

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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School Name: P. M. WELLS CHARTER ACADEMY

District Name: Osceola

Principal: Bonnie Brett

SAC Chair: Jennifer Ranck

Superintendent: Melba Luciano

Date of School Board Approval: October 10, 2012

Last Modified on: 10/3/2012

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	Bonnie Brett	Bachelor of Science Physical Education Master of Science in Educational Leadership. Certified in HE and PE Education PK - 12, Educational Leadership PK - 12	1	6	Ms. Brett has been an Administrator in "A" schools in all of her 4 years as an Administrator.

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	Jennifer Trent	MA Reading, Certified Reading grades K - 12, Elementary Education grades 1 - 6, English For Speakers Of Other Languages (ESOL) Endorsement, Specific Learning Disabilities grades K - 12	3	7	<p>School Grade 2011-2012: B Meeting High Standards in Reading 54% Meeting High Standards in Math 46% Meeting High Standards in Writing 78% Meeting High Standards in Science 38% Making Learning Gains in Reading 69% Making Learning Gains in Math 66% Lowest 25% Making Learning Gains in Reading 68% Lowest 25% Making Learning Gains in Math 68%</p> <p>School Grade 2010-2011: B Meeting High Standards in Reading 54% Meeting High Standards in Math 42% Meeting High Standards in Writing 74% Meeting High Standards in Science 39% Making Learning Gains in Reading 71% Making Learning Gains in Math 69% Lowest 25% Making Learning Gains in Reading 68% Lowest 25% Making Learning Gains in Math 70% AYP Reading- Hispanic and Econ. Disadvantaged made AYP. ELL did not make AYP. AYP Math- Hispanic made AYP. Econ. Disadvantaged and ELL did not make AYP.</p>

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	Advertise and interview all certified/ highly qualified candidates to fill positions	Admin. team	July / 2012	
2	2. Research Based Professional Development	Bonnie Brett, Philip Yost, Maritza Rodriguez	May / 2012	
3	3. Performance Evaluations	Bonnie Brett, Philip Yost, Maritza Rodriguez	June / 2012	
4	4. Merit Pay for Performance	Bonnie Brett	August / 2012	
5	5. Mentors for New Teachers	Maritza Rodriguez	Year Round	
6	1. New Teacher Induction Program	Bonnie Brett and Maritza Rodriguez	August / 2012	

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
50	8.0%(4)	50.0%(25)	36.0%(18)	4.0%(2)	20.0%(10)	100.0%(50)	10.0%(5)	2.0%(1)	36.0%(18)

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
Blakely Booth/Kari Armesto	Virginia Claytor	TLC Coordinator/Teacher – Elementary Education Background	New Teacher Induction Program throughout the year.
Blakely Booth/Nicole Bearfield	Tracy Granata	TLC Coordinator/Teacher – Middle Education Background	New Teacher Induction Program throughout the year.
Blakely Booth/Jennifer Flores	Oscar Hernandez	TLC Coordinator/Teacher – Middle Education Background	New Teacher Induction Program throughout the year.
Blakely Booth/Sheryl Wesselhoft	Jessica Rafidi	TLC Coordinator/Teacher – Middle Education Background	New Teacher Induction Program throughout the year.
Blakely Booth/Andrea Morgan	Erin Lieber	TLC Coordinator/Teacher – Elementary Education Background	New Teacher Induction Program throughout the year.
Blakely Booth/Shawn Crary	Manal Sohel	TLC Coordinator/Teacher – Middle Education Background	New Teacher Induction Program throughout the year.
Blakely Booth/Natalie Trinidad	Garcia, Eileen	TLC Coordinator/Teacher – Elementary Education Background	New Teacher Induction Program throughout the year.
Blakely Booth	Kim Cove	TLC Coordinator/Teacher – Elementary Education Background	New Teacher Induction Program throughout the year.
Blakely Booth/Christie Miller	Rafaelina Mercado	TLC Coordinator/Teacher – Elementary Education Background	New Teacher Induction Program throughout the year.
Blakely Booth/Leroy Smith	Amanda Small	TLC Coordinator/Teacher – Elementary Education Background	New Teacher Induction Program throughout the year.
Blakely Booth/Marcia Nelson	Casie Dwyer	TLC Coordinator/Teacher – Elementary Education Background	New Teacher Induction Program throughout the year.
Blakely Booth/Doris Pagan	Julio Tejada	TLC Coordinator/Teacher – Elementary Education Background	New Teacher Induction Program throughout the year.
		TLC	

Blakely Booth/Jennifer Ranck	Joy Hunte	Coordinator/Teacher – Elementary Education Background	New Teacher Induction Program throughout the year.
Blakely Booth/Sandra Vazquez	Yasenia Herrera	TLC Coordinator/Teacher – Elementary Education Background	New Teacher Induction Program throughout the year.
Blakely Booth/Lizbeth Vazquez	Kathy Brock	TLC Coordinator/Teacher – Middle Education Background	New Teacher Induction Program throughout the year.
Blakely Booth/Sylvia Rodriguez	Yazdel Villanueva	TLC Coordinator/Teacher – Middle Education Background	New Teacher Induction Program throughout the year.
Blakely Booth/Brian Edwards	Amanda Fernandez	TLC Coordinator/Teacher – Music Education Background	New Teacher Induction Program throughout the year.
Blakely Booth/Collette Purcell	Sharon Brinson	TLC Coordinator/Teacher – Computer Education Background	New Teacher Induction Program throughout the year.
Blakely Booth/Doris Pagan	Juan Smaine	TLC Coordinator/Teacher – Elementary Education Background	New Teacher Induction Program throughout the year.

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

Parents will be notified of Title 1 and our services in an understandable and uniform format and translated into a language the parents can understand. The policy will be made available to the local community and updated periodically to meet the changing needs of parents and the school.

The Title 1 Community Involvement Specialist will hold monthly parent education workshops to provide resources to parents to support learning at home.

Parent Education – Parent education night is for every grade level. Parents and students are provided with a demonstration on how they can use their computers for at home academic enhancement. The teachers walk the students through a mini-practice lesson on the computers, covering the math, reading and science resources. Families who do not have computers at home are encouraged to use the school computers for FCAT practice, Signing into SIS, and completing homework assignments.

Science Nights – We invited the Orlando Science Museum to P. M. Wells Charter Academy. Everyone, from child to parents can participate in a science experiments, night plays, and a world of scientific discovery activities. Science stations will be set up all around the courtyard of hands-on activities and teacher demonstrations.

FCAT Nights – an engaging night in which parents are provided information on FCAT structure, content segments, mini assessments, other help tips and resources.

Title I, Part C- Migrant

NA

Title I, Part D

NA

Title II

NA

Title III

NA

Title X- Homeless

We are sending out the Domicile forms to all families at our school. Once that information is gathered, we will put those families in contact with the resources available to them through Osceola County.

Supplemental Academic Instruction (SAI)

Supplemental Academic Instruction occurs at P. M. Wells Charter Academy in a variety of formats. They are as follows:

1. Elementary Students are assessed weekly to determine progress in the classrooms. Intensive Reading and Math teachers will push in for small group instruction to focus on each child's learning challenges in all content groups.
2. Middle School Reading and Math Intensive Classes: Students, who scored a Level 1 on the previous FCAT Test, are placed in either Reading or Math intensive classes.
3. Middle School Reading and Math Advance Classes: Students, who scored a Level 4/5 on the previous FCAT Test, are placed in Reading and Math Advance classes. Advance classes offer a rigorous and challenging curriculum in four core subject areas. They also offer students an opportunity to obtain high school credits.

Violence Prevention Programs

PMWCA follows the Osceola Student Code of Conduct / Discipline Matrix to insure a violence free school environment. In coalition with the Osceola County Stop Bullying Now Anti-Bullying Policy we enforce a zero tolerance for bullying. Students Taking Responsibility for Important Values of Excellence (S. T. R. I. V. E.) is a character education program we implemented to promote a culture of high moral character, performance, and citizenship. STRIVE provides Professional Development, classroom /school wide/ community activities, character examples, and field trips designed to promote positive character development.

Nutrition Programs

PMWCA participates in the federally funded free and reduced meals program which meets national, state, and district nutritional standards. Parents can apply for the meal program online or by paper application through the district. Our Title 1 status has provided our students Universal Breakfast. This program gives every student, regardless of whether or not they qualify for a free or reduced lunch, a free breakfast daily.

Housing Programs

NA

Head Start

NA

Adult Education

NA

Career and Technical Education

Career Education is taught through our Social Studies classes.

Job Training

NA

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

RtI team consists of the following educators:
Bonnie Brett (Principal)
Philip Yost (Administrator)

Kathy McKeon (RtI Coach)
Kathy McKeon (Student Services Coordinator)
Yazdek Villanueva (ESOL)
Jennifer Trent (Reading Coach)
Patricia Lamasney (School Psychologist)
Lead Teachers K-8

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?

As students enroll their records are reviewed by the Registrar and RtI Coach. Each student is placed in the appropriate RtI tier based on this review. If additional information is needed from the previous school a member of the team makes the contact to get the information. Two to three times a year, data such as FCAT, FAIR, SAT 10, benchmarks are analyzed to determine the school needs. The RtI team meets every 4 weeks to continue to monitor the needs of the students and teachers in the RtI process, and measure student achievement to ensure success. At the end of the year a final review is put in place to help identify possible needs for the following year.

Principal- Monitors the RtI process to ensure the implementation of the program and it's alignment to meeting the needs of all students in accordance with the SIP plan.

Administrator- Oversees the RtI process to ensure adherence to the guidelines and procedures. Participates in the parent meetings and implements school-based plans/activities based on data to maximize the success of classroom implementation.

RtI Coach- Monitor the RtI process, providing classroom teacher support, and assuring the RtI process is completed with fidelity. Provides the teacher with training on curriculum and assessment resources. Organize baseline data and provide it to teachers. Participates in the parent meetings and facilitate school-based plans/activities based on data to maximize the success of classroom implementation.

ESE Teachers – Works collaboratively with the teacher in our inclusion model. They may go into a co-teach situation of support for Tier 3 students.

ESOL teacher- Works collaboratively with the teacher in our inclusion model. They may go into a co-teach situation of support for Tier 3 students.

Reading Coach –Serve as the liaison between the school and district academic personnel. She will assist with the FAIR testing process for early detection of students below grade level.

School Psychologist- Serve as an expert on district requirements for RtI.

Lead Teachers - Represent their specific grade levels and determine needs for is instructional purposes. Instructs students in the core curriculum for Tier 1 & 2. Collaborate with academic RtI team for extra assistance.

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?

RtI process is a part of the total educational program. Development of the SIP was heavily interwoven with the provisions created for the RtI process. Programs, curriculum and resources are allocated to meet the needs of the students in all tiers of the RtI process alongside the other students' needs being addressed. Ensure that the staff has the support necessary to successfully attain what they're being asked to accomplish.

The steps in the RtI problem solving process used to develop and implement the SIP in the following manner:

1. Analyze the data and define areas of weakness and strength by grade level, ESOL students, ESE students, individual students, subject area, and content segments.
2. Determine factors impacting student academic achievement.
3. Develop an intervention plan to address the goals, and methods for measuring and monitoring student academic performance.
4. Consistently re-evaluate the plan to determine the change in student needs and the effective implantation of strategies.

MTSS Implementation

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

Baseline Data:

- Benchmark Testing (3 times a year)
- FAIR (3 times a year)
- Study Island and Timez/Division Attack
- Writing Prompts (given monthly).
- FCAT Mini Assessments & FCAT are used for Reading, Mathematics, & Science

Behavior:

- Behavior Intervention Plan is used to monitor and track undesired behaviors.
- SIS / Terms
- Functional Behavioral Assessment and the Behavior Intervention Plan FBA-BIP

Describe the plan to train staff on MTSS.

Professional Development is provided on RtI during our new teacher / returning teacher in-service training. We will continue to provide training throughout the year on implementing services. The faculty is encouraged to also take any RtI professional development courses through Osceola County.

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The school-based Literacy Leadership Team will consist of: Principal, Dean, CRT, the Reading Coach, K - 8th grade team leads, the middle school reading teachers and the librarian. Principal- Oversee the alignment of literacy programs to the school improvement plan.

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

The team meets once a month. The roles/functions of the team are to:

The school-based Literacy Leadership Team will consist of: Principal, Dean, CRT, the Reading Coach, K - 8th grade team lead, the middle school reading teachers and the librarian.

Principal- Oversee the alignment of literacy programs to the school improvement plan.

Dean/CRT- Monitor the fidelity of lesson plans and instructional strategies in classroom provides teachers with professional resources and professional development. Define procedures and processes with weekly meetings with Team Leads and grade level teachers.

Reading Coach- Provide support in the implementation of data driven reading instruction, and programs that have research based validity.

Team Leads- Responsible to relay information on strategies and programs that will reinforce reading in their different grade levels. Support content area teachers in the use of reading strategies in their curriculum and implementation of best reading practices in the classroom.

ESE specialist- Support teachers in effective modifications in reading for the 504 and IEP students.

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

The goal to increase student's reading fluency, comprehension and enjoyment as measured by FAIR tests, CSUSA benchmark tests and the FCAT will be achieved by implementing these initiatives: 1)CSUSA Reading Challenge, 2)Student progress on Study Island and FCAT Explorer, 3)Track student progress on CSUSA benchmark test, 4)Implement Book Mark Buddies for struggling readers , 5) Engaging Middle School students in book studies through their reading classes, 6) Provide intensive reading classes to all level 1 students in grades 6-8, 7)Book-It.

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.

Kindergarten Round Up is a program for preschool students and parents to be introduced to the kindergarten program at our school for the following year. Parents are introduced to our teachers, curriculum, resources, and strategies for preparing their child for kindergarten. Kindergarten Readiness Screening is completed on each child. Data on each student is used for class placement and individualizing student needs and used by teacher to drive instruction and design a plan to meet student needs.

Prior to the first day of school Kindergarten parents and students were invited to Open House. Parents were given a tour of the school, met their child's teacher, reviewed the student's daily routine, classroom resources, curriculum, grading, homework policy, teacher communication, and Student Information System (SIS).

Throughout the year parents and students will receive opportunities to participate in school activities that enhance the education and success of our students. Student achievement will be tracked using data obtained on individual student assessments collected from FAIR testing, Benchmark testing, SAT 10, and classroom assessments. This information will be shared with students and parents to set student goals and parent involvement.

*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.

Professional Development is provided to our teachers of research based, data driven instructional strategies to improve literacy. Teachers receive strategic data chats to review tracked student data. Weekly walk-throughs are performed by administrators and reviewed for teachers to ensure school wide implementation.

*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

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	Reading goal for student proficiency rate of a level 3 or above, for the 2012 year, is 54% (323). This includes all subgroups in order to meet Annual yearly progress proficiency levels.
2012 Current Level of Performance:	2013 Expected Level of Performance:
54% (323) of students overall attained proficiency on the reading FCAT in 2012.	60% (323) of students will obtain reading proficiency on the FCAT in 2013.

Problem-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	Differentiating instruction for students on various levels of academic achievement.	<p>Elementary Students are assessed weekly to determine progress in these classrooms. Teachers will provide differentiated centers and small group instruction by grouping students based on academic ability.</p> <p>Middle School students, who scored a Level 1 on the previous FCAT Test, are placed in either Reading intensive classes where Tier III curriculum is utilized to assist the student with support. These students are also enrolled in an on grade level class. This in turn increases their Reading Studies from 42/55 minutes to 84/110 minutes daily.</p> <p>Middle School Students, who scored a Level 4/5 on the previous FCAT Test, are placed Advance Reading classes. Advance classes offer a rigorous and challenging curriculum in the four core subject areas.</p>	Admin. team, CRT, Reading Coach, classroom teachers	<p>Teachers and students will track their progress on all assessments.</p> <p>Teachers/grade level teams will analyze data and differentiate instruction to accommodate students' needs.</p> <p>Students will set achievement goals on SIS through their PLPs and data chats.</p>	Benchmark tests, Study Island, Accelerated Reader, Running Recorder, Student Portfolios, and teacher assessments.

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.	
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Reading Goal #1b:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	Reading goal for student achieving above proficiency rate of a level 4 or 5, for the 2013 year, is 32%(191).
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% (161) of students overall attained above Reading proficiency on the FCAT in 2012.	32% (191) of students will obtain above Reading proficiency on the FCAT in 2013.

Problem-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	Academic content is always above ability level, yet has attainable success criteria defined.	Provide continuously throughout the year, challenging and engaging coursework. Provide opportunities for query and real-life problem solving.	Admin. team, CRT, Reading Coach, classroom teachers	Walkthroughs & Teacher Observation of student motivation and success. Students will set achievement goals on SIS through their PLPs and data chats.	Study Island, Accelerated Reader, Running Recorder, Student Portfolios and teacher assessments
2	Maintaining reading level due to new literacy challenges.	Professional development on NGSSS. Higher Level Blooms Taxonomy strategy use School-wide incentive program for reading.	Admin. team, CRT, Reading Coach, classroom teachers	Teachers and students will track their progress on all assessments. Teachers/grade level teams will analyze data and adjust instruction to accommodate students' needs. Students will set achievement goals on SIS through their PLPs and data chats.	Benchmark tests, Study Island, Accelerated Reader, Running Recorder, Student Portfolios and teacher assessments

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	
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reading.				
Reading Goal #2b:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	Reading goal for student making Learning Gains is 72% (431).
2012 Current Level of Performance:	2013 Expected Level of Performance:
72% (431) of students making learning gains in 2012.	72% (431) of students will be making learning gains in 2013

Problem-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	Student motivation to perform higher academically.	Create an individual plan with each student based on their own data. Professional Development on strategies to engage readers. Students will be provided a variety of reading materials to keep them engaged.	Admin. team, CRT, Reading Coach, Classroom teachers	Teachers and students will track their progress on all assessments. Teachers/grade level teams will analyze data and differentiate instruction to accommodate students' needs.	Benchmark tests, Study Island, Accelerated Reader, Running Recorder, Student Portfolios and teacher assessments

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

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	The Reading goal for Lowest 25% making Learning Gains, for the 2013 year, is 71% (425).
2012 Current Level of Performance:	2013 Expected Level of Performance:
68% (407) of students in Lowest 25% overall making learning gains in Reading on the FCAT in 2012.	71% (425) of students in Lowest 25% making learning gains in Reading on the FCAT in 2013.

Problem-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	Below grade level skills such as vocabulary, comprehension, or decoding.	Small group instruction focused on individual student weaknesses and differentiated instruction. Intensive Reading teachers will push in and pull identified lower 25% for small group instruction focused on each child's learning challenges and Reading strategies.	Admin. team, CRT, Reading Coach, Intensive teachers	Intensive Teachers and students will track their progress on all assessments.	Benchmark tests, Study Island, Accelerated Reader, Running Recorder, mini assessments, Student Portfolios and teacher assessments

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal # 5A : <input type="text"/>					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	On the 2012-2013 FCAT Reading 60%(359) of all Hispanics students will make proficiency in and meet AYP.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
62% (371) of all Hispanics students made proficiency in Reading and meet AYP.	60%(359)of all Hispanics students will make proficiency in Reading and met AYP.

Problem-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	Low parent involvement.	<p>Events to attract parent to school centered on aspects of their culture.</p> <p>Communication sent to parents translated in English, Spanish, and Creole.</p> <p>Translator list of people who can translate meetings and documents for teachers.</p> <p>Providing bilingual information to parents at all school-wide academic events in English, Spanish, and/or Creole.</p>	Admin. team, CRT, classroom teachers, After Care Supervisor, Technology teacher	<p>Translated documents</p> <p>Parent teacher conference notes</p>	<p>Parent satisfaction surveys.</p> <p>Volunteer logs</p>

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	45% (392) of all ELL students will be proficient on Reading FCAT 2013 and make AYP .
2012 Current Level of Performance:	2013 Expected Level of Performance:
43% (375)of all ELL students made proficiency in Reading FCAT 2011 but did not meet AYP.	45% (392) of all ELL students will make proficiency in Reading and obtain AYP.

Problem-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	Parent support in Reading at home due to the language barrier.	<p>Silent Reading time during school hours.</p> <p>Students will be offered tutoring in Aftercare and after school tutoring program.</p> <p>Bookmark Buddies will provide Reading assistance during the day.</p> <p>Parent University providing after-hours help</p>	Admin. team, CRT, Reading Coach, classroom teachers, After Care Supervisor	<p>Teachers and students will track their progress on all assessments.</p> <p>Teachers/grade level teams will analyze data and adjust instruction to accommodate students' needs.</p> <p>Students will set achievement goals on SIS though their PLPs and data chats.</p>	Benchmark tests, Study Island, Accelerated Reader, Running Recorder, Student Portfolios and teacher assessments

		for parent in need of strategies to help their child academically.			
2	We have over 130 LY students in school and with our mobility rate the number changes throughout the year.	Have our ESOL staff work with the ELL students in one on one or small groups in the classroom. Have 15 min. of silent reading each day.	ESOL staff, Admin team and teachers	Teachers and ESOL staff will monitor progress throughout the year	Cella testing Benchmark testing, FCAT Explorer, Study Island tests

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:	Student with Disabilities will make AYP in reading in the 12-13 FCAT test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
On the 10-11 test there was an NA in the meeting AYP area in reading	All of our SWD students will meet AYP in FCAT reading.in 12-13

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Having student come to us from other areas they may not have the prior knowledge and therefore we will have to fill in the gaps	ESE staff will work with the students in class and will work with the classroom teacher to modify the curriculum to meet the students needs.Have 15 min. of silent reading each day.	Classroom teachers ESE staff	Tracking student progress by teachers, ESE staff and the student. Annual IEP reviews	Benchmark tests, FCAT Explorer, Study Island and teacher tests.

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:	65%(292) of all Economically Disadvantaged students will be proficient on the Reading FCAT 2012 and made AYP in Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
62%(278) of all Economically Disadvantaged students were proficient on the Reading FCAT 2011 and made AYP in Reading.	65% (292) of all Economically Disadvantaged students will be proficient and make AYP in Reading.

Problem-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	Socioeconomic Factors	Increase parental opportunities to help at school. Parenting assistance through student services. Provide resources for education when needed. Parent University	Admin. team, CRT, classroom teachers, After Care Supervisor, Technology teacher	Walkthroughs & Teacher Observation of student motivation and success. Students will set achievement goals on SIS though their PLPs and data chats.	Benchmark tests, Study Island, Accelerated Reader, Running Recorder, Student Portfolios and teacher assessments

		providing technology training and parent access to SIS after-school.			
2	We have 75% of our students on free/reduced lunch and these are our most mobile students who come to us with little prior knowledge.	Placing all in level 1&2 reading students in remedial classes and having the teachers work with them in small groups to fill their learning gaps. Have 15 min.of silent reading each day.	Teachers, ESE ESOL staff	Tracking progress by teachers, staff using the benchmark test and other learning programs	Benchmark tests, FCAT Explorer, study island

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						

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Tracking student achievement to differentiate instruction.	benchmark tests	As provided by CSUSA	\$8,000.00
Research based instructional materials	Imagine It Consumables	FTE Funds	\$24,658.84
research based instructional materials	Imagine It Textbooks	FTE Funds	\$3,594.45
			Subtotal: \$36,253.29
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
use technology to enhance learning opportunities	Study Island	FTE funds	\$7,293.75
use technology to enhance learning opportunities	Triumph learning	FTE Funds	\$3,320.85
			Subtotal: \$10,614.60
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: \$46,867.89

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:				
2012 Current Percent of Students 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
No Data Submitted				

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:				
2012 Current Percent of Students Proficient in reading:				
Problem-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				

Students write in English at grade level in a manner similar to non-ELL students.				
3. Students scoring proficient in writing. CELLA Goal #3:				
2012 Current Percent of Students Proficient in writing:				

Problem-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				

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

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:	On the 2013 FCAT test in math, 53% (317) of the students will be at level 3 or higher in Math
2012 Current Level of Performance:	2013 Expected Level of Performance:
46%(275)of the students were at level 3 or higher in Math	53%(317)of the students who take the test will be at level 3 or higher.

Problem-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	Differentiating instruction for students on various levels of academic achievement.	Elementary Students are assessed weekly to determine progress in these classrooms. Teachers will provide differentiated centers and small group instruction by grouping students based on academic ability. Intensive Math teachers will push in for small group instruction is utilized to focus on each child's learning challenges in content groups. Middle School students, who scored a Level 1 on the previous FCAT Test, are placed in either Math intensive classes where Tier III curriculum is utilized to assist the student with support. These students are also enrolled in an on grade level class. This in turn increases their Reading Studies form 42/55 minutes to 84/110 minutes daily.	Admin. team, CRT, classroom teachers.	Teachers and students will track their progress on all assessments. Teachers/grade level teams will analyze data and differentiate instruction to accommodate students' needs. Students will set achievement goals on SIS though their PLPs and data chats.	Benchmark tests, Study Island, Timez / Division Attack, Student Portfolios and teacher assessments.
2	Low exposure to Science concepts, terms and real life experience.	Students will participate in weekly scientific lab experiments. Parent Science Night inviting parents and students to participate in Science experiences as a family. School Wide / District Science Fair celebrating and encouraging scientific exploration.	Admin. team, CRT, classroom teachers. Science Coordinators & CRT	Walk-throughs, Teachers and students will track their progress on all mini assessments. Teachers/grade level teams will analyze data and differentiate instruction to accommodate students' needs. Students will set achievement goals on SIS though their PLPs	Benchmark tests, Study Island, FCAT mini assessments, Student Portfolios and teacher assessments.

				and data chats.	
3	There is a history of poor performance in math because of a lack of prior knowledge of the students who enroll at this school. The implementation of the new math program will take some time.	A new math program, Envision, is introduced to the students this year. We will use Study Island to check progress and provide practice.	Teachers and Admin. team	Monitoring of benchmark tests and other programs used to practice math skills and tracking student progress on these.	Benchmark test, FCAT Explorer, Study island

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

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	On the 2013 FCAT 32% (191) students with level 4 or 5 will maintain or increase their level.
2012 Current Level of Performance:	2013 Expected Level of Performance:
17% (101) of the students achieving above proficiency scored a level 4 or 5 on the Math FCAT	32% (191) of the students achieving above proficiency will score a level 4 or 5 on the Math FCAT

Problem-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	Academic content is always above ability level, yet has attainable success criteria defined.	Provide continuously throughout the year, challenging and engaging coursework. Provide opportunities for query and real-life problem solving.	Admin. team, CRT, classroom teachers	Walkthroughs & Teacher Observation of student motivation and success. Students will set achievement goals on SIS through their PLPs and data chats.	Benchmark tests, Study Island, Timez / Division Attack, Student Portfolios and teacher assessments
2	Opportunity to explore Scientific theory and practical application.	Middle school Students performing at a level 4 and 5 were placed in a Advance Science class	Admin. team, CRT, classroom teachers	Walkthroughs & Teacher Observation of student motivation and success. Students will set	Benchmark test, mini FCAT assessments, and FCAT.

	with more opportunities for experiments and cooperative learning.	achievement goals on SIS through their PLPs and data chats.
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	On the 2012-2013 FCAT 69% (413) of the students will show learning gains
2012 Current Level of Performance:	2013 Expected Level of Performance:
On the 2011-2012 66% (395) of the students showed learning gains in math.	On the 2013-2014 69% (413) of the students will show learning gains in math.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are missing math components to achieve full understanding of higher Math Concepts and practical application.	Provide concrete real world examples by infusing literacy into the mathematics instructional block. Student math journals and word walls will be utilized in tandem with manipulatives to achieve understanding.	Admin. team, CRT, Reading Coach, Classroom teachers	Teachers and students will track their progress on all assessments. Teachers/grade level teams will analyze data and differentiate instruction to accommodate students' needs.	Benchmark tests, Study Island, Timez / Division Attack, Student Portfolios and teacher assessments
2	Because of the mobility of our students it will be difficult to fill learning gaps they may have. Also students coming from all over the world who may not have	We will use the new math program, Envision and monitor student progress	Classroom teachers Admin. Team	Use of benchmark test and the other tutorial programs and track progress	Benchmark tests, and the other programs used to monitor student progress.

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

3b. Florida Alternate Assessment:
Percentage of students making Learning Gains in mathematics.

Mathematics Goal #3b:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.

Mathematics Goal #4:

On the 2013 FCAT test 76% (113) of the students in the lowest 25% will show learning gains in math.

2012 Current Level of Performance:

2013 Expected Level of Performance:

2012 FCAT 46% (68) showed proficient in math.

On the 2013 FCAT 76% (113) of the lowest 25% will show learning gains in math

Problem-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 remediation below grade level in content areas to meet the grade level concepts.	Students will be given opportunities to develop understanding and inquiry activities to maintain or increase understanding of skills through hands on experiences with grade level appropriate number concepts and apply learning to solve real-life problems. Timez / Division Attack are Gaming software which remediates basic multiplication and division concepts.	Admin. team, CRT, classroom teachers	Walk-throughs & Teacher Observation of student motivation and success. Students will set achievement goals on SIS through their PLPs and data chats.	Benchmark tests, Study Island, Timez / Division Attack, Student Portfolios and teacher assessments
2	We have a high mobility rate with students coming to us from all	Use the new Envision math program and place all level 1 students in	Intensive math teacher and other teachers	Monitor progress through benchmark tests.	Benchmark test and other evaluative tools

over and who have learning gaps	intensive math	used by the teacher.
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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal #					
	5A : <input type="text"/>					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	On the 2011-2012 FCAT Math 55%(280) Hispanic students will be proficient and met AYP on FCAT Math 2011.
2012 Current Level of Performance:	2013 Expected Level of Performance:
54%(274) Hispanic students in were proficient and met AYP on FCAT Math 2011.	55%(280) Hispanic students will be proficient and met AYP on FCAT Math 2012.

Problem-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	Low parent involvement.	Increase parental participation in Mathematics support meetings by offering incentives and fun activities for the family to take part in. Providing bilingual information to parents at all school-wide academic events in English, Spanish, and/or Creole.	Admin. team, CRT, classroom teachers, After Care Supervisor, Technology teacher	Translated documents Parent teacher conference notes	Parent satisfaction surveys. Volunteer logs
2	Many of our Hispanic students come with limited prior knowledge to convert the Math system used in their country to the US.	We will use the new math program and have our ESOL staff work with the students	Classroom teachers and ESOL staff	Tracking student progress by student, ESOL staff and teacher	Benchmark test and tests provided by new math program.

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:	ELL students will meet AYP in Math for the FCAT 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
<input type="text"/>	<input type="text"/>

49% of the ELL student didn't meet AYP in Math for the FCAT 2011.	ELL students will meet AYP in Math for the FCAT 2013.
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Cultural differences in Math: Student is only familiar with a different currency from their country, the metric system, vocabulary presented to them in word problems are challenging and leave them unable to solve the problem.	Students are taught Math concepts with the use of manipulatives, making connections to real life situations, Identify key terms to solve the problems. ESOL teachers will teach Math words with operations in their native language. Pairing ELLs with another student.	Admin. team, CRT, Reading Coach, classroom teachers, After Care Supervisor	Walkthroughs & Teacher Observation of student motivation and success. Students will set achievement goals on SIS through their PLPs and data chats.	Benchmark tests, Study Island, Timez / Division Attack, Student Portfolios and teacher assessments

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:	On the 2013 FCAT the SWD students will show AYP in math
2012 Current Level of Performance:	2013 Expected Level of Performance:
There was not enough data for the 2012 FCAT test for SWD	The SWD students will show AYP on the 2013 Fcat 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	Adequate use of support and small group instruction during their time of support.	ESE teachers working in the classroom with teacher modifying curriculum. Level 1 students in intensive classes for math	Classroom teachers and ESE teachers	Students and teachers monitoring progress	Benchmark tests and other data gathering tools

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	On the 2013 FCAT Economically Disadvantaged students will meet AYP.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Economically Disadvantaged students did not meet AYP in Math for the FCAT 2012.	Economically Disadvantaged students will meet AYP in Math for the FCAT 2013.

Problem-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	Socioeconomic Factors	Increase parental opportunities to help at school. Parenting assistance through student services. Provide resources for education when needed. Parent University providing technology training and parent access to SIS after-school.	Admin. team, CRT, classroom teachers, After Care Supervisor, Technology teacher.	Walkthroughs & Teacher Observation of student motivation and success. Students will set achievement goals on SIS through their PLPs and data chats.	Benchmark tests, Study Island, Timez / Division Attack, Student Portfolios and teacher assessments

End of Elementary School Mathematics Goals

Middle School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics.

Mathematics Goal # 1a:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Differentiating instruction for students on various levels of academic achievement.	Elementary Students are assessed weekly to determine progress in these classrooms. Teachers will provide differentiated centers and small group instruction by grouping students based on academic ability. Intensive Math teachers will push in for small group instruction is utilized to focus on each child's learning challenges in content groups. Middle School students, who scored a Level 1 on the previous FCAT Test, are placed in either Math intensive classes where Tier III curriculum is utilized to assist the student with support. These students are also	Admin. team, CRT, classroom teachers.	Teachers and students will track their progress on all assessments. Teachers/grade level teams will analyze data and differentiate instruction to accommodate students' needs. Students will set achievement goals on SIS through their PLPs and data chats.	Benchmark tests, Study Island, Timez / Division Attack, Student Portfolios and teacher assessments.

	enrolled in an on grade level class. This in turn increases their Reading Studies form 42/55 minutes to 84/110 minutes daily.		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal # 2a:	
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
1	Academic content is always above ability level, yet has attainable success criteria defined.	Provide continuously throughout the year, challenging and engaging coursework. Provide opportunities for query and real-life problem solving.	Admin. team, CRT, classroom teachers	Walkthroughs & Teacher Observation of student motivation and success. Students will set achievement goals on SIS though their PLPs and data chats.	Benchmark tests, Study Island, Timez / Division Attack, Student Portfolios and teacher assessments

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.	
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Mathematics Goal #2b:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics.				
Mathematics Goal #3a:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are missing math components to achieve full understanding of higher Math Concepts and practical application.	Provide concrete real world examples by infusing literacy into the mathematics instructional block. Student math journals and word walls will be utilized in tandem with manipulatives to achieve understanding.	Admin. team, CRT, Reading Coach, Classroom teachers	Teachers and students will track their progress on all assessments. Teachers/grade level teams will analyze data and differentiate instruction to accommodate students' needs.	Benchmark tests, Study Island, Timez / Division Attack, Student Portfolios and teacher assessments

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

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need remediation below grade level in content areas to meet the grade level concepts.	Students will be given opportunities to develop understanding and inquiry activities to maintain or increase understanding of skills through hands on experiences with grade level appropriate number concepts and apply learning to solve real-life problems. Timez / Division Attack are Gaming software which remediates basic multiplication and division concepts.	Admin. team, CRT, classroom teachers	Walk-throughs & Teacher Observation of student motivation and success. Students will set achievement goals on SIS through their PLPs and data chats.	Benchmark tests, Study Island, Timez / Division Attack, Student Portfolios and teacher assessments

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Middle School Mathematics Goal #					
	5A :					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.	
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Mathematics Goal #5B:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Low parent involvement.	Increase parental participation in Mathematics support meetings by offering incentives and fun activities for the family to take part in. Providing bilingual information to parents at all school-wide academic events in English, Spanish, and/or Creole.	Admin. team, CRT, classroom teachers, After Care Supervisor, Technology teacher	Translated documents Parent teacher conference notes	Parent satisfaction surveys. Volunteer 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:

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Cultural differences in Math: Student is only familiar with a different currency from their country, the metric system, vocabulary presented to them in word problems are challenging and leave them unable to solve the problem.	Students are taught Math concepts with the use of manipulatives, making connections to real life situations, Identify key terms to solve the problems. ESOL teachers will teach Math words with operations in their native language. Pairing ELLs with another student.	Admin. team, CRT, Reading Coach, classroom teachers, After Care Supervisor	Walkthroughs & Teacher Observation of student motivation and success. Students will set achievement goals on SIS through their PLPs and data chats.	Benchmark tests, Study Island, Timez / Division Attack, Student Portfolios and teacher assessments

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	
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satisfactory progress in mathematics. Mathematics Goal #5D:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Socioeconomic Factors	Increase parental opportunities to help at school. Parenting assistance through student services. Provide resources for education when needed. Parent University providing technology training and parent access to SIS after-school.	Admin. team, CRT, classroom teachers, After Care Supervisor, Technology teacher.	Walkthroughs & Teacher Observation of student motivation and success. Students will set achievement goals on SIS through their PLPs and data chats.	Benchmark tests, Study Island, Timez / Division Attack, Student Portfolios and teacher assessments

End of Middle School Mathematics Goals

Algebra End-of-Course (EOC) Goals

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

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

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

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

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

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

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

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

3E. Economically Disadvantaged students not making satisfactory progress in Algebra.

Algebra Goal #3E:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

End of Algebra EOC Goals

Geometry End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Geometry.

Geometry Goal #1:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.

Geometry Goal #2:

2012 Current Level of Performance:

2013 Expected Level of Performance:

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

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Geometry Goal # 3A : <input type="text"/>			
Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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

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

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

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

3C. English Language Learners (ELL) not making satisfactory progress in Geometry. Geometry Goal #3C:		
2012 Current Level of Performance:		2013 Expected Level of Performance:
<input type="text"/>		<input type="text"/>

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

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

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

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

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

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

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

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						

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
New math curriculum	Envision math	FTE funds	\$2,631.55
			Subtotal: \$2,631.55
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Math	Triumphs Learning	FTE funds	\$3,320.84
			Subtotal: \$3,320.84
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: \$5,952.39

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:	On the 2012-2013 48% (54) of the 5th grade students and 38% (38)of the 8th grade students will be proficient.
2012 Current Level of Performance:	2013 Expected Level of Performance:
38% (43) of the 5th grade students and 34% (34)of the 8th grade students were proficient on the 2011 FCAT Science.	48% (54) of the 5th grade students and 38% (38)of the 8th grade students will be proficient on the 2012 FCAT Science.

Problem-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	Low exposure to Science concepts, terms and real life experience.	Students will participate in weekly scientific lab experiments. Parent Science Night inviting parents and students to participate in Science experiences as a family. School Wide / District Science Fair celebrating and encouraging scientific exploration.	Admin. team, CRT, classroom teachers. Science Coordinators & CRT	Walk-throughs, Teachers and students will track their progress on all mini assessments. Teachers/grade level teams will analyze data and differentiate instruction to accommodate students' needs. Students will set achievement goals on SIS through their PLPs and data chats.	Benchmark tests, Study Island, FCAT mini assessments, Student Portfolios and teacher assessments.

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

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
10% (49) of the 5th grade students and 4% (31) of the 8th grade students will be above proficiency on the 2011 FCAT Science.	48% (49) of the 5th grade students and 38% (31) of the 8th grade students will be above proficiency on the 2012 FCAT Science.

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool
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			Monitoring	Strategy	
1	Opportunity to explore Scientific theory and practical application.	Middle school Students performing at a level 4 and 5 were placed in a Advance Science class with more opportunities for experiments and cooperative learning.	Admin. team, CRT, classroom teachers	Walkthroughs & Teacher Observation of student motivation and success. Students will set achievement goals on SIS though their PLPs and data chats.	Benchmark test, mini FCAT assessments, and FCAT.

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
Problem-Solving Process to Increase Student Achievement					
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
No Data Submitted					

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

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

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

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Science Fusion	5th Grade new textbooks	School Budget	\$8,338.50
Science Fusion	8th grade new textbooks	School Budget	\$13,063.99
Science Lab	Material	School Budget	\$6,100.00
			Subtotal: \$27,502.49

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: \$27,502.49

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:	75% (67) of the 4th grade students and 85% (85) of the 8th grade students were proficient on the 2012 FCAT Writes and make AYP.
2012 Current Level of Performance:	2013 Expected Level of Performance:
73% (65) of the 4th grade students and 80% (80) of the 8th grade students were proficient on the 2011 FCAT Writes.	75% (67) of the 4th grade students and 85% (85) of the 8th grade students were proficient on the 2012 FCAT Writes.

Problem-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	Continuity of the writing process building across grade levels	School-wide writing prompts. Professional Development training on grading student writing prompts across all grade levels	Classroom teachers, writing/ Language Arts teachers	Tracking progress of students writing performance. Grading to meet the new FCAT standards in writing.	Results on the 2012 FCAT test, Writing prompt, and classroom assignments.
2	Student motivation	Journalism class for middle school students publishes a Student generated newspaper and distributes it to the student population.	Classroom teachers, writing/ Language Arts teachers.	Tracking progress of students writing performance. Grading to meet the new FCAT standards in writing.	Results on the 2012 FCAT test, Writing prompt, and classroom assignments.

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

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						

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

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:	In the 2012-2013 school year the attendance rate will be 95% plus.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
The 2012 attendance rate was between 95%-100% due to the difficulty of transfer of attendance between SIS and Terms	The expected attendance rate will be 96%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
In 2012 the excessive absence rate was in excess of _____	The number of excessive absence will _____
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)

Excessive tardies in 2010 was 60-85 students due to the high number of car riders and late buses. Close to 85% of our students are car or bus riders.		By working with parents and bus service the number will cut in half.			
Problem-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	Correcting the reporting process of attendance and getting car riders and buses in here earlier.	Parents notification of children are tardy and work closely with transportation to get buses here on time	Principal	Monitor student with poor attendance and excessively tardy	Monthly reports from the county.

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

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

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

Attendance Budget:

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

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:		The goal for attendance in 2011-12 school year will be 95-96%.			
2012 Total Number of In-School Suspensions		2013 Expected Number of In-School Suspensions			
None. We do not do in-school suspension.		None. We do not do in-school suspension.			
2012 Total Number of Students Suspended In-School		2013 Expected Number of Students Suspended In-School			
NA		NA			
2012 Number of Out-of-School Suspensions		2013 Expected Number of Out-of-School Suspensions			
In 2011 we had 85 out-of-school suspensions		In 2013 we will have 40 or less out-of-school suspensions			
2012 Total Number of Students Suspended Out-of-School		2013 Expected Number of Students Suspended Out-of-School			
In 2011 we had a total of 50 students suspended for one or more times		For the 2013 school year we will have 30 students suspended one or more times			
Problem-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	Student behavior	Institute the STRIVE program and graduated discipline techniques in the classroom. Implement CHAMPS school-wide	Classroom teachers and Admin. Team	Monthly monitoring of suspensions.	Monthly report

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

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

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

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			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:		Parents will do 10 hour of volunteer service per child during the year			
*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.					
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
parents did 10 hours of volunteer service per child.		Parents will do 10 hours of volunteer service during the year.			
Problem-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 parents can not do the volunteer hours during the school day.	Volunteer hours will be awarded for attending PTO/SAC meeting and chaperoning duties for other school related activities.	Classroom teachers and Principal	Logging of volunteer hours in SIS	Number of hours recorded by the end of the year.

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:				
Problem-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						

STEM Budget:

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

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. CTE CTE Goal #1:	
Problem-Solving Process to Increase Student Achievement	

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

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

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

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

CTE Budget:

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

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Tracking student achievement to differentiate instruction.	benchmark tests	As provided by CSUSA	\$8,000.00
Reading	Research based instructional materials	Imagine It Consumables	FTE Funds	\$24,658.84
Reading	research based instructional materials	Imagine It Textbooks	FTE Funds	\$3,594.45
Mathematics	New math curriculum	Envision math	FTE funds	\$2,631.55
Science	Science Fusion	5th Grade new textbooks	School Budget	\$8,338.50
Science	Science Fusion	8th grade new textbooks	School Budget	\$13,063.99
Science	Science Lab	Material	School Budget	\$6,100.00
				Subtotal: \$66,387.33
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	use technology to enhance learning opportunities	Study Island	FTE funds	\$7,293.75
Reading	use technology to enhance learning opportunities	Triumph learning	FTE Funds	\$3,320.85
Mathematics	Math	Triumphs Learning	FTE funds	\$3,320.84
				Subtotal: \$13,935.44
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
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: \$80,322.77

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

No Attachment

School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business

and community citizens who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting "Yes" or "No" below.

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
	\$0.00

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

This is a re-organization year for PMWCA SAC. Our previous year did not leave a legacy for us to follow. With that said, we will use this year to establish a great SAC and PTC.

AYP DATA

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

SCHOOL GRADE DATA

No Data Found

Osceola School District P. M. WELLS CHARTER ACADEMY 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	71%	61%	74%	39%	245	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	71%	69%			140	3 ways to make gains: <ul style="list-style-type: none"> ● 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?	68% (YES)	70% (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					523	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Osceola School District P. M. WELLS CHARTER ACADEMY 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	64%	56%	80%	40%	240	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	67%	69%			136	3 ways to make gains: <ul style="list-style-type: none"> ● 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?	64% (YES)	72% (YES)			136	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					512	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested