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	The results of the 2011-2012 FCAT 2.0 Mathematics Assessment indicate that 26% (12) of the students achieved proficiency. The goal for the 2012-2013 school year is to increase to 30%(14) achievement level.
2012 Current Level of Performance:	2013 Expected Level of Performance:
26%(12)	30%(14)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The most critical area of deficiency as noted in the FCAT 2.0 6th grade Mathematics data was Category 3 Geometry and Measurements	- Construct and analyze tables - Graphs and equations to describe linear functions - Use common language and algebraic notations - Facilitate conceptual learning and understanding of algebraic concepts - Apply the learning to solve real-world problems - Hand-on experiences including the use of tangible manipulatives - Use manipulatives to introduce basis mathematical concepts - Interventions using SUCESSMAKER and RIVERDEEP - Interventions by using before and afterschool tutoring twice per week	Literacy Leadership Team	Review ongoing formative and informative assessment data to ensure progress and adjust instruction as needed	Baseline and interim assessments Teacher assessments Teacher observation
	The most critical area of deficiency as noted in the FCAT 2.0 7th grade Mathematics data was Category 3 Geometry and Measurement	- Use different strategies to solve one-step and two-step linear equations - Use manipulatives to use negative and positive integers - Construct and analyze tables - Graphs and equations to describe linear functions	Literacy Leadership Team	Review ongoing formative and informative assessment data to ensure progress and adjust instruction as needed	Baseline and interim assessments Teacher assessments Teacher observation

2		• Use common language and algebraic notations • Facilitate conceptual learning and understanding of algebraic concepts • Apply the learning to solve real-world problems • Hand-on experiences including the use of tangible manipulatives • Use manipulatives to introduce basic mathematical concepts			
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics.		The results of the 2011-2012 FCAT 2.0 Mathematics Assessment indicate that 26% (12) of the students achieved a proficiency of level 4 and 5 in Mathematics. The goal is to increase the level of students achieving a proficiency of level 4 and 5 to 28%(13).			
Mathematics Goal #2a:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
26% (12)		28%(13)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	The most critical area of deficiency as noted in the FCAT 2.0 6th grade Mathematics data was Category 3 Geometry and Measurement	• Construct and analyze tables • Graphs and equations to describe linear functions • Use common language and algebraic notations	Review ongoing formative and informative assessment data to ensure progress and adjust instruction as	Baseline and interim assessments Teacher assessments Teacher observation	

1		- Facilitate conceptual learning and understanding of algebraic concepts - Apply the learning to solve real-world problems - Hand-on experiences including the use of tangible manipulatives - Use manipulatives to introduce basis mathematical concepts - Enrichment Projects within the classroom curriculum - Enrichment opportunities before and after school	needed	Summative FCAT 2.0 Assessment	
2	The most critical area of deficiency as noted in the FCAT 2.0 7th grade Mathematics data was Category 3 Geometry and Measurement	- Use different strategies to solve one-step and two-step linear equations - Use manipulatives to use negative and positive integers - Construct and analyze tables - Graphs and equations to describe linear functions - Use common language and algebraic notations - Facilitate conceptual learning and understanding of algebraic concepts - Apply the learning to solve real-world problems - Hand-on experiences including the use of tangible manipulatives - Use manipulatives to introduce basis mathematical concepts - Enrichment Projects within the classroom curriculum - Enrichment opportunities before and after school	Literacy Leadership Team	Review ongoing formative and informative assessment data to ensure progress and adjust instruction as needed	Baseline and interim assessments Teacher assessments Teacher observation Summative FCAT 2.0 Assessment

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
Problem-Solving Process to Increase Student Achievement	

