FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: PLANTATION KEY SCHOOL

District Name: Monroe

Principal: Vanessa Strickland

SAC Chair: Joseph Roth

Superintendent: Mark T. Porter

Date of School Board Approval: Oct 19,2012

Last Modified on: 11/13/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

School Grades Trend Data

Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data

High School Feedback Report

K-12 Comprehensive Research Based Reading Plan

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
					Principal of Plantation Key School in 2011-2012: School Grade A, Reading percent scoring satisfactory: 73%, Math percent scoring satisfactory: 74%, Science mastery: 52%, Writing percent scoring satisfactory: 72%. Lowest 25%: 60pts for Lowest 25% in Reading and 74pts for Lowest 25% in math, 77% of White students scored satifactory reading in and 80% scored satisfactory in math, 61% of Hispanic students scored satifactory reading in and 59% scored satisfactory in math, 51% of ED students scored satifactory in reading and 55% percent scored satisfactory: in math, 34% of SWD scored satifactory in reading and 48% scored satifactory in math, 43% of ELL students scored satisfactory reading in and 50% scored satisfactory in math, Principal of Plantation Key School in 2010-2011: Grade A, Reading mastery: 87%, Math mastery: 86%, Science mastery: 75%, Writing mastery: 90%. Lowest 25%:

| Principal | Vanessa Strickland | MS-Educational Leadership, Nova Southeastern University, Principal Certification- All Levels State of Florida, Math 5-9 Certification- State of Florida, University; BFA- Bachelor of Fine Arts. | 7 | 16 | 63% made AYP in reading and 78% made AYP in math, 68%of Hispanic students made AYP in reading and 63% made AYP in math, 63% of ED students made AYP in reading and 64% made AYP in math, 52% of SWD students made AYP in reading and 61% made AYP in math.

Principal of Plantation Key School in 2009-2010: Grade A, Reading mastery: 86%, Math mastery: 81%, Science mastery: 75%, Writing mastery: 90%. Lowest 25%: 78% made AYP in reading and 60% made AYP in math, ED made AYP in reading and but not in math. SWD did not make AYP in reading or math. Plantation Key School in 2008-2009: Grade A, Reading mastery: 89%, Math mastery: 87%, Science mastery: 68%, Writing mastery: 95%. Lowest 25%: 75% made AYP in reading and 73% made AYP in math, ED made AYP in reading and math. SWD did not make AYP in reading or math.

Principal of Plantation Key School in 2007-2008: Grade A, Reading mastery: 90%, Math mastery: 88%, Science mastery: 78%, Writing mastery: 89%. Lowest 25%: 72% made AYP in reading and 78% made AYP in math, SWD made AYP in reading or math.

Principal of Plantation Key School in 2006-2007: Grade A, Reading mastery: 84%, Math mastery: 80%, Science mastery: 61%, Writing mastery: 85%. Lowest 25%: 75% made AYP in reading and 62% made AYP in math, ED and SWD made AYP in reading or math.
Principal of Homestead School in 2005-2006: Grade B, Reading mastery: 37%, Math mastery: 36%, Writing mastery: 90%. AYP: 64%, Provisional

Principal of Homestead School in 2004-2005: Grade C, Reading mastery: 28%, Math mastery: 33%, Writing mastery: 89%, AYP: 60%
Principal of Homestead Middle School 2003-2004: Grade C.
Assistant Principal of Redland Middle School 2002-2003: Grade C.

Assistant Principal of Redland Middle School 2001-2002: Grade C.

Assistant Principal of Redland Middle School 2000-2001: Grade C.

Assistant Principal of Herbert A. Ammons Middle School 1999-2000: Grade A.

Herbert. Ammons Middle School 1998-1999: Grade A.

Herbert A. Ammons Middle School 1997-1998: Grade A |

INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
					Reading Coach of Plantation Key School in 2012-2013. New to the position but not to the school. Reading Teacher of Plantation Key School in 2010-2011: Grade A, Reading mastery: 87%, Percent making learning gains in reading: 63%, Lowest 25%: 78% made

| | | | | | AYP in reading, ED did not make AYP in reading. SWD did not make AYP in reading.

Assistant Principal of Plantation Key School in 2009-2010: Grade A, Reading mastery: 86%, Percent making learning gains in reading: 74%, Lowest 25%: 78% made AYP in reading, ED did not make AYP in reading. SWD did not make AYP in reading. |
| Reading | Kristy Bedell | MS | 7 | 1 | Assistant Principal of Plantation Key School in 2008-2009: Grade A, Reading mastery: 89%, Percent making learning gains in reading: 72%, Lowest 25%: 75% made AYP in reading, ED made AYP in reading.. SWD did not make AYP in reading.

Assistant Principal of Plantation Key School in 2007-2008: Grade A, Reading mastery: 90%, Percent making learning gains in reading: 69%, Writing mastery: 89%. Lowest 25%: 72% made AYP in reading. SWD made AYP in reading.

Assistant Principal of Plantation Key School in 2006-2007: Grade A, Reading mastery: 84%, Percent making learning gains in reading: 68%, Writing mastery: 85%. Lowest 25%: 75% made AYP in reading , ED and SWD made AYP in reading. |

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	New teachers meet regularly with the principal	Principal	Not Applicable	No new teachers
2	Provide new teachers with a mentor teacher	Principal	Not Applicable	No new teachers
3	Grade Level Data chats to discuss strategies during weekly team meetings	Team Leaders	Not Applicable	No new teachers
4	Collaborative planning during weekly common planning periods.	Grade Level Teachers	Not Applicable	No new teachers
5	Peer Visitation Opportunities	Principal	Not Applicable	
6	PATS	District	Not Applicable	

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
No data submitted	

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
33	0.0%(0)	0.0%(0)	51.5%(17)	48.5%(16)	54.5%(18)	100.0%(33)	21.2%(7)	3.0%(1)	78.8%(26)

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
NA	NA	NA	NA

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Job Responsibilities:
Principal: The role of the Principal is to provide direction for the use of data-based decision-making, to direct or conduct assessments of RtI skills of school staff, to support and review intervention support and documentation, to open the calendar for professional development to support RtI implementation, and to communicate with parents regarding school-based RtI plans and activities.

Guidance Counselor: The counselor's role includes providing quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to supporting interventions (at Tier 1, 2 and 3), guidance counselors continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

Academic/Reading/RtI Coach: Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring. Can act as the facilitator on the School-Based RtI Leadership Team to guide the members through the problem solving process.

Reading Coach: Provides guidance on K-12 reading plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

General Education Teachers: (Primary and Intermediate): Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Special Education Teacher: Participates in student data collection, integrates core instructional activities/materials into Tier 2 and 3 instruction, and collaborates with general education teachers through such activities as co-teaching.

ESOL Teacher: Educates the team in the role language acquisition plays in curriculum, assessment, and instruction, assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language acquisition skills. Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

Principal - Vanessa Strickland
RtI Coach – Tara Trejo
Guidance Counselor – Kristen Butcher
Reading Coach - Kristy Bedell

Academic Coach – NA
General Education Teacher - Bernice Dionne
Special Education Teacher - Olga Olivera
ESOL Teacher - Kristy Bedell
School Psychologist - Lainie Larivee

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 School-Based RtI Leadership Team, RtI Coach and Grade Level Teams will be responsible for routinely reviewing Tier 1, 2 and 3 data. Our School-Based RtI Leadership Team will meet bi-monthly to monitor the progress of our school-wide Problem Solving/Response to Instruction (PS/RtI)program. However, there are smaller grade level problem solving teams that meets during common planning to routinely review data and inform the problem solving process at every tier. During their data chats, teachers routinely compare whole class assessment results to see if there are marked discrepancies or if whole classes do not understand a benchmark. These grade level clusters ensure that the interventions are provided with fidelity and integrity. When a teacher determines through a gap analysis that a student requires an intervention, that teacher informs the parent and begins to collect data to address the problem area. The teacher records the data for the intervention used and the results are graphed for comparison to previous benchmark assessments. Results and interventions are monitored and recorded to see if student can maintain success. If the teacher is concerned that the student is still not being successful, he/she continues to address the problem with a different intervention. The teacher compares the assessment results of the new intervention to previous results. If student meets the standard the intervention is considered successful. Students are then monitored to see if they can maintain success with reasonable help. If the student is not progressing the RtI/MTSS team is notified and the School-Based RtI Leadership Team meets to determine the next course of actions (i.e. parent notification and increased participation, screenings, intensive interventions, outside resources, etc.)

We continue to provide professional development and coaching for teachers. We have fully implemented PS/RtI for academia and are developing the Behavioral component.

To provide a structure for team meetings, each RtI Leadership Team member will be assigned a role and corresponding responsibilities:

• Vanessa Strickland/Chair: Oversees the implementation of PS/RtI school-wide and helps to coordinate and effectuate the efforts and action plans of the School-Based RtI Leadership Team.
• Tara Trejo/Facilitator: Supports the teams' efforts through active involvement, reporting team efforts to staff, and leading the team in the problem solving process at School-Based RtI Leadership Team meetings.
• Olga Olivera/Time Keeper: Manages the time spent in meetings on a specific topic, issue or problem. Helps to move the meetings along and ensure that we use the time we have efficiently and effectively.
• Kristen Butcher- Rotation/Recorder: Creates meeting agendas, takes meeting minutes and creates action plans during problem solving sessions and communicates them to the team and appropriate personnel.
• Tara Trejo/Data Coach/Mentor: Collects, organizes, displays, analyzes & interprets data and is able to present data in easily understandable visual displays.

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 RtI Leadership Team is responsible for establishing SIP subject area committees. The team is involved in the creation of the SIP. They are responsible for:
Collecting/Organinzing school-wide and disaggregated data.
Developing the RtI portion of the SIP
Organizing/Developing Tier 1, 2 and 3 services and supports.
Professional Development needs and planning.

Teachers and parents select one of the six SIP committees. The committees development academic and behavioral objectives and strategies. The RtI Leadership Team selects a chair for each committee and assist . The RtI Leadership Team is also responsible for developing the RtI section of SIP. The RtI Leadership team periodically conducts a needs assessment survey to determine professional development needs.

The team will provide:
• Analysis of school-wide and disaggregated data.
• Development of the RtI portion of the plan.
• Organizing/Developing Tier 1, 2 and 3 services and supports.
• Professional Development needs and planning.

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.

> Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.
>
> Baseline Data: FAIR (K-2) - Reading; Performance Matters and Harcourt - Math, Reading and Science (3-8)
>
> Universal Screening:
> Reading – FAIR/PMRN (K-8), Performance Matters (3-8), STAR and Early Literacy (K-2), AIMS (3-8), FAST-Forward (Grd 5).
> Math – Performance Matters (3-8)
>
> Progress Monitoring
> Reading – FAIR/PMRN (K-8), Performance Matters - CBM's and progress monitoring assessments, AIMS, FCAT Explorer - FOCUS Achieve mini assessments , Fast ForWord.
> Math – Performance Matters - CBM's and progress monitoring assessments, FCAT Explorer - FOCUS Achieve mini assessments (3-5), FastMath, AIMS, Harcourt.
>
> Diagnostic Assessments:
> Reading – FAIR/PMRN, Screening Tools
>
> Science
> Performance Matters (gr. 5 only) End-of Year Exams, Performance Matters (Grd 3-8), Harcourt (K-2)
> Writing
> School-wide Writing Prompts and previous year's FCAT data.
>
> TERMS data will be used monitor attendance and indoor and outdoor suspension rates.

Describe the plan to train staff on MTSS.

> The District RtI Leadership Team continually provides technical assistance to the school based RtI leadership Teams. The trainings provided will be outlined in the MCSD Problem Solving and Response to Instruction Plan and will include training modules such as the Problem Solving process, data analysis and
> Review of Pinnacle for graphing individual and classroom RtI graphs. Key staff will be trained to use RtI data collection system for behavior and they will train the remaining staff. LEAPS will be used to track lessons assigned to students to address behavioral issuses

Describe the plan to support MTSS.

>

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

> General Education Teacher – Amy Bence - Grade K-2
> General Education Teacher- Tisa Lall - Grade 3-4
> General Education Teacher – Deanna Adeeb- Grade 5-6
> General Education Teacher - Selina Corliss - Grade 7-8
> Special Education Teacher - - Olga Olivera Grade K-8
> Media Specialist/Reading Coach - Kristy Bedell
> Principal - Vanessa Strickland

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

> Goals and expectations - the purpose of the team is to improve reading performance, share district information and effective reading strategies with grade level teams. The team will meet monthly to review school-wide reading and writing data and

address literacy issues. Adjustments to goals are based on assessment data and CWT's. Roles and responsibilities: Kristy Bedell is the LLT chair and all other members are general education teachers representing their assigned grade level cluster. The team meets monthly.

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

Replace the Next Generation Sunshine State Standards with the Common Core State Standards in Kindergarten and first grade curriculum. Enhance reading instruction through "Lesson Study." Provide Professional Development for Charlotte Danielson Book, "The Framework for Teaching." Become proficient in the use of PD360 and Performance Matters. Implement and monitor the progress of the RtI problem solving process.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

Reading strategies are incorporated into instruction across the curriculum. Each teacher meets with the Principal a minimum of three times a year to discuss the reading data of their student's progress monitoring results. Monthly grade level data chats are conducted during common planning and during vertical team data chats. Teachers meet to discuss FAIR, Performance Matters and classroom progress monitoring data. If more than 20% of the students in a course are not succeeding on a specific benchmark , the teacher will bring the benchmark to the grade level data chat. At the chat they engage in collaborative problem solving. If more then 20% of the students in the grade level are performing poorly. A lesson study is initiated to identify more effective replacement strategies. Adjustments are then made to the core curriculum to reflect effective reading strategies.

*High Schools Only

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

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

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

Postsecondary Transition

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

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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:	76%(271) of the students, in grades 3-8, will achieve level 3 or higher on the 2013 FCAT Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
73%(255 students)	76%(271)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited middle school time in the media center for computer access	Maximize computer time by using research based interventions when computers are available. Ensure that grades K-8 have access to computers for one their stations during centers/small groups instruction. After school tutoring with access to the CCC lab. Use laptop chart computers during the 90 minute reading/language arts block. Schedule open time for middle school access to media center and computers. Provide computers and peer tutors during microsociety period for study hall.	RTI team Elementary and Language Arts/Reading Teachers ESE and ELL personnel; Administrator	Performance Matters Fast ForWord Assessment reports FAIR	FCAT Reading Test
	BM1 results indicate that 61%(211) of the targeted students are proficient in reading, which is 17% below the targeted AMO. 48% of students in grades 3-8 were not proficient in the area of informational text.	One ESE certified teacher and one paraprofessional will be assigned per grade level for the support facilitation. Use the Harcourt Strategic Intervention Resource Kit for multi-tier instruction. Collect reading logs and use data logged for the	RTI Team; Reading Teachers, ESE, Testing Coordinator School Administrator	Analyze data, FAIR, weekly assessments, grades, progress reports, portfolios	FCAT Reading Test

2		100 Meter Dash reading incentive program. Newspapers in Education/informational text Summarizing. Access Points for ESE instruction. Fluency drills. Teach students to use word parts such as prefixes and suffixes to understand new vocabulary. Use graphic organizers to develop, review and extend vocabulary words and their meanings. Content area vocabulary journals. Provide opportunities for Lesson Study.			
3	New to computerized FCAT. New to computerized Performance Matters.	Provide professional development for teachers and administrators. Provide computerized progress monitoring.	Teachers, Administrator, Building Level Planning Team (BLPT).	Teachers, Administrator, Building Level Planning Team(BLPT)	Assessment Results
4	Students need opportunities for real world application of skills learned in class.	Provide indepth real-world MicroSociety business experiences to ensure students will read informational text (e.g. graphs, charts, manuals) and organize information for purposes, including but not limited to being informed, following multi-step directions, making reports, conducting interviews, preparing to take a test and performing a task. (FL LA 3.6.1.1)	Teachers Administrators Micro Committee	Performance Matters Test Evaluation of monthly ledgers, charts, graphs, reports. Job Fair Interviews Self and peer evaluations Job Applications	FCAT Reading Test benchmark(FL LA 3.6.1.1)
5	Teachers need time to unpack the benchmarks and become more comfortable with and strands.	Unpack one benchmark at team meetings and faculty meetings through out the year. I/E (intervention/ enrichment) implemented in grades K-8. Poetry, vocabulary charts, examples and non examples vocabulary words and word walls. Create a vocabulary semantic web or map. Integrate content area vocabulary. Use K-5 leveled reading libraries in Reading and Social Studies.	Teachers Administrators	Team meeting agendas and minutes, CWT, lesson study	FCAT Reading Test

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	0(0)
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
There are no students scoring at Levels 4, 5, and 6 in reading scheduled for the Alternative Assessment.	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:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	46%(164) of students in grade 3-8 will achieve level 4 or higher on the 2013 FCAT Reading Test.
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
44 % (152)	46 %(164)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	21 %(27) of level 4 and 5 students scored below 80% on informational text/research process. Limited media time.	Use probing questions to stimulate curiosity and determine the depth of knowledge. Offer enrichment activities in all subject areas for grades 3-8. Use Data Based Questioning. Expose students to complex text daily Incorporate Comprehension Instructional Sequence. Use graphic organizers to display conceptual understanding (e.g. comparison charts, cause and effect organizers,	Teachers RtI Team Testing coordinator administrator	RtI Tier I, 2 and 3 documentation, Mini-Assessments, Performance Matters, progress monitoring Classroom Walk Throughs.	FAIR FCAT Reading Test

1		flowcharts). Use Springboard in middle school to incorporate Common Core and higher level thinking. Use Junior Great Books to deepen literary discussion and move toward incorporating more complex text. Use open-ended questions that generate a variety of solutions. organizers to display conceptual understanding (e.g. comparison charts, cause and effect organizers, flowcharts). Provide exploratory reading elective to encourage reading for recreation and pleasure. Use open-ended questions that generate a variety of solutions.			
2	Apprehension towards new ideas.	Implement new and exciting research based programs that challenge teachers and students.	Administrator Literacy Team Building Level Planning Team various committees	Training participation logs School Climate Survey	FCAT Reading Test

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	0(0)
2012 Current Level of Performance:	2013 Expected Level of Performance:
No students assigned to take Alternative Assessment.	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:

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	65%(232) of students in grades 3-8 will make learning gains on the 2013 FCAT Reading Test.

2012 Current Level of Performance:			2013 Expected Level of Performance:		
63% (220)			65% (232)		

Problem-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 opportunities for real world application of skills learned in class.	Provide indepth real-world MicroSociety business experiences to ensure students will read informational text (e.g. graphs, charts, manuals) and organize information for purposes, including but not limited to being informed, following multi-step directions, making reports, conducting interviews, preparing to take a test and performing a task. (FL LA 3.6.1.1)	Teachers Administrators Micro Committee	Performance Matters Test Evaluation of monthly ledgers, charts, graphs, reports. Job Fair Interviews Self and peer evaluations Job Applications	FCAT Reading Test benchmark(i.e., FL LA 3.6.1.1)and FL MA. 3.6.1.1)
2	Teachers need time to unpack the benchmarks and become more comfortable with and strands.	Unpack one benchmark at team meetings and faculty meetings through out the year. Vocabulary charts, examples and non examples vocabulary words and word walls. Create a vocabulary semantic web or map. Integrate content area vocabulary. Use K-5 leveled reading libraries in Reading and Social Studies.	Teachers Administrators	Team meeting agendas and minutes, CWT, lesson study	
3	Need funding for afterschool extended learning programs. 73% of students not making learning gains are level 3, 4 or 5.	Use research based strategies for Tier 2 and Tier 3 students during the intervention/ enrichment period. Use private donations to fund afterschool tutoring programs. Differentiate Instruction and stress Center Based Learning. Increase enrichment/challenge through Microsociety problem solving activities. Increase rigor in instruction. Exposes students to complex text daily. Conduct Grade Level Data Chats.	Teacher Administrator RtI Team	RtI documentation process Data Chats Performance Matters FAIR Harcourt assessments	FAIR FCAT Reading Test

		Professional Development for Performance Matters assessment.			
4	The amount of instructional time needed to effectively implement research based strategies is limited.	Schedule a 90 minute reading/ Language Arts block and when possible a 30 minute Intervention/ Enrichment period. For the Inclusion Class provide two teachers and one paraprofessional per grade level, one ESE and one Basic education teacher to alternate support during the 90 minute block.	Administrators Teachers RTI Team	Classroom Walk Throughs Teacher Evaluations	FCAT Reading Test, Performance Matters, progress monitoring, middle school EOCs, mid-term and final exams

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:	0(0)
2012 Current Level of Performance:	2013 Expected Level of Performance:
No enrolled students eligible for Alternate Assessment.	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:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	75%(67/89) of students in the lowest 25% will make learning gains in reading on the 2013 FCAT Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
69%(60/88)	75%(67/89)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Motivating students to extend learning by creating engaging	Use Fast ForWord reading Intervention Program (computer software) for	Teachers PBS team RtI teams	Satisfactory Interim Progress Report, Fast ForWord reports	Quarterly Grades Weekly Reading Rosters

1		homework assignments and providing incentives.	Tier 2& Tier 3 students. "Caught you doing good" tickets for completion and submission of major home learning assignments and projects. Study Hall, computer and media time during the school day for Middle School. Middle School Course Recovery and Study Hall. Implement "100 Yard Dash" a school-wide reading incentive program. Conduct RtI Tier 3 problem solving conferences. Provide peer tutoring opportunities afterschool and during MicroSociety period.	MicroSociety Academy Facilitator	Performance Matters results	
2		Limited instructional time to effectively implement research based strategies.	Schedule a 90 minute Reading/ Language Arts block Provide a ESE teachers and a paraprofessional one basic education teacher to provade support on alternating days. Increase exposure to complex text. Provide opportunity to "Mark the Text" Teach Comprehension Instructional Sequence. Use Data Based Questioning. Weekly intervention through Teen Trendsetters Program for grades 2 and 3. FCAT Explorer FOCUS Achieve and /or AIMS progress monitiorng utilizing mini-assessments.	Administrators Teachers RtI Teams CSHS TT Sponsor	Classroom Walk Throughs Interim reports Report Cards Textbook and teacher made assessments.	FCAT Reading Test Performance Matters, progress monitoring

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	Reading Goal # Plantation Key School will reduce their opportunity gap from 74% - 87%.

by 50%.

5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	73%	78%	81%	83%	85%	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	To reach proficiency, the Safe Habor formula will be applied to all subgroups, which requires a 10% reduction in the number of students performing below grade level.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 79%(161/203) Black: 67% (2/3) Hispanic: 63%(34/54) Asian: 100% (2/2) American Indian: 100% (1/1) n/a for subgroups less than 30	White: 82%%(235/262) Black: 67% (2/3) Hispanic: 63%(45/70) Asian: 100% (2/2) American Indian: 100% (1/1)

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Fairly new to FCAT and Performance Matters computer Based Testing	Performance Matters Training Expose students to more frequently to computerized testing. Implement FastForWord.	Teachers Administrator	Performance Matters progress monitoring to identify and address weaknesses early. FastForWord reports	FCAT Reading Test Performance Matters, progress monitoring, mid-term and final exams, EOCs
2	Language may be a barrier for some bilingual students and parents.	Fast ForWord Intervention period. NTI calls in Spanish Provide translations for the PKS Newsletter. Translations for school newsletter. ELL classes Rosetta Stone software ESL Reading Smart Schedule additional staff to support students during reading block Increase NTI calls related to upcoming assessments, major projects and progress reports.	Administrator Teachers	Progress Monitoring to identify weaknesses early and address. CELLA and Performance Matters results	FCAT Reading Test Performance Matters, progress monitoring, mid-term and final exams, EOCs

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

5C. English Language Learners (ELL) not making

satisfactory progress in reading.

Reading Goal #5C:

	The targeted AMO indicates that 42%(4/10)of tested ELL students will score a level 3 or higher on the FCAT Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0%(0/5 students)	42% (4/10)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Language is sometimes a barrier between students and teachers. Need multi-lingual District translators. Some students have been in the US less than two years.	Implement FastForWord computer Porgram. Include spanish translations in the school new letter. Recruit bilingual volunteers and student aides. ELL Intervention strategies from Harcourt and other research based sources. I/E block with the ELL and certified Reading instructors. Provide support facilitation during content area subjects. Continue to send multi-lingual NTI calls. Increase ELL parent involvement with school organizations.	Teachers Adminstrator	Monitor Interim Reports, Report Cards and performance matters results for ELL students. Fast ForWord reports of progress	Reading test results, Parent volunteer and sign-in logs. CELLA Test FCAT Reading Test
2	Language is sometimes a barrier between parents and teachers.	Continue Multilingual NTI phone messages. Provide translator for person-to-person and phone conferences.	Teachers, Administrators. Bilingual Staff ELL Teacher	NTI message log Parent involvement logs.	FCAT Reading Test, CELLA Teat Parent Volunteer and sign-in logs

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	To reach the target AMO of 48%(26/54) proficiency in reading, the Safe Harbor formula will be applied for Students With Disabilities.
2012 Current Level of Performance:	2013 Expected Level of Performance:
38% (16/42 students)	48%(26/54)

Problem-Solving Process to Increase Student Achievement	
	Person or	Process Used to

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Limited Human Resources.	Parent Volunteers Book Buddies Use Fast ForWord software program for I/E period and intensive reading. MicroSociety peer tutoring RtI Problem Solving Team.	Teachers Administrators (CWT) RtI teams	Intervention worksheets Performance Matters FAIR	FCAT Reading Test
2	Amount of time to implement research based strategies is limited.	Scheduled a 90 minute block for reading, 30 minutes of direct teacher instruction and 30 minutes of center-based instruction and 30 minutes of small group Intervention/Enrichment. Provide two teachers per grade level, one ESE teacher or paraprofessional and one Exceptional education teacher to provide support facilitation on alternating days.	Administrators Teachers Paraprofessionals	Classroom Walk-throughs to monitor alloted times and instructional interventions	FCAT Reading Test CWT Data

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	63% of Economically Disadvantaged students in grades 3 - 8 will score level 3 or higher on the 2013 FCAT Reading Test. To reach the target AMO the safe Harbor formula will be applied which requires 56% or 59/106 ED student to meet proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
51%(38/75)	63%(67/106)

Problem-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	Poor attendance rate for afterschool intensive reading and math programs	Fast ForWord Intervention. Private donations to cover transportation and staffing cost. PTA fundraisers to purchase computer progams and upgrade software. Increase communications to parents of truant students. Implement daily	Teachers Attendance Committee Administrator MicroSociety Committee PTA Liason School-site Homeless Contact Pearson	FCAT Explorer - FOCUS Mini-Assessments Fast ForWord Reports	FCAT Reading Test Performance Matters, progress monitoring, mid-term and final exam for middle. school

		MicroSociety enrichment/intervention opportunities during the end of the school day to encourage student to complete a full school day.			
2	Amount of time to implement research based strategies is limited.	Peer tutoring using Teen trendsetters. Recruit additional parent volunteers. Maximize utilization of staff time through creative scheduling. Implement MicroSociety enrichment/intervention.	Teachers Administrator	Classroom Walkthroughs	CWT graphs

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
Springboard /Language Arts Training	6-8	Springboard	Teachers 6-8	8/14/2012 8/15/2012	Classroom Walk-throughs Lesson Plans	Principal
Fast ForWord	3-8	Reading and RtI Coaches	Elementary and Middle school reading and language arts teachers	10/31/2012	Software Reports	Principal Reading Coach
MIcroSociety	K-8/Interdisciplinary	Microsociety	School-Wide	11/28-29/12	CWT Implemetation check points	Principal

Reading Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
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 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:	50%(5) of students will score proficient in listening/speaking on the CELLA test.
2012 Current Percent of Students Proficient in listening/speaking:	
43% (9/21) are proficient in listening/speaking.	

Problem-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	Many students are new to the United States and have limited English exposure. Most parents speak their native language in the home and the only exposure students receive is at school.	Students will receive small group instruction in the general education setting. They will receive additional time using Rosetta Stone and ESL Reading Smart. They will also learn sight words. Parents will be encouraged to participate in school events and will receive information in their native language through NTI calls. Use Fast ForWord 30 minutes per day.	Principal/translator ESOL teacher Classroom teacher	Rosetta Stone progress and ESL Reading Smart reports to monitor growth. NTI call records/volunteer and school visit logs. Fast ForWord reports	CELLA

Students read in English at grade level text in a manner similar to non-ELL students.	
2. Students scoring proficient in reading. CELLA Goal #2:	25%(3) of students will score proficient on the CELLA reading test.
2012 Current Percent of Students Proficient in reading:	

19% (4/21) students scored proficient on the CELLA reading test.

	Problem-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	Many students are new to the United States and have limited English exposure. Most parents speak their native language in the home and the only exposure students receive is at school.	Students will receive small group instruction in the general education setting. They will receive additional time using Rosetta Stone and ESL Reading Smart. They will also learn sight words. Students will listen to a story and answer comprehension questions. Parents will be encouraged to participate in school events and will receive information in their native language through NTI calls. Students will use fast ForWord software 30 minutes each day.	Principal/translator ESOL teacher Classroom teacher	Rosetta Stone progress and ESL Reading Smart reports to monitor growth. NTI call records/volunteer and school visit logs. Fast ForWord reports	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:	40%(4) of students will score proficient on the CELLA writing test.

2012 Current Percent of Students Proficient in writing:

33% (7/21) students scored proficient on the CELLA writing test.

	Problem-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	Many students are new to the United States and have limited English exposure. Most parents speak their native language in the home and the only exposure students receive is at school.	Students will receive small group instruction in the general education setting. They will receive additional time using Rosetta Stone and ESL Reading Smart. They will also learn sight words. Students will respond to written prompts. Parents will be encouraged to participate in school events and will receive information in their	Principal/translator ESOL teacher Classroom teacher	Rosetta Stone progress and ESL Reading Smart reports to monitor growth. NTI call records/volunteer and school visit logs.	CELLA

native language through NTI calls.	

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 targeted AMO indicates that 78%(132/169) of students will score level 3 or or higher on the 2013 FCAT Mathematics Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
74%(257)	78%(132/169)

Problem-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	Some students continue to struggle with geometry, measurement, number sense and fractions.	Use FasttMath to improve basic math fluency skills. Use Fraction Nation to improve skill with fractions Proved real world application of math skills using MicroSociety businesses.	Teachers Administrator	FasTTMath reports fraction Nation Reports CWT Performance Matters	FCAT Mathematics Test
2	Some students continue to strugle with measurement,geometry and number sense.	Monitor student use of FastMath computer software. FCAT Explorer Focus Achieve Professional development for teachers. Monitor effective use of 30 minute Intervention and Enrichment period. Harcourt Strategic Interventions Glencoe McGraw Hill Tiered Intervention Strategies Provide multi-tier instruction to vary Center Based Learning and Small Groups.	Grade level Teachers, Intervention Teacher	Performance Matters Data, Harcourt unit assessments FastMath reports	FCAT Mathematics Test
3	Some students are not familiar with compuctized testing in mathematics.	Use computerized Progress monitoring to help students feel comfortable. Involve parents by providing a list of computer websites they	CCC Lab Manager Teachers	CWTs Performace Matters Test Computer logs and reports	FCAT Mathematics Test

		can use at home math for			

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:	0(0)
2012 Current Level of Performance:	2013 Expected Level of Performance:
No student assigned for Alternate Assessment.	n/a

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

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	48%(74/154) students in grades 3-5, will achieve level 4 or 5 on the 2013 FCAT Mathematics Test
2012 Current Level of Performance:	2013 Expected Level of Performance:
44%(73/169)	48%(74/154)

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students struggle with representing fractions larger than one. Need additional licenses for Fraction Nation.	Small math groups are offered during a 30 minute I/E rotation within the 90 minute math block allowing time to differientiate instruction. ESE teachers and paraprofessionals provide support in the regular classes on alternating days. FCAT Explorer - FOCUS Achieve Mini Assessments are used to monitor Tier 2 and 3 student progress for RtI. Use Area, set and linear models.	Classroom and ESE Teachers	Performance Matters Diagnostic Test, Math Journals, Harcourt, Go Math Series, Checkpoints	FCAT Mathematics Test

2	Acquiring new vocabulary and extending the depth of the vocabulary learned.	Practice representing vocabulary with words with a graphic representation. Compare and contrast two or more geometry words with a comparison matrix. Provide peer tutoring during MicroSociety period and after school.	Classroom and ESE Teachers,	Performance Matters Diagnostic Test, Math Journals, Harcourt, Go Math Series, Checkpoints	FCAT Mathematics Test

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	0(0)
2012 Current Level of Performance:	2013 Expected Level of Performance:
No student assigned to Alternate Assessment.	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:

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	75% of students in grades 3-5 will make learning gains on the 2013 FCAT Mathematics Test
2012 Current Level of Performance:	2013 Expected Level of Performance:
74%(279)	75%(263)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students lack opportunities for real world application of skills learned in class.	Provide indepth real-world MicroSociety business experiences to ensure students will read informational text (e.g. graphs, charts, manuals)	Teachers Administrators Micro Committee	Performance Matters Test Evaluation of monthly ledgers, charts, graphs, reports.	FCAT Reading Test benchmark(i.e., FL LA 3.6.1.1)and FL MA. 3.6.1.1)

1		and organize information for purposes, including but not limited to being informed, following multi-step directions, making reports, conducting interviews, preparing to take a test and performing a task. (FL LA 3.6.1.1)		Job Fair Interviews Self and peer evaluations Job Applications	
2	Teachers need time to unpack the benchmarks and become more comfortable with and strands.	Unpack one benchmark at team meetings and faculty meetings through out the year. Vocabulary charts, examples and non examples vocabulary words and word walls. Create a vocabulary semantic web or map. Integrate content area vocabulary. Use K-5 leveled reading libraries in Reading and Social Studies.	Teachers Administrators	Team meeting agendas and minutes, CWT, lesson study	
3	26% of students did not make learning gains on the 2012 FCAT Mathematics test.	Implementation of the RtI process. Effective use of research based strategies for intervention periods. Grade level and subject area data chats. PBS Incentives. Provide peer tutoring during MicroSociety period and afterschool.	Classroom and ESE Teachers	Performance Matters	FCAT Mathematics Test
4	Lack of motivation	Implement MicroSociety to promote real-life math problem solving through business ventures.	Principal Teachers	Budget proposals book keeping statistics charts and graphs	FCAT Math Test

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	0(0)
2012 Current Level of Performance:	2013 Expected Level of Performance:
No student assigned for Alternate Assessment.	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

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:	65% of students in grades 4-8 will make learning gains on the 2013 FCAT Mathematics Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
60%(41)	65%(48)

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><th></th><th>Anticipated Barrier</th><th>Strategy</th><th>Person or Position Responsible for Monitoring</th><th>Process Used to Determine Effectiveness of Strategy</th><th>Evaluation Tool</th></tr>
<tr><td>1</td><td>The amount of instructional time needed to effectively bridge the gaps for these students is still insufficient despite our increase in class time, intervention time and support staff, because they often need more than one type of intervention.</td><td>90 minute math blocks with support staff present

Additional intervention period.

Computer based intervention and fluency building programs.

Peer tutoring during MicroSociety period and afterschool.</td><td>Teachers</td><td>Performance Matters</td><td>FCAT Mathematics Test</td></tr>
</table>

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 # 78% of elementary students in grades 3- 5 will achieve proficiency on the 2013 FCAT Mathematic Test. 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	73	78	80	82	84	

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:	62% Hispanic students and 81% white students will meet their targeted AMO. All subgroups will continue to recieve muti-tier instruction based on the needs determined by benchmark assessments.
2012 Current Level of Performance:	2013 Expected Level of Performance:
61%(7/12) Hispanics and 74% (99/134) white students (the remaining student subgroups were less than 30 students.	62%(8/14) Hispanics and 81% (64/79) white students , all other subgroups are less than 30 students.

Problem-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	White: increased free and reduced lunch numbers Black: economically disadavantage Hispanic: amount of time available for language acquisition before testing date Asian: n/a American Indian: n/a	Provide ELL during Intervention/Enrichment Use Harcourt ELL Intervention Kits Use FasTTMath computer software Use Needy Funds in internal account to provide materials and supplies for disadvantaged students. Use Free and Reduced Lunch program to supplement nutritional needs of disadvantaged students. Use RtI Problem Solving Team to address student behavioral issues which indirectly affect the level of confidence needed to access higher level courses. Provide peer tutoring during MicroSociety period and afterschool.	Teachers	Performance Matters, Harcourt Assessments and Checkpoints	FCAT Mathematics Test

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	Research based strategies will be utilized for all student subgroups to meet Target AMOs.
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	Acquisition of math terminoloogy.	Provide Intervention/Enrichment periods for Tier 3 students, Use Harcourt Strategic Intervention 3 periods per week minimum, Use FastMath computer software, use hands on activities. Fast ForWord progrram	Teachers, administrators (CWT), RtI Teams	Performance Matters results, Harcourt Assessments, RtI graphs	FCAT Mathematics Test

	for language needs.			

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:	57%(15/26)of SWD grades 3 - 5 will reach proficiency on the 2013 FCAT Mathematics test as indicated by targeted AMO.
2012 Current Level of Performance:	2013 Expected Level of Performance:
48%(5/10)	57%(15/26)

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>Limited intervention time.</td><td>Provide ESE pull out time Intervention/Enrichment periods in addition to support facilitation model during regul ar classes (ESE teacher or aide present in regular class)

Use Harcourt Strategic Intervention

Use Explorer, FAST Math, and computer software.

Provide peer tutoring during th MicroSociety period and afterschool.</td><td>Teachers, administrators (CWT), RtI Team</td><td>Performance Matters, Harcourt assessments, RtI graphs</td><td>FCAT Mathematics Test</td></tr>
</table>

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:	63%(35/55) of Economically Disadvantaged students will reach proficiency on the 2013 FCAT Mathematics Test as indicated by the targeted AMO.
2012 Current Level of Performance:	2013 Expected Level of Performance:
55%(28/51 students)	63%(35/55)

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td></td><td>Limited intervention time, many students qualify for multiple subgroups and need assistance in more than one skill per subject.</td><td>90 minute math blocks will provide more opportunities for hands-on activities.

Provide Intervention/Enrichment</td><td>Teachers</td><td>Performance Matters, Harcourt assessments</td><td>FCAT Mathematics Test</td></tr>
</table>

1		periods Use Harcourt Strategic Intervention Use FCAT Explorer, Fast Math, and other computer software. Provide peer tutoring during MicroSociety period and afterschool.			
2	Lack support outside school. Limited funding for extended learning opportunities.	90 minute math blocks provide more opportunities for hands-on activities. Provide Intervention/Enrichment periods Use Harcourt Strategic Intervention Use FCAT Explorer, Fast Math, and other computer software. Provide peer tutoring during MicroSociety period and afterschool.	Teachers	Performance Matters, Harcourt assessments	FCAT Mathematics Test

End of Elementary School Mathematics Goals

Middle School Mathematics Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	78% (143/183) of students will score level 3 or higher on the 2013 FCAT Mathematics Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
74%(130)	78% (143/183)

Problem-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	Some students continue to struggle with geometry, measurement, number sense and fractions.	Use FasttMath to improve basic math fluency skills. Use Fraction Nation to improve skill with fractions Proved real world application of math skills using MicroSociety businesses.	Teachers Administrator	FasTTMath reports fraction Nation Reports CWT Performance Matters	FCAT Mathematics Test

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

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

Problem-Solving Process to Increase Student Achievement

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

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:	35%(64/183) of middle school students will achieve level 4 or higher on the FCAT Mathematics Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
34%(62/183 students)	35%(64/183)

Problem-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	Because higher level academic classes have been pushed down to lower levels, there are gaps in specific grade level benchmarks for students who have skipped grade level courses to be enrolled in accelerated courses.	Enrichment math groups are offered during I/E period. 90 minute math block allows more time to differientiate instruction. ESE teachers and paraprofessionals are present in the regular classes in a support facilitation model. FCAT prep materials are used to prepare them for the test of their current grade level.	Classroom and ESE Teachers,	Performance Matters Diagnostic Test, Math Journals, Harcourt, Go Math Series, Checkpoints,	FCAT Mathematics Test
	Some students continue to struggle with geometry and measurement.	Encourage teachers to participate in professional development using PD360.	Teachers Administrator	Performance Matters Unit Test	FCAT mathematics Test

2		Use more 3D models to teach concepts in a real world setting. Use measurements to build, paint and construct goods and dwellings for Microsociety businesses. Look for digital 3D math materials and lessons to use with projectors.			

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

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

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:	75%(152/202) of students in grades 6-8 will make learning gains on the 2013 FCAT Mathematics Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
74%(136/183)	75%(152/202)

Problem-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 opportunities for real world application of skills learned in class.	Provide indepth real-world MicroSociety business experiences to ensure students will read informational text (e.g. graphs, charts, manuals) and organize information for purposes, including but not limited to being informed, following multi-	Teachers Administrators Micro Committee	Performance Matters Test Evaluation of monthly ledgers, charts, graphs, reports. Job Fair Interviews Self and peer evaluations	FCAT Reading Test benchmark(i.e., FL LA 3.6.1.1)and FL MA. 3.6.1.1)

		step directions, making reports, conducting interviews, preparing to take a test and performing a task. (FL LA 3.6.1.1)		Job Applications	
2	Teachers need time to unpack the benchmarks and become more comfortable with and strands.	Unpack one benchmark at team meetings and faculty meetings through out the year. Vocabulary charts, examples and non examples vocabulary words and word walls. Create a vocabulary semantic web or map. Integrate content area vocabulary. Use K-5 leveled reading libraries in Reading and Social Studies.	Teachers Administrators	Team meeting agendas and minutes, CWT, lesson study	

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

Problem-Solving Process to Increase Student Achievement

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

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:	79%(41/51) of students in the lowest 25% will make learning gains on the 2013 FCAT Mathematics Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
78%(36/46)	79%(41/51)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The amount of instructional time needed to effectively bridge the gaps for these students is still insufficient despite our increase in class time, intervention time and support staff, because they often need more than one type of intervention.	90 minute math blocks with support staff present Additional intervention period. Computer based intervention and fluency building programs. Peer tutoring during MicroSociety period and afterschool.	Teachers	Performance Matters	FCAT Mathematics Test

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 # 78% of middle school students in grades 6-8 will score 78% or higher on the FCAT Mathematics Test. 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	73%	78%	80%	83%	84%	

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:	62%(25/39) Hispanic students and 81%(149/183) white students will meet their targeted AMO. All subgroups will continue to recieve muti-tier instruction based on the needs determined by benchmark assessments.
2012 Current Level of Performance:	2013 Expected Level of Performance:
58%(33/57) Hispanics and 82% (166/203) white students (the remaining student subgroups were less than 30 students.	81%(149/183) Hispanics and 81% (84/104) white students (the remaining student subgroups were less than 30 students.

Problem-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	White: increased free and reduced lunch numbers Black: economically disadavantage Hispanic: amount of time available for language acquisition before testing date Asian: n/a American Indian: n/a	Provide ELL during Intervention/Enrichment Use Harcourt ELL Intervention Kits Use FastMath computer software Use Needy Funds in internal account to provide materials and supplies for disadvantaged students. Use Free and Reduced Lunch program to	Teachers, Administrator	Performance Matters, Harcourt Assessments and Checkpoints	FCAT Mathematics Test

| | | supplement nutritional needs of disadvantaged students.

Use RtI Problem Solving Team to address student behavioral issues which indirectly affect the level of confidence needed to access higher level courses.

Provide peer tutoring during MicroSociety period and afterschool. | | | |

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:	26%(2/5) will score a level 3 or higher on the 2013 FCAT Mathemeatics Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25%(2/8)	26%(2/5)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Acquisition of math terminology.	Use FastMath computer software, use hands on activities. Fast ForWord and rosetta stone software for language needs.	Teachers Administrator	Performance matters Harcourt Unit assessments FasTTMath fraction nation	FCAT Mthematics results

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	57%(15/25) of SWD grades 3 - 5 will reach proficiency on the 2013 FCAT Mathematics test as indicated by targeted AMO.
2012 Current Level of Performance:	2013 Expected Level of Performance:
48%(11.5/24)	57%(15/25)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Limited intervention time.	Provide ESE pull out time Intervention/Enrichment periods in addition to support facilitation model during regular classes	Teachers, administrators (CWT), RtI Team	Performance Matters, Harcourt assessments, RtI graphs	FCAT Mathematics Test

1	(ESE teacher or aide present in regular class) Use Harcourt Strategic Intervention Use Explorer, FAST Math, and computer software. Provide peer tutoring during the MicroSociety period and afterschool.		

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:	63%(36/56)of Economically Disadvantaged students will reach proficiency on the 2013 FCAT Mathematics Test as indicated by the targeted AMO.
2012 Current Level of Performance:	2013 Expected Level of Performance:
58% (45/77)	63%(36/56)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited intervention time, many students qualify for multiple subgroups and need assistance in more than one skill per subject.	90 minute math blocks will provide more opportunities for hands-on activities. Provide Intervention/Enrichment periods Use Harcourt Strategic Intervention Use FCAT Explorer, FasTTMath, and other computer software. Provide peer tutoring during MicroSociety period and afterschool.	Teachers	Performance Matters, Harcourt assessments	FCAT Mathematics Test
2	Need funding for extended learning opportunities.	90 minute math blocks will provide more opportunities for hands-on activities. Provide Intervention/Enrichment periods Use Harcourt Strategic Intervention Use FCAT Explorer, FasTTMath, and other computer software. Provide peer tutoring during MicroSociety period and afterschool.	Teachers Administrator	Performance Matters, Harcourt assessments	FCAT Mathematics Test

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:	100%(31/31) of students will reach proficiency on the Algebra EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (32 students)	100% (31/31)

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	Some students continue to struggle with geometry, measurement, number sense and fractions.	Use FasttMath to improve basic math fluency skills. Use Fraction Nation to improve skill with fractions Proved real world application of math skills using MicroSociety businesses.	Teachers Administrator	FasTTMath reports fraction Nation Reports CWT Performance Matters	FCAT Mathematics Test

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	100%(31/31)
2012 Current Level of Performance:	2013 Expected Level of Performance:
100%	100%(31/31)

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	Motivating students to challenge themselves.	Continue to offer challenging projects. Use FasTTMath and Fraction Nation softeare to maintain proficiency in basic skills.	Teacher administrator	Unit assessments Performance Matters CWT	Algebra EOC

		Provide small group individualized instruction during I/E period.			

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:	90% (19) of students will score a level 3 or higher on the 2012-2013 Geometry EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (6)	90% (19)

Problem-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	Some students continue to struggle with geometry, measurement, number sense and fractions.	Use FasttMath to improve basic math fluency skills. Use Fraction Nation to improve skill with fractions Proved real world application of math skills using MicroSociety businesses.	Teachers Administrator	FasTTMath reports fraction Nation Reports CWT Performance Matters	FCAT Mathematics Test
2	Students lack prior knowledge of foundational vocabulary and basic geometric concepts.	Geometric vocabulary and concepts will be discussed in the classroom prior to students learning new concepts.	Classroom Teacher	The classroom teacher will use classroom assessments to determine the effectiveness of the strategy.	The Geometry EOC will be the evaluation tool.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	100%(25/25) of students will score level 4 or 5 on the 2012 - 2013 Geometry EOC or maintain 4's or 5's.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100%	100%(25/25)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited time to teach rigorous material.	The classroom teacher will be responsible for providing critical thinking and rigor through enrichment activities and higher level thinking questions.	Classroom teachers	Chapter tests and Performance Matters will be used to determine effectiveness of the strategies.	The evaluation tool will be the Geometry EOC.
2	Motivation continue to offer challenging projects.	Use FasTTMath and Fraction Nation softeware to maintain proficiency in basic skills. Provide small group individualized instruction during I/E period.	Teacher Administrator	Unit Assessments Performance Matters CWT Geometry EOC	2013 Geometry EOC

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
Math with Meaning - Model Drawing	6-8	.	6-8 Mathematics Teachers	8/14/2012 8/15/2012	Lesson Plans CWT	Principal
Math Grab and Go Games	K-8/Math	Muriel Clarke	Math, science, and Specials Teachers	10/31/12	Lesson Plans CWT	Principal
FCAT Explorer - FOCUS ACHIEVE	K-8	Barbara Berry	Math, Science, Specials Teachers	10/31/12	Mini Assessments	Principal
MIcroSociety	K-8/Interdisciplinary	Microsociety	School-Wide	11/28-29/12	CWT Implemetation check points	Principal

Mathematics 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 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:	77% of students in grades 5 and 8 will score level 3 or higher on the 2013 FCAT Test. 100% of the students in Honors Physical Science will successfully complete the End of Course Exam.
2012 Current Level of Performance:	2013 Expected Level of Performance:
52%(122)	77%(42/59 students in grade 5) 77%(51/67 students in grade 8) 100% (25 students in grade 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	48% of PKS students in grades 5 and 8 were not proficient on the 2012 FCAT Science Test.	Weekly assessments Projects inquiry labs Technology (United Streaming, Brainpop, FCAT Explorer), NGSSS materials. Provide peer tutoring during MicroSociety period and afterschool.	School Administrators	1.1 Beginning of year and midyear assessments (Performance Matters) to monitor prior knowledge and progress	2013 Science FCAT
2	Vocabulary Acquisition	Intergrate new Sunshine State standards. Increase opportunities to engage in hands-on experiments, Weekly assessments, projects, inquiry labs, technology (United Streaming, Brainpop, FCAT Explorer). Start addressing deficiencies early, before students enter the testing grade level. Provide peer tutoring during MicroSociety period and afterschool.	Teachers, Administrators (CWT),	Weekly Assessments,	2013 FCAT Science Test
	Limited Time in the	Cross Curricular	Teachers	Weekly assessments,	2013 FCAT

| 3 | Schedule (K-4) | Activities.

Creative scheduling. | | projects, inquiry labs, technology (United Streaming, Brainpop) | Science Test |
| 4 | Curriculum not aligned with FCAT until 2013 - 2014. | Differentiated Instruction.

Reading and responding to primary source materials.

Paraprofessionals assisting struggling readers in the content areas.

Longer reviews.

Small group instruction during intervention/enrichment. | Teachers | Weekly tests, Performance Matters assessments, exit cards. | 2013 FCAT Science Test |
| 5 | Limited supplies may hinder full implementation of enrichment courses. | Teachers will explore free websites and technology that offer critical and logical thinking skills. Students will engage in Critical Thinking Class for one quarter during their wheel. | Classroom teachers | Midterms, Performance Matters, Classroom Assessments. | EOC |
| 6 | Funding and time for planning and implementing hands on lab activities is limited. | Math and Science teachers will work together to plan activities that apply math to science and vice versa.
Science teacher will spend one early release PD day reviewing curriculum guides, EOC test specs, and planning lab activities, and ordering needed supplies. | Classroom teachers | Classroom assessments, midterms, performance matters | EOC |

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

Science Goal #1b: | 0(0) |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| No student assigned the Alternate Assessment. | 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:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	15% of the students in grades 5 and 8 will score a level 4 or higher on the 2013 FCAT Science Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
11%(12 students)	15%(18 students)

Problem-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	Time Constraints	Enrichment Program. Rescheduled Honors Physical Science course to challenge high performing students Critical Thinking Exploratory Wheel class for all middle school students. Provide peer tutoring during MicroSociety period and afterschool.	Teachers	Performance Assessment	Science FCAT
2	Limited professional development opportunities.	Look for online opportunities for professional develop. PD 360 and My Learning Plan. Smaller vertical planning teams.	Teachers, Professional Development Coordinator, Administrators	My Learning Plan; PD 360 professional Development Log	Attendance logs; Professional Growth Plan
3	Only 11% of last year's students scored level 4 or 5 on the 2012 FCAT Science Test, this a decrease from 30% the previoue year.	Provide opportunities to engage in problem solving experiences like Odyssey of the Mind. Challenge students with project based learning opportunities and hands-on experiments. Encourage use of robust science vocabulary. Use technology (United Streaming, Brainpop, FCAT Explorer). Engage students in mock science related business ventures that involve problem solving opportunities during MicroSociety. Provide National Junior Honor society peer	Teachers, School Administrators (CWT)	Performance Matters	2013 FCAT Science Test

		tutoring afterschool.			

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:	0(0)

2012 Current Level of Performance:	2013 Expected Level of Performance:
No student assigned to Alternate Assessment.	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				

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Science Fusion	K-2	Houghton-Mifflin	K-2 Teachers	8/16/2012	Lesson Plans CWT	Principal
Essential Science	6-12	.	6-12 Teachers	8/15/2012	Lesson Plans CWTs	Principal
MIcroSociety	K-8/Interdisciplinary	Microsociety	School-Wide	11/28-29/12	CWT Implemetation check points	Principal

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
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 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:	85% of students in grades 4 and 8 will score level 4 or higher on the 2013 FCAT Writing Test
2012 Current Level of Performance:	2013 Expected Level of Performance:
70%(37/53 students) scored a level 4 or higher in grade 4 71% (39/55 students) scored a level 4 or higher in grade 8	85%(44/52 students) scored a level 4 or higherin grade 4 85%(57/67 students) scored a level 4 or higherin grade 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	RtI data templates for writing are not yet developed. FCAT rubric does not fit the needs of a developing writer (k-2)	Scaffold the rubric throughout the year. Use high interest MicroSociety prompts to increase opportunities to reflect and increase frequency of informal progress monitoring.	Teachers and school administrators.	Quarterly Writing Prompts. Classroom Assessments.	2013 FCAT Writing Test
2	Writing not taught consistently using the same program throughout K-8. PARCC Assessments for writing to a source 2013-2014.	Adopt a consistent k-8 Writing program. Progress monitor each quarter. Vertical teaming.	Teachers Testing Coordinator. RtI Team K. Bedell M. Robinson	Holistic Scoring using a six point rubric.	FCAT Writing Test 4-8.
3	Time to score quarterly writing prompts for progress monitoring	Provide coverage for teachers scoring quarterly writing progress monitoring assessments Utilize technology such as e-Folio and Prentiss Hall Essay Scorer to assess student writing Offer training to all	School Administrators, Team Leaders, Building Level Planning Team (BLPT)	Writing progress Monitoring will be scored more consistently and effectively to provide authentic progress monitoring results e-Folio, Prentiss Hall Essay Scorer in grade 4 and 8	FCAT Writing Test 4-8.

		teachers on scoring FCAT type writing assessment, not just Language Arts teachers.				

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	0(0)
2012 Current Level of Performance:	2013 Expected Level of Performance:
No student assigned for Alternat Assessment.	n/a

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

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
FCAT Writing Strategies: Writing Across the curriculum	K-8/Writing	Kristy Bedell	Language Arts and Scoial Studies Teachers	11/31/12	CWT	Principal
MIcroSociety	K-8/Interdisciplinary	MicroSociety	School-Wide	11/28-29/12	Implemetation check points CWT	Principal

Writing Budget:

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

No Data	No Data	No Data	$0.00
			Subtotal: $0.00

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

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

End of Writing Goals

Civics End-of-Course (EOC) Goals

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

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

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

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

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

Civics Budget:

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

End of Civics Goals

Attendance Goal(s)

* 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:		Improve the attendance rate by 0.5%(95.37%) during the 2012 - 2013 school year.
	2012 Current Attendance Rate:		2013 Expected Attendance Rate:
	95.37%(481 students).		95.87%(481 students).
	2012 Current Number of Students with Excessive Absences (10 or more)		2013 Expected Number of Students with Excessive Absences (10 or more)
	127 students		decrease by 5%(120 students)
	2012 Current Number of Students with Excessive Tardies (10 or more)		2013 Expected Number of Students with Excessive Tardies (10 or more)
	56 students		decrease by 5%(53 students)

Problem-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	Unavoidable disruptions due to emergencies, or appointments. (ie.Health issues and injuries).	Perfect attendance awards Encourage parents to make appointments after school hours. Encourage parents to get children immunized against communicable diseases. Health education (ie Scrubba-Bubba. Continue to work with parents and community health agencies to remove obstacles that contribute to truancy. Teach cleanliness and provide frequent opportunitiesfor hand washing Provide disinfectant wipes to keep surfaces clean. against communicable diseases. LEAP lessons on hygiene.	Teachers Administrators Nurse	Analyze attendance, data entry and clinic records	Attendance Rate
2	Scheduling conflicts.	Encourage parents to take family trips and vacations after the school year or during recess.	Teachers, Administrators	Decrease in the number of unsatisfactory absences. RtI problem solving	Attendance rate
	Absences not due to sickness or emergencies.	Develop a PKS Truancy Intervention Team that meets monthly with the	Counselor and MCSD Truancy Coordinator	Attendance records.	Attendance rate.

		3	MCSD Truancy Coordinator. Enforce the MCSD Truancy policy for excessive unexcused absences and excessive tardies.				

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

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

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

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Positive Behavior Support (PBS) incentives MicroSociety period at the end of the day	Community Donations Fundraisers	Internal Funds Parent Teacher Tssociation (PTA)	$3,000.00
		Subtotal: $3,000.00	
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
		Subtotal: $0.00	
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
MicroSociety - whole staff	Fundraiser Donations	Parent Teacher Association Internal Funds	$7,000.00
		Subtotal: $7,000.00	
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
		Subtotal: $0.00	
		Grand Total: $10,000.00	

End of Attendance Goal(s)

Suspension Goal(s)

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

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

	1. Suspension	
	Suspension Goal #1:	Decrease total number of in-school and out-of school suspensions by 10%.

2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
9 in-school suspensions	8 in-school suspensions
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
9 students	8 students or less
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
25 out-of-school suspensions	22 or less out-of school suspensions
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
12 students	12 students or less

Problem-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	Consistently providing PBS incentives that students get excited about.	Vary use of school wide PBS to reinforce positive behavior and entice hard to reach students.	PBS Coordinator School Administrator	Teacher's Tracking Form	End of year PBS Report
2	Serious Student Code of Conduct violations	Improve student supervision. Referral to Counselor to develop an Action Plan. Referrals to outside agencies when required, such as Guidance Clinic. Transient population will receive specific PBS strategies, i.e. "Check-in Check-out"; mentoring by a teacher	Administrators Teachers Counselor Counselor and teachers	Discipline Tracking Forms Counselor Tracking Form Counselor and teacher tracking forms	End of Year PBS evaluation. RTI "B" data system
3	Parental follow-up	Educate parents about PBS and encourage use at home.Educate parents about PBS and encourage use at home. After a student has been assigned to in-school suspension, mandatory meeting with parent, teacher, admin and counselor. Transient population will	Teachers Admin, Counselor	Daily Planners Behavior Tracking on TERMS Check sheet, weekly	Detentionn roster RTI "B" data system

		have a school to "home" weekly report.			
4	Failure to take responsibilty of actions.	Have Counselor provide lessons about taking responsibilty for your actions. Teachers provide individualized lessons through LEAPS program. Saturday school in lieu of suspensions.	Counselor Teachers Administrators and teachers	Decrease in number of students refered for this barrier. LEAPS progress report Student essays and tracking forms	Counselor Referal Forms LEAPS progress report Student tracking forms

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
RtI B Data System training	K-8	Hired	PBS Coordinator Principal Data entry	Sept 2012	Data system entries	Data Entry Principal

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: *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	To increase parental/community involvement by 3%.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
15,673 hrs.	3% (7376 hrs)increase

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited communication with non-English speaking families. Few bilingual staff members.	Continue NTI calls in multiple languages. Translate volunteer handbook into Spanish. Provide translators for conference and IEP meetings when needed. Community/Business Partner involvement with activities and Microsociety	Administrators Bilingual staff School staff	Tally multilingual calls to families Keep track of volunteer hours and number of parent participants.	Percentage and number of calls in multiple languages. (2012 -2013: 27/36 weeks were bilingual messages=75%) Volunteer hours and parent participation logs. Event Logs for Parents/Guests
2	Many parents working during meeting times .	Alternate AM and PM meeting times. Appoint parent liason for each PKS homeroom teacher.	PKS Teachers Liason Administrators	Momitor attendance at monthly meetings.	Event Logs for parents and guests.
3	Not recording parental attendance at all school events.	Increase parental documentation at school events. Give Caught tickets to parents attending school events.	Event Coordinator, Office Staff	Track participation hours and publish counts in newsletter.	Vista ComputerSoftware. Event Logs for Parents/Guests
4	Improve timeliness for notifying public of school events.	Use new LED sign to advertise events weekly. Multilingual NTI calls weekly and special notifications. Announce in PKS weekly Newsletter. Individual student/parent communication tools (letters, folders, emails). Flyers for events and school activities. 1.6 Welcome package for new families.	Administrators teachers Office Staff	Sign in sheets for after hour events. Volunteer Hours.	Vist reports School Climate Survey

5	Identifying engaging activities that challenge both adults and children.	Empower parents to become facilitators and business mentors for a wide variety of MicroSociety jobs and careers. PTA Painting Party to convert hallways and give the market place look for consumer time. Fundraising for academic materials and supplies.	Microsociety Committee	Sign in sheets for after hour events. Volunteer Hours.	Vist reports School Climate Survey

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:	100%5(52/52) of students on algebra and Geometry will score level 3 or higher on the Algebra and Geometry EOC's 100%(25/25) of students enrolled in Honors Physical Science will score level 3 or higher on the Honor's Physical Science EOC's

Problem-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 and parents are unaware of access to financial aid for post secondary degrees and certifications, particularly in STEM majors.	Increase the percentage of students capable of conducting real-world STEM projects. Increase the percentage of students capable of authetic collaborative problem solving. Increase the percentage of students capable of applying multidisciplinary knowledge and skills through STEM. Increase the percentage of students interested in STEM Careers through Microsociety experiences.	Mathematics and Science Teachers Administrator Counselor	Performance Matters Unit Test	Algebra I Honors EOC Geometry EOC Honors Physical Science 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
No Data Submitted						

STEM Budget:

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

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

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. CTE CTE Goal #1:	

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	students need opportunities for real world application of skills identified in FL LA (3-8).6.1.1	Implement Microsociety program School wide in grades k - 8.	Teachers Administrator	Performance Matters Monthly Job evaluations Job Fair Interview and Applications	FCAT benchmark FL LA (3-8).6.1.1

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

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

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

CTE Budget:

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

End of CTE Goal(s)

Additional Goal(s)

Advanced Courses Goal:

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. Advanced Courses Goal Advanced Courses Goal #1:	100% of the students in Honors Physical Science will successfully complete the End of Course Exam.
2012 Current level:	2013 Expected level:
Not applicable	100%(25)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited supplies may hinder full implementation of enrichment courses.	Teachers will explore free websites and technology that offer critical and logical thinking skills. Students will engage in Critical Thinking Class for one quarter during their wheel.	Classroom teachers	Midterms, Performance Matters, Classroom Assessments.	EOC
2	Funding and time for planning and implementing hands on lab activities is limited.	Math and Science teachers will work together to plan activities that apply math to science and vice versa. Science teacher will spend one early release PD day reviewing curriculum guides, EOC test specs, and planning lab activities, and ordering needed supplies.	Classroom teachers	Classroom assessments, midterms, performance matters	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
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 Advanced Courses Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Attendance	Positive Behavior Support (PBS) incentives MicroSociety period at the end of the day	Community Donations Fundraisers	Internal Funds Parent Teacher Tssociation (PTA)	$3,000.00
				Subtotal: $3,000.00
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
Attendance	MicroSociety - whole staff	Fundraiser Donations	Parent Teacher Association Internal Funds	$7,000.00
				Subtotal: $7,000.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00
				Grand Total: $10,000.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

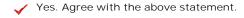| jn Priority	jn Focus	jn Prevent	jn NA

Are you a reward school: jn Yes jn 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
SAC funds are used to purchase materials and supplies for the classroom.	$500.00

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

The SAC will meet monthly to review curriculum concerns. The first few meetings involved assisting with the development of the 2013 School Improvement Plan. Members are invited to attend SIP Committee meeting based on the content area they are personally interested in. Some parent prefer to attend non-academic committees for parent involvement or attendance. they realize that both committees are critical to academic success. They actively participate in the process to the extent they are comfortable. The following week SAC did an interest survey to determine level if interest PKS becoming a Uniform school. Monitoring the implementation and progress of the objectives and strategies outlined in the Sip will consume the meemberships time for majority of the preceding months. Usually A+ fund are dispersed and SAC participates in that process and has to vote for or against the proposal. If funds are available for SAC, the committee determines what purchases to make for the benefit of the school. Traditionally SAC has also planned "Student Appreciation Day" and a sponsor is found to provide for minimal expenses. The school Climate Survey and FCAT progress monitoring reports are also reviewed with the SAC for suggestions and continuous improvement. The Master Schedule, School Budget and Staffing allocation are the last major projects that SAC reviews.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Monroe School District PLANTATION KEY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	87%	86%	90%	75%	338	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	63%	74%			137	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?	63% (YES)	78% (YES)			141	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					616	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Monroe School District PLANTATION KEY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	86%	81%	90%	75%	332	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	74%	68%			142	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?	78% (YES)	60% (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					612	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested