

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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Tallahassee, Florida 32399

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Florida Department of Education  
325 West Gaines Street  
Tallahassee, Florida 32399

School Name: BRIDGEPOINT ACADEMY OF GREATER MIAMI

District Name: Dade

Principal: Yeinier Rodriguez

SAC Chair: Leah Burton

Superintendent: Alberto M. Carvalho

Date of School Board Approval: Pending

Last Modified on: 10/18/2012

## PART I: CURRENT SCHOOL STATUS

### STUDENT ACHIEVEMENT DATA

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

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

### ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Maria D. Cedeño	Bachelor of Arts in Family and Consumer Science  Master's in Social Science Education  Educational Leadership Certified Program (36 hrs. beyond Master's)	2	24	'12 '09 '08 '07  Schools Grades NA A A A AYP NA N N N High Standards – Rdg NA 71 71 67 High Standards – Math NA 70 73 74 Learning Gains – Reading NA 69 69 61 Learning Gains – Math NA 73 72 73 Gains – Reading – 25 NA 80 73 70 Gains – Math – 25 69 67 68  (2010 and 2011 Retired)

### 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, Math	Leah Burton	Bachelor of Arts in Psychology Elementary K-6, ESOL Endorsement	2	1	Schools Grades: N/A N/A N/A N/A N/A AMO: N High Standards – Rdg: 71 High Standards – Math: 70 Learning Gains – Reading: 69 Learning Gains – Math: 73 Gains – Reading –25 Gains – Math – 25

## EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Incentives to retain highly qualified teachers would be to provide grants that will allow for teachers to further their education.	Principal & Board of Directors	On-going	N/A
2	2. Part of the hiring strategy is to hire highly qualified teachers.	Principal & Board of Directors	On-going	N/A

## 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
4	Teachers will register for various professional development courses offered by district and/ or take the certification test for the area specified on their waiver.

## 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
17	17.6%(3)	70.6%(12)	11.8%(2)	0.0%(0)	5.9%(1)	76.5%(13)	23.5%(4)	0.0%(0)	47.1%(8)

## 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
	Cassandra Daniel, Elaine	Mentors will support the creation of effective	

Leah Burton	Pinillos, Deborah Ventura, Ciindy Lopez	classroom strategies to enhance the delivery of classroom instruction.	Shared planning after school 3-5 days.
Leah Burton	Yamiry Paredes, Mabel Junco,Sandra Medina, Iris Martell, Miriam Sueiro	Mentors will support the creation of effective classroom strategies to enhance the delivery of classroom instruction.	Shared planning after school 3-5 days.
Carmen Moreno	Annette Vazquez, Lydia Randello	Mentors will support the creation of effective classroom strategies to enhance the delivery of classroom instruction.	Shared planning after school 3-5 days.
Catherine Brandreth	Virginia Campos	Mentors will support the creation of effective classroom strategies to enhance the delivery of classroom instruction.	Shared planning after school 3-5 days.

## ADDITIONAL REQUIREMENTS

### Coordination and Integration

**Note: For Title I schools only**

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

Title I, Part A

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

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

### School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Grade level planning, grade level meetings, Monthly data chats with teacher(s).

1. MTSS/RtI leadership is vital, therefore, in building our team we have considered the following:

Administrator(s) who will ensure commitment and allocate resources;  
Teacher(s) and Coaches who share the common goal of improving instruction for all students; and  
Team members who will work to build staff support, internal capacity, and sustainability over time.

2. The school's Leadership Team will include additional personnel as resources to the team, based on specific problems or concerns as warranted, such as:

School reading, math, science teachers  
Special education personnel

Members of school advisory committee  
Community stakeholders

3. MTSS/RtI is a general education initiative in which the levels of support (resources) are allocated in direct proportion to student needs. MTSS/RtI uses increasingly more intense instruction and interventions.

The first level of support is the core instructional and behavioral methodologies, practices, and supports designed for all students in the general curriculum.

The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support.

The third level of support consists of intensive instructional and/or behavioral interventions provided in addition to and in alignment with effective core instruction and the supplemental instruction and interventions with the goal of increasing an individual student's rate of progress academically and/or behaviorally.

There will be an ongoing evaluation method established for services at each tier to monitor the effectiveness of meeting school goals and student growth as measured by benchmark and progress monitoring data. The MTSS/RtI four step problem-solving model will be used to plan, monitor, and revise instruction and intervention. The four steps are problem identification, problem analysis, intervention implementation, and response evaluation.

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

The MTSS/RtI Leadership Team will meet every Thursday at 7:45 a.m. The team meets to discuss any data generated by State, District and school based assessment (including baseline and interim testing, FLKRS and FAIR data) in order to make necessary changes to our pacing guides and ensure that our students have mastered the NGSSS (CC) benchmarks. The team collaborates, solves problems, shares best practices, makes decisions, identifies professional development opportunities/needs and discusses upcoming events. School-wide programs are monitored regularly to check fidelity and participation. Decisions are made after everyone's input has been given and the pros and cons for every grade level have been addressed.

The following steps will be considered by the school's Leadership Team to address how we can utilize the MTSS/RtI process to enhance data collection, data analysis, problem solving, differentiated assistance, and progress monitoring.

The Leadership Team will:

1. Monitor academic and behavior data evaluating progress by addressing the following important questions:

What will all students learn? (curriculum based on standards)

How will we determine if the students have learned? (common assessments)

How will we respond when students have not learned? (Response to Intervention problem solving process and monitoring progress of interventions)

How will we respond when students have learned or already know? (Enrichment opportunities).

2. Gather and analyze data to determine professional development for faculty as indicated by student intervention and achievement needs.

3. Hold regular team meetings.

4. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.

5. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.

6. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.

7. Assist with monitoring and responding to the needs of subgroups within the expectations for AMOs.

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?

1. The MTSS/RtI Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis.

2. The MTSS/RtI Team will monitor the fidelity of the delivery of instruction and intervention.

3. The MTSS/RtI Team will provide levels of support and interventions to students based on data

4. The MTSS/RtI team will provide input when developing the school improvement plan by helping to develop strategies based on best practices.

#### MTSS Implementation

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

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

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

adjust the delivery of curriculum and instruction to meet the specific needs of students

adjust the delivery of behavior management system

adjust the allocation of school-based resources

drive decisions regarding targeted professional development

create student growth trajectories in order to identify and develop interventions

2. Sources of data will include:

## Classroom assessments

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

## Behavior

Student Case Management System  
Detentions  
Suspensions/expulsions  
Referrals by student behavior, staff behavior, and administrative context  
Office referrals per day per month  
Team climate surveys  
Attendance  
Referrals to special education programs

3. Our data sources include Edusoft, PMRN, Voyager V-port system, and teacher made assessments.

Describe the plan to train staff on MTSS.

The district professional development and support will include:

1. training for all administrators in the RtI problem solving, data analysis process;
2. providing support for school staff to understand basic RtI principles and procedures; and
3. providing a network of ongoing support for RtI organized through feeder patterns.

Describe the plan to support MTSS.

The district professional development and support will include:

1. The administrators attended MTSS/ RtI training in Spring 2012, offered by the district. The administrators then provided training for the MTSS/RtI team.

All teachers have been exposed to MTSS during pre-school planning days. The school will align all professional development days to coincide with the school wide MTSS process. Trainings will include how to disaggregate data, how to plan for data driven instruction and best practices based on school's data. Additional training throughout the year on the Problem Solving Worksheet. The MTSS/ RtI team will monitor and encourage use of the Problem Solving Worksheets at their grade levels

## Literacy Leadership Team (LLT)

### School-Based Literacy Leadership Team

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

Maria D. Cedeño , Principal; Elizabeth Aguiar, Reading Coach; Christina Carmona, ESE Specialist; Lydia Randello and Yamiris Paredes, Kindergarten Level Team Leader. As a new school additional members will be appointed in September.

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

The Literacy Leadership Team is made up of participating members of the schools community. It includes the principal, the curriculum specialist, the special education specialist, grade level team leaders, special area teachers, media specialist, student and community representatives. These members meet monthly to address the best way to encourage a community of literacy to develop. Items included on meeting agendas include, but are not limited to: ensuring the 90 minute daily reading instruction using the CRRP, whole group initial instruction using the CRRP/Houghton Mifflin, explicit instruction in

phonics/spelling/vocabulary, differentiated instruction/immediate intensive intervention (iii) using appropriate materials, guided reading using leveled text and/or skills based lessons. Also under review will be whether literacy centers are in use, that groups are fluid and using assessment results, classroom libraries being used effectively, theme related CRRP assessment (unit test) are being used to monitor student learning, instruction for all levels of learners including LEP , and that lesson plans reflect instruction in -phonemic awareness, phonics, fluency, vocabulary and comprehension.

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

"Learning to Gain"

As a brand new school, we will have to organize our team and acquire the necessary training for a successful team. Our reading coach will attend the monthly coaches' meetings; return to the school and train the staff. The principal by visiting the classrooms will ensure that all teachers are using differentiated instructions and that the level I and II students are being pulled out for intensive small group reading.

The major initiative of the LLT will be "Read To Me!", a program for family literacy, encouraging families to read together through monthly literacy activities. The literacy activities will require that parents and students attend a family activity night. At the family nights, we will take the opportunity to encourage reading in the family circle. We will be using Reading Strategies to support our initiative. We will be asking our PTA to acquire Accelerated Reader in order to motivate students and increase reading.

## Public School Choice

Supplemental Educational Services (SES) Notification  
No Attachment

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

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

### \*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

### \*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:	Our goal for the 2012-2013 school year is to increase Level 3 student proficiency by 3 percentage points to 27%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
24% (15)	27% (17)

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 2 – Reading Application.	Teachers will provide students with reading application strategies: graphic organizer, reciprocal reading, think-pair-share, think aloud, modeling, and cooperative groups. Instruction will provide students with opportunities to read in all content areas, with increased focus on main idea.	MTSS/RTI Team Administration	Administration will do walk throughs, monitor data, make sure staff holds data chats with students, administer mini assessments, and adjust instruction as needed.	On-going formative assessments: FAIR Graded assignment Portfolio Group project Self-evaluation Peer Evaluation  Summative assessment: 2013 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:

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

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

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



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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading.  Reading Goal #2a:	Our goal for the 2012-2013 school year is to increase Level 4 and 5 student proficiency by 1 percentage point to 42%..
2012 Current Level of Performance:	2013 Expected Level of Performance:
41%(26)	42% (26)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 2 – Reading Application.	Students will receive enrichment work using applications, high order thinking questions, create projects, and practice writing to explain.	MTSS/RtI Team Administration	Administration will do walk throughs, monitor data, make sure staff holds data chats with students, administer mini assessments, and adjust instruction as needed	On-going formative assessments: FAIR Graded assignment Portfolio Group project Self-evaluation Peer Evaluation  Summative assessment: 2013 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 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.	Our goal for the 2012-2013 school year is to increase
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Reading Goal #3a:	percentage of students making learning gains by 10 percentage points to 57%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
47% (6)	57% (7)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 1- Vocabulary.	Students will use Voyager daily for 30 minutes. Students will also have access to vocabulary word maps, word walls, and a variety of leveled reading texts.	MTSS/RtI Team Administration	Administration will do walk throughs, monitor data, make sure staff holds data chats with students, administer mini assessments, and adjust instruction as needed.	Formative: weekly mini assessments Summative assessment: 2013 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:

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
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No Data Submitted

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.  Reading Goal #4:	As a new school, we will use district averages to establish the current and expected performance. The District average of the 2011 FCAT Reading Test indicate that 60% of students in the Lowest 25% made learning gains.  Our goal for the 2011-2013 school year is to increase percentage of students in the Lowest 25% making learning gains by 10 percentage points to 70%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
60% District Average	70% (35)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 3 - Literary Analysis - Nonfiction/Fiction	Teach students to identify and interpret elements of story structure within a text. In addition, the school will provide tutoring and interventions, including Voyager and Reading Plus.	MTSS/RtI Team Administration	Administration will do walk throughs, monitor data, make sure staff holds data chats with students, administer mini assessments, and adjust instruction as needed	Formative: weekly mini assessments  Summative assessment: 2013 FCAT

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Reading Goal # Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%.				
5A :						
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	58	62	66	69	73	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.  Reading Goal #5B:	Our goal for the 2012-2013 school year is to decrease the amount of student by ethnicity not making satisfactory progress by 3 percentage points.			
2012 Current Level of Performance:	2013 Expected Level of Performance:			
White: 73%(12) Black: N/A Hispanic: 65% (25) Asian: N/A American Indian: N/A	White: 76% (12) Black: N/A Hispanic: 69% (26) Asian: N/A American Indian: N/A			
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

5C. English Language Learners (ELL) not making satisfactory progress in reading.  Reading Goal #5C:	Writing proficiency targets are subject to change by the FLDOE; therefore, all students' proficient goal should always reflect the minimum score of 4.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
18% (3)	26% (5)

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

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

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

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

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:	Writing proficiency targets are subject to change by the FLDOE; therefore, all students' proficient goal should always reflect the minimum score of 4.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
61% (17)	65% (18)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1			MTSS/RtI Team Administration	Administration will do walk throughs, monitor data, make sure staff holds data chats with students, administer mini assessments, and adjust instruction as needed	On-going formative assessments: FAIR Graded assignment Portfolio Group project Self-evaluation Peer Evaluation

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
Reading Plus	1-5	Reading Plus Representative	Reading teachers of grade 1-5	October 3, 2012	Usage logs	Administration
Reading FCAT 2.0	3-5	NAEP Consultant	All teachers	Aug. 14-15, 2012 and monthly WebEx	Teacher conferencing and Professional Learning Community	Administration and NAEP
Task Cards for Instructional Focus	3-5	Administrator	Teachers of Gr. 3-5	August 14-15, 2012	Administration will monitor usage of task cards during classroom walkthrough	Administration

#### Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
FCAT Practice Materials	Practice workbooks to reinforce standards that will be on the state assessment	SAC funds	\$500.00
			Subtotal: \$500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$500.00

End of Reading Goals

## Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.

1. Students scoring proficient in listening/speaking. CELLA Goal #1:	Our goal for the 2012-2013 school year is to increase percentage of students proficient in listening/ speaking by 1 percentage.
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2012 Current Percent of Students Proficient in listening/speaking:

Listening/ Speaking: 50% (30)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. An anticipated barrier in this area is that students may not have much opportunity to practice English at home.	1.1. .Students will use both simple and direct language, think aloud, role play and use repetition in the classroom and school setting.	Administration	Administration will conduct walk-throughs, monitor data, conduct data chats with students and conduct mini-assessments as needed.	On-going formative assessments: FAIR Graded assignment Portfolio Group project Self-evaluation Peer Evaluation  Summative assessment: 2013 CELLA

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

2. Students scoring proficient in reading. CELLA Goal #2:	Our goal for the 2012-2013 school year is to increase percentage of students proficient in reading by 1 percentage point.
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2012 Current Percent of Students Proficient in reading:

28% (17)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	We anticipate that students may be hesitant to try because of low reading skills and familiarity with the content of the passage.	Students will use picture walks, prediction, task cards, repetition, teacher led reading groups to build their comprehension skills.	Administration	Administration will conduct walk-throughs, monitor data, conduct data chats with students and conduct mini-assessments as needed.	On-going formative assessments: FAIR Graded assignment Portfolio Group project Self-evaluation Peer Evaluation 2013 CELLA 2013 FCAT Reading 2.0

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

3. Students scoring proficient in writing. CELLA Goal #3:		Our goal for the 2012-2013 school year is to increase percentage of students proficient in writing by 1 percentage point.			
2012 Current Percent of Students Proficient in writing:					
25% (15)					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	We anticipate student hesitation due to their inexperience in writing.	Students will use dialog journals, personal journals, graphic organizers, and illustrating and labeling to build their writing skills	Administration	Administration will conduct walk-throughs, monitor data, conduct data chats with students and conduct mini-assessments as needed.	On-going formative assessments: FAIR Graded assignment Portfolio Group project Self-evaluation Peer Evaluation  Summative assessment: 2013 CELLA

CELLA Budget:

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

# 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:	Our goal for the 2012-2013 school year is to increase Level 3 student proficiency by 3 percentage points to 19%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
16%(10)	19% (12)

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2011 administration of the FCAT Mathematics Test was Reporting Category- Number and Operations.	Increase the use of manipulatives and hands-on activities to reinforce mathematical concepts which include developing an understanding of fractions and fraction equivalence.	Leadership team, administration	Administration will conduct walk-throughs, monitor data, conduct data chats with students and conduct mini-assessments as needed.	On-going formative assessments: Graded assignments; Group projects; mini-assessments weekly; Peer-evaluation.  Summative assessment: 2013 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:

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:	Our goal for the 2012-2013 school year is to increase Level 4 and 5 student proficiency by 1 percentage points to 38%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
37% (23)	38% (24)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2011 administration of the FCAT Mathematics Test was Reporting Category-Geometry and Measurement.	Teachers will provide enrichment opportunities and contexts for mathematical exploration and the development of student understanding of geometric and measurement concepts by support the use of manipulatives and engaging opportunities for practice.	Leadership team Administration	Administration will conduct walk-throughs, monitor data, conduct data chats with students and conduct mini-assessments as needed.	On-going formative assessments: Graded assignments; Group projects; mini-assessments weekly; Peer-evaluation.  Summative assessment: 2013 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 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 administration FCAT math, 31% of our students made learning gains. We will increase this by 10 percentage points
2012 Current Level of Performance:	2013 Expected Level of Performance:
31% (4)	41% (5)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Mathematics Test was Reporting Category - Numbers and Operations.	Develop school-wide check of manipulatives to ensure that they are being utilized for mathematical exploration and the development of student understanding of number and operations. Gizmos and Riverdeep will be used as interventions twice a week.	Leadership Team Administration	Administration will conduct walk-throughs, monitor data, conduct data chats with students and conduct mini-assessments and adjust instruction as needed.	Summative Assessment: Weekly mini assessments Formative Assessment: 2013 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:

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:	Our goal for the 2012-2013 school year is to increase percentage of students in the Lowest 25% making learning gains by 10 percentage points to 41%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
31% (N<30)	41% (N<30)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	The area of deficiency as	Provide the opportunities	MTSS/RtI team	Differentiated instruction	Summative

1	noted on the 2012 administration of the FCAT Mathematics test was Reporting Category - Algebra.	to use patterns, models, and relationships as contexts for writing and solving simple equations. Identify students through the Baseline Assessment and implement tutoring after school programs. Tutoring will be available twice a week.	Leadership Team Administration	will be monitored through walk-throughs. Weekly mini - assessments will be monitored by the RTI/MTSS team.	Assessment: Weekly mini-assessments Formative Assessment: 2013 FCAT
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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"/>	NA	NA	NA	NA	NA	<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:	Writing proficiency targets are subject to change by the FLDOE; therefore, all students' proficient goal should always reflect the minimum score of 4.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 67% (11) Black: N/A Hispanic: 54% (21) Asian: N/A American Indian: N/A	White: 70% (11) Black: N/A Hispanic: 59% (22) Asian: N/A American Indian: N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	White: An anticipated barrier is that students may not have a strong foundation Black: NA Hispanic: an anticipated barrier is not comprehending a word problem or the ability to make it relevant to their lives Asian: NA American Indian: NA	Students will attend tutoring, solve equations, and use Gizmo and Riverdeep.	MTSS/RTI team Leadership Team Administration	Administration will conduct walk-throughs, monitor data, conduct data chats with students and conduct mini-assessments as needed.	On-going formative assessments: Graded assignments; Group projects; mini-assessments weekly; Peer-evaluation.  Summative assessment: 2013 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 subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics.  Mathematics Goal #5C:	Our goal for the 2012-2013 school year is to increase the number of ELL students making satisfactory progress by 9 percentage points.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
9% (2)	18% (3)

Problem-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	An anticipated barrier is that students may not be able to relate word problems to real life situations and may not fully comprehend the full meaning of the vocabulary word.	Students will use visuals, diagrams, realia, and summerizing to strengthen their mathematical skills.	MTSS/RTI team Leadership Team Administration	Differentiated instruction will be monitored through walk-throughs. Weekly mini - assessments will be monitored by the RTI/MTSS team.	Summative Assessment:  Weekly mini-assessments  Formative Assessment:  2013 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 subgroup:

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

Problem-Solving Process to Increase Student Achievement

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

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics.  Mathematics Goal #5E:	Our goal for the 2012-2013 school year is to increase the number of economically disadvantaged students by 6 percentage points.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
39% (11)	45% (13)

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	An anticipated barrier is that students may not have practice materials at home to help with previously taught lessons.	Students will have take-home resources (games, manipulatives, worksheets) and tutoring will also be available, as needed	MTSS/RtI team Leadership Team Administration	Differentiated instruction will be monitored through walk-throughs. Weekly mini - assessments will be monitored by the RTI/MTSS team.	Summative Assessment:  Weekly mini-assessments  Formative Assessment:  2013 FCAT

End of Elementary School Mathematics Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Mathematics FCAT 2.0	K-5	NAEP Consultant	Teachers of Gr. K-5	August 16, 2012 and monthly WebEx	Teacher conferencing and Professional Learning Community	Administration and NAEP

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
FCAT practice materials	Practice workbooks to reinforce standards that will be on the state assessment	SAC funds	\$500.00
			Subtotal: \$500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$500.00

End of Mathematics Goals

## Elementary and Middle School Science Goals

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

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

areas in need of improvement for the following group:

1a. FCAT2.0: Students scoring at Achievement Level 3 in science.  Science Goal #1a:	Our goal for the 2012-2013 school year is to increase Level 3 student proficiency by 3 percentage points to 30%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27 % (3)	30% (3)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Science Test was Reporting Category- Physical Science.	Students will utilize FCAT hands-on inquiry investigation activities to include essential science labs activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design in Physical Science.	MTSS/RtI team Leadership Team Administration	Administration will conduct walk throughs and data chats, and adjust instruction as needed.	Formative Assessment: Graded assignments, portfolio, group projects, self-evaluation; peer-evaluations; lab portfolios; school science fair projects.  Summative Assessment: 2013 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:

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:	Our goal for the 2012-2013 school year is to increase Level 4 and 5 student proficiency by 1 percentage point to 37%

2012 Current Level of Performance:		2013 Expected Level of Performance:			
36% (4)		37% (5)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Science Test was Reporting Category- Nature of Science.	Teachers will provide enrichment activities for students and also higher order thinking and rigorous labs/investigations.	Leadership team	Administration will conduct walk throughs and data chats, and adjust instruction as needed.	Formative Assessment: Graded assignments, portfolio, group projects, self-evaluation; peer-evaluations; school science fair projects.  Summative Assessment: 2013 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
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Science FCAT 2.0	K-5	NAEP Consultant	Teachers of Gr. K-5	August 16, 2012 and monthly WebEx	Teacher conferencing and Professional Learning Community	Administration and NAEP
Science Essential Labs	K-5	NAEP Consultant	Teachers of Gr. K-5	August 16, 2012 and monthly WebEx	Teacher conferencing and Professional Learning Community	Administration and NAEP

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
FCAT practice books	Practice workbooks to reinforce standards that will be on the state assessment	SAC	\$415.00
			Subtotal: \$415.00
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: \$415.00

End of Science Goals

## Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:			Our goal for the 2012-2013 school year is to increase by 1 percentage points to 92%.		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
91% (21)			92% (21)		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	The area of deficiency as noted on the 2012	Students will complete a prewriting plan to	Leadership Team	Administration will conduct walk-throughs,	On-going formative



1	administration of the FCAT Writing Test was grammar and conventions.	develop the main idea with supporting details that describe or provide facts and/or opinions and practice scoring following a rubric.	monitor data, and adjust instruction as needed.	assessments: FAIR Graded assignment Portfolio Group project Self-evaluation Peer Evaluation  Summative assessment: 2013 CELLA
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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 4 or higher in writing.  Writing Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Reading/Writing FCAT 2.0	K-5	NAEP Consultant	Teachers of Gr. K-5	August 16, 2012 and monthly WebEx	August 16, 2012 and monthly WebEx	Administration and NAEP

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
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Writing 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		Our goal for the 2012-2013 school year is to increase our attendance rate by .5 percentage points to 95.7%.			
Attendance Goal # 1:					
2012 Current Attendance Rate:		2013 Expected Attendance Rate:			
95.2% (222)		95.7% (223)			
2012 Current Number of Students with Excessive Absences (10 or more)		2013 Expected Number of Students with Excessive Absences (10 or more)			
70		67			
2012 Current Number of Students with Excessive Tardies (10 or more)		2013 Expected Number of Students with Excessive Tardies (10 or more)			
82		78			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency noted is unfamiliarity to attendance procedures.	Implementation of student attendance incentives activities, parent newsletters, advisor bulletins and parent conferences to emphasize attendance policies.	Leadership Team	Areas of need will be addressed by reviewing attendance records monthly and holding homeroom attendance contests.	Student Attendance Reports

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Bridgepoint Classroom Management, Parent Academy	K-5	NAEP, Parent Academy	Classroom teachers, Parents	Monthly	Award ceremony each grading period	Teachers, administration

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:	Our goal for the 2012-2013 school year is to maintain the number of students indoor and outdoor suspension at 0%.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
0	0
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School

0	0				
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions				
4	4				
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School				
2	2				
Problem-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	An anticipated barrier is that students and parents may be unaware of the behavior policy and the consequences of the student's behavior	Students and parents will receive an explanation of consequences, and expected behaviors	Administration	Administration will review attendance and anecdotal logs, behavior charts, and uphold the Code of Conduct	School suspension reports

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Bridgepoint Classroom management	K-5	NAEP, School teacher	School wide (classroom and special area teachers)	Wednesdays, Teacher Planning Days	Monitor classroom behavior charts and interventions, monthly check up of parent communication log	Administration

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
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$0.00</b>

End of Suspension Goal(s)

## Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Parent Involvement  Parent Involvement Goal #1:  <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	We will use a 20 hour parent participation program per family per year.  Our schools goal is for 98% of the families to be actively involved in school activities.				
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:				
97% (194)	98% (196)				
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parents may be very work oriented and not have time to volunteer.	All activities, such as The Parent Academy, Parent/Teacher Breakfast, Meet and Greet, Open House, and Tea for Two, at the school will be posted on the internet, emails and phone calls will also be made.	Administration	Administration will keep sign in sheets and logs of parent hours. Each parent will keep track on their own, and a sign in sheet for all activities can be found in the main office.	Volunteer logs, Principal's Roundtable membership, PAVE Logs.

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

Creating a parent/family friendly environment	K-5	Administrator	Classroom teachers	Wednesdays (early release)	Monthly updates of parent volunteer hours through the schools PAVE (Parents As Volunteers in Education) program	Creating a parent/ family friendly environment
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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:			Increase the number of science and math based activities by participating in science and math based projects and clubs .		
Problem-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's unfamiliarity with in depth science and math based projects projects.	Establish a lego club, science projects and recycling initiatives throughout the year.	Administration	Sign in logs for the various clubs will be used as data to determine percentages of student involvement. Students will have lego based assignments, utilizing math and science.	1. Sign in sheets 2. Logs

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Writing Across the Curriculum, Common Core Standards & Differentiated Instruction, Accountability Updates for Florida Schools	K-5	NAEP	Classroom teachers, special area teachers	August 2012	One science field trip a grading period with follow up written response, registration into various science programs/ competitions	Science teachers, administration

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)

## 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	FCAT Practice Materials	Practice workbooks to reinforce standards that will be on the state assessment	SAC funds	\$500.00
Mathematics	FCAT practice materials	Practice workbooks to reinforce standards that will be on the state assessment	SAC funds	\$500.00
Science	FCAT practice books	Practice workbooks to reinforce standards that will be on the state assessment	SAC	\$415.00
				Subtotal: \$1,415.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
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: \$1,415.00

## Differentiated Accountability

### School-level Differentiated Accountability Compliance

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

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

No Attachment (Uploaded on 10/16/2012)

## School Advisory Council

### School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
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SAC funds will be used to purchasre FCAT reading practice books	\$500.00
SAC funds will be used to purchase FCAT math practice books	\$500.00
SAC funds will be used to purchase FCAT practice books	\$415.00

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

This year the SAC plans to plan educational activities, and schedule beneficial workshops for both students and parents. In addition, the SAC will make sure that the funds are properly allocated to programs that serve as enrichment for the student body.

## AYP DATA

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

## SCHOOL GRADE DATA

No Data Found  
No Data Found  
No Data Found