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	The results of the 2011-2012 FCAT 2.0 Mathematics Assessment indicate that 61%(16) of the students achieved learning gains. The goal for the 2012-2013 school year is to increase the level of students achieving learning gains to 66%(17) .
2012 Current Level of Performance:	2013 Expected Level of Performance:
61%(16)	66%(17)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The most critical area of deficiency as noted in the FCAT 2.0 6th grade Mathematics data was Category 3 Geometry and Measurement	• Construct and analyze tables • Graphs and equations to describe linear functions • Use common language and algebraic notations • Facilitate conceptual learning and understanding of algebraic concepts • Apply the learning to solve real-world problems • Hand-on experiences including the use of tangible manipulatives • Use manipulatives to introduce basis mathematical concepts • Interventions using SUCESSMAKER and RIVERDEEP • Interventions by using before and afterschool tutoring twice per week	Literacy Leadership Team	Review ongoing formative and informative assessment data to ensure progress and adjust instruction as needed	Baseline and interim assessments Teacher assessments Teacher observation
2	The most critical area of deficiency as noted in the FCAT 2.0 7th grade Mathematics data was Category 3 Geometry and Measurement	• Use different strategies to solve one-step and two-step linear equations • Use manipulatives to use negative and positive integers • Construct and analyze tables • Graphs and equations to describe linear functions • Use common language and algebraic notations • Facilitate conceptual learning and understanding of	Literacy Leadership Team	Review ongoing formative and informative assessment data to ensure progress and adjust instruction as needed	Baseline and interim assessments Teacher assessments Teacher observation

		algebraic concepts • Apply the learning to solve real-world problems • Hand-on experiences including the use of tangible manipulatives • Use manipulatives to introduce basic mathematical concepts • Interventions using SUCESSMAKER and RIVERDEEP • Interventions by using before and afterschool tutoring twice per week			
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

4. FCAT 2.0: Percentage of students in Lowest 25 % making learning gains in mathematics. Mathematics Goal #4:			The results of the 2011-2012 FCAT 2.0 Mathematics Assessment indicate that 61%(N<30) of the lowest 25% of students achieved learning gains. The goal for the 2012-2013 school year is to increase the level of the lowest 25% of students achieving learning gains to 66%(N<30).		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
61%(N<30)			66%(N<30)		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	The most critical area of deficiency as noted in the FCAT 2.0 6th grade Mathematics data was Category 3 Geometry and	- Construct and analyze tables - Graphs and equations to describe linear	Literacy Leadership Team	Review ongoing formative and informative assessment data to ensure progress and adjust instruction as	Baseline and interim assessments Teacher

1	Measurement	functions • Use common language and algebraic notations • Facilitate conceptual learning and understanding of algebraic concepts • Apply the learning to solve real-world problems • Hand-on experiences including the use of tangible manipulatives • Use manipulatives to introduce basis mathematical concepts • Interventions using SUCESSMAKER and RIVERDEEP • Interventions by using before and afterschool tutoring twice per week		needed	assessments Teacher observation
2	The most critical area of deficiency as noted in the FCAT 2.0 7th grade Mathematics data was Category 3 Geometry and Measurement	• Use different strategies to solve one-step and two-step linear equations • Use manipulatives to use negative and positive integers • Construct and analyze tables • Graphs and equations to describe linear functions • Use common language and algebraic notations • Facilitate conceptual learning and understanding of algebraic concepts • Apply the learning to solve real-world problems • Hand-on experiences including the use of tangible manipulatives • Use manipulatives to introduce basis mathematical concepts • Interventions using SUCESSMAKER and RIVERDEEP • Interventions by using before and afterschool tutoring twice per week	Literacy Leadership Team	Review ongoing formative and informative assessment data to ensure progress and adjust instruction as needed	Baseline and interim assessments Teacher assessments Teacher observation

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5B. Student subgroups by ethnicity (White, Black,	

Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.			The goal for the 2012-2013 school year is to increase student subgroups to a satisfactory progress in Mathematics		
Mathematics Goal #5B:					
2012 Current Level of Performance:			2013 Expected Level of Performance:		
White 76%(10024) Black 42%(15606) Hispanic 60%(63577) Asian: 84%(1572) American Indian 61%(82)			White 77%(10156) Black 48% (17836) Hispanic 63% (66756) Asian: 85%(1590) American Indian 66%(88)		
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					
2	Meet and mentor identified students on a regular basis to discuss progress, offer suggestions and provide differentiated instruction.	Teacher need to recognize student's varying backgrounds knowledge, readiness, language preference, learning interests	Literacy Leadership Team	Review ongoing formative and informative assessment data to ensure progress and adjust instruction as needed	Baseline and interim assessments Teacher assessments Teacher observation Summative FCAT 2.0 Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:					
5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:			The goal for the 2012-2013 school year is to increase ELL students to a satisfactory progress in Mathematics		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
49%(12752			54%(14054		
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	Meet and mentor identified students on a regular basis to discuss progress, offer suggestions and provide differentiated instruction.	Teacher need to recognize student's varying backgrounds knowledge, readiness, language preference, learning interests	Literacy Leadership Team	Review ongoing formative and informative assessment data to ensure progress and adjust instruction as needed	Baseline and interim assessments Teacher assessments Teacher observation Summative FCAT 2.0 Assessment

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:			The goal for the 2012-2013 school year is to increase SWD students to a satisfactory progress in Mathematics		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
31%(4901)			40%(6324)		
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	Meet and mentor identified students on a regular basis to discuss progress, offer suggestions and provide differentiated instruction.	Teacher need to recognize student's varying backgrounds knowledge, readiness, language preference, learning interests	Literacy Leadership Team	Review ongoing formative and informative assessment data to ensure progress and adjust instruction as needed	Baseline and interim assessments Teacher assessments Teacher observation Summative FCAT 2.0 Assessment

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:			The goal for the 2012-13 school year is to increase ED students to a satisfactory progress in Mathematics		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
52%(63324)			56%(68195)		
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					
2	Meet and mentor identified students on a regular basis to discuss progress, offer suggestions and provide differentiated instruction.	Teacher need to recognize student's varying backgrounds knowledge, readiness, language preference, learning interests	Literacy Leadership Team	Review ongoing formative and informative assessment data to ensure progress and adjust instruction as needed	Baseline and interim assessments Teacher assessments Teacher observation Summative FCAT 2.0 Assessment

Algebra End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Algebra.				
Algebra Goal #1:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Algebra Goal #				
3A :						
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. Algebra Goal #3B:	
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2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

3C. English Language Learners (ELL) not making satisfactory progress in Algebra. Algebra Goal #3C:	
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2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

Problem-Solving Process to Increase Student Achievement

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

End of Algebra EOC Goals

Geometry End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

3C. English Language Learners (ELL) not making satisfactory progress in Geometry.

Geometry Goal #3C:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.

Geometry Goal #3D:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

3E. Economically Disadvantaged students not making satisfactory progress in Geometry.

Geometry Goal #3E:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

End of Geometry EOC Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Graphing Calculators	All Subjects/All Grade Levels	Curriculum Support	All Instructional Staff	Ongoing Department Meetings	Classroom Visits and Lesson Plans Review	Principal
Project Based Instruction	All Subjects/All Grade Levels	Curriculum Support	All Instructional Staff	Ongoing Department Meetings	Classroom Visits and Lesson Plans Review	Principal

Mathematics Budget:

Evidence-based Program(s) / Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
CAMS and STAMS	Curriculum support program and workbook	CSP GRANT	\$2,500.00
			Subtotal: \$2,500.00
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
Learning Gains Incentives	FCAT Incentives	EESAC	\$500.00
			Subtotal: \$500.00
			Grand Total: \$3,000.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	The results of the 2011-2012 FCAT 2.0 Science Assessment indicate that 32% (16836) of the students achieved proficiency. The goal for the 2012-2013 school year is to increase to 36% (18853) achievement level.
2012 Current Level of Performance:	2013 Expected Level of Performance:
32%(16836	36%(18853

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The most critical area of deficiency as noted in the FCAT 2.05th Grade Science data was Category 3 Physical Science	- Develop professional Learning Communities of science teachers in order to research, collaborate, design, and implement instructional strategies to increase rigor through inquiry-based learning in Physical Science - Provide activities for students to design and develop science and engineering projects to increase scientific thinking, and the development and implementation of inquiry-based activities. - Activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design in Physical Science - Include teacher-demonstrated as well as student activities that are centered laboratories activities that apply, analyze, and explain concepts related to matter, energy, force, and motion	Literacy Leadership Team	Review on a weekly basis ongoing formative and informative assessment data to ensure progress and adjust instruction as needed	Florida baseline and interim assessments Teacher assessments Teacher observation Summative FCAT 2.0 Assessment
2	Science 8th Grade N/A				

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	The results of the 2011-2012 FCAT 2.0 Science Assessment indicate that 13% (6963) of the students achieved a proficiency of level 4 in Science. The goal is to increase the level of students achieving a proficiency of level 4 to 15%(7828).
2012 Current Level of Performance:	2013 Expected Level of Performance:
13%(6963)	15%(7828)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The most critical area of deficiency as noted in the FCAT 2.05th Grade Science data was Category 3 Physical Science	- Develop professional Learning Communities of science teachers in order to research, collaborate, design, and implement instructional strategies to increase rigor through inquiry-based learning in Physical Science - Provide activities for students to design and develop science and engineering projects to increase scientific thinking, and the development and implementation of inquiry-based activities. - Activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design in Physical Science - Include teacher-demonstrated as well as student activities that are centered laboratories activities that apply, analyze, and explain concepts related to matter, energy, force, and motion	Literacy Leadership Team	Review on a weekly basis ongoing formative and informative assessment data to ensure progress and adjust instruction as needed	Florida baseline and interim assessments Teacher assessments Teacher observation Summative FCAT 2.0 Assessment

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science.			N/A		
Science Goal #2a:					
2012 Current Level of Performance:			2013 Expected Level of Performance:		
N/A			N/A		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:				
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

PD Content / Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Effective Use of Data to Differentiated Instruction	All grade levels /Science Teachers	Curriculum Support	All Instructional Staff	Early Release December 13, 2012	Classroom Visits and Lesson Plans Review	Principal

Science Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
Learning Gains Incentives	FCAT Incentive	EESAC	\$500.00
			Subtotal: \$500.00
			Grand Total: \$500.00

End of Science Goals

Writing Goals

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

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

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	The results of the 2011-2012 FCAT Writing Assessment indicate that 80%(61739) of the students achieved Level 4 or higher in writing. The goal for the 2012-2013 school year is to increase the level of students achieving level 4 or higher in Writing to 82% (63307).
2012 Current Level of Performance:	2013 Expected Level of Performance:
0%(61739)	82%(63307)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The most critical area of deficiency as noted in the FCAT writing data Narrative writing.	- Differentiated Instruction - Relevant Details - Stated and Implied Main Idea - Graphic Organizers - Identify Sequence of Events in texts - Identify theme or main idea - Assist teachers in planning, modeling strategies, and reviewing best practices. - Utilization of rubrics - Utilization of anchor papers	Literacy Leadership Team	Review on a weekly basis ongoing formative and informative assessment data to ensure progress and adjust instruction as needed	Florida baseline and interim assessments Teacher assessments Teacher observation Summative FCAT 2.0 Assessment

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Writing Across the Curriculum using rubrics and anchors.	All grade levels/All Subjects	Curriculum Support	All Instructional Staff	October 26, 2012	Classroom Visits and Lesson Plans Review	Principal
Reading Council Using Grammar and Convention	All grade levels/All Subjects	Curriculum Support	All Instructional Staff	October 15, 2012	Classroom Visits and Lesson Plans Review	Principal
	All grade levels/All Subjects					

Writing Budget:

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

Civics End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Civics. Civics Goal #1:	The results of the 2011-2012 EOC Civics Assessment indicate that 0% (42) of the students achieved proficiency. The goal for the 2012-2013 school year is to increase to 10% (2492) achievement level.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0%(42)	10%(2492)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The most critical deficiency as noted in the Civics EOC Civics data is the lack of data	• Institute on-going common planning sessions for Civics teachers to ensure that the Civics curriculum is taught with fidelity and is paced so as to address all benchmarks • Utilize District-published lesson plans with assessments aligned to tested EOC Benchmarks to maximize opportunities for students to master test content • Provide classroom activities which help students develop an understanding of the content-specific vocabulary taught in civics. • Provide activities that allow students to interpret primary and secondary sources of information • Provide opportunities for students to examine opposing points of view on a variety of issues • Provide opportunities for students to write to inform and to persuade • Provide opportunities for students to utilize print and non-print resources to research issues related to government/civic; help students provide alternate solutions to the problems researched.	Literacy Leadership Team	Review on a weekly basis ongoing formative and informative assessment data to ensure progress and adjust instruction as needed	Formative baseline and interim assessments Teacher assessments Teacher observation Summative Civics EOC Assessment

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

2. Students scoring at or above Achievement Levels 4 and 5 in Civics.			The results of the 2011-2012 EOC Civics Assessment indicate that 0% (42) of the students achieved proficiency. The goal for the 2012-2013 school year is to increase to 10% (2492) achievement level.		
Civics Goal #2:					
2012 Current Level of Performance:			2013 Expected Level of Performance:		
0%(42)			10%(2492)		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The most critical deficiency as noted in the Civics EOC Civics data is the lack of data	.Institute on-going common planning sessions for Civics teachers to ensure that the Civics curriculum is taught with fidelity and is paced so as to address all benchmarks • Utilize District-published lesson plans with assessments aligned to tested EOC Benchmarks to maximize opportunities for students to master test content • Provide classroom activities which help students develop an understanding of the content-specific vocabulary taught in civics. • Provide activities that allow students to interpret primary and secondary sources of information • Provide opportunities for students to examine opposing points of view on a variety of issues • Provide opportunities for students to write to inform and to persuade • Provide opportunities for students to utilize print and non-print resources to research issues related to government/civic; help students provide alternate solutions to the problems researched.	Literacy Leadership Team	Review on a weekly basis ongoing formative and informative assessment data to ensure progress and adjust instruction as needed	Formative baseline and interim assessments Teacher assessments Teacher observation Summative Civics EOC Assessment

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

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

PD Content / Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Project Citizen	Civics Teachers/7th Grade	Curriculum Support	7th Grade Civics Teaches	October 26, 2012	Classroom Visits and Lesson Plan reviews	Principal

Civics Budget:

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

End of Civics Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	Based on the 2011-2012 the Average Daily Attendance Rate was 95.44%(144). The goal for the 2012-2013 Average Daily Attendance Rate is 95.94%(145).
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
95.39%(234)	95.89%(235)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
37	35
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)

37			35		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The most critical area of deficiency as it pertains to attendance is the lack of bus transportation to the site.	- Attendance incentives to students. - Increase parental communication to ensure that parents are aware of the impact of attendance and student performance	Leadership Team	Daily review of the attendance bulletin and tardy logs by Assistant Principal.	COGNOS Reports

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
Attendance	All Grade Levels/All Subjects	Principal	Students and Faculty	Grade Level Assemblies August 21, 2012	Review of Daily Attendance Rates	Principal

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to “Guiding Questions”, identify and define areas in need of improvement:					
1. Suspension Suspension Goal #1:			Based on the 2011-2012 the suspension rate was 7. The goal for the 2012-2013 suspension rate is 6.		
2012 Total Number of In–School Suspensions			2013 Expected Number of In-School Suspensions		
0			0		
2012 Total Number of Students Suspended In-School			2013 Expected Number of Students Suspended In-School		
0			0		
2012 Number of Out-of-School Suspensions			2013 Expected Number of Out-of-School Suspensions		
7			6		
2012 Total Number of Students Suspended Out-of-School			2013 Expected Number of Students Suspended Out-of-School		
3			3		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The most critical area of deficiency as it pertains to suspension unfamiliarity with the Student Code of Conduct.	• Conduct incentives to students. • Increase parental communication to ensure that parents are aware of the impact of good behavior and student performance	Leadership Team	Regular reviews of the SCAMS report and enforce Student Contracts.	SCAMS Report Data

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

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

PD Content / Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Student Code of Conduct	All Grade Levels/All Subjects	Assistant Principal	Students and Faculty	Grade Level Assemblies August 21, 2012	Review Suspension Rates	Assistant Principal

Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Parent Involvement					
Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>			Based on the 2011-2012 the parent involvement rate was 85%. The goal for the 2012-2013 parental involvement rate is 88%.		
2012 Current Level of Parent Involvement:			2013 Expected Level of Parent Involvement:		
85%			88%		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The most critical area of deficiency as it pertains to parent involvement are parents that are working and unable to attend parent related activities.	• Increase Connect-ED communication • Increase evening and weekend activities	Lead Teacher	Facilitate sign-in sheets during scheduled events	• Sign In Sheets • Evaluation forms • School Climate Reports

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
Parental Involvement	All grade levels/All Courses	Lead Teacher	Parents and Guardians	Student Orientation April 13, 2013	Review of Sign – In Sheets	Principal
Parental Involvement	All grade levels/All Courses	Lead Teacher	Parents and Guardians	Open House 9/13/2012 6:30 pm	Review of Sign – In Sheets	Principal
Parental Involvement	All grade levels/All Courses	Lead Teacher	Parents and Guardians	Recruitment Fair December 5, 2012 6:00 pm	Review of Sign – In Sheets	Principal

Parent Involvement Budget:

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM STEM Goal #1:			During the 2011-2012, 40% of enrolled students participated in the annual Science and Mathematics Fair. The goal for the 2012-2013 is to increase the number of students participating in the annual Science and Mathematics Fair to 60%.		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool

			Monitoring	Strategy	
1	The most critical area of deficiency as it pertains to STEM is the lack of time and proper communication	Involve parents and community partners Incorporate the Science and Mathematics Fair in the Science and Mathematics curriculum throughout the school year	Principal	Quarterly review of ongoing formative and informative assessment data to ensure progress and adjust instruction as needed. Bi-weekly classroom visits and lesson plans reviews	Show an increase in participation by formative and informative evaluations.
2	Familiarize students with high school admission CTE and STEM pre-requisites	Collaborate with feeding high school administration and teachers to familiarize them with admission requirements and curriculum in order to prepare students for high school Meet with administrators and STEM teachers each quarter to correlate curriculum. Reach out to feeding high school administrators in order to partner teachers and allow our students to use their facilities in order to prepare our students for STEM and CTE courses.	Principal	Quarterly review of ongoing formative and informative assessment data to ensure progress and adjust instruction as needed. Bi-weekly classroom visits and lesson plans reviews	Show an increase in participation by formative and informative evaluations.

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
Middle School to High School STEM instruction, student transition, and student articulation	All grade levels/Science and Mathematics teachers	Principal	Feeder pattern Middle School and STEM teachers	September 5, 2012 November 12, 2012 February 14, 2012 April 14, 2012	Review of Sign – In Sheets and Agenda	Principal

STEM Budget:

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

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

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. CTE CTE Goal #1:			The goal for the 2012-2013 is to increase the number of students familiarizing themselves with Career and Technical Education opportunities offered at the high school level.		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The most critical area of deficiency as it pertains to Career and Technical Education is the lack of communication between elementary/middle and high schools.	Collaborate with feeding high school administration and teachers to familiarize them with admission requirements and curriculum in order to prepare students for high school Meet with administrators and STEM teachers each quarter to correlate curriculum. Reach out to feeding high school administrators in order to partner teachers and allow our students to use their facilities in order to prepare our students for STEM and CTE courses. Facilitate career planning in 7th grade	Principal	Monitor the implementation of lessons in the CTE classrooms.	Fieldtrip Rosters to feeding high schools with CTE and STEM curriculum
	Familiarize students with high school admission CTE and STEM pre-requisites	Collaborate with feeding high school administration and teachers to familiarize them with admission requirements and curriculum in order to prepare students for	Principal	Monitor the implementation of lessons in the CTE classrooms.	Fieldtrip Rosters to feeding high schools with CTE and STEM curriculum

2	high school Meet with administrators and STEM teachers each quarter to correlate curriculum. Reach out to feeding high school administrators in order to partner teachers and allow our students to use their facilities in order to prepare our students for STEM and CTE courses			
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up /Monitoring	Person or Position Responsible for Monitoring
Middle School to High School STEM instruction, student transition, and student articulation	All grade levels/Science and Mathematics teachers	Principal	Feeder pattern Middle School and STEM teachers	September 5, 2012 November 12, 2012 February 14, 2012 April 14, 2012	Review of Sign – In Sheets and Agenda	Principal

CTE Budget:

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

Additional Goal(s)

Goal:

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. Goal					
Goal #1:			N/A		
2012 Current level:			2013 Expected level:		
N/A			N/A		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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

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

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

Budget:

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

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

End of Goal(s)

FINAL BUDGET

Evidence-based Program(s) / Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	CARS and STARS	Curriculum support program and workbook	CSP GRANT	\$2,500.00
Reading	A.R.	Curriculum support program and workbook	CSP GRANT	\$4,000.00
Mathematics	CAMS and STAMS	Curriculum support program and workbook	CSP GRANT	\$2,500.00
				Subtotal: \$9,000.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Learning Gains Incentive	FCAT Incentives	EESAC	\$500.00
Mathematics	Learning Gains Incentives	FCAT Incentives	EESAC	\$500.00
Science	Learning Gains Incentives	FCAT Incentive	EESAC	\$500.00
				Subtotal: \$1,500.00
				Grand Total: \$10,500.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

☒ Priority	☒ Focus	☒ Prevent	☒ NA
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Are you a reward school: ☒ Yes ☐ No

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

No Attachment (Uploaded on 10/16/2012)

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

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

The Educational Excellence School Advisory Council (EESAC) committee will receive on-going reports on the status of the implementation of the School Improvement Plan (SIP). The EESAC will review and approve the School Improvement Plan (SIP). The council will develop incentive plans to promote learning gains. They will monitor student achievement in every academic category including Mathematics, Reading, Writing, and Science.

AYP DATA

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

SCHOOL GRADE DATA

No Data Found
No Data Found
No Data Found