

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: MANDARIN LAKES K-8 ACADEMY

District Name: Dade

Principal: Angeles Fleites

SAC Chair: Brenda Washington

Superintendent: Alberto M. Carvalho

Date of School Board Approval: November 22, 2011

Last Modified on: 10/11/2012

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

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

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Angeles Fleites	Administrative Supervisor Elementary Education School Principal	5	28	'12 '11 '10 '09 '08 School Grade C D C D A AYP N N N N High Standards Rdg. 35 45 51 44 87 High Standards Math 40 54 60 47 85 Lrng Gains-Rdg. 67 52 60 56 70 Lrng Gains-Math 63 52 66 43 70 Gains-Rdg-25% 70 52 55 57 55 Gains-Math-25% 67 57 65 60 61
Assis Principal	Renita Lee	Educational Leadership Middle Grade Science Sociology 6-12	2	6	'12 '11 '10 '09 '08 School Grade C D D B AYP N N N N High Standards Rdg. 35 45 23 22 45 High Standards Math 40 54 56 51 74 Lrng Gains-Rdg. 67 52 37 41 56 Lrng Gains-Math 63 52 71 70 80 Gains-Rdg-25% 70 52 34 44 55 Gains-Math-25% 67 57 73 69 79
		Elementary Education			'12 '11 '10 '09 '08 School Grade C D D A C AYP N N Y N

Assis Principal	Peter B. Gutierrez	ESOL Primary Education Educational Leadership	2	7	High Standards Rdg. 35 45 41 66 50 High Standards Math 40 54 57 67 57 Lrng Gains-Rdg. 67 52 49 69 57 Lrng Gains-Math 63 52 51 77 66 Gains-Rdg-25% 70 52 34 64 56 Gains-Math-25% 67 57 60 85 71
Assis Principal	Kenneth L. Williams	Educational Leadership Varying Exceptionalities	1	1	'12 '11 '10 '09 '08 School Grade C D C F D AYP N N N N High Standards Rdg. 35 45 51 24 24 High Standards Math 40 54 60 54 53 Lrng Gains-Rdg. 67 52 60 40 46 Lrng Gains-Math 63 52 66 66 74 Gains-Rdg-25% 70 52 55 47 51 Gains-Math-25% 67 57 65 65 76

INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading/Writing	Michael Lazo	Elementary Education ESOL Endorsement Educational Leadership	2	1	'12 '11 '10 '09 '08 School Grade C D C A A AYP N N High Standards Rdg. 35 45 51 80 88 High Standards Math 40 54 60 82 86 Lrng Gains-Rdg. 67 52 60 76 77 Lrng Gains-Math 63 52 66 72 73 Gains-Rdg-25% 70 52 55 69 74 Gains-Math-25% 67 57 65 82 60
Math	Juan Campbell	Elementary Education ESOL Endorsement Educational Leadership	1	1	'12 '11 '10 '09 '08 School Grade C D A A A AYP N N Y Y High Standards Rdg. 35 45 93 88 88 High Standards Math 40 54 86 88 86 Lrng Gains-Rdg. 67 52 75 74 77 Lrng Gains-Math 63 52 67 62 73 Gains-Rdg-25% 70 52 72 67 74 Gains-Math-25% 67 57 66 67 60
Reading/Writing	Alliany Romero	Elementary Education ESOL Endorsement Reading K-12 Exceptional Student Education	3	1	'12 '11 '10 '09 '08 School Grade C D C A AYP N N N High Standards Rdg. 35 45 51 83 High Standards Math 40 54 60 83 Lrng Gains-Rdg. 67 52 60 71 Lrng Gains-Math 63 52 66 80 Gains-Rdg-25% 70 52 55 68 Gains-Math-25% 67 57 65 67
Science	Laura Gardner	Early Childhood Education Elementary Education ESOL Endorsement	1	1	'12 '11 '10 '09 '08 School Grade B C A B AYP N High Standards Rdg. 35 69 66 72 71 High Standards Math 40 72 69 74 72 Lrng Gains-Rdg. 67 66 59 67 69 Lrng Gains-Math 63 61 55 66 62 Gains-Rdg-25% 70 0 41 58 53 Gains-Math-25% 67 60 44 69 51

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Continue to provide year round professional development to enhance the meaningful pedagogical strategies of the teachers.	Assistant Principals	On-going	
2	2. Partner new teachers with veteran teachers for support and modeling in the classroom.	Assistant Principals	On-going	
3	3. Utilize the Lesson Study Cycle to support instructional practices.	Principal, Assistant Principals, Instructional Coaches	June 6, 2013	

4	4. Establish Professional Learning Communities.	Principal, Assistant Principals, Instructional Coaches	June 6, 2013
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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
16.22% (27)	1. Encourage professionals to take required subject area test. 2. Provide opportunities to develop learning communities among those out of field.

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
89	2.2%(2)	51.7%(46)	33.7%(30)	12.4%(11)	40.4%(36)	69.7%(62)	5.6%(5)	2.2%(2)	59.6%(53)

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
Sue Carvajal	TBD	To give support in lesson planning and instructional delivery	Common Planning Meetings
Noemi Fuchs	TBA	To give support in lesson planning and instructional delivery, and classroom management	Common Planning Meetings, Modeling

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

Mandarin Lakes K-8 Academy provides services to ensure students requiring additional remediation are assisted through after-school programs, Saturday School, or summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to secondary students. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school wide program include an extensive Parental Program; (Title CHES); Saturday Tutoring Academy; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

Mandarin Lakes K-8 Academy provides services and support to migrant students and parents. Informational meetings on school policies/procedures, parental involvement, and curriculum (i.e. FCAT Informational Meeting) are provided by the Principal, Assistant Principals, the reading coaches, and the Lead Teacher at the South Dade Agricultural Camp. Teachers provide Saturday tutoring services to migrant students at the camp. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. The liaison also provides supplemental academic intervention in the areas of Reading and Mathematics during the school day based on student needs.

Title I, Part D

Mandarin Lakes K-8 Academy provides training and substitute release time for Professional Development Liaisons (PDL) to focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.

Title II

Mandarin Lakes K-8 Academy uses supplemental funds provided by the District for improving basic education as follows:

- training to certify qualified mentors for the New Teacher (MINT) Program
- training for add-on endorsement programs, such as Reading, Gifted, ESOL

Title III

Mandarin Lakes K-8 Academy will use Title III funds to supplement and enhance the programs for English Language Learners (ELL) and immigrant students by providing an after school tutorial program and software for the development of language and literacy skills in reading.

Title X- Homeless

Mandarin Lakes K-8 Academy's Homeless Liaison provides training for the school registrar on the procedures for Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated or isolated on their status as homeless-and are provided with all entitlements. Mandarin Lakes K-8 Academy will cooperate with the liaison from Community Partnership for the Homeless agency to provide tutoring services and parent informational meetings to the homeless students the school services.

Supplemental Academic Instruction (SAI)

Mandarin Lakes K-8 Academy will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

Mandarin Lakes K-8 Academy will provide teacher/student and administration/student conflict resolution interventions, character education, and peer mediation to foster positive behavior, improve attendance, and lower suspension rates.

Nutrition Programs

- 1) Mandarin Lakes K-8 Academy adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- 2) Nutrition education, as per state statute, is taught through physical education.
- 3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

Mandarin Lakes K-8 Academy will provide Career and Technical Education through elective courses offered to the Upper Academy Students. Project Based Learning will be encouraged among all courses to support the CTE courses.

Job Training

N/A

Other

Parental

Mandarin Lakes K-8 Academy's Principal and Community Involvement Specialist will involve parents in the planning and implementation of the Title I Program and extend an open invitation to the school's parent resource center in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services.

The Community Involvement Specialist (CIS) will assist in increasing parental engagement/involvement through developing (with on-going parental input) our Title I School-Parent Compact (for each student); our school's Title I Parental Involvement Policy; scheduling the Title I Orientation Meeting (Open House); and other documents/activities necessary in order to comply with dissemination and reporting requirements.

Mandarin Lakes K-8 Academy will conduct informal parent surveys to determine specific needs of the parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate parents' schedules as part of our goal to empower parents and build their capacity for involvement.

Mandarin Lakes K-8 Academy will complete the Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118. Confidential "as-needed services" will be provided to students in the school in "homeless situations".

Additional academic and support services will be provided to students and families of the Migrant population as applicable.

School Improve Grant Fund/School Improvement Grant Initiative

Mandarin Lakes K-8 Academy will receive funding under the School Improvement Grant Fund/School Improvement Grant Initiative in order to increase the achievement of the lowest performing subgroups through comprehensive, ongoing data analysis, curriculum and instruction alignment, and specific interventions such as extended day remedial tutorial instruction, Differentiated instruction/intervention, classroom libraries, Project CRISS, and Learning 100. Additionally, Title I School Improvement Grant/Fund support funding and assistance to schools in Differentiated Accountability based on need.

The Voluntary Public School Choice Program (I Choose!) a federally funded grant, is a district wide initiative designed to assist in achieving the Miami-Dade County Public Schools' District's Strategic Plan goal to expand the availability of and access to high quality public school choice options for all parents in Miami-Dade County. Voluntary Public School Choice grant funds are used to evaluate programs, inform parents of educational options, and re-culture teaching practices to establish quality school environments.

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Angeles Fleites, Principal
Peter Gutierrez, Assistant Principal
Renita Lee, Assistant Principal
Kenneth Williams, Assistant Principal
Ursula McGuire, Behavior Management Teacher
Juan Campbell, Math Coach
Michael Lazo, Reading Coach
Aliany Romero, Reading Coach
School Psychologist

Speech Language Pathologist
Maria Cristi Echemendia, School Counselor
School Social Worker

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 Principal, will provide a common vision for the use of data-based decision-making, ensure that the school based team is implementing MTSS, conduct assessment of MTSS skills of school staff, ensure implementation of intervention support and documentation, ensure adequate professional development to support MTSS implementation, and communicate with parents regarding school-based MTSS plans and activities.

- Assistant Principals of Curriculum, will provide guidance on K-12 comprehensive reading, mathematics, and science plans; facilitate and support data collection activities; assist in data analysis; provide professional development and technical assistance to teachers regarding data based instructional planning; and support the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

- Teachers will provide information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention, collaborate with other staff to implement Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2/3 activities.

- The Behavior Management Teacher, will participate in student data collection, integrate core instructional activities/materials into Tier 3 instruction, and collaborate with general education teachers through such activities as co teaching.

- The Math Coach, will provide professional development as it relates to differentiated instruction and use of manipulatives in Mathematics.

- The Reading Coaches, will develop, lead, and evaluate school core content standards/programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches, and identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and

- The School Psychologist, will participate in the collection, interpretation, and analysis of data; facilitate development of intervention plans; provide support for intervention fidelity and documentation; provide professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitate data-based decision making activities.

- The Speech Language Pathologist, will educate the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assist in the selection of screening measures; and help identify systemic patterns of student need with respect to language skills.

- The School Counselor, will provide quality services and expertise on issues ranging from program design to assessment and intervention with individual students.

- The School Social Worker, will provide interventions; continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

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

The following steps will be considered by the school's Leadership Team to address how we can utilize the RtI process to enhance data collection, data analysis, problem solving, differentiated assistance, and progress monitoring.

The Leadership Team will:

1. Monitor academic and behavior data evaluating progress by addressing the following important questions:

- What will all students learn? (curriculum based on standards)
- How will we determine if the students have learned? (common assessments)
- How will we respond when students have not learned? (Response to Intervention problem solving process and monitoring progress of interventions)
- How will we respond when students have learned or already know? (enrichment opportunities)

2. Gather and analyze data to determine professional development for faculty as indicated by student intervention and achievement needs.

3. Hold regular team meetings

4. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress

5. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions

6. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery
7. Assist with monitoring and responding to the needs of subgroups within the expectations for adequate yearly progress

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 will be used to guide instructional decisions and system procedures for all students to:
 - adjust the delivery of curriculum and instruction to meet the specific needs of students
 - adjust the delivery of behavior management system
 - adjust the allocation of school-based resources
 - drive decisions regarding targeted professional development
 - create student growth trajectories in order to identify and develop interventions

2. Managed data will include:

Academic

- FAIR assessment
- Interim assessments
- State/Local Math and Science assessments
- FCAT
- Student grades
- Bi-weekly assessments

*Data is managed through Edusoft and PMRN

Behavior

- Student Case Management System
- Detentions
- Suspensions/expulsions
- Referrals by student behavior, staff behavior, and administrative context
- Office referrals per day per month
- Attendance
- Referrals to special education programs

Describe the plan to train staff on MTSS.

The district professional development and support will include:

1. training for all administrators in the MTSS problem solving, data analysis process;
2. providing support for school staff to understand basic MTSS principles and procedures; and
3. providing a network of ongoing support for MTSS organized through feeder patterns

Describe the plan to support MTSS.

The MTSS Leadership Team will meet with the principal and the Educational Excellence School Advisory Council (EESAC) support MTSS. The team will provide data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that need to be addressed; help set clear expectations for instruction (Rigor, Relevance, Relationship); facilitate the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and aligned processes and procedures.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Angeles Fleites, Principal
Peter Gutierrez, Assistant Principal
Renita Lee, Assistant Principal
Michael Lazo, Reading Coach
Aliany Romero, Reading Coach
Maria Echemendia, Counselor

Diann Coats, First Grade Reading Teacher
Sue Carvajal, Third Grade Reading Teacher
Michael Lazo, Writing Coach
Artentry Jackson, Language Arts Teacher

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

The principal will cultivate the vision for increased school-wide literacy across all content areas by being an active participant in all Literacy Leadership Team meetings and activities. During school site visits, the District team will review the minutes from LLT meetings and have a dialogue with principals regarding the meetings.

The principal will provide necessary resources to the LLT. The reading coach will serve as a member of the Literacy Leadership Team. The coach will share his/her expertise in reading instruction, assessment and observational data to assist the team in making instructional and programmatic decisions. The reading coach will work with the Literacy Leadership Team to guarantee fidelity of implementation of the K-12 CRRP. The reading coach will provide motivation and promote a spirit of collaboration within the Reading Leadership Team to create a school-wide focus on literacy and reading achievement by establishing model classrooms; conferencing with teachers and administrators; and providing professional development.

The principal will ensure that the reading coach uses the online coach's log on the Progress Monitoring Reporting Network (PMRN) by:

- analyzing the biweekly entries of the reading coaches on the PMRN; and
- monitoring time spent on specific activities to ensure alignment to the K-12 CRRP.

Principals will conference with the reading coaches on a biweekly basis in order to discuss trends and determine if accommodations need to be made to the reading coach's schedule in order to best impact student achievement.

The principal will monitor lesson plans during regular classroom visitations. The principal will evaluate what she sees instructionally and expect it to match what is on the plans. Teachers needing assistance will be supported by the reading coaches and the school administrators.

The principal will conference with all teachers individually to analyze their students' data and determine strengths and weaknesses. If the data demonstrates a weakness in reading, the principal will encourage the teacher to incorporate reading into their SMART goal which is part of the IPEGS Goal Setting Process. During the IPEGS mid-year process, a conversation will take place relative to progress on meeting the goal. In addition to the regular data chats after each assessment period, data will be discussed at grade level meetings and department chair meetings for the purpose of refining and targeting instruction.

The data study team will meet approximately five times per year: at the beginning of the year, following each of the three FAIR assessments, and at the end of the year. Based on the MTSS model, school site staff will meet as needed to identify and target intervention for students. Additionally, each school site's MTSS Team will schedule data chat meetings to include teachers, reading coaches, school psychologist, and administrators.

Principals will monitor implementation of the K-12 CRRP through a variety of methods including weekly classroom walkthroughs, monthly grade/departmental meetings, and reading leadership team meetings. In addition, student performance data in reading will be reviewed regularly during Data Team meetings. The Principal Reading Walkthrough Guidelines from the Just Read, Florida! office provide principals with a tool to effectively structure classroom visits in order to observe effective reading instruction. This tool provides a snapshot of classroom organization, instruction, and learning opportunities in the reading classroom. Indicators focus on the learning environment and include instructional strategies essential for reading including phonemic awareness, phonics, fluency, vocabulary, and comprehension.

The principals will create a reading goal, specific objectives and action steps in their School Improvement Plan that will increase reading achievement in all subgroups in order to meet the goals of AYP. By participating in the analysis of student data and interpreting various reports that drive instructional implications across the curriculum, principals will serve as literacy leaders.

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

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

The purpose of the Literacy Leadership Team is to create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. The principal, reading coach, mentor reading teachers, content area teachers,

and other principal appointees should serve on this team which should meet at least once a month. What process will the principal use to form and maintain a Literacy Leadership Team? Include the role of the principal and coach on the Reading Leadership team and how the principal will promote the Literacy Leadership Team as an integral part of the school literacy process to build a culture of reading throughout the school.

The principal selects team members for the Literacy Leadership Team (LLT) based on a cross section of the faculty and administrative team that represents highly qualified professionals who are interested in serving to improve literacy instruction across the curriculum. The reading coach must be a member of the Literacy Leadership Team. The team will meet monthly throughout the school year. School Reading Leadership Teams may choose to meet more often. Additionally, the principal may expand the LLT by encouraging personnel from various sources such as District and Regional support staff to join. The RLT maintains a connection to the school's Multi-Tiered System of Supports process by using the MTSS problem solving approach to ensure that a multi-tiered system of reading support is present and effective.

Public School Choice

Supplemental Educational Services (SES) Notification
[View uploaded file](#) (Uploaded on 10/11/2012)

*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.

Currently, Mandarin Lakes K-8 Academy offers parent meetings that allow for dissemination of information both in-house and off-campus (South Dade Agricultural Camp and Homeless Assistance Center) regarding beginning Kindergarten, the philosophy of the school, and the programs offered. In order to ensure that appropriate skills are being taught to prepare students for Kindergarten, quarterly meetings will be conducted with staff from preschools in the area for the purpose of articulating readiness expectations. Incoming Kindergarten students will be given the Florida Kindergarten Readiness Screener (FLKRS) in order to assess readiness for Kindergarten. Data gleaned from pre-assessment will be utilized to create intervention groups.

*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.

In order to ensure that reading strategies are supported by all teachers, the secondary reading coach will meet on a bi-weekly basis with all teachers in grades 6-8 by departments. The reading coach will provide teachers with reading strategies and best practices to implement in the respective content area subjects taught that will support the reading standards. Furthermore, the reading coach will model the implementation of these strategies in the content area classes, further providing support for those teachers.

*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 Reading Test indicates that 23% percent of students achieved level 3 High Standard proficiency. Our goal for the 2012-2013 school year is to increase the number of students scoring level 3 proficiency by 4%
2012 Current Level of Performance:	2013 Expected Level of Performance:
23% (194)	27% (231)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category #1, Vocabulary. There is a need to reinforce the strategies necessary to utilize the critical vocabulary skills to increase comprehension.	During pre-reading activities, students will utilize context clues, pictures, titles and extra information to increase critical vocabulary knowledge. Additionally, the use of content area textbooks and supplemental materials will be used in the content area classes to reinforce the reading benchmarks.	Literacy Leadership Team	Ongoing classroom assessments focusing on students' knowledge of critical vocabulary. The Literacy Leadership Team will review the results of these school-site assessments, District-generated assessments, and data generated from authentic student work, and classroom walk thru's in order to monitor student progress made towards benchmark goals.	Formative: Miami-Dade County Baseline, Fall and Winter Interim Assessments, as well as Tri-Weekly benchmark assessments Summative: 2013 FCAT 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:	Our goal for the 2012-2013 school year is to increase the percent of students scoring level 4, 5, and 6.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	The need to provide close one to one	A structured remediation program will	Literacy Leadership Team	The Literacy Leadership team will monitor the	Formative: Miami-Dade County

1	assistance during interventions and remediation.	provide students with Small Group Differentiated Instruction focusing on deficient skills.	small group instruction	Baseline, Fall and Winter Interim Assessments, as well as Tri-Weekly benchmark assessments Summative: 2013 FCAT Alternative 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 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 Reading Test indicates that 11% of students achieved level 4 and 5 High Standard proficiency. Our goal for the 2012-2013 school year is to increase level 4 and 5 student proficiency by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
11% (94)	13% (111)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 4, Informational Text/Research Process. There is a Limited use of resources and strategies necessary to teach Informational Text and Research Process.	During pre-reading activities, students will utilize headings, subheading, visual cues and captions. Also, help students recognize the characteristics of reliable and valid information. Additionally, the use of content area textbooks and supplemental materials will be used in the content area classes to reinforce the reading benchmarks. This enrichment strategy will address students that are above proficiency.	Literacy Leadership Team	Ongoing classroom assessments focusing on students' knowledge of informational text/research process. The Literacy Leadership Team will review the results of these school-site assessments, District-generated assessments, and data generated from authentic student work, and classroom walk thru's in order to monitor student progress made towards benchmark goals.	Formative: Miami-Dade County Baseline, Fall and Winter interim Assessments, Tri-Weekly Benchmark Assessments Summative: 2013 FCAT 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:	Our goal for the 2012-2013 school year is to increase the percent of students scoring level 7.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students requiring administration of the Florida Alternate Assessment require close one to one assistance	A structured remediation program will provide students with Small Group Differentiated Instruction focusing on deficient skills. This enrichment strategy will address students that are above proficiency.	Literacy Leadership Team	The Literacy Leadership team will monitor the small group instruction	Formative: Miami-Dade County Baseline, Fall and Winter Interim Assessments, as well as Tri-Weekly benchmark assessments Summative: 2013 FCAT Alternative

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 Reading Test indicates that 67% of students made learning gains. Our goal for the 2012-2013 school year is to increase the number of students achieving learning gains by 5 percentage points to 12%
2012 Current Level of Performance:	2013 Expected Level of Performance:
67% (391)	72% (420)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As noted on the 2012 administration of the FCAT Reading Assessment There is a need to reinforce the strategies necessary to utilize the critical vocabulary skills to increase comprehension.	The use of vocabulary webs, Tier 2 and 3 level words and context clues will increase vocabulary usage and knowledge. This strategy is for all students.	Literacy Leadership Team	Ongoing classroom assessments focusing on students' knowledge of critical vocabulary.	Formative: Miami-Dade County Baseline, Fall and Winter interim Assessments, Tri-Weekly Benchmark Assessments Summative: The 2013 FCAT Assessment

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	Our goal for the 2012-2013 school year is to increase the number of students achieving learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement					
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	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students requiring administration of the Florida Alternate Assessment require close one to one assistance	3B.1. A structured remediation program will provide students with Small Group Differentiated Instruction focusing on deficient skills. This enrichment strategy will address students that are above proficiency.	Literacy Leadership Team	The Literacy Leadership team will monitor the small group instruction	Formative: Miami-Dade County Baseline, Fall and Winter Interim Assessments, as well as Tri-Weekly benchmark assessments Summative: 2013 FCAT Alternative Assessment

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	The results of the 2011-2012 FCAT Reading Assessment indicates that 70% of the students in the lowest quartile made learning gains. Our goal for the 2012-2013 school year is to increase achievement in the lowest quartile by increasing the number of students in the lowest quartile making learning gains 3 percentage point to 75%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
70% (118)	75% (126)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Results from the 2012 FCAT Reading Assessment indicates that there is a need for additional small group differentiated instruction to increase exposure to vocabulary.	A structured remediation program will provide students with Small Group Differentiated Instruction through Voyager (30 minutes daily) and Guided Reading (30 minutes daily).	Literacy Leadership Team	Monitor student performance for the lower quartile group on FAIR, Edusoft and mini-assessments in order to adjust curriculum target to remediate instructional needs.	Formative: Baseline, Fall and Winter interim Assessments, and Tri-Weekly Benchmark Assessments. Summative: 2013 FCAT 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 # Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	28	34	40	46	52	

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

of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:		N/A			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
N/A		N/A			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:		The results of the 2011-2012 FCAT Reading Assessment indicates that 22 percent of students in the English Language Learners subgroup achieved proficiency. Our goal is to increase student proficiency by 9 percentage points to 31 percent.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
22% (37)		31% (52)			
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	English Language Learners had limited access to ESOL Instructional strategies lacking the instruction that provides scaffold instruction which targets the students' linguistic needs.	Structured access and instructional support will be provided to ELL students utilizing ESOL strategies to facilitate the acquisition of the English Language. Lesson plans will reflect usage of ESOL strategies.	Literacy Leadership Team	The Literacy Team will meet monthly to monitor the progress of the ELL AMO subgroups and identify the academic areas of need that will be targeted through the intervention program.	Formative: Miami-Dade County Baseline, Fall and Winter Interim Assessments, and Tri-Weekly Benchmark Assessments. Summative: 2013 FCAT 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 results of the 2010-2011 FCAT Reading Assessment indicates that 13 percent of students in the Students with Disabilities subgroup achieved proficiency. Our goal is to increase student proficiency by 15 percentage points to 28 percent.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			

13% (16)		28% (34)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited access to small group Instructional strategies. In addition to the lacking of instructional delivery that provides scaffold instruction which targets the area of need.	Utilize Elements Of Reading: Vocabulary, Words their Way, FCCR small group activities and Initial Reading or Readers Workshop intervention from Success Maker to increase student fluency and vocabulary on grade level text.	Literacy Leadership Team	The Literacy Leadership Team will meet monthly to monitor the progress of Students with Disabilities and identify the academic areas of need that will be targeted through the intervention program.	Formative: Miami-Dade County Baseline, Fall and Winter interim Assessments, and Tri-Weekly Benchmark Assessments. Summative: 2013 FCAT 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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
CRISS Training	3-8 / Reading	District CRISS	Third through Eighth Grade Reading Teachers	November 7, 2012	students work folders	Literacy Coaches

Small Group Differentiated Instruction PD	K-8 / Reading	Reading Coach	Kindergarten through Eighth Grade Reading Teachers	October 26, 2012	Small Group Differentiated Instruction Group Log and Data Folder	Literacy Coaches
Reading Thru Common Core	Grades K-3	Reading Coach	Reading/Language Arts Teachers	September 17, 2012 (Early Release Dates or District PD Day)	Coaches will monitor progress from PD by having constant communication in planned grade level meetings, organized deep planning between coaches and teachers, and modeling lessons from PD.	Literacy Coaches

Reading 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
Utilize CRISS strategies in incorporating how-to articles, brochures, fliers and other real-world documents to identify text features (subtitles, headings, charts, graphs, diagrams, etc) and to locate, interpret and organize information.	CRISS Training Materials	Title I Budget	\$1,000.00
			Subtotal: \$1,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Tutorial Programs will be provided after school to meet student needs through the use of instructional technology programs.	Hire hourly certified teachers	Title I Budget	\$6,000.00
			Subtotal: \$6,000.00
			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:	The results of the 2011-2012 CELLA Listening/Speaking Assessment indicates that 25 percent of students achieved proficiency. Our goal is to increase student proficiency.
2012 Current Percent of Students Proficient in listening/speaking:	

25% (77)

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	English Language Learners had limited access to ESOL Instructional strategies lacking the instruction that provides scaffold instruction which targets the students' linguistic needs.	Structured access and instructional support will be provided to ELL students utilizing ESOL strategies to facilitate the acquisition of the English Language. Lesson plans will reflect usage of ESOL strategies. Other strategies will include modeling, teacher led groups, the use of illustrations/diagrams, and the use of simple and direct language.	Literacy Leadership Team	The Literacy Team will meet monthly to monitor the progress of the ELL AMO subgroups and identify the academic areas of need that will be targeted through the intervention program.	Formative: Miami-Dade County Baseline, Fall and Winter interim Assessments, and Tri-Weekly Benchmark Assessments. Summative: 2013 CELLA Assessment

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

2. Students scoring proficient in reading.

CELLA Goal #2:

The results of the 2011-2012 CELLA Reading Assessment indicates that 17 percent of students achieved proficiency.

Our goal is to increase student proficiency.

2012 Current Percent of Students Proficient in reading:

17% (50)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As noted on the 2012 administration of the FCAT Reading Assessment There is a need to reinforce the strategies necessary to utilize the critical vocabulary skills to increase comprehension.	During pre-reading activities, students will utilize context clues, pictures, titles and extra information to increase critical vocabulary knowledge. Additionally, the use of content area textbooks and supplemental materials will be used in the content area classes to reinforce the reading benchmarks. Other strategies include the activation of prior knowledge, use of interactive word walls, cooperative learning, and choral reading.	Literacy Leadership Team	The Literacy Team will meet monthly to monitor the progress of the ELL AMO subgroups and identify the academic areas of need that will be targeted through the intervention program.	Formative: Miami-Dade County Baseline, Fall and Winter interim Assessments, and Tri-Weekly Benchmark Assessments. 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 Writing Assessment indicates that 13 percent of students achieved proficiency. Our goal is to increase student proficiency.			
2012 Current Percent of Students Proficient in writing:					
13% (39)					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Writing Assessment was quality of support and proper use of conventions. There is a need to improve on skills needed to incorporate real life experiences into the writing and enforce the proper use of grammar.	During writing instruction, students will use an effective writing process plan to write a draft organized with a logical sequence of beginning, middle, and end, using supporting details. Other ESOL strategies will include personal journals, graphic organizers, and rubric writing prompts.	Literacy Leadership Team	Administer and score students' monthly writing prompts to monitor students' progress and to adjust focus as needed. Additionally, monitor peer editing groups and writer's conferencing groups within select classes	Formative: Students' scores on monthly writing assessments, FOLIO Writing assessments (takes place of Baseline writing), classroom walk thru to see progress of the writing process, and FCAT Writes Mock Test to be given in early February 2013. Summative: 2013 CELLA Assessment

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

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 2011-2012 FCAT Math Test indicates that 23% of students achieved level 3 High Standard proficiency. Our goal for the 2012-2013 school year is to increase level 3 student proficiency to 30%
2012 Current Level of Performance:	2013 Expected Level of Performance:
23%(199)	30%(257)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Results from the 2011 administration of the FCAT Results from the 2012 administration of the FCAT Mathematics Assessment indicate that the area of greatest difficulty for 3rd and 4th grade was Reporting Category Number: Operations, Problems and Statistics.	Foster the use of meanings of numbers to create strategies for solving problems and responding to practical situations, and the use of models, place-value, and properties of operations to represent mathematical operations as well as create equivalent representation of given numbers.	MTSS Leadership Team, Math Coach	Results from Tri-weeklys will be reviewed to ensure progress and identify areas for remediation. Adjustments to Curriculum and small group instruction will be made as necessary.	Formative: Tri-weekly Assessments and District Interim Assessments Summative: The 2013 FCAT 2.0 Mathematics Assessment
2	Results from the 2012 administration of the FCAT Mathematics Assessment indicate that the area of greatest difficulty for 5th grade was Reporting Category Number: Base Ten and Fractions	Increase opportunities for students to model equivalent representations of given numbers using manipulatives. Increase the use of writing in mathematics to help students communicate their understanding of difficult concepts, reinforcing skills and allowing for correction of misconceptions.	MTSS Leadership Team, Math Coach	Results from Tri-weeklys will be reviewed to ensure progress and identify areas for remediation. Adjustments to Curriculum and small group instruction will be made as necessary.	Formative: Tri-weekly Assessments and District Interim Assessments Summative: The 2013 FCAT 2.0 Mathematics Assessment

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal # 1b:	Our goal for the 2012-2013 school year is to increase number of students scoring level 4, 5, and 6.
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	The students' limited access to educational technology hindered student progress in attaining High Standard proficiency.	Update computer lab schedules in order to optimize usage of computers to increase math skills using SuccessMaker	MTSS Leadership Team, Math Coach	Review SuccessMaker Math reports to ensure students are making adequate progress.	Formative: SuccessMaker Math Cumulative reports Summative: The 2013 FAA Mathematics Assessment

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal # 2a:	The results of the 2011-2012 FCAT Math Test indicates that 15% of students achieved level 4 and 5 High Standard proficiency. Our goal for the 2012-2013 school year is to increase level 4 and 5 student proficiency to 17%
2012 Current Level of Performance:	2013 Expected Level of Performance:
15% (126)	17%(146)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Results from the 2012 administration of the FCAT Mathematics Assessment indicate that the area of greatest difficulty for level 4 and 5 was Reporting Category Number: Base Ten and Fractions The deficiency is due to limited classroom opportunities to develop exploration and enrichment inquiry activities.	Students will be given opportunities to utilize inquiry skills in hands-on experiences using Differentiated Instruction (DI). In addition, students will apply the use of manipulatives to solve real-life problems using Go Math Enrichment activities and Higher level order questions from Florida Achieves Focus.	MTSS Leadership Team, Math Coach	Review ongoing classroom assignments and assessments that target application of the skills taught. Results from Tri-weeklys will be reviewed to ensure progress and identify areas for remediation. Adjustments to Curriculum and small group instruction will be made as necessary.	Formative: Student authentic work; Triweekly assessments Summative: The 2013 FCAT 2.0 Mathematics Assessment

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	Our goal for the 2012-2013 school year is to increase number of students scoring level 7.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students requiring administration of the Florida Alternate Assessment require close one to one assistance. The deficiency is due to limited classroom opportunities to develop exploration and inquiry activities.	Students will be given opportunities to apply the use of manipulatives in small group to solve real-life problems by using Resources from Go Math (Reteach/Enrichment)	MTSS Leadership Team, Math Coach	Review ongoing classroom assignments and assessments that target application of the skills taught.	Formative: Student authentic work; Tri-weekly assessments Summative: The 2013 FAA Mathematics Assessment

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	The results of the 2011-2012 FCAT Math Test indicates that 63% of students made learning gains. Our goal for the 2012-2013 school year is to increase the number of students achieving learning gains by 5 percentage points to 68%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
63%(368)	68%(397)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Results from the 2012 administration of the FCAT Mathematics Assessment indicate that the percent of students making learning gains increased by 11 percentage points when compared to the 2011 FCAT Mathematics Assessment. Lack of instruction in multiplication facts limits the ability to compute and answer multistep math problems.	Provide concrete real-world examples by infusing literacy into the mathematics instructional block. Additionally, student interactive math journals will be utilized in tandem with manipulatives to show transfer of mathematical theory to practical applications.	MTSS Leadership Team	Review formative tri-weekly assessment data reports to adjust instruction as needed to ensure progress is being made and students are making learning gains. Conduct grade level discussions to attain teacher feedback on effectiveness of strategy.	Formative: Tri-weekly assessments; Student generated work in math journals. Summative: The 2013 FCAT 2.0 Mathematics Assessment

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	Our goal for the 2012-2013 school year is to increase the number of students achieving learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:

N/A		N/A			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students requiring administration of the Florida Alternate Assessment require close one to one assistance. Lack of instruction in multiplication facts limits the ability to compute and answer multistep math problems.	Provide concrete real-world examples by infusing literacy into the mathematics instructional block using Differentiated Instruction.	MTSS Leadership Team	Review formative tri-weekly assessment data reports to adjust instruction as needed to ensure progress is being made and students are making learning gains. Conduct grade level discussions to attain teacher feedback on effectiveness of strategy.	Formative: Tri-weekly assessments; Student generated work in math journals. Summative: The 2013 FAA Mathematics Assessment

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

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 Math Test indicates that 67% of students in the lowest quartile made learning gains. Our goal for the 2012-2013 school year is to increase the number of students achieving learning gains by 5 percentage points to 72%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
67%(111)	72%(120)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Results from the 2012 FCAT Mathematics Assessment indicate that the number of students in the lowest quartile making learning gains increased by 10 percentage points. Students received limited opportunities to participate in small group intervention, as a result affecting learning gains for lowest quartile accountability group.	Identify the lowest performing students in grades 3-5 based on instructional needs. Tier II students will receive small group instruction. Tier III students will receive Push intervention.	MTSS Leadership Team	Review formative tri-weekly assessment data reports as well as intervention assessments to monitor progress and target areas of deficiencies.	Formative: Tri-weekly assessments; Intervention assessments Summative: The 2013 FCAT Mathematics Assessment

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target	
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap	Elementary School Mathematics Goal # Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%.

by 50%.	5A :					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	42	48	53	58	63	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	The results of the 2011-2012 FCAT Math Assessment indicates that 32 percent of students in Black subgroup and 43 percent in Hispanic subgroup achieved proficiency. Our goal is to increase student proficiency by 9 percentage points to 41 percent in the Black subgroup and increase student proficiency by 9 percentage points to 52 percent in the Hispanic subgroup
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black: 32% (97); Hispanic: 43% (220)	Black: 41% (125); Hispanic: 52% (266)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As noted on the 2011-2012 Adequate Yearly Progress Report, the Black and Hispanic subgroups did not meet adequate yearly progress on the 2012 FCAT Mathematics Assessment. Appropriate and timely placement in intervention groups has been an obstacle.	Utilizing SAT-10 and FCAT data, Tier 2 and Tier 3 students will be identified. These students will be appropriately placed into Tier 2 and Tier 3 intervention groups prior to the second week of school and monitored monthly.	MTSS Leadership Team, Math Coach	The MTSS Leadership Team will meet bi-weekly to monitor the progress of the Black and Hispanic AYP subgroups and identify the academic areas of need that will be targeted through the intervention program.	Formative: District Interim Assessments and Monthly Progress Monitoring Assessments Summative: 2013 FCAT 2.0 Mathematics Assessment

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	The results of the 2010-2011 FCAT Math Assessment indicates that 44 percent of students in the English Language Learners subgroup achieved proficiency. Our goal is to increase student proficiency by 7 percentage points to 51 percent.
2012 Current Level of Performance:	2013 Expected Level of Performance:
44% (73)	51% (85)

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
	Results from the 2012 FCAT 2.0 Mathematics Assessment indicate that	Implement a rotation schedule for small group instruction during the	MTSS Leadership Team	MTSS Team members will monitor monthly mini-assessments and adjust	Formative: Mini-assessments and tutorial

1	<p>the English Language Learner subgroup did not meet AYP.</p> <p>The English Language Learner subgroup need additional instruction in Number and Operations concept in the using ELL strategies.</p>	<p>mathematics 60-minute instructional block and provide tailored instruction based on mini-assessments and hands-on practice for students utilizing manipulatives to develop an understanding of number sense concepts.</p> <p>Provide ELL students with afterschool tutoring.</p>	<p>academic goals utilizing teacher feedback on student skill attainment.</p>	<p>assessments</p> <p>Summative: 2013 FCAT 2.0 Mathematics Assessment</p>
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

<p>5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.</p> <p>Mathematics Goal #5D:</p>	<p>The results of the 2010-2011 FCAT Math Assessment indicates that 20 percent of students in the Students with Disabilities subgroup achieved proficiency.</p> <p>Our goal is to increase student proficiency by 8 percentage points to 28 percent.</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>20% (24)</p>	<p>28% (34)</p>

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>Results from the 2012 FCAT 2.0 Mathematics Assessment indicate that the Students with Disabilities subgroup did not meet AYP.</p> <p>The Students with Disabilities subgroup lacked small group instruction to increase the understanding of the Number and Operations concept which impeded high standard student proficiency.</p>	<p>Provide real life contexts for mathematical explorations and develop student understanding through the support of manipulatives, oral discussions, and demonstrations during the 60- minute mathematics instructional block.</p>	<p>MTSS Leadership Team, Math Coach</p>	<p>MTSS Team members will monitor monthly mini-assessments and adjust academic goals utilizing teacher feedback on student skill attainment.</p>	<p>Formative: Mini-assessments and tutorial assessments</p> <p>Summative: 2012 FCAT Mathematics Assessment</p>

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

<p>5E. Economically Disadvantaged students not making satisfactory progress in mathematics.</p> <p>Mathematics Goal #5E:</p>	<p>The results of the 2011-2012 FCAT Math Assessment indicates that 40 percent of students in the Economically Disadvantaged subgroup achieved proficiency.</p> <p>Our goal is to increase student proficiency by 8 percentage points to 48 percent.</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>40% (324)</p>	<p>48% (388)</p>

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Economically Disadvantaged students had limited access to Instructional Technologies, thus limiting their ability to access programs such as SuccessMaker, Compass Learning; FCAT Explorer and Riverdeep.	Provide after school access to the computer lab in order to facilitate the students' use of Instructional Technologies	MTSS Leadership Team, Math Coach	The MTSS Leadership Team will monitor after school computer lab schedule and Usage Reports	Formative: SuccessMaker, Compass Learning, FCAT Explorer and Riverdeep reports Summative: The 2013 FCAT 2.0 Assessment

End of Elementary School Mathematics Goals

Middle School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	The results of the 2011-2012 FCAT Math Test indicates that 23% of students achieved level 3 High Standard proficiency. Our goal for the 2012-2013 school year is to increase the number of level 3 students proficiency to 30%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
23%(199)	30%(257)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Results from the 2012 administration of the FCAT Mathematics Assessment indicate that the area of greatest difficulty for 6th was Reporting Category Fractions, Ratios/Proportional Relationships and Statistics The students' limited access to educational technology hindered student progress in attaining High Standard proficiency.	Increase opportunities for students to solve problems involving ratios and proportions in real world contexts.	Math Coach	Review formative tri-weekly assessment data reports as well as intervention assessments to monitor progress and target areas of deficiencies.	Formative: Tri-weekly Assessments and District Interim Assessments Summative: The 2013 FCAT 2.0 Mathematics Assessment
2	Results from the 2012 administration of the FCAT Mathematics Assessment indicate that the area of greatest difficulty for 7th and 8th grade was Reporting Category Geometry and Measurement. The students' limited access to educational technology hindered	Provide students with models and manipulatives, both digital and tangible, to enable students to visualize, draw and measure a range of geometric figures.	Math Coach	Review formative tri-weekly assessment data reports as well as intervention assessments to monitor progress and target areas of deficiencies.	Formative: Tri-weekly Assessments and District Interim Assessments Summative: The 2013 FCAT 2.0 Mathematics Assessment

student progress in attaining High Standard proficiency.			
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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:	Our goal for the 2012-2013 school year is to increase the number of students scoring levels 4, 5, and 6
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students requiring administration of the Florida Alternate Assessment require close one to one assistance The students' limited access to educational technology hindered student progress in attaining High Standard proficiency.	Update computer lab schedules in order to optimize usage of computers to increase math skills using Successmaker.	MTSSS Leadership Team	Review SuccessMaker reports to ensure students are making adequate progress.	Formative: SuccessMaker Math Cumulative reports Summative: The 2013 FAA Mathematics Assessment

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	The results of the 2011-2012 FCAT Math Test indicates that 15% of students achieved level 4 and 5 High Standard proficiency. Our goal for the 2012-2013 school year is to increase level 4 and 5 student proficiency to 17%
2012 Current Level of Performance:	2013 Expected Level of Performance:
15%(126)	17%(146)

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	Deficiencies are due to limited classroom opportunities to develop rigorous exploration and inquiry activities.	Students will be given opportunities to utilize inquiry skills in hands-on experiences with grade-level appropriate number concepts. In addition, students will apply the use of manipulatives to solve real-life problems using Florida Focus Achieves.	Math Coach	Review ongoing classroom assignments and assessments that target application of the skills taught.	Formative: Florida Focus Mini Assessments, Student authentic work; Tri-weekly assessments Summative: The 2013 FCAT 2.0 Mathematics Assessment

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal # 2b:	Our goal for the 2012-2013 school year is to increase the number of students scoring level 7.
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	Alternate Assessment require close one to one assistance The deficiency is due to limited classroom opportunities to develop exploration and inquiry activities.	Students will be given opportunities to utilize inquiry skills in hands-on experiences. In addition, students will apply the use of manipulatives to solve real-life problems.	MTSS Leadership Team, Math Coach	Review ongoing classroom assignments and assessments that target application of the skills taught.	Formative: Student authentic work; Tri-weekly assessments Summative: The 2013 FAA Mathematics Assessment

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal # 3a:	The results of the 2011-2012 FCAT Math Test indicates that 63% of students made learning gains. Our goal for the 2012-2013 school year is to increase the number of students achieving learning gains by 5 percentage points to 68%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
63%(368)	68%(397)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Results from the 2012 administration of the FCAT Mathematics Assessment indicate that the percent of students making learning gains increased by 11 percentage points when compared to the 2011 FCAT Mathematics Assessment. The lack of small group instruction to reinforce multiplication facts limits	Provide concrete real-world examples by infusing literacy into the mathematics instructional block. Additionally, math journals will be utilized to take the concrete, to visual representations, to the abstract, in order to show transfer of mathematical theory to practical applications.	MTSS Leadership Team, Math Coach	Review formative tri-weekly assessment data reports to adjust instruction as needed to ensure progress is being made and students are making learning gains. Conduct grade level discussions to attain teacher feedback on effectiveness of strategy.	Formative: Tri-weekly assessments; Student generated work in math journals. Summative: The 2013 FCAT 2.0 Mathematics Assessment

the ability to compute and answer multistep math problem.			
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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:	Our goal for the 2012-2013 school year is to increase the number of students achieving learning gains.
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	Alternate Assessment require close one to one assistance The lack of small group instruction to reinforce multiplication facts limits the ability to compute and answer multistep math problem.	Provide opportunities for students to use Technology such as SuccessMaker to Remediate skills.	MTSS Leadership Team, Math Coach	Review formative tri-weekly assessment data reports to adjust instruction as needed to ensure progress is being made and students are making learning gains. Conduct grade level discussions to attain teacher feedback on effectiveness of strategy.	Formative: Tri-weekly assessments; Student generated work in math journals. Summative: The 2013 FAA Mathematics Assessment

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

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 Math Test indicates that 67% of students in the lowest quartile made learning gains. Our goal for the 2012-2013 school year is to increase the number of students achieving learning gains by 5 percentage points to 72%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
67%(111)	72%(120)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Results from the 2012 FCAT Mathematics Assessment indicate that the number of students in the lowest quartile making learning gains increased by 10 percentage points.	Identify the lowest performing students in grades 6-8 based on instructional needs. In addition provide 45 minute pull out intervention sessions 2 times a week through Number Worlds and	MTSS Leadership Team, Math Coach	Review formative bi-weekly assessment data reports as well as intervention assessments to monitor progress and target areas of deficiencies.	Formative: Tri-weekly assessments; Intervention assessments Summative: The 2013 FCAT Mathematics

Students received limited opportunities to participate in small group intervention, as a result affecting learning gains for lowest quartile accountability group	Voyager Math.			Assessment
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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Middle School Mathematics Goal # Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	42	48	53	58	63	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	The results of the 2011-2012 FCAT Math Assessment indicates that 32 percent of students in Black subgroup and 43 percent in Hispanic subgroup achieved proficiency. Our goal is to increase student proficiency by 9 percentage points to 41 percent in the Black subgroup and increase student proficiency by 9 percentage points to 52 percent in the Hispanic subgroup
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black: 32% (97)Hispanic: 43% (220)	Black: 41% (125)Hispanic: 52% (266)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As noted on the 2011-2012 Adequate Yearly Progress Report, the Black and Hispanic subgroups did not meet adequate yearly progress on the 2011 FCAT Mathematics Assessment. Appropriate and timely placement in intervention groups has been an obstacle	Utilizing FCAT 2.0 data, Tier 2 and Tier 3 students will be identified. These students will be appropriately placed into Tier 2 and Tier 3 intervention groups prior to the second week of school and monitored monthly.	MTSS Leadership Team	The MTSS Leadership Team will meet bi-weekly to monitor the progress of the Black and Hispanic AYP subgroups and identify the academic areas of need that will be targeted through the intervention program.	Formative: District Interim Assessments and Monthly Progress Monitoring Assessments Summative: 2013 FCAT 2.0 Mathematics Assessment

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	The results of the 2010-2011 FCAT Math Assessment indicates that 44 percent of students in the English Language Learners subgroup achieved proficiency. Our goal is to increase student proficiency by 7 percentage points to 51 percent.
2012 Current Level of Performance:	2013 Expected Level of Performance:

44% (73)	51% (85)
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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	<p>Results from the 2012 FCAT 2.0 Mathematics Assessment indicate that the English Language Learner subgroup did not meet AYP.</p> <p>The English Language Learner subgroup lacked adequate small group instruction to increase the understanding of the Number and Operations concept in the English language which impeded high standard student proficiency.</p>	<p>Implement a rotation schedule for small group instruction during the mathematics 60-minute instructional block and provide tailored instruction based on mini-assessments and hands-on practice for students utilizing manipulatives to develop an understanding of number sense concepts.</p> <p>Provide ELL students with afterschool tutoring.</p>	MTSS Team, Math Coach	MTSS Team members will monitor monthly mini-assessments and adjust academic goals utilizing teacher feedback on student skill attainment.	<p>Formative: Mini-assessments and tutorial assessments</p> <p>Summative: 2013 FCAT 2.0 Mathematics Assessment</p>

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	The results of the 2010-2011 FCAT Math Assessment indicates that 20 percent of students in the Students with Disabilities subgroup achieved proficiency. Our goal is to increase student proficiency by 8 percentage points to 28 percent.
2012 Current Level of Performance:	2013 Expected Level of Performance:
20% (24)	28% (34)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>Results from the 2012 FCAT 2.0 Mathematics Assessment indicate that the Students with Disabilities subgroup did not meet AYP.</p> <p>The Students with Disabilities subgroup lacked adequate small group instruction to increase the understanding of the Number and Operations concept which impeded high standard student proficiency.</p>	<p>Provide real life contexts for mathematical explorations and develop student understanding through the support of manipulatives, oral discussions, and demonstrations during the 60- minute mathematics instructional block.</p>	MTSS Leadership Team	MTSS Team members will monitor monthly mini-assessments and adjust academic goals utilizing teacher feedback on student skill attainment.	<p>Formative: Mini-assessments and tutorial assessments</p> <p>Summative: 2012 FCAT Mathematics Assessment</p>

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

	The results of the 2010-2011 FCAT Math Assessment
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5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	indicates that 40 percent of students in the Economically Disadvantaged subgroup achieved proficiency. Our goal is to increase student proficiency by 8 percentage points to 48 percent.
2012 Current Level of Performance:	2013 Expected Level of Performance:
40% (324)	48% (388)

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	Economically Disadvantaged students had limited access to Instructional Technologies after school. Thus limiting their ability to access programs such as SuccessMaker, Compass Learning; FCAT Explorer and Riverdeep.	Provide after school access to the computer lab in order to facilitate the students' use of Instructional Technologies	MTSS Leadership Team, Math Coach	The MTSS Leadership Team will monitor after school computer lab log-in sheets and Usage Reports	Formative: SuccessMaker, Compass Learning, FCAT Explorer and Riverdeep reports Summative: The 2013 FCAT 2.0 Assessment

End of Middle School Mathematics Goals

Algebra End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	The results of the 2011-2012 EOC Algebra I Math Test indicates that 75 percent of students achieved level 3 High Standard proficiency. Our goal for the 2012-2013 school year is to sustain the number of level 3 students proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
75%(15)	75%(15)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Results from the 2012 administration of the 2012 Algebra I EOC Mathematics Assessment indicate that the percent of students scoring a Level 3 increased by 19 percentage points as compared to the 2011 Algebra I EOC Mathematics Assessment.	Provide students with classroom Differentiated Instruction (DI) using resources provided by the Algebra I Worktext.	MTSS Leadership Team	Review Math data reports to ensure students are making adequate progress and moving through different DI groups.	Formative: Tri-weekly and Interim Assessments. Summative: The 2013 Algebra I EOC Mathematics Assessment

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

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	The results of the 2011-2012 EOC Algebra I Math Test indicates that 20 percent of students achieved levels 4 and 5 High Standard proficiency. Our goal for the 2012-2013 school year is to sustain the number of level 3 students proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
20%(4)	20%(4)

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	High Standard Level 4 and 5 students displayed an area of deficiency in *** as noted on the Algebra I EOC Mathematics Assessment. The deficiency is due to limited classroom opportunities to develop exploration and inquiry activities.	Students will be given opportunities to utilize inquiry skills in hands-on experiences with grade-level appropriate number concepts. In addition, students will apply the use of manipulatives to solve real-life problems.	MTSS Leadership Team	Review ongoing classroom assignments and assessments that target application of the skills taught.	Formative: Student authentic work; Triweekly assessments Summative: The 2013 Algebra I EOC Mathematics Assessment

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Algebra Goal # Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%. 3A :					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	42	48	53	58	63	

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:	The results of the 2011-2012 FCAT Math Assessment indicates that 43 percent of students in Hispanic subgroup achieved proficiency. Our goal is to increase student proficiency by 9 percentage points to 52 percent in the Hispanic subgroup.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Hispanic: 43% (5)	Hispanic: 52% (6)

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	Appropriate and timely placement in intervention groups has been an obstacle.	FCAT data will be used to identify FCAT level 3 students prior to the second week of school and monitored monthly.	MTSS Leadership Team	The MTSS Leadership Team will meet bi-weekly to monitor the progress of the Black and Hispanic AYP subgroups and identify the academic areas of need that will be targeted through the intervention program.	Formative: District Interim Assessments and Monthly Progress Monitoring Assessments Summative: 2013 Algebra I EOC Mathematics Assessment

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

3C. English Language Learners (ELL) not making satisfactory progress in Algebra. Algebra Goal #3C:	Our goal is to increase ELL student proficiency on Algebra I EOC
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	Results from the 2012 Algebra I EOC Mathematics Assessment indicate that the English Language Learner subgroup did not meet AYP. The English Language Learner subgroup lacked adequate small group instruction to increase the understanding of the Number and Operations concept in the English language which impeded high standard student proficiency.	Implement a rotation schedule for small group instruction during the mathematics 60-minute instructional block and provide tailored instruction based on mini-assessments and hands-on practice for students utilizing manipulatives to develop an understanding of number sense concepts. Provide ELL students with afterschool tutoring.	MTSS Leadership Team	MTSS Team members will monitor monthly mini-assessments and adjust academic goals utilizing teacher feedback on student skill attainment. Learners subgroup achieved proficiency.	Formative: District Interim Assessments and Monthly Progress Monitoring Assessments Summative: 2013 Algebra I EOC Mathematics Assessment

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

3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra. Algebra Goal #3D:	Our goal is to increase SWD student proficiency.
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	Results from the Algebra I EOC Mathematics Assessment indicate that the Students with Disabilities subgroup did not meet AYP. The Students with Disabilities subgroup lacked adequate small group instruction to increase the understanding of the Number and Operations concept which impeded high standard student proficiency.	Provide real life contexts for mathematical explorations and develop student understanding through the support of manipulatives, oral discussions, and demonstrations during the 60- minute mathematics instructional block.	MTSS Leadership Team	MTSS Team members will monitor monthly mini-assessments and adjust academic goals utilizing teacher feedback on student skill attainment.	Formative: Mini-assessments and tutorial assessments Summative: 2013 Algebra I 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 subgroup:

3E. Economically Disadvantaged students not making satisfactory progress in Algebra. Algebra Goal #3E:	The results of the 2010-2011 EOC Algebra I Assessment indicates that 40 percent of students in the Economically Disadvantaged subgroup achieved proficiency. Our goal is to increase student proficiency by 8 percentage points to 48 percent.
2012 Current Level of Performance:	2013 Expected Level of Performance:
40% (7)	48% (9)

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	Economically Disadvantaged students had limited access to Instructional Technologies after school. Thus limiting their ability to access programs such as SuccessMaker, Compass Learning, FCAT Explorer and Riverdeep.	Provide after school access to the computer lab in order to facilitate the students' use of Instructional Technologies	MTSS Leadership Team	The MTSS Leadership Team will monitor after school computer lab schedule and Usage Reports.	Formative: SuccessMaker, Compass Learning, FCAT Explorer and Riverdeep reports Summative: The 2013 Algebra I EOC

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.	N/A
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Geometry Goal #1:				
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
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:	N/A			
2012 Current Level of Performance:	2013 Expected Level of Performance:			
N/A	N/A			
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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 #				
	N/A				
Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	N/A	N/A	N/A	N/A	

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry. Geometry Goal #3B:	N/A			
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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
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:		N/A		
2012 Current Level of Performance:		2013 Expected Level of Performance:		
N/A		N/A		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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:		N/A		
2012 Current Level of Performance:		2013 Expected Level of Performance:		
N/A		N/A		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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
Gizmos-Targeting Number Sense and Operations	3-8	Assistant Principals; Math Coach	Third through Eighth Grade Mathematics Teachers	October 26, 2012	Gizmos Report	Math Coach
SuccessMaker	3-5	Math Coach	Third through Fifth Grade Mathematics Teachers	October 26, 2012	Success Maker Report	Math Coach

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Utilize manipulatives to show transfer of mathematical theory to practical applications	Math manipulatives	Title I	\$1,000.00
			Subtotal: \$1,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Provide opportunities for lowest quartile accountability group to participate in small group intervention, as a result affecting learning gains.	Voyager Math	Title I	\$5,000.00
			Subtotal: \$5,000.00

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: \$6,000.00			

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 Science Test indicates that 24% of students achieved level 3 High Standard proficiency. Our goal for the 2012-2013 school year is to increase the number of level 3 students proficiency to 29%
2012 Current Level of Performance:	2013 Expected Level of Performance:
24% (66)	29% (79)

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	While all areas are in need of improvement, the areas of greatest deficiency are Physical Science and Nature of Science. Limited opportunities were provided to students to develop higher order thinking skills.	Provide students with opportunities to compare, contrast, interpret, analyze and explain science concepts during hands-on inquiry and GIZMO Science Labs that allow for application and synthesis thereby reinforcing higher order thinking skills.	MTSS Leadership Team	MTSS Leadership Team will review the results of school-site assessments, District-generated assessments, and data generated from Lab logs and journals to monitor student progress made towards benchmark goals.	Formative: Tri-Weekly assessments; Interim Assessments Summative: The 2013 FCAT 2.0 Science Assessment
2	The area of deficiency according to data is the Nature of Science. In order to achieve High Standard proficiency there is a need to provide more opportunities to incorporate critical thinking and problem-solving skills.	Provide opportunities for students to explore their surroundings as they collaborate, design, and implement instructional strategies that will foster deeper understandings of the Nature of Science by integrating STEM strategies	MTSS Leadership Team	MTSS Leadership Team will review the results of school site data and completed Science Lab logs to monitor student progress.	Formative: Tri-Weekly assessments; Interim Assessments Summative: The 2013 FCAT 2.0 Science Assessment

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	Our goal for the 2012-2013 school year is to increase the number of students scoring level 4, 5, and 6.
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	While all areas are in need of improvement, the areas of greatest deficiency are Physical Science and Nature of Science. Limited small group instruction was provided.	Provide students with opportunities to have hands-on experiences using differentiated instruction.	MTSS Leadership Team	MTSS Leadership Team will review the results of school-site assessments, District-generated assessments, and data generated from Lab logs and journals to monitor student progress made towards benchmark goals.	Formative: Tri-Weekly assessments; Interim Assessments Summative: The 2013 Alternate Assessment

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	The results of the 2011-2012 FCAT Science Test indicates that 8% of students achieved levels 4 and 5 proficiency. Our goal for the 2012-2013 school year is to increase the number of students scoring level 4 and 5 proficiency to 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
8% (22)	10% (27)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Understanding of the Nature of Science is limited by the access to independently complete projects (inquiry, labs, investigations) involving the Scientific Method.	Provide science enrichment opportunities to students in the upper 45% scoring a Level 4 or 5 on the FCAT Reading and Mathematics Assessments. This will be accomplished through differentiated instruction in the classroom and an enrichment program that will target the implementation of the Scientific Method in experimental design utilizing laboratory	Science Coach	Review data reports and student lab reports and interactive notebook journals to ensure student groups are making progress and redesign to target needs of students based on assessment.	Formative: Tri-Weekly assessments; Interim Assessments Summative: The 2013 FCAT 2.0 Science Assessment

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	Our goal for the 2012-2013 school year is to increase the number of students scoring level 7.
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	Understanding of the Nature of Science is limited access to independently complete projects (inquiry, labs, investigations) involving the Scientific Method.	Provide science opportunities to students scoring a Level 7 or above.	Science Coach	Review interactive notebook journals	Formative: Tri-Weekly assessments; Interim Assessments Summative: The 2013 Alternate 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
GIZMOS/Discovery Education	3-8	District Personnel	Science Teachers	November 6, 2012	Classroom visitation, lesson plans, authentic student-generated work, interactive notebooks, grade level planning sessions	Science Coach
Science Test Item Specifications and Pacing Guide	3-8	Science Coach	Science Teachers	September 19, 2012	Classroom visitation, lesson plans, authentic student-generated work, interactive notebooks, grade level planning sessions	Science Coach
Rigor and Relevance Hands-On Inquiry	K-8	Science Coach	Science Teachers	Ongoing	Classroom visitation, lesson plans, authentic student-generated work, interactive notebooks, grade level planning sessions	Science Coach

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Implement instructional strategies that foster deeper understandings of the Nature of Science	AIMS Resource Books	Title I Budget	\$700.00
Implement instructional strategies that foster deeper understandings of Physical Science.	FCAT test preparation materials Grade 5 and 8	Title I Budget	\$3,300.00
			Subtotal: \$4,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Provide students opportunities to compare, contrast, interpret, analyze, and explain science concepts during hands-on lab experiences.	Purchase laboratory materials	Title I Budget	\$1,000.00
			Subtotal: \$1,000.00
			Grand Total: \$5,000.00

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:		The results of the 2011-2012 FCAT Writing Test indicates that 69% of students achieved level 3.0. Our goal for the 2012-2013 school year is to increase the number of students scoring level 3.0 proficiency by 3 percentage points to 72%.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
94 % (257)		72% (177)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	The area of deficiency as noted on the 2012 administration of the FCAT Writing Assessment was quality of support and proper use of conventions.	During writing instruction, students will use an effective writing process plan to write a draft organized with a logical sequence of beginning, middle,	Literacy Coach	Administer and score students' monthly writing prompts to monitor students' progress and to adjust focus as needed. Additionally, monitor	Formative: Students' scores on monthly writing assessments, Write Score Writing

1	There is a need to improve on skills needed to incorporate real life experiences into the writing and enforce the proper use of grammar.	and end, using supporting details, or providing facts and/or opinions through concrete examples, statistics, comparisons, real life examples, anecdotes, and amazing facts to develop focus and elaboration. Teachers will utilize the released FLDOE exemplar writing texts and calibration sets as an instructional tool.		peer editing groups and writer's conferencing groups within select classes.	assessments (takes place of Baseline writing), classroom walk thru to see progress of the writing process, and FCAT Writes Mock Test to be given in early February 2013. Summative: 2013 FCAT Assessment
2	An additional area of deficiency, as noted on the 2012 administration on the FCAT Writing Assessment, was the quality of support. The need to increase opportunities to explain or emphasize in detail will create a more complete writing draft.	Have students write a variety of expressive forms (e.g. chapter books, short stories, poetry, skits, song lyrics) by: collecting, reading, and noticing the author's craft such as form, patterns, rhythm, crafting techniques, creating lists of sensory words, rhyming words,	Literacy Coach	Administer and score students' monthly writing prompts to monitor students' progress and to adjust focus as needed. Additionally, monitor peer editing groups and writer's conferencing groups within select classes.	Students' scores on monthly writing assessments, Write Score Writing assessments (takes place of Baseline writing), classroom walk thru to see progress of the writing process, and FCAT Writes Mock Test to be given in early February 2013. Summative: 2013 FCAT 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:	Our goal for the 2012-2013 school year is to increase the number of students scoring level 4 or higher
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	An additional area of deficiency, as noted on the 2012 administration on the FCAT Writing Assessment, was the use of effective vocabulary. The opportunities to increase word usage and connecting words within sentences while writing a draft is needed.	Teachers will participate in a PD early in the school year that will solely focus on effective vocabulary instruction which is to be infused during the writing instruction. Students will be working on sentence structure by learning how to properly use action verbs, nouns,	Literacy Coach	Administer and score students' monthly writing prompts to monitor students' progress and to adjust focus as needed. Additionally, monitor peer editing groups and writer's conferencing groups within select classes	Formative: Students' scores on monthly writing assessments, classroom walk thru to see progress of the writing process, and FCAT Writes Mock Test to be given in early February 2013.

		and adjectives in sentences.			Summative: 2013 FAA Assessment
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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
Effective Vocabulary & Grammar Use	Grades 3-8	Literacy Coach	Reading/Language Arts/Content Area Teachers	October 26, 2012	Coaches will monitor progress from PD by having constant communication in planned grade level meetings, organized deep planning between coaches and teachers, and modeling lessons from PD.	Instructional Coaches & Literacy Leadership Team
Writing Thru Common Core	Grades K-1	Literacy Coach	Reading/Language Arts Teachers	September 17, 2012	Coaches will monitor progress from PD by having constant communication in planned grade level meetings, organized deep planning between coaches and teachers, and modeling lessons from PD.	Instructional Coaches & Literacy Leadership Team
Writing Thru Common Core	Grades 2-3	Literacy Coach	Reading/Language Arts Teachers	September 17, 2012	Coaches will monitor progress from PD by having constant communication in planned grade level meetings, organized deep planning between coaches and teachers, and modeling lessons from PD.	Instructional Coaches & Literacy Leadership Team

Writing Budget:

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

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

End of Writing Goals

Civics End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Civics. Civics Goal #1:	Our goal for the 2012-2013 school year is to increase the number of students scoring level 3.0 proficiency to 10 percent
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	10% (8)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited access to small group Instructional strategies. In addition to the lacking of instructional delivery that provides scaffold instruction which targets the area of need.	Provide opportunities for students to utilize print and non-print resources to research specific issues related to government/civics; help students provide alternate solutions to the problems researched.	Social Science Department Chair, Literacy Leadership Team	Ongoing classroom assessments focusing on students' knowledge of informational text.	Formative: Mini-assessments Summative: 2013 Civics EOC

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

2. Students scoring at or above Achievement Levels 4 and 5 in Civics. Civics Goal #2:	Our goal for the 2012-2013 school year is to increase the number of students scoring level 3.0 proficiency to 10 percent
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	10% (8)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Limited access to small group Instructional strategies. In addition to the lacking of	Provide opportunities for students to utilize print and non-print resources to research	Social Science Department Chair, Literacy Leadership Team	Ongoing classroom assessments focusing on students' knowledge of informational text.	Formative: Mini-assessments Summative:

1	instructional delivery that provides scaffold instruction which targets the area of need.	specific issues related to government/civics; help students provide alternate solutions to the problems researched.			2013 Civics EOC
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

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

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:	Our goal for the 2012-2013 school year is to increase the attendance rate to 94.64%
2012 Current Attendance Rate:	2013 Expected Attendance Rate:

93.64%(1383)	94.64%(1398)				
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)				
613	582				
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)				
306	291				
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 limited resources and opportunities to inform parents and students the importance of daily attendance.	Identify and refer students who attain 10 or more absences to the Truancy Child Study Team (TCST) for intervention services. *MDCPS Truancy Intervention Program 2012-2013	Assistant Principal, Community Involvement Specialist, Guidance Counselor	Administration will monitor the percentages of students with 10 or more absences on COGNOS, weekly. In addition, to reviewing the attendance rate of students with excessive absences.	COGNOS attendance reports and daily attendance rosters.

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
Truancy Prevention	K-8	Community Involvement Specialist & Guidance Counselor	All primary, intermediate, and middle school teachers, guidance counselor and attendance clerk.	August 2012 Faculty Meeting November 2012 Teacher Planning Day	A Truancy Intervention Plan will be developed by the Attendance Review Committee. The Assistant Principal will monitor the implementation of the Attendance Incentive and Absence Prevention Plan by teachers and staff.	Assistant Principal, Community Involvement Specialist, and Guidance Counselor

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount

Attendance Incentive and Absence Prevention Plan	Provide incentives for students with perfect attendance, quarterly.	EESAC	\$2,000.00
			Subtotal: \$2,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$2,000.00

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		Our goal for the 2011-2012 school year is to decrease the total number of outdoor suspensions to 311.			
Suspension Goal # 1:					
2012 Total Number of In-School Suspensions		2013 Expected Number of In-School Suspensions			
11		10			
2012 Total Number of Students Suspended In-School		2013 Expected Number of Students Suspended In-School			
9		8			
2012 Number of Out-of-School Suspensions		2013 Expected Number of Out-of-School Suspensions			
346		311			
2012 Total Number of Students Suspended Out-of-School		2013 Expected Number of Students Suspended Out-of-School			
192		173			
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 opportunities to recognize the students' positive behavior is necessary for a continued reduction of the suspension totals.	Utilize the Code of Student Conduct by providing incentives for compliance through the use of the SPOT Success Recognition program.	Principal, Assistant Principal, counselor, and Community Involvement Specialist	Monitor SPOT Success report by grade level and monitor COGNOS reports on student outdoor suspension rate.	Participation logs for students who are recognized for complying with the Code of Student Conduct along with the monthly COGNOS suspension report.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
MDCPS Code of Student Conduct	Grades K-8	Principal, Assistant Principal and Guidance Counselor	All primary, intermediate and middle school teachers and guidance counselor	August 2012 Faculty Meeting	Utilizing classroom walk-throughs to monitor teacher's enforcement of the Code of Student Conduct. Review Elementary SPOT Success Recognition Reports	Principal, Assistant Principal and Guidance Counselor

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
The Guidance Counselor and the Community Involvement Specialist will notify parents when previously suspended students have improved their conduct grade and/or been selected to receive an Elementary SPOT Success Recognition	Printing of the Elementary SPOT Success Recognition Certificates	EESAC	\$200.00
Subtotal:			\$200.00
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:			\$200.00

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>	See PIP			
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:			
na	na			
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

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

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:			Increase opportunities for STEM applied learning by increasing opportunities for students to participate in skill competitions.		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Increase rigor, relevance, and opportunities for STEM activities in the Math and Science classes.	Promote the use of Discovery Education resources for background information of STEM scientific principles	Assistant Principal , Literacy Leadership Team	Monitor the curriculum development opportunities of Math and Science Teachers	Lesson Plans

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 Based Learning	6-8	District Personnel	6-8	Fall 2012	Classroom visitation, lesson plans, authentic student-generated work, interactive notebooks, grade level planning sessions	Assistant 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:		Strengthen career academy structure increasing the use of Career Academy National Standards of Practice.			
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	Career academy students not in cohort schedule with academic and CTE teachers. Curriculum not aligned to career theme across all disciplines.	Use Project Based Learning to focus career themed instructional planning between CTE and academic teachers. Provide opportunities for CTE and academic teachers to develop and implement integrated curriculum	Assistant Principal , Literacy Leadership Team	Monitor the curriculum development opportunities of CTE teachers, with common planning,	Lesson Plans

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 Based Learning	6-8	District Personnel	6-8	Fall 2012	Classroom visitation, lesson plans, authentic student-generated work, interactive notebooks, grade level planning sessions	Assistant 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

End of CTE Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Mathematics	Utilize manipulatives to show transfer of mathematical theory to practical applications	Math manipulatives	Title I	\$1,000.00
Science	Implement instructional strategies that foster deeper understandings of the Nature of Science	AIMS Resource Books	Title I Budget	\$700.00
Science	Implement instructional strategies that foster deeper understandings of Physical Science.	FCAT test preparation materials Grade 5 and 8	Title I Budget	\$3,300.00
Attendance	Attendance Incentive and Absence Prevention Plan	Provide incentives for students with perfect attendance, quarterly.	EESAC	\$2,000.00
Suspension	The Guidance Counselor and the Community Involvement Specialist will notify parents when previously suspended students have improved their conduct grade and/or been selected to receive an Elementary SPOT Success Recognition	Printing of the Elementary SPOT Success Recognition Certificates	EESAC	\$200.00
				Subtotal: \$7,200.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Mathematics	Provide opportunities for lowest quartile accountability group to participate in small group intervention, as a result affecting learning gains.	Voyager Math	Title I	\$5,000.00
				Subtotal: \$5,000.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Utilize CRISS strategies in incorporating how-to articles, brochures, fliers and other real-world documents to identify text features (subtitles, headings, charts, graphs, diagrams, etc) and to locate, interpret and organize information.	CRISS Training Materials	Title I Budget	\$1,000.00
				Subtotal: \$1,000.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Tutorial Programs will be provided after school to meet student needs through the use of instructional technology programs.	Hire hourly certified teachers	Title I Budget	\$6,000.00
Science	Provide students opportunities to compare, contrast, interpret, analyze, and explain science concepts during hands-	Purchase laboratory materials	Title I Budget	\$1,000.00

on lab experiences.

Subtotal: \$7,000.00

Grand Total: \$20,200.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

Priority

Focus

Prevent

NA

Are you a reward school: Yes No

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

[View uploaded file](#) (Uploaded on 10/11/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
The Educational Excellence Advisory Council (EESAC) funds will be used to provide incentives to be used towards attendance and suspension goals.	\$2,200.00

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

The Educational Excellence Advisory Council (EESAC) will monitor the implementation of the School Improvement Plan (SIP), support the SIP strategies and revise the SIP as needed to meet school goals. Furthermore, the EESAC will assist in the development and implementation of the behavioral and attendance incentive programs for the school.

AYP DATA

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

SCHOOL GRADE DATA

No Data Found

Dade School District MANDARIN LAKES K-8 ACADEMY 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	45%	54%	79%	20%	198	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	52%	52%			104	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	52% (YES)	57% (YES)			109	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					411	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					D	Grade based on total points, adequate progress, and % of students tested

Dade School District MANDARIN LAKES K-8 ACADEMY 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	51%	60%	81%	23%	215	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	60%	66%			126	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	55% (YES)	65% (YES)			120	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					461	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested