

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: LINCOLN-MARTI CHARTER SCHOOLS (INTERNATIONAL CAMPUS)

District Name: Dade

Principal: Marielys Llorente

SAC Chair: Lizzette Valentin

Superintendent: Alberto M. Carvalho

Date of School Board Approval: Pending

Last Modified on: 10/19/2012

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

Dr. Mike Grego, Chancellor  
K-12 Public Schools  
Florida Department of Education  
325 West Gaines Street  
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## PART I: CURRENT SCHOOL STATUS

### STUDENT ACHIEVEMENT DATA

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

<a href="#">School Grades Trend Data</a>
<a href="#">Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data</a>
<a href="#">High School Feedback Report</a>
<a href="#">K-12 Comprehensive Research Based Reading Plan</a>

### 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	Marielys Llorente	Elementary Education (K-6), Exceptional Student Education (K-12), ESOL Endorsement (Awaiting Masters in Educational Leadership)	1	1	'12 School Grade A High Standards- Rdg 43 High Standards- Math 50 Lrng Gains- Rdg ~ 83 Lrng Gains- Math 87 Gains-R-25 83 Gains-M-25 95

### INSTRUCTIONAL COACHES

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

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

## EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Provide continuous support within the classrooms by providing professional developments on RtI, differentiated instruction, and classroom management.	Principal, Special Education Teacher	June 4, 2013	
2	2. Teachers will have common planning/collaboration on a regular basis.	Principal, Grade Level Chair	June 4, 2013	
3	3. Teachers will participate in ongoing professional developments	District coordinators, Principal	June 4, 2013	
4	4. Conduct teacher and parent meetings in order to plan and discuss strategies to reach student academic achievement.	Principal, Special Education teacher, Counselor, Teachers	June 4, 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
33% (6)	Teachers will be provided with study guides and orientations on how to register for the FTCE. In addition, professional development activities will be provided in areas determined through conducted classroom walkthroughs. Moreover, assistance on how to enroll for missing education courses in order to become highly qualified will be also granted.

## 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
19	21.1%(4)	57.9%(11)	0.0%(0)	0.0%(0)	0.0%(0)	68.4%(13)	10.5%(2)	0.0%(0)	57.9%(11)

## 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
1.Laura Mijares 2.Migeily Mendez 3.Lourdez Gonzalez 4.Maria Garcia 5.Migeily Mendez 6.Maria Garcia 7.Maria Garcia 8.Tamara Valera	1.Martha Montero-Silva 2.Elaine Becerra 3.Maylin Rodriguez 4.Iris Ramos 5.Yarenis Delgado 6.Tania Morales 7.Aymara Arnold 8.Lizzette Valentin	Same grade level.	Lesson planning,, enrichment activities, organization and classroom management strategies.

## 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 A

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

#### Title I, Part C- Migrant

N/A

#### Title I, Part D

##### Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Dropout Prevention Programs.

#### Title II

##### Title II

The district uses supplemental funds for improving basic educational as follows:

- Training to certify qualified mentors for the New Teacher (MINT) Program
- Training for add-on endorsement programs such as Reading, Gifted, and ESOL
- Training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.

#### Title III

##### Title III

Title III funds are used to supplement and enhance the programs for English Language learners (ELL) and immigrant students by providing funds to implement and provide:

- Reading and supplementary instructional materials

Waterford Connection and KidBiz (hardware and software) for the development of language and literacy skills in reading, mathematics, and science.

#### Title X- Homeless

- The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
- Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
- The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.

#### Supplemental Academic Instruction (SAI)

Supplemental Academic Instruction (SAI)  
Lincoln Marti Charter School will receive funding from the Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

#### Violence Prevention Programs

- Violence Prevention Programs
- The Safe and Drug – Free Schools program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and TRUST specialist.
  - Training for technical assistance for elementary and middle school teachers, administrators, counselors, TRUST specialist, and Safe Schools Specialist is also a component of this program.

#### Nutrition Programs

- Nutrition Programs
1. Lincoln Marti Charter Schools Adheres to and implements the nutrition requirements stated in the District Wellness Policy.
  2. Nutrition education, as per state Statute is taught through physical education.
  3. The School Food Service, school breakfast, school lunch and aftercare snacks, follows the Healthy Food and Beverage Guidelines as adopted in the Districts Wellness Policy.

#### Housing Programs

N/A

#### Head Start

Head Start  
Head Start Programs are collocated in several Title I schools and/or communities. Joint activities including professional development and transition processes are shared. Through affiliating agreements, the summer VPK program is provided at head start sites.

#### Adult Education

N/A

#### Career and Technical Education

N/A

#### Job Training

N/A

#### Other

Involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center or parent area in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services.  
Increase parental engagement/involvement through developing (with on-going parental input) our school's Title I School-Parent Compact; our school's Title I Parental Involvement Plan; scheduling the Title I Annual Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements.  
Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy

Courses, etc., with flexible times to accommodate our parents' schedules. This impacts our goal to empower parents and build their capacity for involvement.

Complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118. Additionally, the M-DCPS Title I Parent/Family Survey, distributed to schools by Title I Administration, is to be completed by parents/families annually in May. The Survey's results are to be used to assist with revising our Title I parental documents for the approaching school year.

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

### School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Identify the school-based RTI Leadership Team:

Principal, ESE teacher, 2nd grade Reading Teacher, 3rd grade Reading/Writing Teacher, 3rd and 4th grade Math Teacher

Principal: Provides a common vision for the use of data-based decision making, ensures that the school based team is implementing RTI and conducts assessments of RTI skills of school staff, ensures implementation of intervention support and documentation, and ensures adequate professional development to support RTI implementation.

Department Heads : Develop, lead, and evaluate school core content standards/programs pacing, sequencing and instructional strategies; identifies and analyzes intervention approaches, evidence based intervention strategies; assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation of monitoring.

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

The principal will provide a common vision for the use of data-based decision making, ensures that the school based team is implementing RTI and conducts assessments of RTI skills of school staff, ensures implementation of intervention support and documentation, and ensures adequate professional development to support RTI implementation.

Department Heads (Reading, Mathematics, Science, Social Studies, Special Area): Develop, lead, and evaluate school core content standards/programs pacing, sequencing and instructional strategies; identifies and analyzes intervention approaches, evidence based intervention strategies; assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation of monitoring.

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?

Members of the RTI Leadership Team meet with members of the Educational Excellence School Advisory Council (EESAC) and Principal to help develop the SIP. The team provides data on academic and social areas that need to be addressed; help set clear expectations for instruction, strategies for targeting specific groups of students, and pacing for the curriculum. They facilitate the development of a systemic approach to teaching and uniform effective teaching practices. The RTI Leadership Team will be providing data analysis to the EESAC during the academic year, to assist in evaluating and adjusting (when necessary) the SIP.

### 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.

Baseline data/FCAT 2012 Scores: Progress Monitoring and Reporting Network (PMRN), FCAT 2012 Scores, FAIR Assessment, Edusoft, Interim Assessments, Student Behavior log, Student Case Management System, Attendance Records

Progress Monitoring & Midyear: PMRN (FAIR Assessments), Interim Assessments, Teacher-Made assessment, FCAT 2012 Simulations, Edusoft.

End of the Year: Progress Monitoring and Reporting Network (PMRN), FCAT 2012, Finals, Student Behavior Log.

Describe the plan to train staff on MTSS.

Professional Development will be provided during teacher's common planning times. The training will consist of a demonstration of the documents that need to be filled out by the teacher. The difference between RTI for Behavior and for Academics will be explained. The professional development will be focused on differentiated instruction, data based decision making, and intervention strategies that work.

Describe the plan to support MTSS.

The plan to support MTSS will include all of the following:

- Professional developments and coaching
- Data support
- Program evaluation in order to ensure effective implementation of the RTI
- Extended Learning Day
- Daily interventions as necessary
- Saturday Academy

## Literacy Leadership Team (LLT)

### School-Based Literacy Leadership Team

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

Marielys Llorente, Principal, Johanna Morales (ESE teacher), Tamara Valera- 5th grade teacher, Marian Cordova-3rd grade teacher

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

Principal/Administrator ensures that schools objectives, practices, and assessments are in alignment with districts requirements. Ensure faculty is taking advantage of all available professional development resources, and communicates all necessary information to parents and students.

Classroom teachers identify systematic patterns of students needs while working with school administration to identify appropriate research based interventions strategies; perform progress monitoring, data collection, and data analysis; participate in professional development; identify opportunities for reading interventions teaching reading skills in other subject areas and provide support to faculty of other departments in teaching reading skills.

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

The Literacy Leadership Team will have poetry contests, conduct book fair, and implement story time depending on the season or themes. Book reports will also be presented and displayed.

## 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.

Lincoln Marti Charter Schools will assist with providing young children with a variety of meaningful experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adults. We will assist with the transition from early child hood programs to our school by conducting orientation meetings for parents and guardians. Policies, procedures, and curriculum are explained and discussed at this orientation. Parent-Teacher handbooks are provided to parents as a resource guide for the school year. Teachers provide an orientation at Open House and conduct

parent conferences, as needed throughout the school year. Monthly parent workshops are also offered to provide information on how parents can assist their children with the learning process and on the resources available in Miami-Dade County Public schools. Prior to entering kindergarten, the oral Language Proficiency Test is administered to determine language proficiency. FLKRS and FAIR assessments are used to determine social skills, student readiness, and reading skills. The FAIR Assessment is administered at the beginning of the year, and to monitor progress midyear and at the end of the year. Peabody and CELLA are administered at the end of the year. The results of these assessments are monitored through data analysis meetings, observations, classroom walk-through, and regular weekly benchmark assessments.

### \*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.

Lincoln Marti Charter Schools is providing middle school students with an enriched curriculum to prepare them for high school and college. Students are encouraged to take courses that are most challenging for their level by their teachers and administrators.

Professional development and trainings will be provided for teachers to refine and enhance their most creative teaching strategies, such as the use of visuals and manipulative, differentiated instruction to meet every students needs, the use of graphic organizers and other visual aids, CRISS strategies, and the use of a motivational reward and assertive discipline system.

Teachers will use innovative ideas and differentiated instruction to incorporate reading strategies into all the subjects.

Administrators will monitor the implementation to visit classrooms and observe teachers throughout the curriculum to insure resources are being used daily and discuss data findings.

### \*High Schools Only

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

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

N/A

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

N/A

### Postsecondary Transition

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#)

N/A

## PART II: EXPECTED IMPROVEMENTS

### Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading.  Reading Goal #1a:	The results of the 2012 FCAT Reading test indicate that 17% (8) of students achieved level 3 proficiency.  Our goal for the 2012-2013 school year is to increase level 3 proficiency by 8% points to 25% (12).
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2012 Current Level of Performance:	2013 Expected Level of Performance:
17%(8)	25% (12)

#### 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	Based on the data analysis, the area of deficiency as noted on the 2012 administration of the FCAT Reading Test was reporting category 2- Reading Application.	The students will practice to expand their vocabulary, cause and effect, context clues, sequence of events, and main idea. The students will use the reading plus software on a daily basis.	Administrator, RtI team, Literacy Leadership team.	Classroom observations and coaching continuum. Data will be analyzed in order to adjust instruction.	Formative: Mini Assessments, Interim assessments, FAIF Assessment, and reports from reading plus.  Summative: 2013 FCAT 2.0 Reading Assessment
2					

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

#### Problem-Solving Process to Increase Student Achievement

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



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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading.  Reading Goal #2a:	The results of the 2012 FCAT Reading test indicate that 119 (5) of students achieved a Level 4 or 5 proficiency.  Our goal for the 2012-2013 school year is to increase level 4 and 5 by 3% points to 14%(7).
2012 Current Level of Performance:	2013 Expected Level of Performance:
11%(5)	14%(7)

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	Based on the data analysis, the area of deficiency as noted on the 2012 administration of the FCAT Reading Test was reporting category 1- Vocabulary.	Use Project-Based learning in order to move students from guided learning to more independent learning.  Incorporate more enrichment activities for high-performing students through the use of Literature Circles, vocabulary development (journals), oral dialogue, and peer-student conferencing through novel based instruction.	Administrator	The Literacy team will monitor student progress by reviewing students' journals and portfolios writing prompts, and adjust instruction when data is indicating no progress.	Formative: Mini Assessments, Interim assessments, FAIF Assessment, and Projects.  Summative: 2013 FCAT 2.0 Reading Assessment

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

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The results of the 2011-2012 FCAT Reading Test indicate that 60% (16) of students made learning gains. Our goal for the 2012-2013 school year is to increase the amount of students achieving learning gains by 10% points to 70% (18).
2012 Current Level of Performance:	2013 Expected Level of Performance:
60%(16)	70%(18)

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	We have identified the areas for growth fall in Reporting Category 4: Informational Text and Research Process. Students lacked the ability to utilize critical thinking strategies needed to locate, interpret and organize information across texts.	Students will use a myriad of informational texts such as articles, brochures, and websites to identify text features.  Students will also use the reading plus software on a daily basis in order to increase their critical thinking skills.	Administrator	Analyze the data and adjust instruction accordingly.	Formative: Mini Assessments, Interim Assessments, FAIF Assessment, and reports from Voyager Passport and reading plus.  Summative: 2013 FCAT 2.0 Reading Assessment

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

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	Our goal for the 2012-2013 school year is that 20% of the lowest 25% students will achieve learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:

60% N<30

70% N<30

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	According to the 2012 administration of the FCAT, students lacked necessary skills needed to master reporting category 3: Literary Analysis.	Provide reading tutorial programs through the use of Florida Coach, BreakAway, and Ladders to Success, Crosswalk, and Reading Plus software in order to increase students' reading proficiency levels.	Administrator	Administrators and teachers will meet biweekly to discuss data findings and how students' needs are being addressed. Instruction will be adjusted accordingly.	Formative: Mini Assessments interim assessments, FAIF Assessment, and reports from Reading Plus..  Summative: 2013 FCAT 2.0 Reading Assessment

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Reading Goal # Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	39	44	50	55	61	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.  Reading Goal #5B:	The results of the 2012 FCAT Reading Test indicated that 22% (12) in the Hispanic Subgroup made learning gains.  Our goal for the 2012-2013 school year is to increase the percentage of students in the Hispanic Subgroup making learning gains by 23 percentage points to 52% (22).
2012 Current Level of Performance:	2013 Expected Level of Performance:
29%(12)	52%(22)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As noted on the administration of the 2012 FCAT Reading Test, the Hispanic subgroup showed a need for improvement in Reporting Category 2: Reading Application.	Provide interventions through the use of reading programs such as BreakAway, Coach Crosswalk, and Ladders.  Students will use the reading plus software in order to increase reading proficiency.	Administrator	Classroom observations and coaching continuum. Data will be analyzed in order to adjust instruction.	Formative: Mini Assessments, Interim Assessments, FAIF Assessment, and reports from Reading Plus.  Summative: 2013 FCAT 2.0 Reading Assessment
2	N/A				

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

5C. English Language Learners (ELL) not making satisfactory progress in reading.  Reading Goal #5C:	The results of the 2012 FCAT Reading Test indicated that 14% (3) in the ELL Subgroup made learning gains.  Our goal for the 2012-2013 school year is to increase the percentage of students in the ELL Subgroup making learning gains by 9 percentage points to 23 %(5).
2012 Current Level of Performance:	2013 Expected Level of Performance:
14%(3)	23%(5)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted in the 2012 FCAT Reading Test is Reporting Category 1: Vocabulary 1.	Emphasize reading strategies such as Reciprocal Teaching which help students determine the meaning of words by using context clues. Reading coach will train teachers on using this strategy throughout content areas.  Reading teachers will use concept maps to introduce and reinforce concepts such as multiple meaning of words, synonyms and antonyms, and roots and affixes derived from Greek and Latin to determine the meanings of unfamiliar words. Students will maintain word banks and vocabulary notebooks to use in their writing. Students will use the Reading Plus software to increase students' reading proficiency.	Administrator	Following the FCIM model, the administrator and teachers will review assessment data weekly and adjust instruction as needed. The administrator will review data bi-weekly and make recommendations based on needs assessment.	Formative: Mini Assessments, Interim Assessments, FAIF Assessment, and reports from Reading Plus.  Summative: 2013 FCAT 2.0 Reading Assessment
2	N/A				

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading.  Reading Goal #5D:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	The results of the 2012 FCAT Reading Test indicated that 31% (13) in the ED Subgroup made learning gains.  Our goal for the 2012-2013 school year is to increase the percentage of students in the ED Subgroup making learning gains by 17 percentage points to 48% (20).
2012 Current Level of Performance:	2013 Expected Level of Performance:
31%(13)	48%(20)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency in the Economically Disadvantaged subgroup as noted in the 2012 FCAT Reading Test is Reporting Category 1: Vocabulary 1.	Emphasize reading strategies such as Reciprocal Teaching which help students determine the meaning of words by using context clues. Reading coach will train teachers on using this strategy throughout content areas.  Reading teachers will use concept maps to introduce and reinforce concepts such as multiple meaning of words, synonyms and antonyms, and roots and affixes derived from Greek and Latin to determine the meanings of unfamiliar words. Students will maintain word banks and vocabulary notebooks to use in their writing.	Administrator	Following the FCIM model, the administrator and teachers will review assessment data weekly and adjust instruction as needed. The administrator will review data bi-weekly and make recommendations based on needs assessment.	Formative: Mini Assessments, tutorial assessments, interim assessments, FAIF Assessment, Projects and reports from Lexia Reading and reading plus.  Summative: 2013 FCAT Reading Assessment
2	N/A				

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
FCAT 2.0 and Item Specs	K-6th	Mrs.Llorente	School-Wide	August 17, 2012	Monitor student activity on a weekly basis	Principal
Differentiated Instruction	K-6th Grade	Mrs.Llorente	School-Wide	August 16, 2012	Monitor student activity on a weekly basis	Principal
Reading Plus	K-6th	Reading Plus Representative	School-Wide	August 13, 2012	Monitor student activity on a weekly basis	Principal
Search and Destroy	K-6th Grade	Mrs.Llorente	School-Wide	September 19, 2012	Monitor student activity on a weekly basis	Principal
Common Core Strategies	K-6th Grade	P.D Portal	School-Wide	October, 2012	Monitor student activity on a weekly basis	Principal

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Direct Instruction	Houghton Mifflin Reading	FTE	\$5,000.00
Tutoring	Reading Plus	FTE	\$5,500.00
Tutoring	Florida Coach Series	FTE	\$1,000.00
			Subtotal: \$11,500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Coaching	Substitute coverage for teachers to attend training.	FTE	\$600.00
			Subtotal: \$600.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Enrichment	Literature books	FTE	\$1,000.00
			Subtotal: \$1,000.00
			Grand Total: \$13,100.00

End of Reading Goals

## Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	The Results of the 2011-2012 administration of the CELLA indicates that 39% (42) of students achieved in Listening/Speaking.

2012 Current Percent of Students Proficient in listening/speaking:

39% (42)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As noted in the results of the 2011-2012 CELLA Assessment, the area of greatest difficulty comprehending the question asked, as well as putting the ideas together when answering.	Students will be presented with a variety of strategies during small group instruction. Some of them include direct oral language, modeling, use simple, direct language, brainstorming, cooperative learning, repetition, think aloud, audio visuals, and reading plus software.	Administrator	Administrator and ESOL Coordinator will meet on a monthly basis to monitor the effective use of ESOL strategies such as brainstorming, cooperative learning, and modeling. Administrator and ESOL Coordinator will use data collected from bi-weekly assessments to monitor students' progress.	Formative: Mini Assessments, District Assessments, FAIR Assessments, and reports from reading plus.  Summative: 2013 CELLA Reports.

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

2. Students scoring proficient in reading.

CELLA Goal #2:

The Results of the 2011-2012 administration of the CELLA indicates that 14% (14) of students achieved in Reading.

2012 Current Percent of Students Proficient in reading:

14% (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	As noted in the results of the 2011-2012 CELLA Assessment, the area of greatest difficulty was vocabulary and lack of prior knowledge.	Students will be exposed to the following strategies: activate prior knowledge, task cards, differentiated instruction, read aloud, cooperative learning, vocabulary with context clues, interactive word walls, graphic organizers, reciprocal teaching, sustained silent reading (SSR).	Administrator/ESOL Coordinator	Administrator and ESOL Coordinator will meet on a monthly basis to monitor the effective use of ESOL strategies such as brainstorming, cooperative learning, and modeling. Administrator and ESOL Coordinator will use data collected from bi-weekly assessments to monitor students' progress.	Formative: Mini Assessments, District Assessments, FAIR Assessments, and reports from reading plus.  Summative: 2013 CELLA Reports.

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

3. Students scoring proficient in writing.

CELLA Goal #3:

The Results of the 2011-2012 administration of the CELLA indicates that 16% (17) of students achieved in Writing.

2012 Current Percent of Students Proficient in writing:

16%(17)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As noted in the results of the 2011-2012 CELLA Assessment, an area of difficulty was basic writing skills.	The following strategies will be implemented: graphic organizers, illustrating and labeling, process writing, rubrics writing prompts, spelling strategies.	Administrator, ESOL Coordinator	Administrator and teacher will meet on a monthly basis to monitor the effective use of ESOL strategies such as graphic organizers, process writing, and spelling strategies. Administrator and ESOL Coordinator will use data collected from bi-weekly assessments to monitor students' progress	Formative: Mini Assessments, tutorial assessments, interim assessments, FAIR Assessments, and reports from reading plus.  Summative: 2013 CELLA Reports.

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Intervention	ESOL Interventions	FTE	\$1,000.00
			Subtotal: \$1,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$1,000.00



# Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics.  Mathematics Goal #1a:	The result of the 2012 FCAT Mathematics Test indicates the 30% (14) of students achieved level 3 proficiency.  Our goal for the 2012-2013 school year is to increase level 3 student proficiency by 3 percentage points to 33% (16).
2012 Current Level of Performance:	2013 Expected Level of Performance:
30%(14)	33%(16)

## Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1a.1 Based on our data analysis of 2011-2012 FCAT mathematics Test, third graders show a deficiency on Reporting Category 2 Number: Fractions due to a lack of knowledge in development and understanding of area, determining the area of two-three dimensional shapes, and classifying angles.	Increase opportunities for students to model equivalent representations of given numbers using manipulative.  - Increase the use of writing in mathematics to help students communicate their understanding of difficult concepts, reinforcing skills and allowing for correction of misconceptions.	Principal and MTSS RTI team	Results of biweekly assessments will be reviewed by department/grade level chairs to ensure progress.  - Adjustments to curriculum focus will be made as needed	Formative: District Assessments and Edusoft Reports.  Summative: Results from the 2013 FCAT 2.0 Mathematics Assessment
2	1a.2 Based on our data analysis of 2011-2012 FCAT mathematics Test, fourth graders show a deficiency on Reporting Category 3 Geometry and Measurement due to a lack of knowledge in development and understanding of area, determining the area of two-three dimensional shapes, and classifying angles.	Students will be provided with grade level appropriate opportunities that promote the use of geometric knowledge and spatial reasoning to develop foundations for understanding perimeter, area, volume, and surface area; these activities will include the section of appropriate units, strategies, and tools to solve problems involving these measurements	Principal and RTI team	Teacher observation of lessons, lesson plans, and student monitoring techniques. Meet with teachers review lesson plans student work	Formative: District Assessments and Edusoft reports.  Summative: Results from the 2013 FCAT 2.0 Mathematics Assessment
3	1a.3 According to the results of the 2012 FCAT 2.0 Mathematics assessment the area of greatest difficulty for Grade 5 students was Reporting Category 2- Expressions, Equations, and Statistics.	Increase opportunities for students to model equivalent representations of given numbers using manipulative.  - Increase the use of writing in mathematics to help students communicate their understanding of difficult concepts, reinforcing skills and allowing for	Administrator	Results of biweekly assessments will be reviewed by department/grade level chairs to ensure progress.  - Adjustments to curriculum focus will be made as needed.	Formative: Biweekly assessments and District Interim Assessments, Edusoft reports.  Summative: Results from the 2013 FCAT 2.0 Mathematics Assessment

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

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics.  Mathematics Goal #2a:	The results of the 2012 FCAT Mathematics Test indicate that 17% (8) of students achieved levels 4 and 5 proficiency. Our goal for the 2012-2013 school year is to increase levels 4 and 5 student proficiency by 2 percentage points to 19% (9).
2012 Current Level of Performance:	2013 Expected Level of Performance:
17%(8)	19%(9)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Based on our data analysis of 2012-2013 FCAT mathematics Test of the Reporting Category of Geometry and Measurement shows a deficiency in students scoring a level 4 and 5 due to a lack of knowledge in development and understanding of area, determining the area of two-three dimensional shapes, and classifying angles.	Providing enrichment activities and rigorous strategies for problem solving in the content area of math. Provide alternative learning methods that include manipulative and technology	Principal and MTSS RtI Team	Classroom observations and coaching continuum. Data will be analyzed in order to adjust instruction.	Formative: Biweekly Assessments, District Interim Data, and Edusoft reports.  Summative: Results from the 2013 FCAT 2.0 Mathematics Assessment.

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

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics.  Mathematics Goal #3a:	The results of the 2012 FCAT Mathematics Test indicate the 60% (16) of students made learning gains. Our goal for the 2012-2013 school year is to increase the amount of student achieving learning gains by 10 percentage points to 70% (18).
2012 Current Level of Performance:	2013 Expected Level of Performance:
60%(16)	70%(18)

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	Based on our data analysis of 2012 FCAT mathematics test, the reporting category of number fractions, shows a deficiency in students making learning gains due to a lack of knowledge in Number Fractions and Geometry and Measurement.	Students will be provided with inquiry based lessons to provide authentic and rigorous student engagement in Number Fractions and Geometric knowledge. The focus will be on incorporating differentiated instruction into the classroom. Provide tailored instructions based on mini assessments.	Administrator	Classroom observations and coaching continuum. Data will be analyzed in order to adjust instruction.	Formative: District Assesments, and Edusoft reports.  Summative: Results from the 2013 FCAT 2.0 Mathematics Assessment.

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.	
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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:	Our goal for 2012-2013 school year is for 60% of our lowest 25% to make learning gains in mathematics.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
60% N<30	70% N<30

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	According to the 2012 FCAT 2.0 Mathematics assessment, the lowest quartile students showed deficiency in reporting category 3: Geometry and Measurement.	Students will be provided with differentiated instruction. In addition, they will participate in activities that will help them analyze, compare, and build models that develop measurement concepts and skills. Moreover, they will analyze attributes and properties of two- and three- dimensional shapes and objects.	Administration/Math consultants	Teacher observation of lessons, lesson plans, and student monitoring techniques. Meet with teachers and provide feedback on the teacher's lesson. Review lesson plans and the student's work.	Formative: Classroom Assessments, Baseline Data Assessment, FAIR Test, FCATexplorer.com, Riverdeep.com, Gizmos, and Safari  Summative: FCAT 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%.		Elementary School Mathematics Goal # Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	27	33	40	47	53	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.  Mathematics Goal #5B:	The results of the 2011-2012 FCAT Mathematics Test indicate that 55%(23) of students in the Hispanic, subgroup achieved proficiency. Our goal is to increase proficiency by one percentage point to 56% (24).
2012 Current Level of Performance:	2013 Expected Level of Performance:
55%(23)	56%(24)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	According to the results of the 2012 FCAT 2.0 Mathematics assessment, the Hispanic subgroup showed a deficiency in reporting category 3: Geometry and Measurement, as noted on the 2012 administration of the FCAT Mathematics Test.	Students will be provided with inquiry based lessons to provide authentic and rigorous student engagement in Number Fractions and Geometric knowledge. The focus will be on incorporating differentiated instruction into the classroom. Provide tailored instructions based on mini assessments.	Principal	Monitor monthly student progress and the effectiveness of program by classrooms walk thoughts and assessments to ensure that hands on activities such as manipulative are being utilized. Data analysis in order to adjust instruction as necessary.	Formative: Biweekly Assessments and District Assessments, and Edusoft reports.  Summative: Results from the 2013 FCAT 2.0 Mathematics Assessment.

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics.  Mathematics Goal #5C:	The results of the 2012 FCAT Mathematics Test indicate the 43% (9) of students in the English Language Learners subgroup achieved proficiency. Our goal is to increase student proficiency in this subgroup by 6 percentage points to 49% (10).
2012 Current Level of Performance:	2013 Expected Level of Performance:
43%(9)	49%(10)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	According to the results of the 2012 FCAT 2.0 Mathematics assessment, the ELL Subgroup showed a deficiency in reporting category 3: Geometry and Measurement, as noted on the 2012 administration of the FCAT Mathematics Test.	Students will be provided with inquiry based lessons to provide authentic and rigorous student engagement in Number Fractions and Geometric knowledge. The focus will be on incorporating differentiated instruction into the classroom. Provide tailored instructions based on	Principal	Monitor monthly student progress and the effectiveness of program by classrooms walk thoughts and assessments to ensure that hands on activities such as manipulative are being utilized. Data analysis in order to adjust instruction as necessary.	Formative: Biweekly assessments and District Interim Data reports  Summative: Results from the 2013 FCAT 2.0 Mathematics Assessment.

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.  Mathematics Goal #5D:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics.  Mathematics Goal #5E:	The results of the 2012 FCAT Mathematics Test indicate the 51% (21) of students in the English Language Learners subgroup achieved proficiency.  Our goal is to increase student proficiency in this subgroup by 4 percentage points to 55% (23).
2012 Current Level of Performance:	2013 Expected Level of Performance:
51%(21)	55%(23)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	According to the results of the 2012 FCAT 2.0 Mathematics assessment, the Economically Disadvantaged subgroup showed a deficiency in reporting category 3: Geometry and Measurement, as noted on the 2012 administration of the FCAT Mathematics Test.	Students will be provided with inquiry based lessons to provide authentic and rigorous student engagement in Number Fractions and Geometric knowledge. The focus will be on incorporating differentiated instruction into the classroom. Provide tailored instructions based on mini assessments.	Principal	Monitor monthly student progress and the effectiveness of program by classrooms walk thoughts and assessments to ensure that hands on activities such as manipulative are being utilized. Data analysis in order to adjust data as necessary.	Formative: District Assessment, and Edusoft reports.  Summative: Results from the 2013 FCAT 2.0 Mathematics Assessment.

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	The result of the 2012 FCAT Mathematics Test indicates the 30% of students achieved level 3 proficiency. Our goal for the 2012-2013 school year is to increase level 3 student proficiency by 3 percentage points to 33% (16).
2012 Current Level of Performance:	2013 Expected Level of Performance:
30%(14)	33%(16)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	According to the results of the 2012 FCAT 2.0 Mathematics assessment, the area of greatest difficulty for Grade 6 students was Reporting Category 3: Geometry and Measurement	Provide students with models, both digital and tangible, to enable them to visualize, draw, and measure cross-sections of a range of geometric solids.  Develop guidelines for students to use writing and journaling to identify learned concepts and to eliminate misconceptions.	Principal	Following the FCIM, during department meetings results of biweekly assessment will be reviewed by teachers to ensure progress and adjust curriculum focus as needed.  District Interim Data reports will be reviewed by EESAC at monthly meetings and adjustments to strategies made as needed.	Formative: District Assessment and Edusoft reports.  Summative: Results from the 2013 FCAT 2.0 Mathematics Assessment

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	
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	The results of the 2012 FCAT Mathematics Test indicate the
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Level 4 in mathematics. Mathematics Goal #2a:	17% (8)of students achieved levels 4 and 5 proficiency. Our goal for the 2012-2013 school year is to increase levels 4 and 5 student proficiency by 2 percentage points to 19% (9).
2012 Current Level of Performance:	2013 Expected Level of Performance:
17%(8)	19%(9)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As noted in the FCAT 2012 results students demonstrated a deficiency in Category 3: Geometry and Measurement.	Use virtual manipulative as enrichment activities to explore geometrical mathematical concepts of two dimensional figures using the National Library of Virtual Manipulative.	Administration and Teachers	Review of mini benchmark exams and interim assessments to adjust instruct as needed.	Formative: District Assessments Summative: 2013 FCAT results

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

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	The result of the 2012 FCAT Mathematics Test indicates that 60% (16) of students achieved level 3 proficiency. Our goal for the 2012-2013 school year is to increase level 3 student proficiency by 10 percentage points to 70% (18).
2012 Current Level of Performance:	2013 Expected Level of Performance:
60%(16)	70%(18)

Problem-Solving Process to Increase Student Achievement



	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	According to the results of the 2012 FCAT 2.0 Mathematics assessment, the area of greatest difficulty for Grade 6 students was Reporting Category 3: Geometry and Measurement.	Provide students with models, both digital and tangible, to enable them to visualize, draw, and measure cross-sections of a range of geometric solids.  Develop guidelines for students to use writing and journaling to identify learned concepts and to eliminate misconceptions.	Principal	Following the FCIM, during department meetings results of biweekly assessment will be reviewed by teachers to ensure progress and adjust curriculum focus as needed.  District Interim Data reports will be reviewed by Administration and teachers at monthly meetings and adjustments to strategies will be made as needed.	Formative: District Assessments and Edusoft reports.  Summative: Results from the 2013 FCAT 2.0 Mathematics Assessment

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

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.  Mathematics Goal #4:	The results of the 2012 FCAT Mathematics Test indicate the 60% of students in the lowest 25% made learning gains. Our goal for the 2012-2013 is to increase in the lowest 25% achieving learning gains by 10% points to 70%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
60% N<30	70% N<30

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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1	According to the results of the 2012 FCAT 2.0 Mathematics assessment, the area of greatest difficulty for Grade 6 students was Reporting Category 3: Geometry and Measurement.	Provide students with models, both digital and tangible, to enable them to visualize, draw, and measure cross-sections of a range of geometric solids.  Develop guidelines for students to use writing and journaling to identify learned concepts and to eliminate misconceptions.	Administrator	Following the FCIM, during department meetings results of biweekly assessment will be reviewed by teachers to ensure progress and adjust curriculum focus as needed.  District Interim Data reports will be reviewed teachers and administration at monthly meetings and adjustments to strategies will be made as needed.	Formative: District Assessments and Edusoft reports.  Summative: Results from the 2013 FCAT 2.0 Mathematics assessment
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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Middle School Mathematics Goal # Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%. 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	27	33	40	47	53	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.  Mathematics Goal #5B:	The results of the 2012 FCAT Mathematics Test indicate the 55% (23) of students in the Hispanic, subgroup achieved proficiency. Our goal is to increase proficiency by one percentage point to 56%(24).
2012 Current Level of Performance:	2013 Expected Level of Performance:
55%(23)	56%(24)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT for Hispanics was Reporting Category 3: Geometry and Measurement.	Provide students with a variety of activities that require using measurement tools such as centimeter ruler, inch ruler, yard stick, and measuring tape as well as modeling measuring using non-standard units such as paper clips, pencils, shoes, and piece of string; and present students with opportunities to investigate the accuracy of their measurements. The students will use the FCAT Explorer and FCAT Achieve softwares in	Administrator.	Data will be analyzed and adjustments to curriculum focus and/or strategies will be made as needed.	Formative: District Assessments and Edusoft reports.  Summative: Results from the 2013 FCAT 2.0 Mathematics Assessment.

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics.  Mathematics Goal #5C:	The results of the 2012 FCAT Mathematics Test indicate the 43% (9) of students in the English Language Learners subgroup achieved proficiency. Our goal is to increase student proficiency in this subgroup by 6 percentage points to 49% (10).
2012 Current Level of Performance:	2013 Expected Level of Performance:
43%(9)	49%(10)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT for the ELL subgroup was Reporting Category 3: Geometry and Measurement.	Provide students with a variety of activities that require using measurement tools such as centimeter ruler, inch ruler, yard stick, and measuring tape as well as modeling measuring using non-standard units such as paper clips, pencils, shoes, and piece of string; and present students with opportunities to investigate the accuracy of their measurements. The students will use the FCAT Explorer and FCAT Achieve softwares in order to address the areas of deficiency.	Administrator	Data will be analyzed on a monthly basis and adjustments to curriculum focus will be made as needed.	Formative: District Assesments, Bi-Weekly Assessments, and Edusoft reports.  Summative: Results from the 2013 FCAT 2.0 Mathematics Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following 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
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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:	The results of the 2012 FCAT Mathematics Test indicate the 51%(21) of students in the Economically Disadvantaged subgroup achieved proficiency. Our goal is to increase student proficiency in this subgroup by 4 percentage points to 55%(23).
2012 Current Level of Performance:	2013 Expected Level of Performance:
51%(21)	55%(23)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT for the Economically Disadvantaged subgroup was Reporting Category 3: Geometry and Measurement.	Provide students with a variety of activities that require using measurement tools such as centimeter ruler, inch ruler, yard stick, and measuring tape as well as modeling measuring using non-standard units such as paper clips, pencils, shoes, and piece of string; and present students with opportunities to investigate the accuracy of their measurements.	Administrator	Ongoing classroom assessment focusing on activities that include the selection of appropriate units, strategies, and tools to solve problems involving measurement.	Formative: District Assessments and Edusoft reports.  Summative: Results from the 2013 FCAT 2.0 Mathematics Assessment.

End of Middle School Mathematics Goals

## Algebra End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Algebra.  Algebra Goal # 1:	
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 : <input type="text"/>			
Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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:		
<input type="text"/>		<input type="text"/>		
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:		
<input type="text"/>		<input type="text"/>		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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



in need of improvement for the following subgroup:				
3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.				
Geometry Goal #3D:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:				
3E. Economically Disadvantaged students not making satisfactory progress in Geometry.				
Geometry Goal #3E:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

*End of Geometry EOC Goals*

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Florida-Achieves and FCAT Explorer	3rd-6th Grade	Mrs.Llorente	All K-6th grade teachers	August 15th, 2012	Monitor student progress on programs.	Principal
Manipulative					Monitor student data	

in the Classroom PD	K-6th Grade	Mrs.Llorente	All K-6th grade teachers	August 17, 2012	to determine the impact of this strategy.	Principal
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Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Intruction	Go Math! Florida 2011	FTE	\$1,000.00
Tutoring	Florida Coach Series	FTE	\$1,000.00
			Subtotal: \$2,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Coaching	Substitute coverage for teachers to attend training.	FTE	\$600.00
			Subtotal: \$600.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Intervention	V.Math	FTE	\$1,200.00
			Subtotal: \$1,200.00
			Grand Total: \$3,800.00

End of Mathematics Goals

## Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT2.0: Students scoring at Achievement Level 3 in science.		The results of the 2012 FCAT 2.0 Science assessment indicate that 0%(0) of 5th Grade students achieved proficiency (FCAT Level 3)			
Science Goal # 1a:		The goal for the 2013 FCAT 2.0 Science assessment is to increase 5th Grade students achieving proficiency (FCAT Level 3) by 10 percentage points to 10%(9).			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
0%(0)		10%(9)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	As noted on the 2012 FCAT Science the area of deficiency is Reporting Category 2: Earth and Space due	Support teachers with professional development supporting inquiry based science lab	Principal	Use of the Science Lab. Classroom observations and walkthroughs. Evidence of lab	Formative: Science Lab Anecdotal data, Interim

1	to the lack of exposure in instructional strategies and activities that are linked to increased inquiry based in learning in Earth and Space Science	investigations and student journaling. A. Train teachers in creating an inquiry based classroom by having students make predictions, test predictions, analyze data, and design experiments to test predictions. B. Expose students to different experiments/ observations related to daily life and infuse different manipulative to develop science processing skills. Expose students to journal writing and science notebooks as a means of recording science investigations.	reports.  Data analysis in order to adjust instruction and/or strategies as necessary.	Assessments, Edusoft reports.  Summative:  FCAT 2.0 Science Exam
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in 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:	The results of the 2012 FCAT 2.0 Science assessment indicate that 0% (0) of 5th Grade students achieved above proficiency (FCAT Levels 4 & 5)  The goal for the 2012 FCAT 2.0 Science assessment is to increase 5th Grade students achieving above proficiency (FCAT Levels 4 & 5) by 10 percentage points to 10%(9).
2012 Current Level of Performance:	2013 Expected Level of Performance:
0%(0)	10%(9)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency would be Earth and Space due to the lack of exposure in instructional strategies and activities that are linked to increased inquiry based in learning in Earth and Space Science.	Support teachers with professional development supporting inquiry based science lab investigations and student journaling. A. Train teachers in creating an inquiry based classroom by having students make predictions, test predictions, analyze data, and design experiments to test predictions. B. Support teachers with professional development supporting inquiry based science lab investigations and student journaling. A. Train teachers in creating an inquiry based classroom by having students make predictions, test predictions, analyze data, and design experiments to test predictions. B. Expose students to different experiments/ observations related to daily life and infuse different manipulative to develop science processing skills. C. Expose students to journal writing and Expose students to different experiments/ observations related to daily life and infuse different manipulative to develop science processing skills. C. Expose students to journal writing. D.Higher level inquiry based projects.	Principal	Use of the Science Lab. Classroom observations and walkthroughs. Evidence of lab reports.  Data analysis will be used to adjust instruction and/or strategies as necessary.	Formative: Science Lab Anecdotal data, Interim Assessments, Edusoft reports.  Summative:  FCAT 2.0 Science Exam

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
FCAT 2.0 Science Test Item Specification PD	K-6th Grade	Mrs.Llorente	K-6th Teachers	August 13, 2012	Monitor teacher/student participation on a weekly basis.	Principal
Inquiry Based Science Lab investigations PD	K-6th Grade	Mrs.Llorente	K-6th Teachers	October 12,2012	Monitor teacher/student participation on a weekly basis.	Principal

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Inquiry based and Differentiated Instruction	Scott Foresman Science 2011 Holt McDougal Science Fusion	FTE	\$1,000.00
Intervention	Coach Series	FTE	\$1,000.00
			Subtotal: \$2,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Coaching	Substitute coverage for teachers to attend training.	FTE	\$600.00
			Subtotal: \$600.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Tutoring	Printable materials for teachers and students	FTE	\$400.00
			Subtotal: \$400.00
			<b>Grand Total: \$3,000.00</b>

# Writing Goals

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

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

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing.  Writing Goal # 1a:	The results of the 2011-2012 FCAT Writing Test indicates that 88% (14) of students achieved levels 3-6 proficiency. Our goal for the 2012-2013 school year is to increase level 4-6 student proficiency by 1 percentage point to 89% (14).
2012 Current Level of Performance:	2013 Expected Level of Performance:
88%(14)	89%(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 areas of anticipated deficiency would be informational text and essays that contain at least 3 paragraphs that include a topic sentence, supporting details, and relevant information.	Implement the use of an Instructional Focus Calendar in writing across all grade levels. Also, implementing the use of graphic organizers with logical sequencing, a beginning, middle, end, and use supporting details to develop focus and elaboration.	Principal, RTI team, Literacy Leadership Team	Data will be analyzed in order to adjust instruction and/or strategies as necessary.  Classroom walkthroughs in order to monitor correct implementation of strategies.	Progress will be determined by comparing pre-tests prompts and mid-year prompts.  Student writing reports will be reviewed on a monthly basis to monitor students' progress.

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

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

### Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Writing Across the Curriculum	K-6th Grade	Mrs.Llorente	K-6th Teachers	August 16, 2012	In house monthly prompt and District Interim Assessment.	Principal
Four Square Graphic Organizer	K-6th Grade	Mrs.Llorente	K-6th Teachers	August 14, 2012	In house monthly prompt and District Interim Assessment.	Principal

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Direct Instruction	Houghton Mifflin Write Source Florida Coach Gold Edition	FTE	\$1,000.00
			Subtotal: \$1,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Coaching	Substitute coverage for teachers to attend professional development.	FTE	\$600.00
			Subtotal: \$600.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Tutoring	Printable materials for students.	FTE	\$400.00
			Subtotal: \$400.00
			Grand Total: \$2,000.00

End of Writing Goals

Civics End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Civics.	
Civics Goal #1:	
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			
<b>Technology</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
Subtotal: \$0.00			
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
Subtotal: \$0.00			
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
Subtotal: \$0.00			
<b>Grand Total: \$0.00</b>			

*End of Civics Goals*

## Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Attendance Attendance Goal #1:		Our goal for this school year is to increase attendance from 92.6% (193) by one percentage points to 93.6% (195).%			
2012 Current Attendance Rate:		2013 Expected Attendance Rate:			
92.6(193)		93.6(195)			
2012 Current Number of Students with Excessive Absences (10 or more)		2013 Expected Number of Students with Excessive Absences (10 or more)			
102		97			
2012 Current Number of Students with Excessive Tardies (10 or more)		2013 Expected Number of Students with Excessive Tardies (10 or more)			
34		32			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As noted in the attendance data for the 2011-2012 school year, unexcused absences and illness were high.	Maintain a clean environment throughout the school. Teach and emulate healthy choices and prevention strategies. Inform parents of the importance of bringing their child to school	Principal	Administrator will monitor attendance rosters and tardiness daily.	Attendance roster, COGNOS and Quarterly Reports.

		consistently.  Offer the Early Bird program in order to encourage parents to bring students to school before school hours.			
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

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

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
Incentives	Awards	FTE	\$200.00
			Subtotal: \$200.00
			<b>Grand Total: \$200.00</b>

*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 decrease the number of suspensions from 6 to 5.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
1	1
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
1	1
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
7	6
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
6	5

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 and students are unfamiliar with the School Code of Conduct and unaware of the reasons for child's suspensions.	In class behavior management plans, parents and students will be informed about the Code of Conduct and must sign a Code of Conduct contract	Principal	Monitor Parent contact log and parent sign-in sheet for evidences of communication with parents of students who have been suspended.	Parent sign-in sheet/parent contact log.

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
The Student Code of Conduct	K-6th	Administrator	School Wide	October, 2012	Monitor SPOT success monthly report	Leadership Team

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
<b>Technology</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
Communication with parents	Printable materials to provide to parents	FTE	\$200.00
			Subtotal: \$200.00
			<b>Grand Total: \$200.00</b>

End of Suspension Goal(s)

## Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Parent Involvement					
Parent Involvement Goal #1:  <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>		The school goal for the 2012-2013 school year is to increase the percentage of parental involvement in school-wide activities.			
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
40%		50%			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of transportation makes it difficult for parents to attend school functions/meetings.	We will offer incentives for the parents and offer meetings at different times during the day.	Leadership team	Attendance Sign In Sheets	Attendance Sign in Sheets
2	Parents have a limited understanding of student data and its effect on teaching and learning.  Meeting schedules could negatively impact parental involvement in school-wide activities.	Our school will provide flexible hours to hold meetings with parents taking into account their different work schedules.  Meetings will be held in the mornings, afternoons, and evenings for the parents' convenience.	Administration and Reading Coach	Review of parent sign-in sheets.	Sign-In sheets

		Workshops focusing on District and State mandated tests where data will be explained will be offered.		
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

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

Parent Involvement Budget:

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

*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	The students in grades K-5th will use the scientific process through the inquiry based approach to develop

STEM Goal #1:		Science projects on going throughout the year. In addition, the students will also participate in the School's Science Fair.			
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	Lack of hands-on opportunities for students to enrich critical thinking skills, problem solving strategies, interactive technology involvement, and technology literacy for core subjects.	Students will be provided with hand-on lessons and/or activities that continuously engage them in problem solving activities.	Principal	Review of lesson plans to ensure that STEM practices are being implemented.	Submission of Science Fair Projects. Classroom walkthrough observations.

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
STEM Practices infused in daily lessons.	K-6th Grade	Principal	Schoolwide	October, 2012	Monitor consistency of STEM practices in daily lessons.	Principal

STEM Budget:

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

## 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:				
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						

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	Direct Instruction	Houghton Mifflin Reading	FTE	\$5,000.00
Reading	Tutoring	Reading Plus	FTE	\$5,500.00
Reading	Tutoring	Florida Coach Series	FTE	\$1,000.00
CELLA	Intervention	ESOL Interventions	FTE	\$1,000.00
Mathematics	Intruction	Go Math! Florida 2011	FTE	\$1,000.00
Mathematics	Tutoring	Florida Coach Series	FTE	\$1,000.00
Science	Inquiry based and Differentiated Instruction	Scott Foresman Science 2011 Holt McDougal Science Fusion	FTE	\$1,000.00
Science	Intervention	Coach Series	FTE	\$1,000.00
Writing	Direct Instruction	Houghton Mifflin Write Source Florida Coach Gold Edition	FTE	\$1,000.00
				Subtotal: \$17,500.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Coaching	Substitute coverage for teachers to attend training.	FTE	\$600.00
Mathematics	Coaching	Substitute coverage for teachers to attend training.	FTE	\$600.00
Science	Coaching	Substitute coverage for teachers to attend training.	FTE	\$600.00
Writing	Coaching	Substitute coverage for teachers to attend professional development.	FTE	\$600.00
				Subtotal: \$2,400.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Enrichment	Literature books	FTE	\$1,000.00
Mathematics	Intervention	V.Math	FTE	\$1,200.00
Science	Tutoring	Printable materials for teachers and students	FTE	\$400.00
Writing	Tutoring	Printable materials for students.	FTE	\$400.00
Attendance	Incentives	Awards	FTE	\$200.00
Suspension	Communication with parents	Printable materials to provide to parents	FTE	\$200.00
				Subtotal: \$3,400.00
				Grand Total: \$23,300.00

## Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

No Attachment (Uploaded on 10/12/2012)

## School Advisory Council

### School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Reading Intervention Resources / Florida Coach Series. Library books.	\$1,000.00

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

1. Monitor the implementation of the SIP.
2. Implement FCAT/Data chats for parents and students
3. Business and community partnerships

## AYP DATA

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

## SCHOOL GRADE DATA

No Data Found  
No Data Found  
No Data Found

