

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: IRVING & BEATRICE PESKOE ELEMENTARY SCHOOL

District Name: Dade

Principal: Madelyn Sierra-Hernandez

SAC Chair: Jennifer Brooks

Superintendent: Alberto M. Carvalho

Date of School Board Approval: pending

Last Modified on: 11/5/2012

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

Dr. Mike Grego, Chancellor
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Florida Department of Education
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PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Madelyn Sierra-Hernandez	BS-FIU Elementary Education, MS-FIU Reading Education, Certificate in Educational Leadership	1	11	'12 '11 '10 '09 '08 School Grade A B B B B High Standards Rdg. 53 78 77 75 75 High Standards Math 54 92 91 92 92 Lrng Gains-Rdg. 70 72 70 64 74 Lrng Gains-Math 70 82 81 81 83 Gains-Rdg-25% 74 63 54 52 57 Gains-Math-25% 71 81 76 80 85
Assis Principal	Marie R. Bleus	Elementary Ed., Ed. Leadership	4	5	'12 '11 '10 '09 '08 School Grade A D A A B High Standards Rdg. 46 61 67 49 67 High Standards Math 46 47 74 55 68 Lrng Gains-Rdg. 72 61 67 59 63 Lrng Gains-Math 87 25 59 55 69 Gains-Rdg-25% 66 65 72 46 59 Gains-Math-25% 90 25 65 45 65

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)
Science	Kristen Milner-Stubbs	Elementary Education	11	1	'12 '11 '10 '09 '08 School Grade A D A A B High Standards Rdg. 46 61 67 71 64 High Standards Math 46 47 74 78 68 Lrng Gains-Rdg. 72 61 67 76 62 Lrng Gains-Math 66 25 59 72 65 Gains-Rdg-25% 66 65 72 67 54 Gains-Math-25% 90 25 66 69 69
Reading	Rochelle A. Bethel	Elementary Education, SPED, Reading	19	13	'12 '11 '10 '09 '08 School Grade A D A A B High Standards Rdg. 46 61 67 71 64 High Standards Math 46 47 74 78 68 Lrng Gains-Rdg. 72 61 67 76 62 Lrng Gains-Math 87 25 59 72 65 Gains-Rdg-25% 66 65 72 67 54 Gains-Math-25% 90 25 66 69 69
Mathematics	Linda Walker	Early Childhood, Elementary Education, ESOL, Educational Leadership	1	8	'12 '11 School Grade B A High Standards Rdg. 58 73 High Standards Math 53 68 Lrng Gains-Rdg. 64 Lrng Gains-Math 65 Gains-Rdg-25% 73 Gains-Math-25% 65
Reading	Erika Martinez	Elementary Education, English 6-12, Reading, Educational Leadership	1	4	'12 '11 '10 '09 '08 School Grade B A A A A High Standards Rdg. 60 72 74 71 High Standards Math 55 68 70 67 Lrng Gains-Rdg. 70 64 69 65 Lrng Gains-Math 66 65 71 65 Gains-Rdg-25% 74 73 71 67 Gains-Math-25% 58 65 67 63

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	4. Available positions are advertised by the District.	Principal	June 7, 2013	
2	3. All new teachers are provided with peer teachers and mentors to assist them as they as they go along.	Administration & Curriculum Leadership Team	June 7, 2013	
3	1. Irving & Beatrice Peskoe K-8 Center has put in place a practical Beginning Teacher Program to provide new teachers and teachers new to the building with the assistance and support necessary for their success. This includes monthly meetings with the Curriculum Leadership Team and grade level meetings. All of the support personnel are available for assistance at any time.	Administration & Curriculum Leadership Team	June 7, 2013	
4	2. All new teachers are provided with Professional Learning opportunities through professional development and curriculum support on an ongoing basis.	Administration & Curriculum Leadership Team	June 7, 2013	

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
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2 out of area
0 less than effective

CRISS training, Best Practices, PLC

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
53	11.3%(6)	13.2%(7)	43.4%(23)	32.1%(17)	35.8%(19)	100.0%(53)	11.3%(6)	1.9%(1)	56.6%(30)

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
Portia Weisfeld	Alejandra Calle	Grade-Level Chairperson	Informal meetings between mentor and mentee will occur frequently; Beginning Teachers meetings will be held quarterly with new teachers and new teachers to the building.
Zuzel Echemendia	Delmis Schinella	Grade-Level Chairperson	Informal meetings between mentor and mentee will occur frequently; Beginning Teachers meetings will be held quarterly with new teachers and new teachers to the building.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Title I, Part A

The administrative team in conjunction with the leadership will oversee the coordination of all programs and services. Students in need of support and remediation will be given extended learning opportunities such as pull-out tutoring and/or after-school programs or summer school. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies. They assist with whole school screening in order to provide early intervention services for children to be considered "at risk". They assist with the design and implementation of progress monitoring, data collection and data analysis. They participate in the design and delivery of professional development and provide continuous support. The school also has parental participation program, Title I CHESS, Supplemental Educational Services (SES) tutoring and special support services for the special-needs population such as homeless, migrant(as appropriate), and neglected and delinquent students.

Title I, Part C- Migrant

Title I, Part C- Migrant

The District Migrant Liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the needs of these students are met.

Title I, Part D

Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.

Title II

Title II

The District uses supplemental funds for improving basic education as follows:

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

Title III

Title III

Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners at Irving & Beatrice Peskoe K-8 Center.

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

- tutorial programs (K-12)
- parent outreach activities (K-12)
- professional development on Best Practices for ESOL and content area teachers
- coaching and mentoring for ESOL and content area teachers (K-12)
- reading and supplementary instructional materials (K-12)
- hardware and software for the development of language and literacy skills in reading, mathematics and science, is purchased for selected schools to be used by ELL and immigrant students (K-12, RFP Process)

Title X- Homeless

Title X- Homeless

District Homeless Social Worker provides resources (clothing, school supplies, and social services referrals) for Irving & Beatrice Peskoe K-8 Center students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

Supplemental Academic Instruction (SAI)

Irving & Beatrice Peskoe K-8 Center will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

Violence Prevention Programs

Irving & Beatrice Peskoe K-8 Center offers a non-violence and anti-drug program for students, in order to incorporate field trips, community service, drug tests, and counseling.

Nutrition Programs

Nutrition Programs

- 1) Irving & Beatrice Peskoe K-8 Center adheres to and implements the nutrition requirements mandated by the District Wellness Policy.
- 2) Nutrition education, as per state statute, is taught through the physical education curriculum.

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

N/A

Other

Other

Irving & Beatrice Peskoe K-8 Center will continue to involve parents in the planning and implementation of the Title I Program and extends an open invitation to our school's parent resource center in order to inform parents about available programs, their rights under No Child Left Behind and other referral services.

Irving & Beatrice Peskoe K-8 Center will increase parental engagement/involvement through developing (with on-going parental input) our Title I School-Parent Compact (for each student); our school's Title I Parental Involvement Policy; scheduling the Title I Orientation Meeting (Open House); and other documents/activities necessary in order to comply with dissemination and reporting requirements.

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

Irving & Beatrice Peskoe K-8 Center will complete Title I Administration Parental Involvement Monthly School Reports (FM-6914Rev. 06-08) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118. Confidential "as-needed services" will be provided to any student at Irving & Beatrice Peskoe K-8 Center that are in "homeless situations" as applicable.

Additional academic and support services will be provided to Irving & Beatrice Peskoe K-8 Center students and families of the Migrant population as applicable.

School Improve Grant Fund/School Improvement Grant Initiative

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

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Principal:

The principal provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing MTSS, conducts assessment of MTSS skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation and communicates with parents regarding school-based MTSS plans and activities.

Assistant Principal:

The Assistant Principal assists in the implementation of the Principal's vision to use data-based decision making, ensures that the school-based team is implementing MTSS, conducts assessment of MTSS skills of school staff, ensures implementation of intervention, support and documentation, ensures adequate professional development to support MTSS implementation and communicates with parents regarding school-based MTSS plans and activities.

Curriculum Leadership Team:

Principal, Assistant Principal, Reading Coaches, Science Coach, Math Coach, Writing Facilitator, Gifted Teacher, Student Service Personnel, School Psychologist, and Speech and Language Pathologist provide information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention, collaborate with other staff to implement Tier 2 intervention and integrate Tier 1 materials/intervention with Tier 2/3 activities.

Professional Development Liaison:

Reading Coach provides professional development and technical assistance to teachers regarding data-based instructional planning.

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

The MTSS Leadership Team meets with the principal and Educational Excellence School Advisory Council (EESAC) to help

develop the SIP. The team provides data on: Tier 1, 2, and 3 targets, academic and social/emotional areas that needed to be addressed. The team sets clear expectations for instruction (Rigor, Relevance, Relationship), facilitates the development of a systematic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing) and aligns processes and procedures.

The MTSS Leadership team gathers and reviews data on a bi-weekly basis to determine professional development for faculty. The team seeks input and feedback from the staff to re-align the daily instruction the data gathered. The team works collaboratively to determine the effectiveness of the school's intervention programs.

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

The school improvement plan is the product of the MTSS Leadership Team. As the road map of the school, the MTSS Problem-solving process is an integral component. Bi-weekly reviews of the effectiveness of developed strategies will be a primary focus of the MTSS Leadership Team meetings. Adjustments and revisions will be made to school developed programs, interventions, and initiatives to ensure the effective application of school and district developed programs to improve student achievement.

MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

1. Data will be used to guide instructional decisions and system procedures for all students to:

- adjust the delivery of instruction to meet the specific needs of students
- adjust the behavior management system
- adjust the allocation of school-based resources
- drive decisions regarding targeted professional development
- create student growth trajectories in order to identify and develop interventions

2. Managed data will include:

Academic

- FAIR assessment
- Interim assessments
- State/Local Math and Science assessments
- FCAT
- CELLA
- Student grades
- School site specific assessments

Behavior

- Student Case Management System
- Detentions
- Suspensions/expulsions
- Referrals by student behavior, staff behavior, and administrative context
- Office referrals per day per month
- Team Climate surveys
- Attendance
- Referrals to Special Education programs

Describe the plan to train staff on MTSS.

Professional development will be provided through online training, during teachers' common planning time and small sessions throughout the year. The MTSS team will provide additional staff PD as needed, in addition to the 2011-2012 November and February Mandatory Professional Development days.

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Madelyn Sierra-Hernandez (Principal)
Marie Bleus (Assistant Principal)
Rochelle Bethel (Reading Coach)
Erika Martinez (Reading Coach)
Linda Walker (Mathematics Coach)
Kristen Milner-Stubbs (Science Coach)
Elissa Guillen (Writing Facilitator)
Joan Gregory (Gifted)
Sonia Ambrose (Student Services-Counselor)

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

The principal will cultivate the vision for increased school-wide literacy across all content areas by being an active participant in all Reading Leadership Team meetings and activities. The principal will allocate and commit resources to build staff support, internal capacity and sustainability over time. The reading coach will work with the Leadership Team to guarantee fidelity of the implementation of the K-12 CRRP.

The principal will ensure that the reading coach uses the online coach's log on the Progress Monitoring Reporting Network (PMRN) analyzing the biweekly entries in the PMRN and monitoring the time spent on specific activities to ensure alignment to the K-12 CRRP.

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

The principal will conference with all teachers individually to review the indicators observed during classroom visitations of the lesson plans and delivery of instruction. At these meetings, the principal and teacher will analyze the students' data to determine strength and weaknesses. The teacher will be encouraged to incorporate any area in need to the Individual Professional Development Plan (IPDP).

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

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

The principal, the reading coaches and the LLT will consider student assessment data, classroom observational data, and the professional development listed on the teachers' IPDP form, and School Improvement Plan, when planning professional development for the school. The principal and reading coaches will meet regularly to collaborate about the needs of teachers and students. During these meetings the reading coach will advise the principal regarding professional development planned based on follow up visits from classroom observations. The principal will also update the reading coach about district and state reading requirements that could impact reading instruction at the school. Additionally, the principal and the reading coach will collaborate with Region and District reading support staff to deliver targeted professional development needed at the school.

The principal will monitor collection and utilization of assessment data, including progress monitoring data (FAIR Assessments), District interim assessment data, observational data, and in-program assessment data. Progress monitoring and interim data will be collected a minimum of three times per year. Observational data is collected via principal classroom walkthroughs. In-program assessments will be administered as the program dictates (weekly or monthly). This data will be used to determine intervention and support needs of students by:

- participating in the Data Analysis Team meetings after each FAIR assessment period;
- analyzing the progress monitoring data with reading coach;
- directing the reading coach to meet with grade level/departments to review their progress monitoring (FAIR) data
- monitoring that the reading coach uses the data to differentiate teachers support as evidenced by the coach's log, daily/weekly schedule, classroom visitations.
- monitoring the teacher's use of data driven instruction during classroom visitations.

The principal will provide time for the media specialist to attend grade-level planning meetings so that collaborative planning between the media specialist and the classroom teachers can occur. Increasing collaborative planning and teaching between the classroom teacher and the media specialist will positively impact the media center for the purpose of instruction and

checking out library materials. The principal will take an active role in promoting the library resources and services through faculty meetings, PTA meetings, and encouraging participation in school-wide media center reading promotion campaigns. Additionally, the principal and the media specialist will review circulation statistics provided through the Destiny Library Management System to identify circulation trends and set circulation goals.

Public School Choice

Supplemental Educational Services (SES) Notification
[View uploaded file](#) (Uploaded on 10/12/2012)

*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.

Irving & Beatrice Peskoe K-8 Center will expand the "Welcome to Kindergarten" program to build partnership with local early education centers, including the in-school prekindergarten program. Through this joint venture, parents and children will gain familiarity with kindergarten as well as receive information relative to the matriculation of students at the school. The principal will also meet with the center directors of neighborhood centers

Neighboring pre-schools and school site PK teachers will come together with kindergarten teachers in the Fall and Summer for a facilitated discussion focusing on student performance, effective instructional methods, and developmental expectations. The principal will direct the office staff to distribute kindergarten preparation brochures and other documents to interested parents throughout the year.

*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.

6th and 7th grade students will receive Intensive Reading and Intensive Mathematics instruction if they scored a 1 or a 2 on the FCAT '12. Content area teachers, Science and Social Sciences, will ensure the infusion of reading strategies into their teaching through graphic organizers and text feature analysis. Reading and Writing will be incorporated into every facet of the instructional day and the NGSSS/Common Core will be infused across the curriculum at Irving & Beatrice Peskoe K-8 Center.

*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:	FCAT Reading Test indicate that 25% (82) of students achieved level 3 proficiency. Our 2012-2013 school year is to increase level 3 student proficiency by 1 percentage points to 26% (85).
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2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (82)	26% (85)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1a.1. The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reading Application and Literary Analysis. Students lack the ability to utilize critical thinking strategies needed to find the theme, topic, and main idea of texts.	1a.1. Students will identify explicit and implied Main idea. Students will be able to identify causal relationships imbedded in text using cause and effect charts. Students will be familiar with text structures and be able to determine the differences between each structure. Teachers will provide practice in identifying topics and themes within texts.	1a.1. Literacy Leadership Team	1a.1. Ongoing progress monitoring of classroom assessments, focusing on students' knowledge of text structure, theme, and topic.	1a.1. Formative Mini Assessments, such as Theme Skills Tests, FAIR assessments, Interim Assessments. Summative 2013 FCAT 2.0 Assessment.

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	The results of the 2012 FAA Reading Test indicate that ___% of students achieved level 4, 5, and 6 proficiency. Our 2012-2013 school year is to increase level 4,5, and 6 student proficiency by ___ percentage points to ___%.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	1b.1. Students lack the ability	1b.1. Through small group	1b.1. Literacy Leadership	1b.1. Ongoing progress	1b.1. Formative Mini

1	to organize and describe information to meet the core knowledge contained in the access points curriculum.	instruction and teacher reinforcement of strategies, students will be able to explain, conclude, restate, compute, organize and describe information.	Team	monitoring of classroom assessments, focusing on the access points curriculum.	Assessments, such as Theme Skills Tests, and FAIR assessments. Summative 2013 Florida Alternate Assessment (FAA).
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The results of the 2012 FCAT Reading Test indicate that 19% (61) of students achieved levels 4 and 5 proficiency. Our goal for the 2012-2013 year is to increase levels 4 and 5 student proficiency to 19% (62).
2012 Current Level of Performance:	2013 Expected Level of Performance:
19% (61)	19% (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	2a.1. The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reading Application and Literary Analysis. Students lack the ability to utilize critical thinking strategies needed to find the theme, topic, and main idea of texts.	22a.1. Students will practice making inferences and drawing conclusions within and across texts. Students will identify a correct summary statement. Students will focus on what the author thinks and feels. Main idea may be stated or implied and will be determined based on theme and topic of the text. Students will receive additional enrichment time through Success Maker.	2a.1. Literacy Leadership Team	2a.1. Teachers will serve as facilitators guiding students to become independent learners, utilizing real-world and environmental print to increase comprehension. Teachers will also provide enrichment activities, increasing critical thinking skills and higher-order thinking skills.	2a.1. Formative student work utilizing, mini assessments, and Interim Assessments. Summative 2013 FCAT 2.0 Assessment.

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	The results of the 2012 FAA Reading Test indicate that ___% of students achieved level 7 proficiency. Our 2012-2013 school year is to increase level 7 student proficiency by ___ percentage points to ___%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool
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			Monitoring	Strategy	
1	2b.1. Students lack the ability to organize and describe information to meet the core knowledge contained in the access points curriculum.	2b.1. Through small group instruction and teacher reinforcement of strategies, students will be able to explain, conclude, restate, compute, organize and describe information.	2b.1. Literacy Leadership Team	2b.1. Ongoing progress monitoring of classroom assessments, focusing on the access points curriculum.	2b.1. Formative Mini Assessments, such as Theme Skills Tests, and FAIR assessments. Summative 2013 Florida Alternate Assessment (FAA).

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The results of the 2012 FCAT Reading Test indicate that 72% (167) of students made learning gains. Our goal for the 2012-2013 school year is to increase student achieving learning gains by 5 percentage points to 77% (177)
2012 Current Level of Performance:	2013 Expected Level of Performance:
72% (167)	77% (179)

Problem-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	3a.1. As noted on the 2012 administration of the FCAT Reading Test, Reading Application and Literary Analysis were the content areas in need of improvement. Student's lack participation in Differentiated Instruction Literacy Centers.	3a.1. Implement systematic intervention programs via the utilization of Accelerated Reader and Voyager/Journeys in an effort to increase reading comprehension and literary skills. Implement pull-out tutoring programs which target deficient skills, as per data.	3a.1. Literacy Leadership Team	3a.1. Review AR, Success Maker, Reading Plus, and FAIR testing to ensure students are making adequate progress. Voyager intervention progress reports.	3a.1. Formative classroom evaluations, Formative Success Maker student performance report, Interim Assessments, Reading Plus participation reports, STAR reports and AR student performance reports. Summative 2013 FCAT 2.0 Assessment.

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

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack the ability to organize and describe information to meet the core knowledge contained in the access points curriculum.	Through small group instruction and teacher reinforcement of strategies, students will be able to explain, conclude, restate, compute, organize, and describe information.	Literacy Leadership Team	Ongoing progress monitoring of classroom assessments, focusing on the access points curriculum.	Summative 2013 Florida Alternative Assessment (FAA).

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 2012FCAT Reading Test indicate that 66% (39) of students in the lowest 25% made learning gains. Our goal for the 2012-2013 school year is to increase learning gains in the Lowest 25% by 5 percentage points to 71% (42).
2012 Current Level of Performance:	2013 Expected Level of Performance:
66% (39)	71% (42)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	4a.1. The results of the 2012 FCAT Reading Test indicate that the number of students in the lowest 25% making learning gains decreased by ___ percentage points. Students need additional remediation and intervention in order to meet the 5 percentage point gain.	4a.1. Implement a more structured schedule for Voyager, and Reading Plus. Monitor fidelity through attendance charts and reports. Continue the use of Voyager, FCAT tutoring, Reading Plus, Accelerated Reader, and Success Maker	4a.1. Literacy Leadership Team	4a.1. Review progress monitoring assessments, review Success Maker reports, review AR reports, and review Reading Plus to assess mastery of skills.	4a.1. Formative: Success Maker student performance reports, AR performance reports, STAR reports, Reading Plus participation and performance reports, Voyager reports, and Interim Assessments. Summative 2013 FCAT 2.0 Assessment.

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal # The results of the 2012 FCAT Reading Test indicate that 46% of students achieved proficiency. Our goal in 2012-2013 school year is to increase student achievement to 68% in an effort to reach 81% by the year 2016-2017. Thereby,					
5A :						
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	64	68	71	74	77	

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

<p>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.</p> <p>Reading Goal #5B:</p>	<p>Results of the 2012 Reading FCAT 2.0 and AYP calculations indicate that the Black and Hispanic subgroups did not make Adequate Yearly Progress. The White, Asian and American Indian students were too low to be applicable.</p> <p>The goal is to increase the percentage of Black students scoring at or above proficiency by ___ percentage points and the Hispanic subgroup students scoring at or above proficiency by ___ percentage points.</p>
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<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
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<p>Enter numerical data for current level of performance in this box.</p> <p>White: Black: Hispanic: Asian: American Indian:</p>	<p>Enter numerical data for expected level of performance in this box.</p> <p>White: Black: Hispanic: Asian: American Indian:</p>
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>5B.1. Black: As noted on the administration of the 2012 FCAT Reading Test, the Black Subgroup did not make AYP. The reporting categories in need of improvement are Reading Application and Literary Analysis.</p> <p>Hispanic: Based on the results of the 2012 FCAT Reading Test, the Hispanic Subgroup did not make AYP. The reporting categories in need of improvement are reading Application and Literary Analysis.</p> <p>Organization and structuring of small group intervention is necessary for benchmark mastery.</p>	<p>5B.1. Utilize data, to identify students' individual benchmark needs based on their results of the reporting categories: vocabulary and informational text, research process, place them in appropriate intervention groups, and monitor monthly</p>	<p>5B.1. MTSS Leadership Team</p>	<p>5B.1. The MTSS Leadership team will meet on a monthly basis to monitor both the effectiveness of program delivery and student progress through the use of prescribed intervention assessments.</p>	<p>5B.1. Formative: FAIR, Interim Assessments, school site assessment, data, and intervention.</p> <p>Summative 2013 FCAT Assessment</p>

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

<p>5C. English Language Learners (ELL) not making satisfactory progress in reading.</p> <p>Reading Goal #5C:</p>	<p>Results of the 2012 Reading FCAT 2.0 and AYP calculations indicate that the English Language Learners (ELL) subgroup did not make Adequate Yearly Progress.</p> <p>The goal is to increase the ELL students reading at or above grade level by ___ percentage points.</p>
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<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
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<p>Enter numerical data for current level of performance in this box.</p>	<p>Enter numerical data for expected level of performance in this box.</p>
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>5C.1. As noted on the administration of the 2012 FCAT Reading Test English Language Learners subgroup did not make AYP. The reporting categories in need of improvement are Reading Application and Literary Analysis.</p> <p>Organization and structuring of small group intervention is necessary for benchmark mastery in Reading Application and Literary Analysis.</p>	<p>5C.1. Through the PLC utilize data to monitor intervention programs tailored to individual student needs in an effort to complement the core curriculum with frequent monitoring.</p>	<p>5C.1. MTSS Leadership Team</p>	<p>5C.1. MTSS Leadership Team will meet monthly to monitor both the effectiveness of program delivery and student progress through the use of prescribed intervention assessments.</p>	<p>5C.1. Formative: FAIR, Interim Assessments, Early Star, Star student performance reports.</p> <p>Summative 2013 FCAT Assessment.</p>

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

<p>5D. Students with Disabilities (SWD) not making satisfactory progress in reading.</p> <p>Reading Goal #5D:</p>	<p>Results of the 2012 Reading FCAT 2.0 and AYP calculations indicate that the Students with Disabilities (SWD) subgroup did not make Adequate Yearly Progress.</p> <p>The goal is to increase the SWD students reading at or above grade level by ___ percentage points.</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>Enter numerical data for current level of performance in this box.</p>	<p>Enter numerical data for expected level of performance in this box.</p>

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>5D.1. As the results of the 2012 FCAT reveal, the Students With Disabilities (SWD) subgroup did not make AYP.</p> <p>Students need to be organized in small groups that address their individual needs based on benchmark mastery.</p>	<p>5D.1. Instructional delivery will be planned utilizing data and specific interventions to address the needs of individual students, as outlined on student's Individual Educational Plans. Students will be pulled out to receive services in homogeneous settings.</p>	<p>5D.1. MTSS Leadership Team</p>	<p>5D.1. MTSS Leadership Team will monitor the program delivery and its effectiveness, student progress in order to reassess the effects of the intervention implemented.</p>	<p>5D.1. Formative: FAIR, Interim Assessments, Early Star, Star student performance reports , Voyager performance reports.</p> <p>Summative 2013 FCAT Assessment.</p>

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

<p>5E. Economically Disadvantaged students not making satisfactory progress in reading.</p> <p>Reading Goal #5E:</p>	<p>Results of the 2012 Reading FCAT 2.0 and AYP calculations indicate that the Economically Disadvantaged subgroup did not make Adequate Yearly Progress.</p> <p>The goal is to increase the Economically Disadvantaged students reading at or above grade level by___ percentage points.</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>

Enter numerical data for current level of performance in this box.			Enter numerical data for expected level of performance in this box.		
Problem-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	5E.1. Based on the results of the 2012 FCAT Reading Test, the Economically Disadvantaged subgroup did not make AYP. The progress of this particular subgroup is hindered by their limited prior knowledge of vocabulary and reading skills.	5E.1. Students in this subgroup will be organized by ability levels for focused remedial interventions and frequent monitoring.	5E.1. MTSS Leadership Team	5E.1. MTSS Leadership Team will create an at-a-glance chart to track the progress of student in that subgroup for the purpose of reassessing the effects of the interventions programs.	5E.1. Formative: FAIR, Interim Assessments, Early Star results, Star student performance reports, and Reading Plus student reports. Summative 2013 FCAT 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
Curriculum Planning in Reading						
Collaborative Structures and Application to Exemplar Text	K-7	Rochelle Bethel and Erika Martinez	K-7 Teachers	August 17, 2012 August 22, 2012	Classroom Data Classroom Data	
Reading Plus	K-7	Rochelle Bethel	K-7 Teachers	September 6, 2012	Data Reports	
Voyager/V-Port	3-5	Patty Cohen	3-5 Teachers	September 19, 2012	Monthly Progress Checks	
Literacy Across the Curriculum	K-7	Rochelle Bethel	K-5 teachers	September 19, 2012	Infusion of strategies within content area classes	Administration, Reading Coaches
	6-7	Erika Martinez	6-7 Teachers	September 20, 2012		
Success Maker	K-5		K-5 Teachers			
Writing Instruction and Differentiated Instruction	K-7	Emily Brause	K-7 Reading teachers	October 25, 2012 thru December 13, 2012	Tier I- Tier III and Data Reports	
	K-7	Rochelle Bethel	K-7 teachers	January 17, 2013 thru May 2, 2013	Monthly progress checks	
		Rochelle Bethel			Reflection on strategies discussed.	
Best Practices in Reading and Writing						

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Best Practices	Temporary Instructors	School	\$500.00
			Subtotal: \$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
Assisting in purchasing motivational rewards for students meeting proficiency on formal and informal grade level/school-wide assessments in an effort to increase student achievement.	EESAC	EESAC	\$500.00
			Subtotal: \$500.00
			Grand Total: \$1,000.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking. CELLA Goal # 1:		The results of the 2012 CELLA Listening/Speaking Test indicate that 42% of students in the ELL population made learning gains. Our goal for the 2012-2013 school year is to increase Listening/Speaking learning gains in the ELL population by _3_ percentage points to 45_%.			
2012 Current Percent of Students Proficient in listening/speaking:					
42% (86)					
Problem-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	1.1. Parent participation and at-home support may be barriers to our ELL students achieving proficiency level in Listening /Speaking portion of the CELLA.	1.1. Professional Learning Community activities utilizing and modeling effective ESOL strategies (i.e., modeling, teacher-led groups, direct language, brainstorming, role-playing, repetition, etc.) will be planned to	1.1. Literacy Leadership Team	1.1. Leadership Team will meet monthly to monitor both the effectiveness of program delivery and student progress through the use of prescribed intervention assessments.	1.1. Formative: FAIR, Interim Assessments, Early Star, Star student performance reports. Summative 2013 CELLA.

	support teachers of English Language Learners.			
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Students read in English at grade level text in a manner similar to non-ELL students.

2. Students scoring proficient in reading. CELLA Goal #2:	The results of the 2012 CELLA Reading Test indicate that 25_% of students in the ELL population made learning gains. Our goal for the 2012-2013 school year is to increase Reading learning gains in the ELL population by 2_ percentage points to 27_%.
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2012 Current Percent of Students Proficient in reading:

25% (50)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. Parent participation and at-home support may be barriers to our ELL students achieving proficiency level in Reading portion of the CELLA.	2.1. Professional Learning Community activities utilizing and modeling effective ESOL strategies (i.e., use of task cards, teacher-made questions, choral reading, readers' theatre, etc.) will be planned to support teachers of English Language Learners.	2.1. Literacy Leadership Team	2.1. The Leadership Team will meet monthly to monitor both the effectiveness of program delivery and student progress through the use of prescribed intervention assessments.	2.1. Formative: FAIR, Interim Assessments, Early Star, Star student performance reports. Summative 2013 CELLA.

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

3. Students scoring proficient in writing. CELLA Goal #3:	The results of the 2012 CELLA Writing Test indicate that 17_% of students in the ELL population made learning gains. Our goal for the 2012-2013 school year is to increase Writing learning gains in the ELL population by _3__ percentage points to 20_%.
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2012 Current Percent of Students Proficient in writing:

17% (34)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3.1. Parent participation and at-home support may be barriers to our ELL students achieving proficiency level in Writing portion of the CELLA.	3.1. Professional Learning Community activities utilizing and modeling effective ESOL strategies (i.e., graphic organizers, process writing, summarizing, reading responses, etc.) will be planned to support teachers of	3.1. Literacy Leadership Team	3.1. The Leadership Team will meet monthly to monitor both the effectiveness of program delivery and student progress through the use of prescribed intervention assessments.	3.1. Formative: FAIR, Interim Assessments, Early Star, Star student performance reports, in-class writing assessments, monthly writing

	English Language Learners.		activities.
			Summative 2013 CELLA.

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 2012 FCAT Mathematics Test indicate that 27% of students achieved level 3 proficiency. Our goal for the 2012-2013 school year is to increase level 3 student's proficiency by four percentage points to 31%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% (89)	31% (101)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1a.1. The areas of deficiency according to the 2012 FCAT Mathematics Test scores are Number Operations and Expressions. This deficiency is due to limited applications to real-world concepts and limited use of manipulative to grasp mathematical concepts.	1a.1. Allow students to make connections with real-world situations, and create mathematical journals developing problem solving skills. Provide contexts for mathematical exploration and the development of student understanding of number expressions and operations by supporting the use of manipulatives and engaging opportunities for practice.	1a.1. Administration, Math Coach	1a.1. Review formative bi-weekly assessments to ensure that progress is being made and to adjust instruction as needed.	1a.1. Formative: District and school site assessment data, authentic student work, Success Maker student performance reports, and Interim Assessments. Summative 2013 FCAT 2.0 Assessment.

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal # 1b:	The results of the 2012 FAA Mathematics Test indicate that ___% of students achieved level 4,5, and 6 proficiency. Our goal for the 2012-2013 school year is to increase level 4,5, and 6 student's proficiency by ___ percentage points to ___%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	1b.1. The area of deficiency as noted on the 2012 administration of the FAA	1b.1. Allow students to use strategies to enhance the acquisition of core	1b.1. Administration, Math Coach	1b.1. Review informal assessments to ensure the progress is being	1b.1. Formative: Authentic student work samples, and

1	<p>Mathematics Test was memorizing and recalling information.</p> <p>This deficiency is due to limited applications to real-world concepts and limited use of manipulatives to grasp mathematical concepts.</p>	<p>knowledge of topics as related to grade level access points.</p>	<p>made and to adjust instruction as needed.</p>	<p>Success Maker reports.</p> <p>Summative: 2013 Florida Alternate Assessment (FAA).</p>
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

<p>2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics.</p> <p>Mathematics Goal #2a:</p>	<p>The results of the 2012 FCAT Mathematics Test indicate that 18% of students achieved level 4-5 proficiency. Our goal for the 2012-2013 school year is to increase level 4-5 student's proficiency by two percentage points to 20%.</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>18% (59)</p>	<p>20% (65)</p>

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>2a.1. Based on the results fo the 2012 administration of the FCAT Mathematics Test was Number Operations and Expressions</p> <p>The area of deficiency is the lack of prior knowledge to transfer the math skills and apply it to real-world concepts.</p>	<p>2a.1. Through the utilization of project based learning, students will develop an understanding of and fluency with division of whole numbers; develop an understanding of and fluency with addition and subtraction of fractions and decimals; identify and relate prime and composite numbers, factors and multiples within the context of fractions; describe real-world situations using positive and negative numbers; compare, order, and graph integers; and solve non-routine problems.</p>	<p>2a.1. Administration, Math Coach</p>	<p>2a.1. Review formative bi-weekly assessments to ensure that progress is being made and to adjust instruction as needed.</p>	<p>2a.1. Formative: District and school site assessment data, authentic student work, Success Maker student performance reports, and Interim Assessments.</p> <p>Summative 2013 FCAT 2.0 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:

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	The results of the 2012 FCAT Mathematics Test indicate that 87% of students made learning gains. Our goal for the 2012-2013 school year is to increase student achieving learning gains by five percentage points to 92%.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
87% (202)	92% (213)

Problem-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	3a.1. Per the results of the 2012 FCAT Mathematics administration The area of deficiency is the limited use of hands-on and inquiry-based activities in the areas of Number: Operations and Expressions.	3a.1. Provide the instructional support needed for students to develop quick recall of addition facts and related subtraction facts, and multiplication and related division facts, and fluency with multi-digit addition and subtraction, and multiplication and division of whole numbers, as well as addition and subtraction of fractions and decimals.	3a.1. Administration, Math Coach	3a.1. Review formative bi-weekly assessments to ensure that progress is being made and to adjust instruction as needed.	3a.1. Formative: District and school site assessment data, authentic student work, Success Maker student performance reports, and Interim Assessments Summative 2013 FCAT 2.0 Assessment.

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

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	The results of the 2012 FCAT Reading Test indicate that 90% of students in the lowest 25% made learning gains. Our goal for the 2012-2013 school year is to increase learning gains in the Lowest 25% by five percentage points to 95%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
90% (62)	95% (66)

Problem-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	4a.1. The results of the 2012 FCAT indicate that students in the Lowest 25% making learning gains demonstrates deficiency due to the limited number of students' participation in intervention programs.	4a.1. Begin small group intervention in a timely manner. Identify lowest performing students in grades 3-5 and provide both push-in and pull-out intervention programs focusing on the weakest benchmarks and adjust groups accordingly.	4a.1. Administration, Math Coach	4a.1. Review formative bi-weekly assessments to ensure that progress is being made and to adjust instruction as needed.	4a.1. Formative: District and school site assessment data, authentic student work, Success Maker student performance reports, and Interim Assessments

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 # The results of the 2012 FCAT Mathematics Test indicate that ___% of students achieved proficiency. Our goal in 2012-2013 school year is to increase student achievement to 56% in an effort to reach 74% by the year 2016-2017. Thereby,					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	51	56	60	65	69	

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:	Results of the 2012 Mathematics FCAT and AYP calculations indicate that the Black and Hispanic subgroups did not make Adequate Yearly Progress. The White, Asian and American Indian students were too low to be applicable. The goal is to increase the percentage of Black students scoring at or above proficiency by ___ percentage points and the Hispanic subgroup students scoring at or above proficiency by ___ percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: Black:	White: Black:

Hispanic: Asian: American Indian:	Hispanic: Asian: American Indian:
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Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>5B.1. Our students' in the Black subgroup's deficiency is the lack of mastery of the concepts of Number: Operations and Expressions.</p> <p>Our students' in the Hispanic subgroup's deficiency is the lack of vocabulary skills necessary to master mathematical concepts and skills in the areas of Number: Operations and Expressions.</p>	<p>5B.1. Identify lowest performing students in the Black and Hispanic subgroups in Grades 3-5.</p> <p>Provide both push-in and pull-out intervention programs, focusing on weakest benchmark and adjust groups accordingly.</p> <p>Use peer tutoring strategies during guided math groups.</p>	5B.1. Administration, Math Coach	5B.1. Review formative bi-weekly assessments to ensure that progress is being made and to adjust instruction as needed.	<p>5B.1. Formative: District and school site assessment data, authentic student work, Success Maker student performance reports, and Interim Assessments</p> <p>Summative 2013 FCAT 2.0 Assessment.</p>

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	Results of the 2012 Mathematics FCAT and AYP calculations indicate that the English Language Learners (ELL) subgroup did not make Adequate Yearly Progress. The goal is to increase the ELL student's math skills at or above grade level by ___percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.

Problem-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>5C.1. According to the 2012 FCAT results, the ELL subgroup did not make AYP.</p> <p>The area of deficiency within the students' in the ELL subgroup is the lack of vocabulary in order to understand mathematical concepts and skills in the areas of Number: Operations and Expressions.</p>	<p>5C.1. Provide students with real life exposure to concepts that will improve their understanding of mathematical notions through exploration and demonstration</p>	5C.1. Administration, Math Coach	5C.1. Review formative monthly assessments to ensure that progress is being made and to adjust instruction as needed.	<p>5C.1. Formative: District and school site assessment data, authentic student work, Success Maker student performance reports, and Interim Assessments</p> <p>Summative: 2013 FCAT 2.0 Assessment.</p>

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.	Results of the 2012 Mathematics FCAT and AYP calculations indicate that the Students with Disabilities (SWD) subgroup did not make Adequate Yearly Progress. The goal is to
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Mathematics Goal #5D:	increase the SWD student's math skills at or above grade level by ___ percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.

Problem-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>5D.1. According to the 2012 FCAT results, the SWD subgroup did not make AYP in the areas of Number: Expressions and Operations.</p> <p>The area of deficiency noted was limited student participation during small group instruction.</p>	<p>5D.1. The emphasis on small group instruction during the mathematics block will be implemented with fidelity as per the student's Individual Educational Plans.</p> <p>This includes the utilization of manipulatives and connections to real-world topics.</p>	<p>5D.1. Administration, Math Coach</p>	<p>5D.1. Review formative monthly assessments to ensure that progress is being made and to adjust instruction as needed.</p>	<p>5D.1. Formative: District and school site assessment data, authentic student work, Success Maker student performance reports, Interim Assessments</p> <p>Summative: 2013 FCAT 2.0 Assessment.</p>

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

E. Economically Disadvantaged students not making satisfactory progress in mathematics.	Results of the 2012 Mathematics FCAT and AYP calculations indicate that the Economically Disadvantaged subgroup did not make Adequate Yearly Progress. The goal is to increase the Economically Disadvantaged student's math skills at or above grade level by ___ percentage points.
Mathematics Goal E:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
Enter numerical data for current level of performance in this box.	Enter numerical data for current level of performance in this box.

Problem-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>5E.1. According to the 2012 FCAT results, the ED subgroup did not make AYP in the areas of Number: Operations and Expressions.</p> <p>The area of deficiency of the Economically Disadvantaged subgroup may be attributed to inconsistent small group instruction during mathematics. As a result, students spent limited time in small group, Teacher-Led instruction.</p>	<p>5E.1. Implementation of small group instruction during mathematics block.</p> <p>The focus will utilize discovery and hands-on learning with scaffolding.</p>	<p>5E.1. Administration, Math Coach</p>	<p>5E.1. Review formative monthly assessments to ensure that progress is being made and to adjust instruction as needed.</p>	<p>5E.1. Formative: District and school site assessment data, authentic student work, Success Maker student performance reports, and Interim Assessments</p> <p>Summative: 2013 FCAT 2.0 Assessment.</p>

Middle School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	The results of the 2012 FCAT Mathematics Test indicate that 16% of students achieved level 3 proficiency. Our goal for the 2012- 2013 school year is to increase level 3 student's proficiency by 2 percentage points to 18%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
16% (6)	18% (8)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1a.1. The area of deficiency as noted on the 2012 administration of the FCAT Mathematics Test was Geometry and Measurement . This deficiency is due to limited applications to real-world concepts and limited use of manipulatives to grasp mathematical concepts.	1a.1. Allow students to make connections with real-world situations, and create mathematical journals developing problem solving skills.	1a.1. Administration, Math Coach	1a.1. Review formative monthly assessments to ensure that progress is being made and to adjust instruction as needed.	1a.1. Formative: District and school site assessment data, authentic student work, Success Maker student performance reports, and Interim Assessments. Summative 2013 FCAT 2.0 Assessment.

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

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	The results of the 2012 FCAT Mathematics Test indicate that 5% of students achieved level 4-5 proficiency. Our goal for the 2012-2013 school year is to increase level 4-5 student's proficiency by 2 percentage points to 7%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
5% (2)	7%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2a.1. The area of deficiency as noted on the 2012 administration of the FCAT Mathematics Test was Geometry and Measurement. The area of deficiency is the lack of prior knowledge to transfer the math skills and apply it to real-world concepts.	2a.1. Students will be provided opportunities to find the perimeters and areas of composite two-dimensional figures, including non-rectangular figures (such as semicircles) using various strategies.	2a.1. Administration, Math Coach	2a.1. Review formative monthly assessments to ensure that progress is being made and to adjust instruction as needed.	2a.1. Formative: District and school site assessment data, authentic student work, Success Maker student performance reports, and Interim Assessments. Summative 2013 FCAT 2.0 Assessment.

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3a.1. As noted on the 2012 FCAT Mathematics administration the area of deficiency is the limited use of hands-on and inquiry-based activities in the areas of Geometry and Measurement.	3a.1. Provide the opportunities for students to determine a missing dimension of a plane figure or prism, given its area or volume and some of the dimensions, or determine the area or volume given the dimensions. Use a variety of graph paper to explore area and perimeter of two-dimensional figures.	3a.1. Administration, Math Coach	3a.1. Review formative bi-weekly assessments to ensure that progress is being made and to adjust instruction as needed.	3a.1. Formative: District and school site assessment data, authentic student work, Success Maker student performance reports, and Interim Assessments Summative 2013 FCAT 2.0 Assessment.

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

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	The results of the 2012 FCAT Reading Test indicate that ___% of students in the lowest 25% made learning gains. Our goal for the 2012-2013 school year is to increase learning gains in the Lowest 25% by ___ percentage points to ___%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.

Problem-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	4a.1. The results of the 2012 FCAT indicate that students in the Lowest 25% making learning gains demonstrated deficiencies in the limited number of student's' participation in intervention programs .	4a.1. Begin small group intervention in a timely manner. Identify lowest performing students in grades 3-5 and provide both push-in and pull-out intervention programs focusing on the weakest benchmarks and adjust groups accordingly.	4a.1. Administration, Math Coach	4a.1. Review formative bi-weekly assessments to ensure that progress is being made and to adjust instruction as needed.	4a.1. Formative: District and school site assessment data, authentic student work, Success Maker student performance reports, and Interim Assessments Summative 2013 FCAT 2.0 Assessment.

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Middle School Mathematics Goal # The results of the 2012 FCAT Mathematics Test indicate that ___% of students achieved proficiency. Our goal in 2012-2013 school year is to increase student achievement to 56% in an effort to reach 74% by the year 2016-2017. Thereby,				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	51	56	60	65	69	

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:	Results of the 2012 Mathematics FCAT and AYP calculations indicate that the Black and Hispanic subgroups did not make Adequate Yearly Progress. The White, Asian and American Indian students were too low to be applicable. The goal is to increase the percentage of Black students scoring at or above proficiency by ___ percentage points and the Hispanic subgroup students scoring at or above proficiency by ___ percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: Black: Hispanic: Asian: American Indian:	White: Black: Hispanic: Asian: American Indian:

Problem-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	5B.1. Our students' in the Black subgroup's deficiency is the lack of mastery of the concepts of Fractions, Ratios, Proportional Relationships and Statistics Our students' in the Hispanic subgroup's deficiency is the lack of vocabulary skills necessary to master	5B.1. Identify lowest performing students in the Black and Hispanic subgroups in Grades 3-5. Provide both push-in and pull-out intervention programs, focusing on weakest benchmark and adjust groups accordingly. Use peer tutoring	5B.1. Administration, Math Coach	5B.1. Review formative bi-weekly assessments to ensure that progress is being made and to adjust instruction as needed.	5B.1. Formative: District and school site assessment data, authentic student work, Success Maker student performance reports, and Interim Assessments Summative 2013 FCAT 2.0

mathematical concepts and skills in the areas of Fractions, Ratios, Proportional Relationships and Statistics.	strategies during guided math groups.		Assessment.
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	Results of the 2012 Mathematics FCAT and AYP calculations indicate that the English Language Learners (ELL) subgroup did not make Adequate Yearly Progress. The goal is to increase the ELL student's math skills at or above grade level by ___ percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.

Problem-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	5C.1. According to the 2012 FCAT results, the ELL subgroup did not make AYP. The area of deficiency within the students' in the ELL subgroup is the lack of vocabulary in order to understand mathematical concepts and skills in the areas of Fractions, Ratios, Proportional Relationships and Statistics.	5C.1. Provide students with real life exposure to concepts that will improve their understanding of mathematical notions through exploration and demonstration.	5C.1. Administration, Math Coach	5C.1. Review formative monthly assessments to ensure that progress is being made and to adjust instruction as needed.	5C.1. Formative: District and school site assessment data, authentic student work, Success Maker student performance reports, and Interim Assessments Summative: 2013 FCAT 2.0 Assessment.

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	Results of the 2012 Mathematics FCAT and AYP calculations indicate that the Students with Disabilities (SWD) subgroup did not make Adequate Yearly Progress. The goal is to increase the SWD student's math skills at or above grade level by ___ percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	5D.1. According to the 2012 FCAT results, the SWD subgroup did not make AYP in the areas of Fractions, Ratios,	5D.1. The emphasis on small group instruction during the mathematics block will be implemented with fidelity as per the	5D.1. Administration, Math Coach	5D.1. Review formative monthly assessments to ensure that progress is being made and to adjust instruction as needed.	5D.1. Formative: District and school site assessment data, authentic student work, Success

1	Proportional Relationships and Statistics. The area of deficiency noted was limited student participation during small group instruction.	student's Individual Educational Plans. This includes the utilization of manipulatives and connections to real-world topics.		Maker student performance reports, Interim Assessments Summative: 2013 FCAT 2.0 Assessment.
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	Results of the 2012 Mathematics FCAT and AYP calculations indicate that the Economically Disadvantaged subgroup did not make Adequate Yearly Progress. The goal is to increase the Economically Disadvantaged student's math skills at or above grade level by ___ percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.

Problem-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	5E.1. According to the 2012 FCAT results, the ED subgroup did not make AYP in the areas of Fractions, Ratios, Proportional Relationships and Statistics . The area of deficiency of the Economically Disadvantaged subgroup may be attributed to inconsistent small group instruction during mathematics. As a result, students spent limited time in small group, Teacher-Led instruction.	5E.1. Implementation of small group instruction during mathematics block. The focus will utilize discovery and hands-on learning with scaffolding.	5E.1. Administration, Math Coach	5E.1. Review formative monthly assessments to ensure that progress is being made and to adjust instruction as needed.	5E.1. Formative: District and school site assessment data, authentic student work, Success Maker student performance reports, and Interim Assessments Summative: 2013 FCAT 2.0 Assessment.

Algebra End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

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

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

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

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

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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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
SuccessMaker Math			Grade 3-5 Mathematics Teachers		SuccessMaker Math	
Odyssey	3-5		Grades 6-7 Mathematics Teachers	August 17, 2012	Develop Class List	
Compass Learning	6-7		Grades 6-7 Mathematics Teachers	September 19, 2012	Develop Class List	
FOCUS	6-7	Math Coach	Grades 6-7 Mathematics Teachers	September 19, 2012	Develop Class List and Assignments	Administration Mathematics Coach
Online Textbook Training	6-7		Grades 6-7 Mathematics Teachers	September 26, 2012	Differentiated Instruction in Mathematics	
Differentiated Instruction in Mathematics	K-6		Grades 6-7 Mathematics Teachers	October 25, 2012	SMART – Math Tools Collaboration through PLC	
SMART – Math Tools	3-7		K-7 Teachers Grades 3-7 Mathematics Teachers	November 16, 2012		

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Best Practices	Temporary Instructors	School	\$500.00
			Subtotal: \$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
Assisting in purchasing motivational rewards for students meeting proficiency on formal and informal grade level/school-wide assessments in an effort to increase student achievement.	EESAC	EESAC	\$500.00
			Subtotal: \$500.00
			Grand Total: \$1,000.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:		The results of the 2012 FCAT Science Test indicate that 30% of students achieved level 3 proficiency. Our goal for the 2012-2013 school year is to increase level 3 student's proficiency by 4 percentage points to 34%.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
30% (27)		34% (31)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1a.1. The area of deficiency according to three years of trend data has been Nature of Science. Students have had limited exposure to higher order thinking skills in order to increase inquiry-based learning	1a.1. Provide opportunities for students to explore their surroundings for evidence of cause and effect relationships that exist in Nature of Science by incorporating lab investigations and field studies.	1a.1. Leadership Team	1a.1. The Leadership Team will review the results of the school-site assessment data to monitor student progress.	1a.1. Formative: School-site bi-weekly assessments, and Interim Assessments Summative: 2013 FCAT 2.0 Assessment

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.	The results of the 2012 FAA Science Test indicate that ___% of students achieved level 4, 5, and 6 proficiency. Our goal for the 2012-2013 school year is
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Science Goal #1b:	to increase level 4, 5, and 6 student's proficiency by ___ percentage points to___%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1b.1. The area of deficiency is associated with construction, solving, and inferring information.	1b.1. Provide opportunities for students to explore activities which provide solutions to complex problems associated with grade level access points.	1b.1. Leadership Team	1b.1. The Leadership Team will review the results of the school-site assessment data to monitor student progress.	1b.1. Formative: School-site bi-weekly assessments, and Interim Assessments. Summative: 2013 Florida Alternate Assessment

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	The results of the 2012 FAA Science Test indicate that 4% of students achieved level 4, 5, and 6 proficiency. Our goal for the 2012-2013 school year is to increase level 4, 5, and 6 student's proficiency by 2 percentage points to 6%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
4% (4)	6% (6)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2a.1. The area of deficiency is associated with construction, solving, and inferring information.	2a.1. Provide opportunities for students to explore activities which provide solutions to complex problems associated with grade level access points.	2a.1. Leadership Team	2a.1. The Leadership Team will review the results of the school-site assessment data to monitor student progress and assess student's science projects.	2a.1. Formative: School-site bi-weekly assessments, and Interim Assessments Summative: 2013 FCAT 2.0 Assessment

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	The results of the 2012 FAA Science Test indicate that ___% of students achieved level 7 proficiency. Our goal for the 2012-2013 school year is to increase level 7 student's proficiency by ___ percentage points to___%.
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2012 Current Level of Performance:			2013 Expected Level of Performance:		
N/A			N/A		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2b.1. The area of deficiency is associated with construction, solving, and inferring information.	2b.1. Provide opportunities for students to explore activities which provide solutions to complex problems associated with grade level access points.	2b.1. Leadership Team	2b.1. The Leadership Team will review the results of the school-site assessment data to monitor student progress.	2b.1. Formative: School-site bi-weekly assessments, and Interim Assessments. Summative: 2013 Florida Alternate Assessment

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Professional Learning Communities						
Creating Stimulation Experimental Projects	Grades 3-7 Grade 3-7 Grades 2-7	Science Coach	PLC Leader and members Science Teachers Grade 3-6 PLC Leader and members	Early Release: September 19, 2012 December 19, 2012 January 23, 2013 April 17, 2013	Monitor PLC Logs Participation in Science Fair and SECME Monitor Science Notebooks/Journals	Administrator Professional Development Liaison Science Coach Science Coach
Science Interactive Journals						

Science Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
Discovery Education	Professional Development	School	\$200.00
			Subtotal: \$200.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Assisting in purchasing motivational rewards for students meeting proficiency on formal and informal grade level/school-wide assessments in an effort to increase student achievement.	EESAC	EESAC	\$500.00
			Subtotal: \$500.00
			Grand Total: \$700.00

End of Science Goals

Writing Goals

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

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

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	Our goal for the 2012-2013 school year is to increase the percentage of students achieving 3.0 or higher, in writing.
2012 Current Level of Performance:	2013 Expected Level of Performance:
80% (75)	82% (77)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1a.1. Focus and grammar were the areas of deficiency as noted on the 2012 administration of the FCAT Writing test. The students' lacked the writing process necessary to focus on the writing prompt and utilize proper grammar and sentence structure. Students need guidance in applying elaboration and detail into their writing.	1a.1. Students will be given explicit instruction in the use of graphic organizers to plan their writing in order to produce a draft with the logical sequence a beginning, middle and end. Through the professional development, modeling and, small groups, guided writing will be created to provide students the support needed to produce a focused writing piece.	1a.1. Administration, Reading Coaches	1a.1. Administer monthly writing prompts and monitor students' progress. Adjust remedial strategies as needed.	1a.1. Formative: Students scores on monthly writing assessments, District's Pre and Mid-year writing assessments. Summative: 2013 FCAT Writing 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	
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at 4 or higher in writing. Writing Goal #1b:	Our goal for the 2012-2013 school year is to increase the percentage of students achieving 4 or higher, in writing.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1b.1. Students lack the ability to organize and describe information to meet the core knowledge contained in the access points curriculum.	1b.1. Through small group instruction and teacher reinforcement of strategies, students will be able to explain, conclude, restate, compute, organize and describe information.	1b.1. Literacy Leadership Team	1b.1. Ongoing progress monitoring of classroom assessments, focusing on the access points curriculum.	1b.1. Formative Mini Assessments, such as Theme Skills Tests, and FAIR assessments. Summative 2013 Florida Alternate Assessment (FAA).

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
Elements of Writing The Writing Process, The Writer's Notebook and Scoring	Grades K-7 K-7	Reading Coaches	K-7 Language Arts/Reading Teachers K-7 Teachers	Early Release: September 19, 2012 December 19, 2012 January 23, 2013 April 17, 2013	Leadership Team will meet monthly to monitor student progress and the effectiveness of the writing instruction, review students monthly scores, discuss classroom walkthroughs, review sample graphic organizers and review student writing samples Sign-In Sheets	Leadership Team

Writing Budget:

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

			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Writing Strategies	Temporary Instructors	School	\$200.00
			Subtotal: \$200.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$200.00

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:	The goal of the 2012-2013 school year is to increase the percentage of Level 3 students on the Civics EOC to 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	10% (4)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Coverage of content needed to complete before EOC.	1.1. Utilize district published lesson plans and assessments aligned with the Civics EOC exam Proper pacing to ensure that the Civics Curriculum is taught with fidelity and is paced accordingly	1.1. Administration Secondary Reading Coach	1.1. Administration Secondary Reading Coach 1.1. Monthly school-generated assessments will be administered in order to assess progress and adjust instructional focus	Formative: School site-developed tests, student work and district published interim tests. Summative: 2013 Civics End-of-Year Exam

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

2. Students scoring at or above Achievement Levels 4 and 5 in Civics. Civics Goal #2:	The goal of the 2012-2013 school year is to increase the percentage of Level 4 and 5 students on the Civics EOC to 10 %
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2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (41)	10% (4)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. Students need additional support to develop independent projects using research skills.	2.1. Provide activities which allow for students to examine opposing points of view regarding a variety of topics Provide opportunities for students to participate in project-based learning activities, including those sponsored by the District and State.	2.1. Administration Secondary Reading Coach	2.1. A school site-developed rubric for the completion of technology projects and written assignments will be utilized to monitor student achievement.	2.1. Formative: School site-developed rubric, student work and interim assessments. Summative: 2013 Civics EOC

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
Literacy Across the Curriculum	7th grade	Secondary Reading Coach	Civics teacher	September 19, 2012	Conference with civics teacher, ongoing communication between teacher and reading coach/leadership team	Leadership Team; Reading Coach

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
2.1	Materials for Project-based learning	Title I	\$500.00
			Subtotal: \$500.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$500.00

End of Civics Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:

1. Attendance Attendance Goal #1:	Attendance Goal #1: The average daily attendance for the 2011-2012 school year was 96.29 percent. The goal for the 2011-2012 school year is to increase the daily attendance by .5_ percentage points, 96.79%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
96.29% (646)	96.79% (649)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
165	157
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
134	124

Problem-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	1.1. Our attendance rate was impacted by the number of transient students who entered our school in the course of the 2011-2012 school year.	1.1. Identify and refer students who may be developing a pattern of non-attendance to the Attendance Review Committee (ARC) for interventions.	1.1. Assistant Principal or Designee	1.1. Weekly updates to administration by the ARC and to the entire staff during faculty meetings	1.1. ARC log and attendance rosters
2	1.2. Excessive tardiness is also a serious factor. Over 50% of the school population was constantly tardy. Students' lack of motivation to attend school regularly and on time was evident.	1.2. Create motivational programs for students to come to school on time. Establish Early Bird Rewards to encourage student to be timely. Involve the Community Involvement specialist to assist with	1.2. Assistant Principal or Designee	1.2. Weekly updates to administration by the ARC and to the entire during faculty meetings.	1.2. ARC log and attendance rosters.

		communication with parents regarding the importance of daily attendance at school.		
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Attendance motivation workshop	K-7 Attendance	Sonia Ambrose	Faculty	Early Release: September 19, 2012 December 19, 2012 January 23, 2013 April 17, 2013	An attendance plan will be developed with the Attendance Committee	Administration Guidance Counselor Community Involvement Specialist
Tardiness Prevention	K-7 Attendance	Attendance Review Committee			The ARC will create incentive to reduce tardiness	Administration Guidance Counselor Community Involvement Specialist

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Acknowledgement	Incentives	PTA	\$500.00
			Subtotal: \$500.00
			Grand Total: \$500.00

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:	According to the data provided by the District, there were a total of _0_ indoor suspension and _81_ out-door suspensions during the 2011-2012 school year. These involved _0_ student and _47_ students respectively. The goals for the 2012-2013 school year is to maintain the number to in-door suspensions to one and to reduce the number of out-door suspensions to _73_, involving no more than 42_ students.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
0	0
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
0	0
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
81	73
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
47	42

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. The lack of consistent recognition and immediate feedback for positive behavior was the barrier in our school-wide discipline plan.	1.1. Utilize the Student Code of Conduct by providing incentive for compliance through the use of SPOT Success Recognition program and Do the Right Thing	1.1. Administrative Team	1.1. Monitor Spot Success report by grade level and the number of students being nominated for doing the right thing.	1.1. Participation log for students who are recognized for complying with the Student Code of Conduct along with the school's log of Do the Right Thing nominations
2	1.2. The parents of our students are largely unfamiliar with the Student Code of Conduct and unaware of the reasons for their child's suspensions.	1.2. The Guidance Counselor and Community Involvement Specialist will provide training to parents of students who have been suspended	1.2. Guidance Counselor / Community Involvement Specialist	1.2. Monitor Parents Contact Log for evidences of communication with parents of students who have been suspended	1.2. Parent Communication Log / Parent sign-in Sheets/ Parental Involvement Monthly School Report

(PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
The Code of Student Conduct	K-7	Sonia Ambrose	Faculty	September 28, 2012	Utilize classroom walk-throughs to monitor teachers' enforcement of the Student Code of Conduct	Leadership Team
The Code of Student Conduct	K-7	Marie Bleus	Faculty	October 26, 2012	Review communication sheets/logs to determine the number of contact made with parents of students who have been suspended.	Leadership Team

Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	N/A
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:

305	325				
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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

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

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

Parent Involvement Budget:

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:

1. STEM STEM Goal #1:	Incorporate technology and engineering into the mathematics and science classrooms
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Students lack of higher order thinking skills hinder the ability to plan and carry out investigations, construct explanations, and design solutions.	1.1. Elementary – Technology introduction (school based sites, graphing sites), hands-on engineering projects. Middle-Technology (Graphing Calculators, Power Points, school based sites), hands-on engineering projects), science fair, and SECME.	1.1. Leadership Team	1.1. The Leadership Team will review the result of the school-site assessment data to monitor student's progress and assess student's engineering projects.	1.1. Formative: School-site Project Evaluation Summative: 2013 2.0 FCAT 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
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
Dream in Green	Temporary Instructor	School	\$200.00
			Subtotal: \$200.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$200.00

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. CTE CTE Goal #1:			Strengthen career academy structure by increasing the use of Career Academy National Standards of Practice.		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Curriculum not aligned to career theme across all disciplines.	1.1. Provide opportunities for CTE and academic teachers to develop and implement integrated curriculum.	1.1. Leadership Team	1.1. Monitor the curriculum development opportunities of academy teachers, with common planning, academy retreats, etc.	1.1. Summative: 2013 FCAT 2.0 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
CTE Training	CTE		CTE Teacher	November 6, 2012	Implementation of CTE strategies	Leadership Team

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)

N/A Goal:

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

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

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

Budget:

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

End of N/A Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Best Practices	Temporary Instructors	School	\$500.00
Mathematics	Best Practices	Temporary Instructors	School	\$500.00
				Subtotal: \$1,000.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Science	Discovery Education	Professional Development	School	\$200.00
Writing	Writing Strategies	Temporary Instructors	School	\$200.00
Civics	2.1	Materials for Project-based learning	Title I	\$500.00
STEM	Dream in Green	Temporary Instructor	School	\$200.00
				Subtotal: \$1,100.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Assisting in purchasing motivational rewards for students meeting proficiency on formal and informal grade level/school-wide assessments in an effort to increase student achievement.	EESAC	EESAC	\$500.00
Mathematics	Assisting in purchasing motivational rewards for students meeting proficiency on formal and informal grade level/school-wide assessments in an effort to increase student achievement.	EESAC	EESAC	\$500.00
Science	Assisting in purchasing motivational rewards for students meeting proficiency on formal and informal grade level/school-wide assessments in an effort to increase student achievement.	EESAC	EESAC	\$500.00
Attendance	Acknowledgement	Incentives	PTA	\$500.00
				Subtotal: \$2,000.00
				Grand Total: \$4,100.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent	<input type="checkbox"/> NA
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Are you a reward school: Yes No

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

No Attachment

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
Assisting in purchasing motivational rewards for students meeting proficiency on formal and informal grade level/school-wide assessments in an effort to increase student achievement.	\$1,000.00

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

EESAC will continue to monitor and provide feedback on student activities, assessments, achievements, and the School Improvement Plan, receiving regular updates at every EESAC meeting. They will continue to participate in the development, approval, and oversight of the School Improvement Plan, as well as the required reviews. EESAC will agree by consensus to approve appropriate funding for programs and activities that support the School Improvement Plan as funds allow.

AYP DATA

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

SCHOOL GRADE DATA

No Data Found

Dade School District IRVING & BEATRICE PESKOE ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	62%	48%	97%	29%	236	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	61%	26%			87	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	69% (YES)	26% (NO)			95	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					418	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					D	Grade based on total points, adequate progress, and % of students tested

Dade School District IRVING & BEATRICE PESKOE ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	67%	74%	94%	26%	261	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	67%	59%			126	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	72% (YES)	66% (YES)			138	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					525	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested