FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: JUST ARTS AND MANAGEMENT CHARTER MIDDLE

District Name: Dade

Principal: Angela Ramos, Governing board Chair

SAC Chair: Jeanette Menendez

Superintendent: Alberto Carvalho

Date of School Board Approval: Pending

Last Modified on: 10/15/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Eleonora Cuesta	Bachelor's in Art Ed., Master's in Ed. Leadership, Certified in Art Education K-12 and Educational Leadership	1	7	'12 '11 '10 '09 '08 School Grade A A A A A AYP 100% 100% 100% 100% High Standards Rdg. 83% 91% 89% 87% 77% High Standards Math 83% 93% 93% 90% 78% Lrng Gains-Rdg. 79% 76% 79% 83% 68% Lrng Gains-Math 80% 76% 67% 78% 81%
Assis Principal	Elizabeth Simon	Elementary Ed., Master's in Reading, Specialist Degree in Ed. Leadership, Certified in Reading and Ed Leadership, Endorsed in ESOL and Gifted	1	4	'12 '11 '10 '09 '08 School Grade A A A A A AYP 100% 100% 100% 100% High Standards Rdg. 83% 91% 89% 87% 77% High Standards Math 83% 93% 93% 90% 78% Lrng Gains-Rdg. 79% 76% 79% 83% 68% Lrng Gains-Math 80% 76% 67% 78% 81% Gains-Rdg-25% 78% 69% 71% 71% 67% Gains-Math-25% 71% 81% 67% 70% 79%

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	Jeanette Menendez	Bachelor's Elem. Ed, Master's Elem. Ed., Certification Ed. Leadership	1	7	'12 '11 '10 '09 '08 School Grade A A A A A AYP 100% 100% 100%100% High Standards Rdg. 83% 91% 89% 87% 77% High Standards Math 83% 93% 93% 90% 78% Lrng Gains-Rdg. 79% 76% 79% 83% 68% Lrng Gains-Math 80% 76% 67% 78% 81% Gains-Rdg-25% 78% 69% 71% 71% 67% Gains-Math-25% 71% 81% 67% 70% 79%

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	Advertise positions	Assistant Principal	June 2013	
2	Hiring process requires candidates to interview with two interview panels.	Principal	June 2013	
3	Assign mentor teachers	Administrative Team	June 2013	
4	Assign grade level chairs	Administrative Team	June 2013	
5	Involve teachers in decision making process through Leadership teams.	Administrative Team	August 2012 - June 2013	

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
22% (2)	Provide the opportunity to enroll in classes that will satisfy their ESOL/Reading Endorsement.

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
9	22.2%(2)	44.4%(4)	33.3%(3)	0.0%(0)	33.3%(3)	77.8%(7)	0.0%(0)	0.0%(0)	33.3%(3)

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
Maydelin Beceiro	Justin Chiu	Justin Chiu is a first year teacher. Mr. Chiu has been assigned to teach Middle School Mathematics. Mr. Chiu holds a Bachelor's degree. Ms. Beceiro is in her 13th year as an ESE teacher and Program Specialist	Mentor will observe one lesson a month in the mentee's classroom and will give him appropriate feedback accordingly. Mentor and mentee will collaborate for lesson planning. Mentee will observe other experienced teachers from the staff as determined by the mentor and will debrief about his observations with the mentor. Mentor and mentee will meet on an ongoing basis for support and guidance.
Jeanette Menendez	Michelle Alfonso	Michelle Alfonso is a first year teacher. Ms. Alfonso has been assigned to teach World History. Ms. Alfonso holds a Bachelors degree. Ms. Menendez is in her 20th year as an educator. She has served as both a classroom teacher and is currently the Reading Coach.	Mentor will observe one lesson a month in the mentee's classroom and will give her appropriate feedback accordingly. Mentor and mentee will collaborate for lesson planning. Mentee will observe other experienced teachers from the staff as determined by the mentor and will debrief about her observations with the mentor. Mentor and mentee will meet on an ongoing basis for support and guidance.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

[ ]

Supplemental Academic Instruction (SAI)

[ ]

Violence Prevention Programs

[ ]

Nutrition Programs

[ ]

Housing Programs

[ ]

Head Start

[ ]

Adult Education

[ ]

Career and Technical Education

[ ]

Job Training

[ ]

Other

[ ]

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

┌─ School-based MTSS/RtI Team ───

Identify the school-based MTSS leadership team.

> Principal
> Assistant Principal
> Reading Coach
> ESE Program Specialist
> Counselor
> Middle School Team Leader

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

> The MTSS RTI team's role at Just Arts and Management is to impact student achievement, school safety, school culture, literacy, attendance, student social and emotional well being, and prevention of student failure through early intervention. The MTSS RTI Leadership team will meet monthly in order to systematically analyze available student academic and behavior data and allocate resources to improve student learning. Throughout the data analysis process, the MTSS RTI Team examines the validity and effectiveness of the program delivery. During MTSS RTI meetings a problem solving method is implemented in order to indentify discrepancies between current and expected performance in each grade level. Once a deficient area is identified, a goal is established to determine the expected growth during the next 4-8 weeks. During this time period, ongoing progress monitoring will take place to monitor the effectiveness of the strategies put into place. At the end of the 4-8 weeks, the MTSS RTI will reconvene in order to evaluate the results of the intervention and make adjustments in the instructional model as needed. Each member of the MTSS RTI team is responsible for meeting with their assigned grade level in order to guide and assist in the effective implementation of the interventions as determined by the MTSS RTI team.

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 school MTSS RTI team works collaboratively with the EESAC, the LLT and other stakeholders to develop the SIP. The MTSS RtI Team will monitor the fidelity of the interventions and delivery of instructional methods. It consists of problem identification, problem analysis, goal setting, fidelity of implementation and evaluation. The MTSS RTI team contributes to the development of the SIP through the provision of levels of support and interventions for students based on data. This ongoing process involves the active participation of each MTSS RTI team member and other schools stakeholders.

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.

School data will be used to guide the MTSS RtI and instructional decision making process. At each Tier level there will be consistent and ongoing evaluation to monitor student growth. The following Academic monitoring and management systems will be used throughout the year. Reading: The Baseline Assessment and District Interim Assessment data which is managed through Edusoft, will be used to guide instructional decisions. F.A.I.R. Assessment, managed through PMRN, will provide data for Level 1 and 2 students in grade 6th. Success Maker utilization and detailed Progress Reports will drive decisions regarding student performance at each Tier. FCAT data is provided by the state and widely used to steer instructional decisions school wide. Classroom performance is monitored through ongoing student assessments administered by the classroom teacher. Mathematics: The Baseline Assessment data is managed through Edusoft. District Interim Assessment data is managed through Edusoft. The Carnegie program data is managed through the program generated reports specific to each student. Classroom performance is monitored through ongoing student assessments administered by the classroom teacher. Science: Science data is gathered through hands-on inquiry-based activities (labs) that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design on a weekly basis. Assessments are based on experiments and on the topic learned that week. This data is managed by each teacher and graphed on the data board for analysis. Classroom performance is monitored through ongoing student assessments administered by the classroom teacher. Writing: The writing process and student growth are monitored by the classroom teacher on a weekly basis through individual student conferencing about their writing. A cumulative writing portfolio is maintained for each student in order to monitor individual growth. The Reading Coach and the school administration supervise this process and provide support as needed. Monthly Writing Prompts are administered and the data collected is graphed on the data board. Behavior: Student behavior is managed at the classroom level through the teacher established behavior management system. Students with severe behavior issues are referred to the school counselor for interventions. If the behavior persists, the case is referred to the SST team for closer analysis and goals are set via a FAB/BIP. The parent/guardian is involved in every step of this process. The school counselor works closely with the classroom teacher in monitoring and modeling appropriate behavior. Student Case Management System (SCAMS) and Detention/Suspension Logs are official forms used to document and monitor student behavior.

Describe the plan to train staff on MTSS.

The Just Arts and Management MTSS RtI Team will attend training sessions provided by the Miami-Dade County School District in attending to the needs of Tier 1, 2, and 3 students. The MTSS RtI team will evaluate the staff's professional development needs and work in conjunction with the administration and Reading Coach to facilitate the provision of professional development opportunities for teachers at the school level. In addition, training on how to systematically monitor progress and graph data will be provided by the Reading Coach to assist teachers in prescribing the right intensity of intervention at the classroom level.

Describe the plan to support MTSS.

1. Effective, actively involved, and resolute leadership that frequently provides visible connections between a MTSS framework with district & school mission statements and organizational improvement efforts.

2. Alignment of policies and procedures across classroom, grade, building, district, and state levels.

3. Ongoing efficient facilitation and accurate use of a problem-solving process to support planning, implementing, and evaluating effectiveness of services.

4. Strong, positive, and ongoing collaborative partnerships with all stakeholders who provide education services or who otherwise would benefit from increases in student outcomes.

5. Comprehensive, efficient, and user-friendly data-systems for supporting decision-making at all levels from the individual student level up to the aggregate district level.

6. Sufficient availability of coaching supports to assist school team and staff problem-solving efforts.

7. Ongoing data-driven professional development activities that align to core student goals and staff needs.

8. Communicating outcomes with stakeholders and celebrating success frequently.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Eleonora Cuesta (Principal)
Elizabeth Simon (Assistant Principal)
Jeanette Menendez (Reading Coach)
Nicola Wheeler (Middle School Teacher)
Adri Souto (Middle School Science Teacher)

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

The LLT team's role at Just Arts and Management is to impact student achievement through the ongoing promotion of literacy related school activities. LLT meetings take place monthly in order to systematically analyze assessment data and allocate resources to improve student learning. Throughout the data analysis process, the LLT Team examines the strengths and weaknesses and creates a plan on how to remediate, enrich and provide interventions. During LLT meetings a problem solving method is implemented in order to identify discrepancies between current and expected performance in each grade level. Department team members provide input and make recommendations on the data available. The LLT reconvenes the following month in order to evaluate the results of the intervention and make adjustments as needed.

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

The major initiatives supported and implemented by this team include implementation of the CRRP, Common Core Curriculum, and RtI problem solving process. In addition, the LLC will promote Accelerated Reader incentives for meeting desired goals, Reading Plus motivational awards and recognition for completing a set number of sessions, FCAT Explorer and Riverdeep. These programs provide data about individual student's reading levels on a systematic basis. The major initiative for the 2012-2013 school year would be increase literacy across all curriculums. All middle school grade reading and intensive reading classes will utilize the CRRP in addition to Reading Plus. Teachers will place students in intervention programs based on available data.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

*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.

At Just Arts and Management, Reading strategies and instructional techniques are implemented in all content areas. Each teacher is encouraged to and is afforded the opportunity to attend professional development in the area of Reading. The Literacy Leadership Team monitors the implementation of school wide literacy strategies across the curriculum. The school Reading Coach and the school's administration will meet with teachers during scheduled department meetings to discuss lesson plan development, data talks, and best practices for implementing Reading across all curricular areas.

*High Schools Only

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

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

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

Postsecondary Transition

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

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

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:	As a new school, District data indicates that 25% (24) of students scored a level 3 in the 2012 administration of the FCAT Reading. The goal is to increase the percentage of students scoring a level 3 in Reading by 5 points to 30% (29)
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (24)	30% (29)

	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 are experiencing difficulty with Reporting Category 2, Reading Application. Students have difficulty with analyzing a variety of text structures (comparison/contrast, cause/effect, chronological order, argument/support, and lists) and text features (main headings with subheadings) and explain their impact meaning in text.	Students need practice in making inferences, drawing conclusions, and identifying implied main idea and author's purpose. anchoring conclusions back to the text (e.g., explaining and justifying decisions); opinion proofs (e.g., giving an opinion, finding facts to support the opinion within text); text marking (e.g., making margin notes, highlighting)	Administrators, Reading coach, MTSS RTI Leadership Team	Administrators will review the results of Baseline and Interim Assessments, weekly classroom assessments focusing on students' performance in Reading Application to ensure that progress is being made and to make adjustments in instructional practices as needed. District Baseline and Interim Data Reports will be analyzed to determine instructional focus.	Formative: Teacher-made tests, Baseline assessment and Interim Assessments. Summative: 2013 FCAT Reading 2.0

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

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

No Data Submitted

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	As a new school, District data indicates that 28% (24) students scored a level 4 or above in the 2012 administration of the FCAT Reading. The goal is to increase the percentage of students scoring a level 4 or above in Reading by 2 points to 30% (29)
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (24)	30% (29)

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are experiencing difficulty with Reporting Category 2, Reading Application. Students experience difficulty with analyzing the author's purpose and perspective in a variety of texts and understand how they affect meaning.	Students should practice analyzing the author's perspective, choice of words, style, and technique to understand how these elements influence the meaning of text. Active questioning of the author; anchoring conclusions back to the text (e.g., explaining and justifying decisions).	Administrators, Reading Coach.	. Administrators and Department Heads will review the results of weekly classroom assessments focusing on students' performance in Reading Application to ensure that progress is being made and to make adjustments in instructional practices as needed. District Baseline and Interim Data Reports will be analyzed to determine instructional focus.	Formative: Teacher-made tests, Baseline assessment and Interim Assessments. Summative: 2013 FCAT Reading 2.0

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

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

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	As a new school, District data indicates that 68% (65) students made learning gains in the 2012 administration of the FCAT Reading. The goal is to increase the percentage of students making learning gains in Reading by 5 points to 73%.(70)
2012 Current Level of Performance:	2013 Expected Level of Performance:
68% (65)	73% (70)

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are experiencing difficulty with Reporting Category 2, Reading Application. Students have difficulty with analyzing a variety of text structures (comparison/contrast, cause/effect, chronological order, argument/support, and lists) and text features (main headings with subheadings) and explain their impact meaning in text.	Students need practice in making inferences, drawing conclusions, and identifying implied main idea and author's purpose. anchoring conclusions back to the text (e.g., explaining and justifying decisions); opinion proofs (e.g., giving an opinion, finding facts to support the opinion within text); text marking (e.g., making margin notes, highlighting) Schedule students into the intensive Reading class.	.Administrators, Reading Coach	Administrators and Department Heads will review the results of weekly classroom assessments focusing on students' performance in Reading Application to ensure that progress is being made and to make adjustments in instructional practices as needed. District Baseline and Interim Data Reports will be analyzed to determine instructional focus.	Formative: Teacher-made tests, Baseline assessment and Interim Assessments, reports from intervention program. Summative: 2013 FCAT Reading 2.0

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

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

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	As a new school, District data indicates that 70% (67) of the lowest 25th % students made learning gains in the 2012 administration of the FCAT Reading. The goal is to increase the percentage of the lowest 25th % making learning gains to 75% (72)
2012 Current Level of Performance:	2013 Expected Level of Performance:
70% (67)	75%(72)

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 experience difficulty with Reporting Category 2 – Reading Application. Determining the main idea or essential message in grade-level texts or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details	. Students should practice using and identifying details from the passage to determine main idea, plot, and purpose. Students need practice in making inferences, drawing conclusions, and identifying implied main idea and author's purpose. Have students return to text in chunks to locate the details, use graphic organizers such as a Main Idea Table. Schedule students into the intensive Reading class. Provide opportunities for students to complete Reading Plus 3 times per week for 30 minutes each session.	Administrators, Reading coach, ESE Support Specialist	Administrators and Department Heads will review the results of weekly classroom assessments focusing on students' performance in Reading Application to ensure that progress is being made and to make adjustments in instructional practices as needed. District Baseline and Interim Data Reports will be analyzed to determine instructional focus.	Formative: Teacher-made tests, Baseline assessment and Interim Assessments, reports from Reading Plus. Summative: 2013 FCAT Reading 2.0

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 to 2017 is to reduce the percent of non-proficient students by 50%. 5A :					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	58	62	66	69	73	

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

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

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

| 5C. English Language Learners (ELL) not making satisfactory progress in reading.

Reading Goal #5C:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

| 5D. Students with Disabilities (SWD) not making satisfactory progress in reading.

Reading Goal #5D:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Reading Plus	6th	Jeanette Menendez	6th Grade Reading Teachers	September 2012	Reading Plus Reports	Reading Coach
Effective Reading Strategies	6th	District Personnel	6th Grade Reading Teachers	October 2012	Classroom Observations	Administration, Reading Coach
Gender Differences: Teaching Strategies for Boys and Girls	6th	Bill Mc Bride	6th	August 2012	Student Assessment Data	Administration

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Holt McDougal	Textbooks	Grant	$4,700.00
			Subtotal: $4,700.00
Technology			

Strategy	Description of Resources	Funding Source	Available Amount
Reading Plus	Online Reading Program	Grant	$3,420.00
			Subtotal: $3,420.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Gender Differences: Teaching Strategies for Boys and Girls	Presenter Fees	Grant	$1,300.00
			Subtotal: $1,300.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $9,420.00

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:	As a new school, District data indicates that 45% (43). The goal is a 10% reduction in the percentage of students scoring non-proficient on the Listening/Speaking section of CELLA.
2012 Current Percent of Students Proficient in listening/speaking:	
45% (43)	

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 language acquisition is being impeded due to native language being only spoken at home	Restate complex sentences as a sequence of simple sentences. Structure conversations around books and subjects that build vocabulary.	ESOL Chairperson, Administrators	Administrators will review the results of weekly classroom assessments focusing on students' performance in Listening/Speaking to ensure that progress is being made and to make adjustments in instructional practices as needed.	Formative: Observations by Administrators, classroom assessments Summative 2013 administration of the CELLA.

Students read in English at grade level text in a manner similar to non-ELL students.	
2. Students scoring proficient in reading. CELLA Goal #2:	As a new school, District data indicates that 28% (27) students scored proficient in Reading on the 2012 CELLA. The goal is to increase the percentage of students scoring proficient on the Reading section of CELLA.
2012 Current Percent of Students Proficient in reading:	

28% (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	Students do not possess the necessary command of the English language and vocabulary to analyze the elements of story structure in literature selections such as: Fables, Tall Tales, Fairy Tales and figurative language in Poems.	Provide the relevant context to activate students' knowledge on the topic discussed. Provide visuals (i.e., graphs, charts, photos) in order to support the oral and written message.	ESOL Chairperson, Administrators	Administrators will review the results of weekly classroom assessments focusing on students' performance in Reading to ensure that progress is being made and to make adjustments in instructional practices as needed.	Formative: Observations by Administrators, classroom assessments Summative 2013 administration of the CELLA, 2013 FCAT Reading 2.0

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

3. Students scoring proficient in writing. CELLA Goal #3:	As a new school, District data indicates that 27% (26) students scored proficient in writing in the 2012 CELLA. The goal is to increase the percentage of students scoring proficient on the Writing.

2012 Current Percent of Students Proficient in writing:

27% (26)

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have difficulty creating meaningful sentences and paragraphs that include spelling, punctuation and proper grammatical structure	. Incorporate additional mini-lessons conducted at the Teacher Led Center which focus explicitly on proper grammatical structure Pair students up with non-ELL students to proof read their writing and provide additional assistance.	ESOL Chairperson, Administrators	1Administrators will review the results of weekly classroom assessments focusing on students' performance in Writing to ensure that progress is being made and to make adjustments in instructional practices as needed.	Formative: District Writing Pre-Test, Mid-Year Test, Monthly Writing Prompts Summative: 2013 CELLA Writing, FCAT Writing 2.0.

CELLA Budget:

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

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

End of CELLA Goals

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:	As a new school, District data indicates that 28% (27) students scored a level 3 in the 2012 administration of the FCAT Mathematics. The goal is to increase the percentage of students scoring a level 3 in Mathematics by 3 points to 32% (31)
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (27)	32% (31)

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 that would require students to improve performance as noted on the 2012 administration of the FCAT Mathematics test was Reporting Category1 Fractions, Ratios/Proportional Relationships, and Statistics. Students need additional practice understanding the properties of numbers and operations with integers.	Provide the opportunities for students to explain and justify procedures for multiplying and dividing fractions and decimals. Use visual models to explain multiplication and division of fractions. Use number lines and circle graphs to model the concept of dividing fractions, as well as mixed numbers.	Administrators, MTSS RTI Team Department Head.	Administrators and Department Heads will review the results of weekly classroom assessments focusing on students' performance in Fractions, Ratios/Proportional Relationships, and Statistics. to ensure that progress is being made and to make adjustments in instructional practices as needed.	Formative: Classroom assessments, End of Chapter Tests, Baseline and Interim Assessments Summative: 2013 FCAT Mathematics 2.0

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

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

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	As a new school, District data indicates that 28% (27) students scored a level 4 and 5 in the 2012 administration of the FCAT Mathematics. The goal is to increase the percentage of students scoring a level 4 and 5 in Mathematics by 2 points to to 30% (29)
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (27)	30% (29)

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 Reporting Category that would require students to improve performance as noted on the 2012 administration of the FCAT Mathematics test was Reporting Category 1 Fractions, Ratios/Proportional Relationships, and Statistics Students need additional practice with understanding the properties of numbers and operations with integers.	. Provide opportunities for students to engage in activities that promote exploration, individual and cooperative learning, problem solving, reflection, and real-world connections involving Fractions, Rations/Proportional Relationships, and Statistics. Use virtual manipulate to graphically demonstrate, explore, and practice multiplying fractions.	Administrators, MTSS RTI Leadership Team, Department Head.	Administrators and Department Heads will review the results of weekly classroom assessments focusing on students' performance in Fractions, Ratios/Proportional Relationships, and Statistics. to ensure that progress is being made and to make adjustments in instructional practices as needed. District Baseline and Interim Data Reports will be analyzed to determine instructional focus.	Formative: Classroom assessments, End of Chapter Tests, Baseline and Interim Assessments Summative: 2013 FCAT Mathematics 2.0

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

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

Problem-Solving Process to Increase Student Achievement

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

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

	3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	District data indicates that 68% (65) students made learning gains in the 2012 administration of the FCAT Mathematics. The goal is to increase the percentage of students making learning gains in Mathematics by 5 points to 73%(70)
	2012 Current Level of Performance:	2013 Expected Level of Performance:
	68% (65)	73%(70)

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 Reporting Category that would require students to improve performance is as noted in the 2012 FCAT is Reporting Category 1 - Fractions, Ratios/Proportional Relationships, and Statistics.	Develop lessons that help students to understand the properties of numbers. Develop hands on activities that help students to understand operations with integers. Provide morning math tutoring two times per that focuses on strategies to develop student understanding of mathematical concepts, recall of mathematics facts, and use of manipulatives.	Department Head, MTSS RtI Team.	Administrators and Department Heads will review the results of weekly classroom assessments focusing on students' performance in Fractions, Ratios/Proportional Relationships, and Statistics. to ensure that progress is being made and to make adjustments in instructional practices as needed. District Baseline and Interim Data Reports will be analyzed to determine instructional focus. Attendance and assessment results from the math morning tutoring program.	Formative: Classroom assessments, End of Chapter Tests, Baseline and Interim Assessments Summative: 2013 FCAT Mathematics 2.0

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

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	District data indicates that 66% (63) of the lowest 25th percentile students made learning gains in the 2012 administration of the FCAT Mathematics. The goal is to increase the percentage of the lowest 25th percentile students scoring making learning gains in Mathematics by 5 points to 71%.(68).
2012 Current Level of Performance:	2013 Expected Level of Performance:
66% (63)	71%(68)

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 Reporting Category that would require students to improve their performance is Fractions, Ratios/Proportional Relationships, and Statistics. Students are in need of various types of remediation and intervention in order to improve their understanding of and fluency with multiplication and division of fractions and decimals	Provide the opportunities for students to explain and justify procedures for multiplying and dividing fractions and decimals. Provide morning math tutoring two times per week for the students ranking within the lowest 25th percentile that focuses on strategies to develop student understanding of mathematical concepts, recall of mathematics facts, and use of manipulatives. Implement the Success Maker Mathematics Program five days per week for 30 minutes per session.	Department Head, MTSS RtI Team, Administration	Administrators and Department Heads will review the results of weekly classroom assessments focusing on students' performance in Fractions, Ratios/Proportional Relationships, and Statistics. to ensure that progress is being made and to make adjustments in instructional practices as needed. District Baseline and Interim Data and Success Maker Reports will be analyzed to determine instructional focus and changes needed. Attendance and assessment results from the math morning tutoring program.	Formative: Classroom assessments, End of Chapter Tests, Success Maker Reports, Baseline and Interim Assessments Summative: 2013 FCAT Mathematics 2.0

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 to 2017 is to reduce the percent of non-proficient students by 50%. 5A :					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	57	61	65	69	73	

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.	District data indicates that 60% (57) of students by subgroups did not make satisfactory progress in the 2012 administration of the FCAT Mathematics. The goal is to

Mathematics Goal #5B:	increase the number by three points to 63% (60)
2012 Current Level of Performance:	2013 Expected Level of Performance:
60% (57)	63% (60)

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 Reporting Category that would require students to improve their performance is Reporting Category 1 - Fractions, Ratios/Proportional Relationships, and Statistics	Provide the opportunities for students to explain and justify procedures for multiplying and dividing fractions and decimals. Provide mini lessons that include problem solving opportunities and breaking down the problem through the use of strategies.	Department Head, MTSS RtI Team, Administration	Administrators and Department Heads will review the results of weekly classroom assessments focusing on students' performance in Fractions, Ratios/Proportional Relationships, and Statistics. to ensure that progress is being made and to make adjustments in instructional practices as needed. District Baseline and Interim Data and Success Maker Reports will be analyzed to determine instructional focus and changes needed.	Formative: Classroom assessments, End of Chapter Tests,Baseline and Interim Assessments Summative: 2013 FCAT Mathematics 2.0

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

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

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

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.	

Mathematics Goal #5D:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	District data indicates that 51% (49) of students by subgroups did not make satisfactory progress in the 2012 administration of the FCAT Mathematics. The goal is to increase the number of students making satisfactory progress by 5 points to 56% (54).
2012 Current Level of Performance:	2013 Expected Level of Performance:
51% (49)	56% (54)

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The Reporting Category that would require students to improve their performance is Reporting Category 1 - Fractions, Ratios/Proportional Relationships, and Statistics.	Develop hands on activities that help students to understand operations with integers. Use visual models to explain multiplication and division of fractions. Use number lines and circle graphs to model the concept of dividing fractions, as well as mixed numbers.	Department Head, MTSS RtI Team, Administration	Administrators and Department Heads will review the results of weekly classroom assessments focusing on students' performance in Fractions, Ratios/Proportional Relationships, and Statistics. to ensure that progress is being made and to make adjustments in instructional practices as needed. District Baseline and Interim Data and Success Maker Reports will be analyzed to determine instructional focus and changes needed.	Formative: Classroom assessments, End of Chapter Tests, Baseline and Interim Assessments Summative: 2013 FCAT Mathematics 2.0

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

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

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

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

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

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

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

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

3B. Student subgroups by ethnicity (White, Black,

Hispanic, Asian, American Indian) not making satisfactory progress in Algebra.

Algebra Goal #3B:

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

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

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

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

Algebra Goal #3C:

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

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

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

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

Algebra Goal #3D:

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

Problem-Solving Process to Increase Student Achievement

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

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

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

Problem-Solving Process to Increase Student Achievement

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

End of Algebra EOC Goals

Geometry End-of-Course (EOC) Goals

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

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

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

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

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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
Success Maker Training	6th	Success Maker Facilitator	6th Grade Math Teachers	October 2012	Success Maker Reports	Administration
Carnegie Training	6th	Virginia Leyva	6th Grade Math Teachers	August 14th, 15th and September 26th	Student Assessment Data	Administration

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Carnegie	Research-Based Computer Mathematics Program	Grant	$2,651.00
			Subtotal: $2,651.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Success Maker	Math Intervention Program	Grant	$4,992.00
			Subtotal: $4,992.00
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: $7,643.00

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:	District data indicates that 32% (31) of students scored an Achievement Level 3 on the 2012 administration of the FCAT Science. The goal is to increase the number of students scoring a 3 to 36% (34).
2012 Current Level of Performance:	2013 Expected Level of Performance:
32% (31)	36% (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	The Reporting Category that would require students to improve their performance is Physical Science.	Ensure that instruction includes teacher-demonstrated as well as student-centered science laboratory activities including virtual labs weekly that apply, analyze, and explain concepts related to Physical Science concepts.	Science Department Head, administration	Administrators and Science Department Head will use available Reports to review student performance data on bi-weekly tests and/or end of unit assessments. Adjustments will be made to instructional strategies as needed. Bi-weekly monitoring of student laboratory activities.	Formative: Classroom assessments, Observations by administrators, Baseline Assessment, Interim Assessments, Science Lab Reports. Summative: 2013 Science FCAT 2.0.

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

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	District data indicates that 13% (12) of students scored an Achievement Level 4 and 5 on the 2012 administration of the FCAT Science. The goal is to increase the number of students scoring at Achievement Level 4 and 5 by two points to 15% (14).

	2012 Current Level of Performance:	2013 Expected Level of Performance:
	13% (12)	15% (14)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The Reporting Category that would require students to improve their performance is Physical Science.	Provide activities for students to design and develop science and engineering projects to increase scientific thinking, and the development and implementation of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design in Physical Science.	Science Department Head, administration	Administrators and Science Department Head will use available Reports to review student performance data on bi-weekly tests and/or end of unit assessments. Adjustments will be made to instructional strategies as needed. Bi-weekly monitoring of student laboratory activities.	Formative: Classroom assessments, Observations by administrators, Baseline Assessment, Interim Assessments, Science Lab Reports. Summative: 2013 Science FCAT 2.0.

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

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

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

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

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

Science Pacing Guides	6th	Science Chair	6th Grade Science Teacher	August 2012	Classroom Observations	Administration

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
FL iScience Glencoe	Textbooks	Grant	$1,748.00
			Subtotal: $1,748.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $1,748.00

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:	District data indicates that, 80% (77) of students achieved proficiency. Our goal for the 2012-2013 school year is to increase to 82%.(79)
2012 Current Level of Performance:	2013 Expected Level of Performance:
80% (77)	82% (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
	The area that showed a need for improvement as evidenced in the 2012 Administration of the FCAT Writing is Persuasive Writing. Students need additional practice in adding support to their	Model using poetry, print and media advertisements, and speeches can be used as examples for students to evaluate persuasive techniques and how support is used in each.	MTSS RTI Leadership Team Reading Coach, Administration	Administrators will review the monthly writing prompts administered in order to determine areas of weakness and adjust instruction as needed	Formative: Monthly Writing Prompts, Writing pre-test and post test, Mid-Year District Writing test, Writing Process

1	persuasive essays.	Review word choice, and how connotations and denotations of words impact meaning. Use mentor sentences to provide writing models for grammar and conventions			Summative: 2013 FCAT Writing test.

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

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

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Holistic Scoring	6th Grade	Jeanette Menendez	6th Grade Language Arts Teacher	October 2012	Monitoring of Writing Process Products and classroom Walk-Throughs and observations	Administration

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Mechanically Inclined by Jeff Anderson	Comprising an overview of the research-based context for grammar instruction, a series of over thirty detailed lessons, and an appendix of helpful forms and instructional tools.	EESAC	$21.60
	A compilation of 95 Craft Lessons		

	for teachers. Helps students breathe voice into lifeless nonfiction writing, make it clearer, more authoritative, and more organized.		
Craft Lessons and Non Fiction Craft Lessons by Ralph Fletcher		EESAC	$21.00
Springboard	Language Arts Textbooks	Grant	$2,034.95
			Subtotal: $2,077.55

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: $2,077.55

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

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

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

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

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)

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:	As a new school, District data indicates that the daily attendance rate for the 2012 school year was 93.69% (90). Our goal is to maintain the daily attendance rate in the 2012-2013 school year.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
93.69% (90)	93.69% (90)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
21	16
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
15	11

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	Data indicates that student tardies are due to how far students live from the school.	1Schedule parents of students with excessive absences and tardies to meet with the Attendance Review Team (ART) once every 9 week period. Recognition of students with 100% weekly attendance on morning announcements and monthly recognition "Awesome Attendance Award". Provide an incentive for students who are on time each nine week period. Provide parents with information regarding the Florida Kid Care Healthcare Program and a one page guide on resources for keeping kids healthy and active.	Administrative team	Daily attendance reports will be monitored for frequent absences and tardies. Administration will ensure that health prevention strategies are implemented throughout the school	Attendance reports

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Train Staff	6th	Registrar	6th grade teachers	August 2012	Attendance and SCAM Reports	Administrators

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Attendance Awards	Certificates and Medals	EESAC	$175.00
			Subtotal: $175.00
			Grand Total: $175.00

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	Our goal for the 2012-2013 school year is to maintain the number of Outdoor Suspensions to no more than 4 students.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
0	0
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
0	0
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions

5	4
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
5	4

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr>
<th></th>
<th>Anticipated Barrier</th>
<th>Strategy</th>
<th>Person or Position Responsible for Monitoring</th>
<th>Process Used to Determine Effectiveness of Strategy</th>
<th>Evaluation Tool</th>
</tr>
<tr>
<td>1</td>
<td>Students do not adequately understand the conduct expected of them as noted in the Code of Student Conduct.</td>
<td>School Counselor will begin the school year by reviewing the Code of Student conduct with students to ensure that they understand the expectations and consequences.

Increase the number of security guards and school-based personnel presence in key area in the building before and after school.

Counselor will provide 6th grade classes with mini-lessons that focus on conflict resolution and effective communication skills as well as implement the Bully Curriculum.</td>
<td>Assistant Principal, School Counselor</td>
<td>Administrators will monitor student suspension records each nine week period and make adjustments as needed.</td>
<td>Student suspension records and the code of student conduct discipline record (located in the main office.)

SCAM Reports</td>
</tr>
</table>

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
Code of Student Conduct	6th	Maria Jimenez	6th Grade Teachers	August 2012	Classroom Visitations	Counselor
Bully Curriculum	6th	Maria Jimenez	6th Grade	October 2012	Follow-up with students on an as needed basis.	Counselor
Catch You Being Good	6th	Maria Jimenez	6th Grade	October 2012	Reward Students that do the right thing	Counselor

Suspension Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Catch You Being Good Incentives and Rewards	Coins, Bracelets, notebooks	EESAC	$262.00
			Subtotal: $262.00
			Grand Total: $262.00

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	During the 2011-2012 school year, parental participation in school wide activities was 85% (82).Our goal for the 2012-2013 school year is to increase parental participation to 86%.(83)
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
85% (82)	86% (83)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parents' diverse work schedules during the week make it difficult for them to participate in activities offered during school hours.	Continue to offer a variety of night time activities and events to allow for additional opportunities for parents to attend. Provide parents with a one page reference sheet titled, "Get Involved at Doral Academy "which provides a description of all the activities and functions occurring at	Administrators, Reading Coach	Attendance rosters will be kept at each event. Enrollment in the Parents in Action (PIA) group.	Attendance rosters and Volunteer Hour Log

		the school throughout the year allowing parents to adequately plan to volunteer or attend.				

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
Community Portal Navigation	6th	Homeroom Teachers	Parents	August 19th and 20th, 2012	Reports from the community portal	Administration
FCAT/SAT Parent Nights	6th	Parent Night Committee	Parents	November 7th, 2012	Parent Attendance Reports	Reading Coach
Cyber Bullying	6th	State Attorney	Parents	November 2012	Classroom Discussions with Students	Counselor
"Empowered Parenting: Effective Tools for Positive Success"	6th	Jeanette Menendez	Parents	September 19th, 2012	Parent Survey	Reading Coach

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Parent Involvement Budget:

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM STEM Goal #1:		The goal is to increase the number of students participating in STEM related courses and activities.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Informing and encouraging parents to enroll their child in STEM activities afterschool.	Integrate STEM activities across the curriculum through Multi-Media Technology Advanced Courses Provide opportunities for students to enroll in afterschool Robotics classes and, Science Club. Increase participation in extracurricular activities such as The Math Bowl, The Fairchild Challenge and Robotics Competitions and Science Fair.	Administration	Administrators will review the Enrollment status in Pre-AP courses and extra-curricular STEM activities each semester and make changes in scheduling as needed.	Formative: Science, Math Baseline Assessment and District Interim Assessments, classroom assessments, Summative: 2013 Mathematics and Science FCAT 2.0.

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 Instructional Curriculum	6th	District Personnel	6th	Flexible Scheduling once a month on Wednesday afternoons. District Professional Development	Teacher Professional Development Completion Certificates.	Administration
Science/Math Science Textbook Resources Training	6th	Houghton Mifflin	6th Grade Science and Mathematics Teachers	August 26th	Program Participation Enrollment	Administration

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:	Increase opportunities for STEM applied learning by increasing opportunities for students to participate in CTSO career and technical 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	Teachers not trained in Project Based Learning instructional frameworks.	Provide opportunities for teachers to join Professional Learning Communities, such as STEM Robotics PLC, or attend district and/or state workshops. Utilize Career Technical Student Organization (CTSO) Career Development Events and related curriculum aligned to appropriate CTE program to increase rigor, relevance, and opportunities for STEM activities.	Administrative Team	Monitor the implementation of the guidelines and timeline for the teacher training and the progress of the CTE student competition projects.	Reports of the number of students who participated in CTSO and career and technical skill competitions.

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

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

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

CTE Budget:

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

End of CTE Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

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

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Holt McDougal	Textbooks	Grant	$4,700.00
Mathematics	Carnegie	Research-Based Computer Mathematics Program	Grant	$2,651.00
Science	FL iScience Glencoe	Textbooks	Grant	$1,748.00
Writing	Mechanically Inclined by Jeff Anderson	Comprising an overview of the research-based context for grammar instruction, a series of over thirty detailed lessons, and an appendix of helpful forms and instructional tools.	EESAC	$21.60
Writing	Craft Lessons and Non Fiction Craft Lessons by Ralph Fletcher	A compilation of 95 Craft Lessons for teachers. Helps students breathe voice into lifeless nonfiction writing, make it clearer, more authoritative, and more organized.	EESAC	$21.00
Writing	Springboard	Language Arts Textbooks	Grant	$2,034.95
				Subtotal: $11,176.55

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Reading Plus	Online Reading Program	Grant	$3,420.00
Mathematics	Success Maker	Math Intervention Program	Grant	$4,992.00
				Subtotal: $8,412.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Gender Differences: Teaching Strategies for Boys and Girls	Presenter Fees	Grant	$1,300.00
				Subtotal: $1,300.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Attendance	Attendance Awards	Certificates and Medals	EESAC	$175.00
Suspension	Catch You Being Good Incentives and Rewards	Coins, Bracelets, notebooks	EESAC	$262.00
				Subtotal: $437.00
				Grand Total: $21,325.55

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.

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 SAC funds will be used to fund school incentives and rewards for the Catch You Being Good Program, Attendance Incentives and Rewards, STEM technology, and resource materials for classrooms.	$480.00

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

The School Advisory Council will meet four times a year to discuss school-wide activities, use of EESAC funds, assessment data, response to intervention, and the School Improvement Plan.

AYP DATA

SCHOOL GRADE DATA

No Data Found
No Data Found
No Data Found