

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: SOMERSET ACADEMY AT SILVER PALMS

District Name: Dade

Principal: Kerri Ann O'Sullivan

SAC Chair: Karina Palomares

Superintendent: Alberto M. Carvalho

Date of School Board Approval: Pending

Last Modified on: 10/11/2012

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

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

## PART I: CURRENT SCHOOL STATUS

### STUDENT ACHIEVEMENT DATA

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

<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	Kerri Ann O'Sullivan	BA- Education with a Major in Exceptional Student Education Master- Special Education Certification Leadership K-12	1	12	'12 '11 '10 '09 '08 School Grade A B D F F AMO N N N N N High Standards Reading 62 82 40 25 24 High Standards Math 55 73 38 20 21 Learning Gains - Reading 76 70 4 10 11 Learning Gains - Math 74 51 4 10 15 Gains - Reading - 25% 73 66 14 5 4 Gains - Math - 25% 83 49 13 5 4
Assis Principal	Robert Serna	BA- Elementary Education, Barry University; Masters degree, Educational Leadership, Nova Southeastern University	5	7	'12 '11 '10 '09 '08 School Grade A B A A B AMO N N N N N High Standards Reading 62 76 73 71 65 High Standards Math 55 62 69 71 62 Learning Gains - Reading 76 65 70 77 76 Learning Gains - Math 74 56 67 76 62 Gains - Reading - 25% 73 65 69 75 72 Gains - Math - 25% 83 56 64 77 72
		BA- Elementary Education,			

Assis Principal	Maria Mongeotti	Florida international University; Masters degree, Administration and Supervision, Nova Southeastern University; National Board Certified in Early Childhood	6	9	'12 '11 '10 '09 '08 School Grade A B A A B AMO N N N N N High Standards Reading 62 76 73 71 65 High Standards Math 55 62 69 71 62 Learning Gains - Reading 73 65 70 77 76 Learning Gains – Math 74 56 67 76 62 Gains – Reading – 25% 73 65 69 75 72 Gains – Math – 25% 83 56 65 77 72
-----------------	-----------------	---	---	---	---

## INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Jenn DeSousa	BA – English Education, Florida International University; Master of Science-Educational leadership, Nova Southeastern University; Certification-English (6-12), Educational Leadership (K-12), Reading Endorsement (K-12), State of Florida.	2	7	'12 '11 '10 '09 '08 School Grade A B A A A AMO N N N N N High Standards Reading 62 37 55 86 82 High Standards Math 55 93 84 84 83 Learning Gains - Reading 73 51 61 76 78 Learning Gains – Math 74 91 84 77 82 Gains – Reading – 25% 73 61 55 87 73

## 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. Beginning/New teacher workshops and conference	Principal and Assistant Principals	August 2012	
2	2. Professional development opportunities will be conducted on campus for teachers based on the instructional needs of the school as well as teacher interests.	Principal and Assistant Principals	On-going	
3	3. Solicit referrals from employees and other Somerset Inc. schools.	Principal and Assistant Principals	On-going	
4	4. Mentoring Program with veteran staff.	Principal and Assistant Principals	On-going	

## Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
	Somerset Academy at

0-None	Silver Palms makes every effort to recruit and retain highly qualified teachers in all academic areas of expertise.
--------	---

## 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
30	0.0%(0)	63.3%(19)	26.7%(8)	3.3%(1)	20.0%(6)	100.0%(30)	6.7%(2)	0.0%(0)	90.0%(27)

## 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
Jennifer DeSousa	Ms. Escobar	To provide instructional support; to assist in completing beginning teacher program.	Monthly TLC meetings, Daily visits, Monthly meetings covering portfolio standards

## 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

Somerset Academy at Silver Palms provides services to ensure students, both elementary and secondary, requiring additional remediation are assisted through before school and after school tutoring, pull out tutoring using Voyager and before and after school FCAT Tutoring. The Reading Coach will develop, lead and evaluate the reading program; model instructional lessons, and conduct data chats with teachers.

Other components that are integrated into the school wide program include an extensive Parental Program where parents are required to volunteer 30 hours per year at the school, Title I Chess program, as well as special support services to special needs populations.

#### Title I, Part C- Migrant

#### Title I, Part D

Somerset Academy at Silver Palms with the support of the Alternative Outreach program services coordinate with district to implement Drop-out Prevention programs.

#### Title II

#### Title III

Somerset Academy at Silver Palms will provide for its ELL population through services available through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners

through the use of Achieve 3000, and Voyager through pull out tutoring.

#### Title X- Homeless

Somerset Academy at Silver Palms' Community Involvement Specialist (CIS) will work with the assigned District Homeless Social Worker which can provide resources such as clothing, school supplies, and social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.

#### Supplemental Academic Instruction (SAI)

#### Violence Prevention Programs

Somerset Academy at Silver Palms incorporates a Character Education Curriculum as well as offers a non-violence and anti-drug program to students that incorporate field trips, community services including the D.A.R.E. program in collaboration with Miami Dade Police, and counseling. The school also implements MDCPS's Policy Against Bullying and Harassment.

#### Nutrition Programs

##### Nutrition Programs

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

#### Housing Programs

#### Head Start

#### Adult Education

#### Career and Technical Education

#### Job Training

#### Other

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

#### School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

- Administrators: will provide support and ensure all resources will be allocated appropriately, ensure proper implementation of interventions, provide professional development, observe and assess school staff and communicate with stakeholders plans and activities regarding RtI.
- Leadership Team: Provides support in guiding classroom instruction, assists with analyzing data, and identifies appropriate evidence-based intervention strategies.
- Select General Education Teachers: (Primary and Intermediate) will provide feedback regarding core instruction, collect data, identify strengths and weaknesses in student achievement and provide appropriate interventions.
- SPED teachers: Participate in student data collection and collaborates with regular education teachers while providing additional support through regular consultations.

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?

MTSS team members will meet bi-weekly with all teachers grades 2-5 in order to communicate and collaborate on strategies to be implemented to improve student achievement in areas identified as weaknesses through a variety of data.

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?

MTSS team members will meet bi-weekly with all teachers grades K-8 in order to communicate and collaborate on strategies to be implemented to improve student achievement in areas identified as weaknesses through a variety of data.

#### 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.

Teachers selected for the MTSS team gathered and analyzed a variety of data such as District Assessments, Carnegie reports, FAIR, FCAT, and teacher made assessments by grade level in order to determine effectiveness of the strategies being implemented in the classrooms. Then the complete MTSS team collaborated in order to modify the strategies/resources necessary as identified in the End of Year School Improvement Plan Reviews from all departments. The new goals and action plans were then added to the 2012-2013 School Improvement Plan draft.

Describe the plan to train staff on MTSS.

Beginning of year: Baseline Assessment, FAIR, prior year FCAT scores and Progress Monitoring and Reporting Network.  
Midyear: Progress Monitoring: PMRN, District Interim Assessments.  
End of the year: FCAT, District Interim Assessments, FAIR, CELLA, and SAT10 .

Describe the plan to support MTSS.

Professional Development will be conducted during opening of school meetings in August, and small sessions throughout the school year including data analysis of FCAT, District Interim Assessments, CELLA, and FAIR. Based on the needs of the ongoing needs of the staff, further professional development will be provided.

## Literacy Leadership Team (LLT)

#### School-Based Literacy Leadership Team

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

- Administration: Kenneth Feria (Principal) - Ensure that the school-based team is implementing RtI, ensures implementation of intervention support and documentation is kept, provides adequate professional development through the use of Professional Development Plans (PDP) to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.
- Reading Coach: Mrs. Adriana Diaz-Garcia – provides expertise in the area of literacy to support the main goal of the LLT which is to guarantee fidelity of the implementation of the K-12 Comprehensive Research-based Reading Plan (CRRP). Led by the LLT, Reading Walkthroughs and Data Talks engage faculty and staff in reflective dialogue to enhance the use of data as well as to ensure the use of research-based reading strategies. The principal and the reading coach consider student assessment data, classroom observational data, and the professional development listed on the teachers' IPEGS Goal Setting form, and School Improvement Plan, when planning professional development for the school. The LLT communicates school literacy functions and successes to all stakeholders through the Data Talks, the SIP, and the EESAC.
- Select General Education Teachers: Christopher Plantada (Lead Teacher), Talia Febus (4th Grade teacher and Department Head), Monica Taylor (3rd grade Reading teacher and Department Head), Kelly Merritt (2nd Grade teacher and Department Head), Ana Rivera (1st Grade Teacher and Department Head), Martine Andre (Kindergarten Teacher and Department Head), and Claudia Alvarez (Electives Department Head) - Provide information about core instruction, participate in student data collection, deliver instruction/intervention, collaborates with other staff to implement curriculum and intervention when needed.
- Special Education (SPED) Chair: Lorraine Amat - Participates in student data collection, integrates core instructional activities/materials, collaborates with general education teachers while providing additional support through regular consultations and ensure that student accommodations are being met as per their Individualized Educational Plan (IEP).

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

Based on the components of the District Comprehensive Research-Based Reading Plan (CRRP), the LLT will review progress by monitoring data gathered school wide. The team will identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. The team will then identify strategies to better assist students' specific needs. During the meetings, the team will also desegregate data. The team will collaborate bi-weekly in order to problem solve, share effective practices, evaluate implementation and make decisions to ensure that all student needs are being met.

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

The LLT will ensure there is adequate progress in reading knowledge within the school building and focus on areas of literacy concern across the school. The LLT will be an integral part of the school literacy reform to promote a culture of reading by:

- including representation from all curricular areas on the LLT
- selecting team members who are skilled and committed to improving literacy
- offering professional growth opportunities for team members
- creating a collaborative environment that fosters sharing and learning
- developing a school-wide organizational model that supports literacy instruction in all classes
- encouraging the use of data to improve teaching and student achievement

The LLT will ensure that all students are making adequate progress in reading and that reading initiatives are aligned with the District Comprehensive Research-Based Reading Plan (CRRP).

## Public School Choice

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

## \*Elementary Title I Schools Only: Pre-School Transition

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

Visit local pre-schools and discuss articulation and curriculum.  
Prior to the opening of school, Orientation is held for all incoming Kindergarten students. Before the school year begins incoming Kindergarten students are screened in both reading and math in order to provide teachers with a baseline assessment of prior knowledge. Kindergarten students are assessed using FLKRS/ECHOS, and the FAIR which is given three times a year. The data received from these assessments is used to assist teachers in planning instruction.

## \*Grades 6-12 Only

**Sec. 1003.413(b) F.S.**

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

N/A

## \*High Schools Only

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

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

N/A

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

N/A

## Postsecondary Transition

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

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

N/A

## PART II: EXPECTED IMPROVEMENTS

### Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading.  Reading Goal #1a:	The results of the 2012 FCAT Reading Test indicates that 28% (50) 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 31% (56).
---	--

2012 Current Level of Performance:	2013 Expected Level of Performance:
28%(50)	31%(56)

#### 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 2.0 Reading Test was Reading Applications and Literary Analysis.	Students will utilize grade-level text, and 1-2 exemplar texts that include casual relationships imbedded in text and be familiar with text and story structures, topics, and themes across various texts. The use of reciprocal teaching strategies, main idea, author's purpose, relevant supporting details, strongly implied message, inference, chronological order, graphic organizers, and text marking using the PLORES strategy.	Multi-Tiered Support System Team Reading Coach	Ongoing classroom assessments Classroom walkthroughs Departmentalized and Grade level data including but not limited to best practices chats. The Data chats will encourage teachers to plan effective small group instruction based on the students' needs as noted on the Data collected. These meetings will be help quarterly to compare Data growth and expectations and monthly to help teachers plan effectively. Teacher to Teacher classroom observations of effective strategies Adjust instruction as needed.	Formative: Baseline and Interim Assessments Topic Based Assessments (EDUSOFT) FAIR Assessment Web-based program reports  Summative: 2013 FCAT 2.0 Reading Assessment
2	Lack of application of reading strategies in other subject areas through thematic units.	Students will use Reciprocal reading strategies and PLORES will be implemented before, during, and after reading in reading and language arts as well as throughout the content areas.	Department/Grade Level Chairs Reading Coach	Classroom Walkthroughs Evaluation of Lesson Plans Grade Level Data Chats Adjust instruction as needed.	Formative: Baseline and Interim Assessments Topic Based Assessments (EDUSOFT) FAIR Assessment Web-based program reports  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:



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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading.  Reading Goal #2a:	The results of the 2012 FCAT Reading Test indicates that 35% (63) of students achieved Level 4 or 5 proficiency.  Our goal for the 2012-2013 school year is to increase Level 4 and 5 student proficiency by 1 percentage points to 36% (65).
2012 Current Level of Performance:	2013 Expected Level of Performance:
35%(63)	36%(65)

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 needed improvement as noted on the 2012 administration of the FCAT 2.0 Reading Test was Reading Applications and Literary Analysis.	Students will utilize 3-4 exemplar texts that include Common Core Task Cards, cloze and analytical reading; casual relationships imbedded in text and are familiar with text and story structures, topics, and themes across various texts.  Students will also apply all of the above strategies using challenge materials, such as above-grade level novels, literary circles poetry and vocabulary.	Administration Reading Coach Literacy Leadership Team	Ongoing classroom assessments Classroom walkthroughs Departmentalized and Grade level data including but not limited to best practices chats Teacher to Teacher classroom observations of effective strategies Adjust instruction as needed.	Formative: Baseline and Interim Assessments Topic Based Assessments (EDUSOFT) FAIR Assessment Web-based program reports  Summative: 2013 FCAT 2.0 Reading Assessment
	Lack of application of reading strategies in other subject areas through thematic units.	Teachers will apply Reciprocal reading strategies and PLORES will be implemented using exemplar text to	Department/Grade Level Chairs Reading Coach	Classroom Walkthroughs Evaluation of Lesson Plans Adjust instruction as needed.	Formative: Baseline and Interim Assessments Topic Based

2	challenge students.		Assessments (EDUSOFT) FAIR Assessment Web-based program reports  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:	As a new school, we will use the District averages to establish the current and expected level of performance. The District average of the 2011 FCAT Reading Test indicates that 61% of students made learning gains.  Our goal for the 2011-2012 school year is to increase the percentage of students making learning gains by 5 percentage points to 66%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
61% (121) District Average	66% (131) District Average

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 needed improvement as noted on the 2012 administration of the FCAT 2.0 Reading Test was Reading Applications and Literary Analysis.	Students will utilize grade-level text, and exemplar texts that include casual relationships imbedded in text and be familiar with text and story structures such as cause/effect, compare/contrast, and	Administration Literacy Leadership Team Reading Coach Grade Level Chairs Multi-Tiered Support System Team	Ongoing classroom assessments used to modify class center activities Web-based program assessments Grade level data chats Departmentalized best practices chats	Formative: Web-based program reports, such as Accelerated Reader, Destination Learning, and Ticket To Read

		chronological order, Provide practice in identifying topics and themes across various texts.		Adjust instruction as needed.	Reports Summative 2013 FCAT 2.0 Reading Assessment
2	Lack of student accountability utilizing research-based reading programs, such as Accelerated Reader, Destination Learning, and Ticket to Read.	Required student participation must be documented in lesson plan books and grade books	Administration Literacy Leadership Team Reading Coach Grade Level Chairs	Ongoing classroom assessments to modify small groups Web-based program assessments Grade level data chats Departmentalized best practices chats Adjust instruction as needed.	Formative: Web-based program reports, such as Accelerated Reader, Destination Learning, and Ticket To Read Reports  Summative 2013 FCAT 2.0 Reading Assessment
3	Lack of adequate time utilizing research based reading programs, such as Accelerated Reader, Destination Learning, and Ticket to Read.	Media Specialist will coordinate schedule for implementing research-based reading programs such as Ticket to Read, Accelerated Reader, and Destination Learning that help students increase their reading levels	Administration Literacy Leadership Team Reading Coach Media Specialist	Media Center Log Ongoing classroom assessments Web-based program assessments Grade level data chats Departmentalized best practices chats Adjust instruction as needed.	Formative: Web-based program reports, such as Accelerated Reader, Destination Learning, and Ticket To Read Reports  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:	The results of the 2012 FCAT Reading Test indicates that 78% (21) of students made learning gains  Our goal for the 2012-2013 school year is to increase student learning gains by 5 percentage points to 83% (29).
---	---

2012 Current Level of Performance:	2013 Expected Level of Performance:
78%(21)	83%(29)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of needed improvement as noted on the 2012 administration of the FCAT 2.0 Reading Test was Reading Applications and Literary Analysis.	Students will use appropriate research-based, reading remediation programs, (Pull-out or Push-in) such as Voyager Passport and Passport Reading Journeys, to target specific reading deficiencies in the areas of phonemic awareness, phonics, vocabulary, fluency, comprehension, and oral language. Intervention will take place three times a week for one hour.	Administration Literacy Leadership Team Reading Coach	Ongoing classroom assessments Classroom walkthroughs Grade level data chats Departmentalized best practices chats Adjust instruction as needed.	Formative: Baseline and Interim Assessments FAIR Assessment Web-based program reports (such as VPort and SOLO Reports)  Summative: 2013 FCAT 2.0 Reading Assessment
2	Lack of fidelity with the implementation of research-based reading remediation programs, such as Voyager Passport and Passport Reading Journeys.	Teachers will identify students in their lowest 25% and use appropriate research-based, reading remediation programs, such as Voyager Passport and Passport Reading Journeys. This will target specific reading deficiencies in the areas of phonemic awareness, phonics, vocabulary, fluency, comprehension, and oral language which must be documented in their lesson plans.	Administration Literacy Leadership Team Reading Coach Grade Level Chair	Ongoing classroom assessments Classroom walkthroughs Grade level data chats Departmentalized best practices chats Adjust instruction as needed.	Formative: Baseline and Interim Assessments FAIR Assessment Web-based program reports (such as VPort and SOLO Reports)  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
	58	62	66	69	73	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.  Reading Goal #5B:	The results of the 2011-2012 FCAT 2.0 Reading Test indicate that 56%(86) of students made satisfactory progress in reading.  Our goal for the 2012-2013 school year is to increase the students making satisfactory progress by 4% percentage
---	---

	points to 60%(92).
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black: 91%(12) Hispanic: 56%(86)	Black: 92%(12) Hispanic: 60%(92)

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, ... Lack of higher-order questioning during reading instruction as well as during content area reading.	The students will utilize instructional strategies including: •graphic organizers (e.g., note taking, mapping); •summarization activities;  •questioning the author; •text marking (e.g., making margin notes, highlighting); •avoiding the interference of prior knowledge when answering a question; •and encouraging students to read from a wide variety of texts.	Administration Literacy Leadership Team Reading Coach Grade Level Chairs Multi-Tiered Support System Team	Ongoing classroom assessments Classroom walkthroughs Grade level data chats Departmentalized best practices chats Adjust instruction as needed.	Formative: Baseline and Interim Assessments FAIR Assessment TOPIC Based Assessments (EDUSOFT) Mini Assessments (BEEP)  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 subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in reading.  Reading Goal #5C:	Our goal for the 2012-2013 school year is to increase student proficiency by 6 percentage points to 47%(13).
2012 Current Level of Performance:	2013 Expected Level of Performance:
41%(11)	47%(13)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As noted on the administration of the 2012 FCAT Reading Test, the English Language Learner subgroup did not make AMO  Lack of ELL Vocabulary strategies during reading instruction as well as during content area reading.	The students will utilize instructional strategies including: Vocabulary with context clues, use multiple meaning words, and interactive Word Walls	Administration Literacy Leadership Team Department Chairs ESOL Chairs Multi-Tiered Support System Team	Ongoing classroom assessments Classroom walkthroughs Grade level data chats Departmentalized best practices chats Adjust instruction as needed.	Formative: Baseline and Interim Assessments FAIR Assessment TOPIC Based Assessments (EDUSOFT) Mini Assessments (BEEP)  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 subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading.  
Reading Goal #5D:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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 reading.  
Reading Goal #5E:

Our goal for the 2012-2013 school year is to increase student proficiency by 4 percentage points to 62%(89).

2012 Current Level of Performance:

2013 Expected Level of Performance:

58%(84)

62%(89)

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 higher-order questioning during reading instruction as well as during content area reading.	The students will utilize instructional strategies including: •graphic organizers (e.g., note taking, mapping); •summarization activities;  •questioning the author; •text marking (e.g., making margin notes, highlighting); •avoiding the interference of prior knowledge when answering a question; •and encouraging students to read from a wide variety of texts.	Administration Literacy Leadership Team Reading Coach Grade Level Chairs Multi-Tiered Support System Team	Ongoing classroom assessments Classroom walkthroughs Grade level data chats Departmentalized best practices chats Adjust instruction as needed	Formative: Baseline and Interim Assessments FAIR Assessment TOPIC Based Assessments (EDUSOFT) Mini Assessments (BEEP)  Summative: 2013 FCAT 2.0 Reading Assessment

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Data Chats	All teachers 3-5	Administration/Department Heads	All Teachers 3-5	Quarterly	Reports/Lesson Plan Documentation	Language Arts Department Head/Administration/Reading Coach
Reciprocal Teaching	All Teachers K-5	Reading Coach	All Teachers k-5	Monthly/ Department Meetings	Reports/Lesson Plan Documentation	Department Chair/Reading Coach/Administration

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Voyager Tutoring	Voyager Passport Kits	Operational	\$1,500.00
			Subtotal: \$1,500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$1,500.00

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:	Our goal for the 2012-2013 school year is to increase student proficiency in Listening/Speaking to 58% (104).
2012 Current Percent of Students Proficient in listening/speaking:	

58% (104)

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	Following a review from CELLA Data, it has been concluded that listening is in need of improvement. Lack of fidelity with the implementation of Language Experience Approach.	The strategies that will be used to address the listening barrier will be: (1) the Substitution, Expansion, Paraphrase, Repetition. (2) Teacher Led Groups	Administration/ ESOL Chair Person / General Ed. Teacher	Adjust instruction as needed. Weekly classroom assignments and assessments will be reviewed to ensure progress is being made and to make any necessary adjustments to instruction.	Formative: Weekly Classroom Assessments Summative: 2013 Annual CELLA Assessment

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

2. Students scoring proficient in reading.

CELLA Goal #2:

Our goal for the 2012-2013 school year is to increase student proficiency in Reading to 32% (57).

2012 Current Percent of Students Proficient in reading:

32% (57)

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	Following a review from CELLA Data, it has been concluded that Reading is in need of improvement. Lack of ELL Vocabulary strategies during reading instruction as well as during content area reading.	The strategies that will be used to address the Reading barrier will be: (1) Activating and/or Building Prior Knowledge (2) Teachers will also create Cooperative Learning	Administration/ ESOL Chair Person / General Ed. Teacher	Adjust instruction as needed. Weekly classroom assignments and assessments will be reviewed to ensure progress is being made and to make any necessary adjustments to instruction.	Formative: Weekly Classroom Assessments Summative: 2013 Annual CELLA Assessment

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

3. Students scoring proficient in writing.

CELLA Goal #3:

To increase the percent of students scoring proficient in Writing to 34% (62).

2012 Current Percent of Students Proficient in writing:

34%(62)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool
--	---------------------	----------	------------------------------------	--	-----------------



			Monitoring	Strategy	
1	Following a review from CELLA Data, it has been concluded that Writing is in need of improvement. Lack of application of effective Writing Modeling Strategies.	The strategies that will be used to address the Writing barrier will be: (1) Graphic Organizers (2) Reading Response Journal/Log	Administration/ ESOL Chair Person / General Ed. Teacher	Adjust instruction as needed Weekly classroom assignments and assessments will be reviewed to ensure progress is being made and to make any necessary adjustments to instruction.	Formative: Weekly Classroom Assessments  Summative: 2013 Annual CELLA Assessment

CELLA Budget:

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

End of CELLA Goals

# Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics.  Mathematics Goal # 1a:	The results of the 2011-2012 FCAT Mathematics Tested indicates that 32% (58) of students achieved Level 3 proficiency.  Our goal for the 2012-2013 school years is to increase student proficiency by 3 percentage points to 36 % (65).
2012 Current Level of Performance:	2013 Expected Level of Performance:
32%(58)	36%(65)

## 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 deficiency as noted on the 2012 administration of the FCAT Mathematics Test are Geometry and Measurement and Ratio.	<p>Provide curriculum materials aligned to the Next Generation Standards. Utilize new basal that correlates with the standards as well as Math Everglades K-8 FCAT.</p> <p>Develop the ability to describe their physical world using geometric ideas; describe and compare measurable attributes; identify, name, and describe basic two-dimensional shapes, as well as three-dimensional shapes; and use basic shapes and spatial reasoning to model objects in their environment and to construct more complex shapes.</p> <p>Utilize supplemental materials such as FCAT Explorer, Mimio Board, Riverdeep, Gizmos, and the National Library of Virtual Manipulatives.</p>	Leadership Team	<p>Curriculum materials aligned to the standards will be purchased. Documentation of their use will be provided through class visitations and official teacher observation/evaluation.</p> <p>Lesson Plans will be reviewed during classroom visitations and will be submitted weekly to department chairs.</p> <p>Teachers will be required to provide documentation of Mimio Board usage and hands on manipulative in their lesson plans on a weekly basis.</p> <p>Conduct grade level meetings to obtain teacher feedback on effectiveness of manipulative usage with students and new curriculum</p> <p>Adjust Instruction as needed</p>	<p>Interim Assessments and teacher selected assessments.</p> <p>Evaluation through teacher made assessments and observations. Collaboration of department chairs of students' progress.</p> <p>Printouts of different supplemental reports</p> <p>FOCUS Web site – mini assessments</p> <p>2013 FCAT Math Assessment</p>

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

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

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics.  Mathematics Goal #2a:	The results of the 2011-2012 FCAT Mathematics Tested indicates that 22% (40) of students achieved Level 4 and 5 proficiency.  Our goal for the 2012-2013 school year is to increase Level 4 and 5 student proficiency by 2% percentage points to 24% (43).
2012 Current Level of Performance:	2013 Expected Level of Performance:
22%(40)	24%(43)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The areas of deficiency as noted on the 2012 administration of the FCAT Mathematics Test are Geometry and Measurement and Ratio. This deficiency is due to lack of project based activities which promote higher order thinking and problem solving.	Provide curriculum materials aligned to the Next Generation Standards. Utilize new basal that correlates with the standards as well as Math Everglades K-8 FCAT.  Utilize supplemental materials such as FCAT Explorer, Mimio Board, Riverdeep, Gizmos, and the National Library of Virtual Manipulatives.  Utilize project-based learning and problem solving activities to promote higher order thinking skills to solve non-routine and open-ended real world problems  Utilize cooperative student teams and require that students describe their cognitive process used to arrive at	Leadership Team	When visiting classrooms, administrators will focus their attention to the implementation of mathematical Word Walls.  Lesson Plans will be reviewed during classroom visitations and will be submitted weekly to department chairs.  Teachers will be required to provide documentation of Mimio Board usage and hands on manipulative in their lesson plans on a weekly base.  Conduct grade level meetings to obtain teacher feedback on effectiveness of manipulative usage with students.  Adjust Instruction as needed	Interim Assessments and teacher selected assessments.  Evaluation through teacher made assessments and observations. Collaboration of department chairs of students progress.  Printouts of different supplemental reports  FOCUS Web site – mini assessments  2013 FCAT Math Assessment

	their answers to further stimulate higher level thinking.		
--	---	--	--

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:	<p>On the 2011-2012 FCAT Mathematics Test 72% (66) of students made learning gains.</p> <p>Our goal for the 2012-2013 school year is to provide appropriate interventions, remediation and enrichment opportunities in order to increase the percentage of students making learning gains by 5% percentage points to 77%(71).</p> <p>Our goal for the 2011-2012 school year is to increase the students making learning gains by 5 percentage points to 72%.</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:
72% (66)	77%(71)

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
The areas of deficiency as noted on the 2012 administration of the FCAT Mathematics Test are Geometry and Measurement and Ratio.	<p>Provide curriculum materials aligned to the Next Generation Standards. Utilize new basal that correlates with the standards as well as Math Everglades K-8 FCAT.</p> <p>Utilize supplemental materials such as FCAT Explorer, Mimio Board,</p>	Leadership Team	<p>Documentation of their use will be provided through class visitations and official teacher observation/evaluation.</p> <p>Lesson Plans will be reviewed during classroom visitations and will be submitted weekly to department chairs.</p>	<p>Interim Assessments and teacher selected assessments.</p> <p>Evaluation through teacher made assessments and observations.</p> <p>Printouts of different</p>

1	Riverdeep, Gizmos, and the National Library of Virtual Manipulatives.  Implement Intervention 3 times a week for one hour.	Teachers will be required to provide documentation of Mimio Board usage and hands on manipulative in their lesson plans on a weekly basis.  Conduct grade level meetings to obtain teacher feedback on effectiveness of manipulative usage with students and new curriculum materials.  Adjust instruction as needed	Supplemental reports.  FOCUS Web site – mini assessments  2013 FCAT Math 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 2011-2012 FCAT Mathematics Test indicate that 79% (21) of the students in the lowest 25% made learning gains.  Our goal for the 2012-2013 school year is to increase in the lowest 25% achieving learning gains by 5 percentage points to 84% (29).
2012 Current Level of Performance:	2013 Expected Level of Performance:
79%(21)	84%(29)

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
The areas of deficiency as noted on the 2012 administration of the	Identify lowest performing students based on instructional	Leadership Team Math Department Head	Review formative bi-weekly assessment data reports as well as	Formative Bi-weekly assessment data reports,

1	FCAT Mathematics Test are Geometry and Measurement and Ratio.	needs. In addition, provide 1 hour tutoring sessions before and after school three times per week.  Utilize supplemental materials such as, Mimio Board, FCAT Explorer, Riverdeep, Gizmos, and National Library of Virtual Manipulatives.  Utilize new basal that correlates with the next generation standards as well as Math Everglades K-8 FCAT Crunch Time Materials.	MTSS Team	intervention assessments to ensure progress is being made and adjust intervention as needed.  Documentation of their use will be provided through class visitations and official teacher observation/evaluation.  Review lesson plans during classroom visitations. Teachers will submit lesson plans to department chairs on a weekly basis and will be required to provide documentation of Mimio Board usage and hands on manipulative..	intervention assessments  Summative 2012 FCAT Mathematics Assessment  FOCUS Web site – mini assessments  Printouts of different supplemental reports  2013 FCAT Math 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%.		Elementary School Mathematics Goal # 5A : <input type="text"/>				
Baseline data 2010-2011	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"/>	<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:	
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 2.0 Test indicates 52% (80) made progress.  Our goal for the 2012-2013 school year is to increase the percent of Hispanic students achieving AMO by 5 percentage points to 57%(88).
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black: 55%(7) Hispanic: 52%(80)	Black: 60%(8) Hispanic: 57%(88)

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	As noted on the administration of the 2012 FCAT Test, the Hispanic subgroup did not make AMO.  The areas of deficiency as noted on the 2012 administration of the FCAT Mathematics Test are Geometry and Measurement and Ratio.	Utilize new basal that correlates with the next generation standards as well as Math Everglades K-8 .  Develop and utilize a word wall to familiarize students with mathematics vocabulary.  Provide concrete real world examples by	Leadership Team, Administrators, MTSS Team	Documentation of their use will be provided through class visitations and official teacher observation/evaluation.  Lesson Plans will be reviewed during classroom visitations and will be submitted weekly to department chairs.  Teachers will be required	Interim Assessments and teacher selected assessments.  FOCUS Web site – mini assessments  Printouts of different supplemental reports.

1	<p>infusing literacy into the mathematics instructional block.</p> <p>Utilize supplemental materials such as SpringBoard, Carnegie Learning, Mimio Board, FCAT Explorer, Riverdeep, Gizmos, and National Library of Virtual Manipulatives.</p> <p>Identify lowest performing students in grades 3-8 based on instructional needs. In addition, provide 1 hour tutoring sessions before and after school three times per week.</p>	<p>to provide documentation of Mimio Board usage and hands on manipulative in their lesson plans on a weekly basis.</p> <p>Conduct grade level meetings to obtain teacher feedback on effectiveness of manipulative usage with students and new curriculum materials.</p> <p>Evaluate tutoring data to determine its effectiveness Adjust instruction as needed</p>	2013 FCAT Math 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 2011-2012 FCAT 2.0 Test indicate that 45%(13)of ELL students made satisfactory Progress in Math.  Our goal for the 2012-2013 school year is to increase the percent of ELL students achieving AMO by 6 percentage points to 51%(14).
2012 Current Level of Performance:	2013 Expected Level of Performance:
45%(13)	51%(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	<p>As noted on the administration of the 2012 FCAT Test, the English Language Learners subgroup did not make AMO.</p> <p>The areas of deficiency as noted on the 2012 administration of the FCAT Mathematics Test are Geometry and Measurement and Ratio.</p>	<p>Develop and utilize a word wall to familiarize students with mathematics vocabulary.</p> <p>Provide concrete real world examples by infusing literacy into the mathematics instructional block.</p> <p>Utilize new basal that correlates with the next generation standards as well as Math Everglades K-8 .</p> <p>Utilize supplemental materials such as, Mimio Board, FCAT Explorer, Riverdeep, Gizmos, and National Library of Virtual Manipulatives.</p> <p>Identify lowest performing students in grades 3-8 based on instructional needs. In addition, provide 1 hour</p>	Leadership Team, MTSS Team	<p>When visiting classrooms, administrators will focus their attention to the implementation of mathematical Word Walls.</p> <p>Documentation of the infusion of literacy into the mathematics block.</p> <p>Curriculum materials aligned to the standards will be purchased. Documentation of their use will be provided through class visitations and official teacher observation/evaluation.</p> <p>Evaluate tutoring data to determine its effectiveness</p> <p>Adjust instruction as needed</p>	<p>Interim Assessments and teacher selected assessments.</p> <p>FOCUS Web site – mini assessments</p> <p>Printouts of different supplemental reports</p> <p>2013 FCAT Math Assessment</p>

	tutoring sessions before and after school three times per week.		
--	---	--	--

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.  Mathematics Goal #5D:	The results of the 2011-2012 FCAT 2.0 Test indicate that 45%(13)of ELL students made satisfactory Progress in Math.  Our goal for the 2012-2013 school year is to increase the percent of ELL students achieving AMO by 6 percentage points to 51%(14).
2012 Current Level of Performance:	2013 Expected Level of Performance:
45%(13)	51%(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 on the administration of the 2012 FCAT Test, the English Language Learners subgroup did not make AMO.  The areas of deficiency as noted on the 2012 administration of the FCAT Mathematics Test are Geometry and Measurement and Ratio.	Develop and utilize a word wall to familiarize students with mathematics vocabulary.  Provide concrete real world examples by infusing literacy into the mathematics instructional block.  Utilize new basal that correlates with the next generation standards as well as Math Everglades K-8 .  Utilize supplemental materials such as, Mimio Board, FCAT Explorer, Riverdeep, Gizmos, and National Library of Virtual Manipulatives.  Identify lowest performing students in grades 3-8 based on instructional needs. In addition, provide 1 hour tutoring sessions before and after school three times per week.	Leadership Team, MTSS Team	When visiting classrooms, administrators will focus their attention to the implementation of mathematical Word Walls.  Documentation of the infusion of literacy into the mathematics block.  Curriculum materials aligned to the standards will be purchased. Documentation of their use will be provided through class visitations and official teacher observation/evaluation.  Evaluate tutoring data to determine its effectiveness  Adjust instruction as needed	Interim Assessments and teacher selected assessments.  FOCUS Web site – mini assessments  Printouts of different supplemental reports  2013 FCAT Math Assessment

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics.  Mathematics Goal #5E:	The Results of the 2011-2012 FCAT Mathematics Test indicate that 53%(76) of the Economically Disadvantaged students made satisfactory progress.  Our goal for the 2012-2013 school year is to increase by 5 percentage points to 58%(84).
2012 Current Level of Performance:	2013 Expected Level of Performance:



53%(76)		58%(84)			
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 Test, the Economically Disadvantage subgroup did not make AMO. The areas of deficiency as noted on the 2012 administration of the FCAT Mathematics Test are Geometry and Measurement and Ratio.	Utilize new basal that correlates with the next generation standards as well as Math Everglades K-8 .  Provide open computer lab time in the mornings and afternoons to be used for supplemental materials such as Mimio Board, FCAT Explorer, Riverdeep, and Gizmos.  Provide free after school peer tutoring weekly.	Leadership Team	Curriculum materials aligned to the standards will be purchased. Documentation of their use will be provided through class visitations and official teacher observation/evaluation.  Lesson Plans will be reviewed during classroom visitations and will be submitted weekly to department chairs. Review participation rosters in after and before school tutoring.  Adjust instruction as needed.	FOCUS Web site – mini assessments  Printouts of different supplemental reports  2013 FCAT Math Assessments

*End of Elementary School Mathematics Goals*

## Middle School Mathematics Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics.					
Mathematics Goal # 1a:					
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:					
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:				
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:

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:	
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:

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:				
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

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
	57	61	65	69	73	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.  Mathematics Goal #5B:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics.  Mathematics Goal #5C:				
---	--	--	--	--

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

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.  Mathematics Goal #5D:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics.  Mathematics Goal #5E:				
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				

## 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 : <input type="text"/>

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 style="width: 100%;" type="text"/>				
Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" 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:

Problem-Solving Process to Increase Student Achievement

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

3E. Economically Disadvantaged students not making satisfactory progress in Geometry.  Geometry Goal #3E:	
---	--

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

*End of Geometry EOC Goals*

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Reciprocal Teaching	K-5	Reading Coach	All Teachers	Department Meetings	Lesson Plans and Classroom Walk-throughs	Department Chair, Reading Coach, and Administration

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Go Math! Curriculum	Curriculum aligned with Next Generation Sunshine State Standards	Operational	\$23,000.00
			Subtotal: \$23,000.00
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
			<b>Grand Total: \$23,000.00</b>

*End of Mathematics Goals*

# Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science.  Science Goal #1a:	This year will be the first year we have 5th Graders, we will use the District averages to establish the current and expected performance. The District average of the 2012 FCAT Science Test indicates that 32% of students achieved 3.  Our goal for the 2012-2013 school year is to increase the proficient level by 4 points to 36%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
32%(63)	36%(78)

## Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Results of the 2012 FCAT 2.0 Science Assessment indicate that students had difficulty with the Reporting Category 1 – The Nature of Science.	Provide students with the opportunities to participate in the Science Fair and other Project Based Learning utilizing GIZMOs and the Fairchild Challenge.  Require all students to participate in the School Level Science Fair; thereby providing students with the opportunity to increase their laboratory experiences.	Department Chairs/Administration	The Department chair will use data reports to review the results of interim / QSBA's assessments and have data chats with teachers, who in turn will have them with their students. Instruction will be adjusted as necessary.	Formative: Interim Assessments/ QSBA's will be administered using Edusoft.  Summative: The 2013 FCAT 2.0 Science Assessment.
2	Results of the 2012 FCAT Assessment indicate that students had difficulty with the Reporting Category 2 – Earth Space Science	Provide students with extended opportunities to explore earth science through GIZMOs and various videos through the Khan Academy.	Department Chairs/Administration	The Department chair will use data reports to review the results of interim / QSBA's assessments and have data chats with teachers, who in turn will have them with their students. Instruction will be adjusted as necessary.	Formative: Interim Assessments/ QSBA's will be administered using Edusoft.  Summative: The 2013 FCAT 2.0 Science Assessment
3	Results of the 2012 FCAT Assessment indicate that students had difficulty with the Reporting Category 2 – Life Science	Provide students with extended opportunities to explore life science through GIZMOs and various videos through the Khan Academy.	Department Chairs/Administration	The Department chair will use data reports to review the results of interim / QSBA's assessments and have data chats with teachers, who in turn will have them with their students. Instruction will be adjusted as necessary.	Formative: Interim Assessments/ QSBA's will be administered using Edusoft.  Summative: The 2013 FCAT 2.0 Science Assessment

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.  Science Goal #1b:	
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:	This year will be the first year we have 5th Graders, we will use the District averages to establish the current and expected performance. The District average of the 2012 FCAT Science Test indicates that 13% of students achieved 4 and 5.  Our goal for the 2012-2013 school year is to increase the proficient level by 2 points to 15%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
13%(21)	15%(25)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Results of the 2012 FCAT 2.0 Assessment indicate that students had difficulty with Reporting Category – 1 The Nature of Science	Develop models to understand, illustrate, and explain key scientific ideas and data. Provide students with opportunities to share models and ideas with mentors and peers.  Involve students in a science club, service tutoring to peers and younger students, and community science related projects to enrich these students	Department Chairs/Administration	The Department chair will use data reports to review the results of interim / QSBA's assessments and have data chats with teachers, who in turn will have them with their students. Instruction will be adjusted as necessary.	Formative: Interim Assessments will be administered using Edusoft.  Summative: The 2013 FCAT 2.0 Science Assessment.

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

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
Reciprocal Teaching	K-5	Reading Coach	All Teachers	Department Meetings The Second Wednesday of Every month	Lesson Plans and Classroom Walk-throughs	Department Chair, Reading Coach, and Administration

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide students with extended opportunities to explore science through GIZMOs	Purchase license for all students.	Internal Funds	\$4,000.00
			Subtotal: \$4,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Students will be given opportunities to pursue independent projects and participate in a school-wide science fair in preparation for the District Science Fair.	Substitute coverage for 5 teachers to attend Science Fair training.	Internal Funds	\$500.00

Students will be given the opportunities to participate in enriched science activities through a science club	Provide supplemental pay for science club sponsor	Internal Funds	\$600.00
			Subtotal: \$1,100.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
Enrich students' experiences in science by providing science related field trips.	Transportation for students. Substitute Coverage for teachers	EESAC and Internal Funds	\$5,000.00
			Subtotal: \$5,000.00
			<b>Grand Total: \$10,100.00</b>

End of Science Goals

## Writing Goals

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

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

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing.  Writing Goal #1a:	The results of the 2012-2013 FCAT Writing Assessment indicate that 76% (72) of students scored a 3 or higher.  Our goal for the 2012-2013 school year is to increase the percentage of students scoring at or above Achievement levels 3 in writing by 2 percentage points to 78%(74).
2012 Current Level of Performance:	2013 Expected Level of Performance:
76%(72)	78%(74)

### 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 needed improvement as noted on the 2012 administration of the FCAT Writing Assessment was Narrative writing.	Students are to develop and maintain a writer's notebook/folder to include table of content, list possible topics, and first drafts  Include creative writing lessons – poetry, personal narratives, and reflection essays – to increase student awareness of voice.  Implement Four Square Writing model across all grades.  School-wide monthly essay writing day where students will be given an essay prompt and will be timed accordingly to the Florida Writes exam.	Language Arts Department Chair and Administration Reading Coach Literacy Leadership Team	Ongoing classroom assessments Classroom walkthroughs Departmentalized and Grade level data including but not limited to best practices chats Teacher to Teacher classroom observations of effective strategies  Monitor students' attendance and participation in In-house poetry and writing contests as well as district, state, and national contests  Adjust instruction as needed  Monitor student progress and compare scores from month to month during Departmentalized Data chats.	Formative: Writing Pre Test & Post Test and in-house Writing Assessments  Summative: 2013 FCAT Writing

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
4 Square Model	All Teachers K-5	Reading Coach/Department Heads	All Teachers K-5	September 26, 2012 November 6, 2012 January 18, 2013	Monthly Writing/Lesson Plan Documentation	Language Arts Department Head/Administration/Reading Coach
Reciprocal Teaching	K-5	Reading Coach	All Teachers	Department Meetings	Lesson Plans and Classroom Walk-throughs	Department Chair, Reading Coach, and Administration

Writing Budget:

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



Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<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 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:											
<p style="text-align: center;">Problem-Solving Process to Increase Student Achievement</p> <table border="1"> <thead> <tr> <th>Anticipated Barrier</th> <th>Strategy</th> <th>Person or Position Responsible for Monitoring</th> <th>Process Used to Determine Effectiveness of Strategy</th> <th>Evaluation Tool</th> </tr> </thead> <tbody> <tr> <td colspan="5" style="text-align: center;">No Data Submitted</td> </tr> </tbody> </table>					Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	No Data Submitted				
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:											
<p style="text-align: center;">Problem-Solving Process to Increase Student Achievement</p> <table border="1"> <thead> <tr> <th>Anticipated Barrier</th> <th>Strategy</th> <th>Person or Position Responsible for Monitoring</th> <th>Process Used to Determine Effectiveness of Strategy</th> <th>Evaluation Tool</th> </tr> </thead> <tbody> <tr> <td colspan="5" style="text-align: center;">No Data Submitted</td> </tr> </tbody> </table>					Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	No Data Submitted				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool										
No Data Submitted														

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

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

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

Civics Budget:

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

*End of Civics Goals*

## Attendance Goal(s)

\* 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:

<p>1. Attendance</p> <p>Attendance Goal # 1:</p>	<p>Attendance Goal #1:</p> <p>Our Goal for this year is to increase attendance to 96.07% (461) by minimizing absences due to illness and truancy, and to create a climate in our school where parents, students and faculty welcomed and appreciated.</p> <p>Our goal for this year is to decrease excessive tardies from 65 to 62.</p>
--	---

2012 Current Attendance Rate:	2013 Expected Attendance Rate:
95.57%(459)	96.07%(461)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
143	136
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
65	62

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited space for students to gather as well as activities before school creates an atmosphere that makes it difficult for students to arrive on time.	Establish a before school supervised area with activities and games to decrease tardiness and motivate students to come to school on time.  •PE field will be available for games.  •Cafeteria will be open before school.	Lead Teachers	Analyze attendance reports	Attendance reports
2	Students need an incentive/motivation for coming to school every day as truancy prevention.	Classes with 100% attendance at the end of each month will receive incentives, such as pizza parties, ice cream parties, cookies and/or special seating during lunch.	Lead Teachers	Analyze attendance reports	Attendance reports

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

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

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

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Truancy Prevention	Classes with 100% attendance and no tardies at the end of each month will receive incentives, such as pizza parties, ice cream parties, cookies and/or special seating during lunch.	EESAC Funds	\$250.00
			Subtotal: \$250.00
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: \$250.00

End of Attendance Goal(s)

## Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal # 1:	Our goal for the 2012-2013 school years is to decrease the total number of suspensions by 1.
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
13	12
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 District Student Code of Conduct.	Familiarize parents and students with the District Student Code of Conduct before assemblies, at open house, orientation, and other school events.	Administrative team	Monitor COGNOS suspension reports.	Monthly COGNOS reports
2	The school-wide positive behavior plan to assist students in self-monitoring their daily behavior and attitude was not constantly implemented.	The Safety and Discipline Committee will develop a comprehensive school-wide positive behavior plan which will be monitored for fidelity of implementation.	MTSS leadership Team The Safety and Discipline Committee Administration Guidance Counselors	Monthly analysis of the number of SCAM's and Student Services referrals and the number of suspensions.	SCAM's Suspensions Student Services Referrals

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						

Suspension Budget:

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

## 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>		Title 1 School. Please see PIP.		
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:		
Title 1 School. Please see PIP.		Title 1 School. Please see PIP.		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

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

## Parent Involvement Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<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 Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM STEM Goal #1:		Our STEM goal for the 2012-2013 school year is to create an initiative program towards educating students into careers in Science, Technology, Engineering and Mathematics by providing higher level courses.			
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 STEM being integrated in higher level courses and standards being taught with rigor. Students will engage in the Miami Dade Science Fair.	STEM initiative will be supported at our school by fostering scientific thinking in all courses throughout the year, and culminating in the students participating in the Miami-Dade science fair.  Implementation of Gizmos through Science Classes.  High School AP Students will demonstrate Science lessons and labs.	Science Department AP Coordinator and Administration	Monitor number of students enrolled in the courses as well as the amount of STEM courses offered.	Miami-Dade Science Fair Rubric and AP Science Exam  Reports from Gizmos

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						

STEM Budget:

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

*End of STEM Goal(s)*

## Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:				
1. CTE				
CTE Goal #1:				
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	Voyager Tutoring	Voyager Passport Kits	Operational	\$1,500.00
Mathematics	Go Math! Curriculum	Curriculum aligned with Next Generation Sunshine State Standards	Operational	\$23,000.00
Science	Provide students with extended opportunities to explore science through GIZMOs	Purchase license for all students.	Internal Funds	\$4,000.00
Attendance	Truancy Prevention	Classes with 100% attendance and no tardies at the end of each month will receive incentives, such as pizza parties, ice cream parties, cookies and/or special seating during lunch.	EESAC Funds	\$250.00
				Subtotal: \$28,750.00
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
Science	Students will be given opportunities to pursue independent projects and participate in a school-wide science fair in preparation for the District Science Fair.	Substitute coverage for 5 teachers to attend Science Fair training.	Internal Funds	\$500.00
Science	Students will be given the opportunities to participate in enriched science activities through a science club	Provide supplemental pay for science club sponsor	Internal Funds	\$600.00
				Subtotal: \$1,100.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Science	Enrich students' experiences in science by providing science related field trips.	Transportation for students. Substitute Coverage for teachers	EESAC and Internal Funds	\$5,000.00
				Subtotal: \$5,000.00
				Grand Total: \$34,850.00

## Differentiated Accountability

### School-level Differentiated Accountability Compliance

<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent	<input type="checkbox"/> NA
-----------------------------------	--------------------------------	----------------------------------	-----------------------------

Are you a reward school:  Yes  No

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

## School Advisory Council

### School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Attendance Incentives	\$350.00
FCAT Incentives	\$700.00
Parental Involvement	\$350.00

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

Somerset Academy Silver Palms EESAC will develop, approve and monitor implementation of the School Improvement Plan.  
Reach out to the community to obtain more partnerships.  
Organized FCAT Family Night event.  
Sponsor drive to increase Parent Involvement.  
Assist school to create and analyze school climate surveys for parents and students.

## 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