

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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

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

School Name: EVERGLADES PREPARATORY ACADEMY

District Name: Dade

Principal: Margaret Fahringer

SAC Chair: Estelle Strader, Margaret Fahringer (Principal)

Superintendent: Alberto M. Carvalho

Date of School Board Approval: Pending

Last Modified on: 10/30/2012

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	Dr. Margaret Fahringer	Doctor of Education in Exceptional Student Education; Master of Science in Diagnostic Teaching; Bachelor of Science in Mentally Handicapped Certification; Mentally Handicapped, Emotionally Handicapped, Specific Learning Disabilities, Educational Leadership K-12, META endorsed	1	11	12 11 10 09 08 School Grades A A A A B High Stds Reading 79 76 72 75 54 High Stds in Math 77 78 73 66 53 Lrng Gains Read 68 74 68 71 62 Lrng Gains Math 71 66 71 58 71 Gains R 25% 68 66 55 55 68 Gains M 25% 64 70 70 70 75

Assis Principal	Aimee Seara	Master of Science in Educational Leadership; Bachelor of Science in Elementary Education; ESOL K-12	1	1	12 11 10 09 08 School Grades A A A A B High Stds Reading 56 76 72 75 54 High Stds in Math 70 78 73 66 53 Lrng Gains Read 77 74 68 71 62 Lrng Gains Math 70 66 71 58 71 Gains R 25% 84 66 55 55 68 Gains M 25% 79 70 70 70 75
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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)
Math	Teresita Nieves	Bachelor of Music Performance Masters in Science in Curriculum and Instruction in Mathematics Education Certification: Middle School Mathematics (5-9)	6	3	12 11 10 09 08 School Grades A A A A A High Stds Reading 79 79 76 70 67 High Stds in Math 77 77 72 66 64 Lrng Gains Read 68 68 73 68 67 Lrng Gains Math 71 71 66 69 69 Gains R 25 68 68 67 71 61 Gains M 25 64 64 63 73 73
Reading	Pamela Picasso	Bachelor in Science in Political Science Master in Science in Reading Education Certification Elementary Education K-6 ESOL K-12 Reading K-12	4		12 11 10 09 School Grades A A A A High Stds Reading 79 76 70 67 High Stds in Math 77 72 66 64 Lrng Gains Read 68 73 68 67 Lrng Gains Math 71 66 69 69 Gains R 25 68 67 71 61 Gains M 25 64 63 73 73 2008-maternity leave

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. Provide salaries commensurate with district pay scale. 2. Employer will pay 90% of employee health costs 3. Ads are placed in local newspaper and applicants are screened prior to making an appointment for an interview. Applicants are interviewed by appropriate personnel including the Director, the Principal, the Assistant Principal, the ESE Specialist, the ESOL Director and the Reading Coach, where applicable. 4. Soliciting referrals from current employees 5. Partnering new teachers with veteran staff for mentoring	Governing Board Governing Board Principal Principal Assistant Principal	On-going On-going On-going as needed N/A On-going	

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
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5[17%]	Provide a mentor teacher in the subject area taught. Was placed on an out of field waiver. Will take and pass subject area assessment.
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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
29	6.9%(2)	58.6%(17)	34.5%(10)	0.0%(0)	17.2%(5)	82.8%(24)	10.3%(3)	0.0%(0)	27.6%(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
Joy Coleman	Kristen Balke	Certified in the same subject area, has over three years teaching experience and strong content knowledge.	Formulate professional development plan, meet regularly to discuss effective teaching strategies and lesson planning.
Claudia Davis	Ivis Fernandez	Certified in the same subject area, has over three years teaching experience and strong content knowledge.	Formulate professional development plan, meet regularly to discuss effective teaching strategies and lesson planning.
Marc Greenblum	Jose Ruiz	Certified in the same subject area, has over three years teaching experience and strong content knowledge.	Formulate professional development plan, meet regularly to discuss effective teaching strategies and lesson planning.
Teresa Murray	Miguel Baquero	Mentor has over three years teaching experience, strong content knowledge and interpersonal skills.	Formulate professional development plan, meet regularly to discuss effective teaching strategies and lesson planning.

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.

The school-based MTSS Leadership Team is composed of: Principal, Reading Coach, Math Coach, Assistant Principal, Guidance Counselor, and the SPED Teacher

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 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 monthly 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 adequate yearly progress.

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 Leadership Team will monitor and adjust the school's academic and behavioral goals through frequent data gathering and data analysis.
2. The Leadership Team will monitor the fidelity of the delivery of instruction and intervention.
3. The Leadership Team will provide levels of support and interventions to students based on data.

MTSS Implementation

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

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. Managed data will include:
 - Academic
 - FAIR assessment/PMRN
 - Interim and Baseline assessments
 - EDUSOFT Managed data
 - CELLA assessments
 - In-house Reading, Writing, Math and Science assessments
 - FCAT scores
 - Student grades
 - Behavior
 - Student Case Management System
 - In-house behavior database using our school-wide discipline plan
 - Detentions
 - Suspensions/expulsions
 - Referrals by student behavior, staff behavior, and administrative context
 - Team climate surveys
 - Attendance
 - Referrals to special education programs

Describe the plan to train staff on MTSS.

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

Describe the plan to support MTSS.

Based upon the information from http://www.florida-rti.org/educatorResources/MTSS_Book_ImplComp_012612.pdf, but not limited to the following:

1. Effective, actively involved, and resolute leadership that frequently provides visible connections between a MTSS framework with district & school mission statements and organizational improvement efforts.
2. Alignment of policies and procedures across classroom, grade, building, district, and state levels.
3. Ongoing efficient facilitation and accurate use of a problem-solving process to support planning, implementing, and evaluating effectiveness of services.
4. Strong, positive, and ongoing collaborative partnerships with all stakeholders who provide education services or who otherwise would benefit from increases in student outcomes.
5. Comprehensive, efficient, and user-friendly data-systems for supporting decision-making at all levels from the individual student level up to the aggregate district level.
6. Sufficient availability of coaching supports to assist school team and staff problem-solving efforts.
7. Ongoing data-driven professional development activities that align to core student goals and staff needs.
8. Communicating outcomes with stakeholders and celebrating success frequently.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Margaret Fahringer (Principal), Aimee Seara (Assistant Principal), Pamela Picasso (Reading Coach), Vania Capote (School Counselor), Cristina Socas (SPED Teacher), Dalisay Figuracion (Middle School Reading Lead Teacher), and Jennifer Savino (High School Language Arts Lead Teacher).

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

Our LLT meets during the summer to develop the reading pacing guide, thematic calendar and novels read per grade level. Throughout the year, our LLT meets to discuss student progress as evident by weekly school-wide assessments. The LLT analyzes the data, assists in changing curriculum to meet the needs of the students, and identifies students for remediation. Intervention is given to students whose scores indicate a need for remediation. Students who are in the bottom 25%, have significantly low FAIR scores, have been retained and/or demonstrate weakness in mastering grade level material are provided with intensive remediation and monitored on a monthly basis through assessments and progress monitoring.

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

The major initiatives will be to maintain FCAT levels between 3 to 5 and increase the scores for the students' that have previously scored 1's and 2's.

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.

Throughout the middle and high School, all teachers will implement FCAT and CRISS reading strategies as well as follow the Integrated Thematic Unit Calendar. The implementation of CRISS Strategies will be monitored through student work and evaluation of lessons by the leadership team. This calendar is cross-curricular and all teachers are expected to follow it regardless of subject area taught.

*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:	As a new school this year, we base our Current and Expected values on District averages. The results of the 2012 FCAT Reading Test indicate that 25% of the students achieved Level 3 Proficiency. Our goal for 2012-2013 school year is to increase Level 3 student proficiency by 5% to 30%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (152)	30% (183)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Category 4, Informational Text and Research Processes. These students lack the ability to utilize critical thinking strategies needed to locate, interpret and organize information and to determine the validity and reliability of information within and across texts.	Use project based learning in order to move students from guided learning to more independent learning. Use real-world documents such as, how-to articles, brochures, fliers and websites to locate, interpret and organize information. using Brain pop.	Literacy Leadership Team MTSS/RtI Leadership Team	Results of the weekly assessments data reports will be reviewed to ensure progress is being made and to make adjustments in instruction as needed. Ongoing classroom assessments/observations focusing on student's ability to complete assignments as the teacher becomes a facilitator guiding students to become independent learners. Rubrics will be developed to assess student learning. (FCIM)	Formative: Baseline and Interim Assessments Mini Assessments Summative: Results from 2013 FCAT 2.0 Reading Assessment

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

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	As a new school this year, we base our Current and Expected values on District averages. The results of the 2012 FCAT Reading Test indicate that 28% of the students achieved Level 4-5 Proficiency. Our goal for 2012-2013 school year is to increase Level 4-5 student proficiency by 2% to 30%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (171)	30% (183)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Category 4, Informational Text and Research Process. These students need enrichment to utilize and challenge their critical thinking strategies needed to locate, interpret and organize information and to determine the validity and reliability of information within and across texts.	Students should practice locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions. Students should explore shades of meaning to better identify nuances. Students should practice with methods of development and understanding the term supporting details in performance tasks. Use reciprocal teaching, opinion proofs and analyzing question-and-answer relationships for enrichment.	Literacy Leadership Team MTSS/RtI Leadership Team	Results of the weekly assessments data reports will be reviewed to ensure progress is being made and to make adjustments in instruction as needed. Ongoing classroom assessments/observations focusing on student's ability to complete assignments as the teacher becomes a facilitator guiding students to become independent learners. Rubrics will be developed to assess student learning. (FCIM)	Formative: Baseline and Interim Assessments Mini Assessments Summative: Results of the 2013 FCAT 2.0 Reading Assessment

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

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	As a new school this year, we base our Current and Expected values on District averages. The results of the 2012 FCAT Reading Test indicate that 68% of the students made learning gains. Our goal for the 2012-2013 school year is to increase students achieving learning gains by 5 percentage points to 73%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
68% (414)	73% (445)

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 in which students demonstrated deficiencies was Literary Analysis for Fiction and Non Fiction. Students lack the ability to effectively organize information to ensure comprehension.	Reinforce the explicit teaching of reading benchmarks using graphic organizers and concept mapping along with note taking strategies. Interventions will be throughout the school day and once a week for an hour after school. Exemplar texts and cold reads will be used to target benchmark.	Literacy Leadership team ESOL Coordinator MTSS/RtI Leadership Team.	Results of the weekly assessments data reports will be reviewed to ensure progress is being made and to make adjustments in instruction as needed using the Florida Continuous Improvement Model (FCIM).	Formative: In-house benchmark assessments, Baseline Assessment and Interim Assessment. Summative: Results of the 2013 FCAT 2.0 Reading Assessment

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

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	As a new school this year, we base our Current and Expected values on District averages. The results of the 2012 FCAT Reading Test indicate that 70% of the students made learning gains. Our goal for the 2012-2013 school year is to increase students achieving learning gains by 5 percentage points to 75%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
70% (426)	75% (456)

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 Category 1, Vocabulary. Students demonstrate difficulty using context clues.	Teachers will explicitly teach vocabulary as part of the daily lesson. Monitor the effective use of data and conduct data chats between formative and informative assessments. Students will also receive after school tutoring for an hour once a week. Teachers will emphasize placing questions in context by rereading to review what preceded and what followed the passage, paragraph or sentence in question. Students will use context clues to distinguish the correct meaning words that have multiple meanings.	Literacy Leadership team MTSS/RTI Leadership Team	Results of the weekly assessments data reports will be reviewed to ensure progress is being made and to make adjustments in instruction as needed.	Formative: Baseline and Interim Assessments In-house benchmark assessments Summative: 2013 FCAT 2.0 Assessment

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

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

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

of improvement for the following subgroup:

<p>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.</p> <p>Reading Goal #5B:</p>	<p>As a new school this year, we base our Current and Expected values on District averages. The results of the 2012 FCAT Reading Test indicate that 76% -White, 38%-Black, 58%- Hispanic, 79%-Asian, and 64% American Indian students achieved Level 3 or higher proficiency.</p> <p>The goal is to increase the Whites to 79%, Blacks to 48%, Hispanics to 64%, Asians to 81%, and American Indians to 67%.</p>
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2012 Current Level of Performance:	2013 Expected Level of Performance:
<p>White: 76%</p> <p>Black: 38%</p> <p>Hispanic: 58%</p> <p>Asian: 79%</p> <p>American Indian: 64%</p>	<p>White: 79%</p> <p>Black: 48%</p> <p>Hispanic: 64%</p> <p>Asian: 81%</p> <p>American Indian: 67%</p>

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>White: NA</p> <p>Black: NA</p> <p>Hispanic: Students lack vocabulary and the ability to use context clues, base words, and affixes, antonyms, synonyms, homographs, and homophones to determine the meanings of words</p> <p>Asian: NA</p> <p>American Indian: NA</p>	<p>Hispanic students will be immersed in all classes. This will teach reading strategies that help students determine meanings of words by using context clues.</p> <p>Hispanic students will receive additional afterschool instructional support to address the needs previously identified. Data analysis will be used to monitor students' progress and conduct data chats between formative and informative assessments.</p>	<p>Literacy Leadership Team</p> <p>ESOL Coordinator</p> <p>MTSS/RtI Leadership Team</p>	<p>Ongoing classroom assessments/observations focusing on student's ability to complete assignments as the teacher becomes a facilitator guiding students to become independent learners. Rubrics will be developed to assess student learning. (FCIM) District Interim Data reports will be reviewed at monthly meetings and adjustments to strategies made as needed (LLT).</p>	<p>Formative: In-house benchmark assessments, Baseline Assessment and Interim Assessment. Summative: 2013 FCAT 2.0 Assessment</p>

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

<p>5C. English Language Learners (ELL) not making satisfactory progress in reading.</p> <p>Reading Goal #5C:</p>	<p>As a new school this year, we base our Current and Expected values on District averages. The results of the 2012 FCAT Reading Test indicate that 39% of the students achieved Level 3 or higher Proficiency.</p> <p>Our goal for 2012-2013 school year is to increase Level 3 or higher of student proficiency by 9% to 48%.</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:
39% (238)	48% (292)

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack vocabulary and the ability to use context clues, base words, and affixes, antonyms, synonyms, homographs, and homophones to determine the meanings of words.	English Language Learners will be immersed in all classes and receive additional Afterschool instructional support to address the needs previously identified. This intervention will teach reading strategies that help students determine meanings of words by using context clues. Data analysis will be used to monitor students' progress and conduct data chats between formative and informative assessments.	Literacy Leadership Team ESOL Coordinator MTSS/RtI Leadership Team	Ongoing classroom assessments/observations focusing on student's ability to complete assignments as the teacher becomes a facilitator guiding students to become independent learners. Rubrics will be developed to assess student learning. (FCIM) District Interim Data reports will be reviewed at monthly meetings and adjustments to strategies made as needed	Formative: Cella, In-house benchmark assessments, Baseline Assessment and Interim Assessment. Summative: 2013 FCAT 2.0 Assessment

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	As a new school this year, we base our Current and Expected values on District averages. The results of the 2012 FCAT Reading Test indicate that 26% of the students achieved Level 3 or higher. Our goal for 2012-2013 school year is to increase Level 3 or higher to student proficiency by 6% to 32%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
28%(171)	38%(231)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack vocabulary and the ability to use context clues, base words, and affixes, antonyms, synonyms, homographs, and homophones to determine the meanings of words.	SWD will receive push-in intervention once a week and receive additional afterschool instructional support to address the needs previously identified. This intervention will teach reading strategies that help students determine meanings of words by using context clues.	Literacy Leadership Team MTSS/RtI Leadership Team	Ongoing classroom assessments/observations focusing on student's ability to complete assignments as the teacher becomes a facilitator guiding students to become independent learners. Rubrics will be developed to assess student learning. (FCIM) District Interim Data reports will be reviewed at monthly meetings and adjustments to strategies made as needed	Formative: Baseline and Interim Assessments Student work samples using rubrics, mini assessments Summative: 2013 FCAT 2.0 Assessment

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

As a new school this year, we base our Current and

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	Expected values on District averages. The results of the 2012 FCAT Reading Test indicate that 47% of the students achieved Level 3 or higher. Our goal for 2012-2013 school year is to increase Level 3 or higher student proficiency by 4% to 51%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
49%(298)	56%(341)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack vocabulary and the ability to use context clues, base words, and affixes, antonyms, synonyms, homographs, and homophones to determine the meanings of words.	Explicit instruction on vocabulary and the ability to use context clues, base words, and affixes, antonyms, synonyms, homographs, and homophones to determine the meanings of words.	Literacy Leadership Team MTSS/RtI Leadership Team	Ongoing classroom assessments/observations focusing on student's ability to complete assignments as the teacher becomes a facilitator guiding students to become independent learners. Rubrics will be developed to assess student learning. (FCIM) District Interim Data reports will be reviewed at monthly meetings and adjustments to strategies made as needed(LLT)	Formative: Baseline and Interim Assessments Student work samples using rubrics, mini assessments Summative: 2013 FCAT 2.0 Assessment

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Training on the implementation of reading Strategies for fluency, phonics, and comprehension	6-8	Reading coach	School-wide Teachers	August 15-19, 2012	Formal classroom observations Informal Classroom Observations Lesson Plans	Reading Coach Assistant Principal

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Review of reading strategies for fluency	Fluency passages & charts laminated and Sand Timers	School-Based budget	\$2,000.00

			Subtotal: \$2,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
LCD Projectors	Use of Brain Pop, Reading Plus	School-Based budget	\$2,000.00
			Subtotal: \$2,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Training on the implementation of reading Strategies for fluency, phonics, and comprehension.	Copies of Reading Strategies and Updated Task Cards	School-Based budget	\$200.00
			Subtotal: \$200.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$4,200.00

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:		As a new school this year, we base our Current and Expected values on District averages. The results of the 2012 CELLA Test for Listening/Speaking indicates that 45% of the students were proficient. Our goal for the 2012-2013 school year is to increase student proficiency by reducing the non-proficient by 10%.			
2012 Current Percent of Students Proficient in listening/speaking:					
45% (274)					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack in this area because they have limited practice time at home.	Using simple direct language and cooperative learning groups to provide meaningful language experiences. Encourage ELLs to speak in class as much as possible. Structure conversations around books and subjects that build vocabulary. Instead of simple "yes or no" questions, ask questions that are interactive and meaningful. Teacher will model think alouds will also implement total	Leadership Team Literary Leadership Team Assist. Principal	Ongoing classroom assessments/observations focusing on student's ability to complete assignments as the teacher becomes a facilitator guiding students to become independent learners. Rubrics will be developed to assess student learning. (FCIM) District Interim Data reports will be reviewed at monthly meetings and adjustments to strategies made as needed	Formative: Student work samples using rubrics, bi-monthly mini assessments Summative: 2013 CELLA Results

physical response.

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:

As a new school this year, we base our Current and Expected values on District averages. The results of the 2012 CELLA Test for Reading indicates that 28% of the students were proficient. Our goal for the 2012-2013 school year is to increase student proficiency by 3% to 31%.

2012 Current Percent of Students Proficient in reading:

28% (171)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack of sufficient vocabulary hinders their ability to become proficient readers.	For material to be meaningful, it must be clearly related to existing knowledge that the learner already possesses. Teachers must activate prior knowledge and use KWL charts. Also use verbal cues, illustrations and diagrams to determine meanings of words. Teachers should use the frayer model and graphic organizers to identify word/phrase relationships and their meanings.	Leadership Team Literary Leadership Team ESOL Coordinator	Weekly ongoing classroom assessments/observations focusing on student's ability to complete assignments as the teacher becomes a facilitator guiding students to become independent learners. Rubrics will be developed to assess student learning. (FCIM) District Interim Data reports will be reviewed at monthly meetings and adjustments to strategies made as needed	Formative: Student work samples using rubrics, mini assessments Summative: 2013 CELLA Results

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

3. Students scoring proficient in writing.

CELLA Goal #3:

As a new school this year, we base our Current and Expected values on District averages. The results of the 2012 CELLA Test for Writing indicates that 27% of the students were proficient. Our goal for the 2012-2013 school year is to increase student proficiency by 3% to 30%.

2012 Current Percent of Students Proficient in writing:

27% (164)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students lack of sufficient vocabulary hinders their ability to become proficient writers.	Craft Pus Writing program is being implemented to help with writing strategies.	Leadership Team Literary Leadership Team ESOL Coordinator	Ongoing classroom assessments/observations focusing on student's ability to complete assignments as the	Formative: Student work samples using rubrics, mini

1		<p>Will also have students keep reading response journals which is a form of written conversation in which a student and the teacher communicate regularly and carry on a private conversation. Dialogue journals provide a communicative context for language and writing development since they are both functional and interactive. Students write on topics of their choice and the teacher responds with advice, comments, observations, thus, serving as a participant, not an evaluator, in a written conversation. Dialogue journals can and should be used very early in the language learning process. Students can begin by writing a few words and combining them with pictures.</p>		<p>teacher becomes a facilitator guiding students to become independent learners. Rubrics will be developed to assess student learning. (FCIM) District Interim Data reports will be reviewed at monthly meetings and adjustments to strategies made as needed</p>	<p>assessments</p> <p>Summative: 2013 CELLA Results</p>
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CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Increase writing skills	Craft Plus Writing Program	School-based	\$1,100.00
			Subtotal: \$1,100.00
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
Training in the use of Craft Plus	Craft Plus Writing Program	School-based	\$500.00
			Subtotal: \$500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$1,600.00

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

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal # 1b:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal # 2a:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		

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

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

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

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

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

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

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

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

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

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2012 Current Level of Performance:

2013 Expected Level of Performance:

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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
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:

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2012 Current Level of Performance:

2013 Expected Level of Performance:

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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
No Data Submitted				

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.

Elementary School Mathematics Goal #

5A :

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

Problem-Solving Process to Increase Student Achievement

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	
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 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:	As a new school this year, we base our Current and Expected values on District averages. The results of the 2012 FCAT Mathematics Test indicate that 28% of the students achieved Level 3 Proficiency. Our goal for the 2012-13 school year is to increase level 3 student proficiency by 4% to 32%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (171)	32% (195)

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 administration of the FCAT Math Test was Category 3, Geometry	Use various tools online and offline manipulatives to provide opportunities for students to solve real world application geometry problems. Use	Leadership Team Math Coach	During monthly department meetings, results of biweekly assessments will be reviewed to ensure progress and adjust	Formative: Baseline and Interim Assessments Bi-weekly assessments

1	<p>and Measurement for 6th and 8th grade. In 7th grade the area of deficiency was Category 1, Number: Base Ten The delivery of these lessons was more based on procedural knowledge than it was on building concept knowledge.</p>	<p>hands-on activities to explore area and volume using non-traditional units of measure(6th and 8th grade)</p> <p>To develop an understanding of and fluency with multiplication and division of fractions and decimals, by providing a variety of models for representation (pattern blocks, rods, fraction bars). Develop lessons that help students to understand the properties of numbers. Develop hands on activities that help students to understand operations with integers. Develop thematic projects (model scale construction) that help students to understand the relative size of numbers(7th grade)</p>	<p>curriculum focus as needed</p> <p>District Interim Data reports will be reviewed at monthly meetings and adjustments to strategies made as needed</p>	<p>Summative: 2013 FCAT 2.0 Assessment</p>
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

<p>1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal # 1b:</p>	
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:

<p>2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal # 2a:</p>	<p>As a new school this year, we base our Current and Expected values on District averages. The results of the 2012 FCAT Mathematics Test indicate that 28% of the students achieved Level 4-5 Proficiency. Our goal for the 2012-13 school year is to increase level 4-5 student proficiency by 2% to 30%.</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (171)	30% (183)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Math Test was Category 3, Geometry and Measurement. (6th and 8th grade). In 7th grade the area of deficiency was Category 1, Number: Base Ten. The delivery of these lessons was based more on procedural knowledge than it was on building concept knowledge.	Assist teachers with effective strategies for integrating technology in their lesson designs. (6th and 8th grade). Use virtual manipulatives to graphically demonstrate, explore, and practice multiplying fractions. National Library of Virtual Manipulatives. Provide students with opportunities to investigate geometric properties and use deductive reasoning to solve real world application problems.	Leadership Team Math Coach	During department meetings, results of biweekly assessments will be reviewed to ensure progress and adjust curriculum focus as needed. District Interim Data reports will be reviewed at monthly meetings and adjustments to strategies made as needed.	Formative: Baseline and Interim Assessments Bi-weekly assessments Summative: 2013 FCAT 2.0 Assessment

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	
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:	As a new school this year, we base our Current and Expected values on District averages. The results of the 2012 FCAT Math Test indicate that 68% of the students made learning gains. Our goal for the 2012-2013 school year is to increase students achieving learning gains by 5 percentage points to 73%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
68% (414)	73% (445)

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	In grades 6th and 8th, the area of deficiency was Category 3: Geometry and Measurement. In 7th grade, the area of deficiency was Numbers: Base Ten. Students have difficulties with describing, analyzing, and comparing attributes in two and three dimensional objects.	Provide visual stimulus to develop students' spatial sense. Provide students with opportunities to investigate geometric properties. Differentiate instruction for students. Investigate strategies to determine the surface area and volume of selected prisms, pyramids, and cylinders. Solve problems involving scale factors, using ratio and proportion. (Grades 6th and 8th) Develop lessons that help students to understand the properties of numbers. Develop hands on activities that help students to understand operations with integers. Develop thematic projects (model scale construction) that help students to understand the relative size of numbers(Grade 7)	Leadership Team Math Coach	During department meetings, results of biweekly assessments will be reviewed to ensure progress and adjust curriculum focus as needed District Interim Data reports will be reviewed at monthly meetings and adjustments to strategies made as needed	Formative: Baseline and Interim Assessments Bi-weekly Assessments Topic assessments Summative: 2013 FCAT 2.0 Assessment

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	
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.	As a new school this year, we base our Current and Expected values on District averages. The results of the 2012 FCAT Math Test indicate that 66% of the students in the lowest 25% made learning gains.
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Mathematics Goal #4:	Our goal for the 2012-2013 school year is to increase students achieving learning gains by 5 percentage points to 71%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
66% (401)	71% (432)

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	In grades 6th and 8th, the area of deficiency was Category 3: Geometry and Measurement. In 7th grade, the area of deficiency was Numbers: Base Ten. Students have difficulties with describing, analyzing, and comparing attributes in two and three dimensional objects.	Provide students opportunities to develop mathematical concepts by using hands-on experiences with explicit instruction using differentiated instruction (6th and 8th grade) To develop an understanding of and fluency with multiplication and division of fractions and decimals, provide a variety of models for representation (pattern blocks, rods, fraction bars). (7th grade)	Leadership Team Math Coach	During department meetings, results of biweekly assessments will be reviewed to ensure progress and adjust curriculum focus as needed District Interim Data reports will be reviewed at monthly meetings and adjustments to strategies made as needed	Formative: Baseline and Interim Assessments Bi-weekly assessments Summative: 2013 FCAT 2.0 Assessment

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target						
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Middle School Mathematics Goal # Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	57	61	65	69	73	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	As a new school this year, we base our Current and Expected values on District averages. The results of the 2012 FCAT Mathematics Test indicate that Whites-76%, Blacks-48%, Hispanics -63% of the students achieved Level 3 Proficiency. Our goal for the 2012-13 school year is to increase Level 3 proficiency to 77% Whites, 48% Blacks, 63% Hispanics, 85% Asian and to 66% for American Indians.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 76% Black: 42% Hispanic: 60% Asian: 84% American Indian: 61%	White: 77% Black: 48% Hispanic: 63%% Asian: 85% American Indian: 66%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>White: 76% Black: 42% Hispanic: 60%</p> <p>In grades 6th and 8th, the area of deficiency was Category 3: Geometry and Measurement. In 7th grade, the area of deficiency was Numbers: Base Ten. Students have difficulties with describing, analyzing, and comparing attributes in two and three dimensional objects.</p> <p>Asian: 84% American Indian: 61%</p>	<p>To find the perimeters and areas of composite two-dimensional figures, including non-rectangular figures (such as semicircles), the use of various tools (on-line and off-line manipulatives) will aid the variety of learning styles. (6th and 8th grade)</p> <p>To develop an understanding of and fluency with multiplication and division of fractions and decimals, provide a variety of models for representation (pattern blocks, rods, fraction bars). (7th grade)</p>	Leadership Team Math Coach	<p>During department meetings, results of biweekly assessments will be reviewed to ensure progress and adjust curriculum focus as needed</p> <p>District Interim Data reports will be reviewed at monthly meetings and adjustments to strategies made as needed</p>	<p>Formative: Baseline and Interim Assessments In-house benchmark assessments</p> <p>Summative: 2013 FCAT 2.0 Assessment</p>

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	As a new school this year, we base our Current and Expected values on District averages. The results of the 2012 FCAT Mathematics Test indicate that 49% of the students achieved Level 3 Proficiency. Our goal for the 2012-13 school year is to increase to level 3 student proficiency by 5% to 54%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
49% (298)	54% (329)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>The area of deficiency as noted on the 2012 administration of the FCAT Math Test was Category 1, Number: Operations. The students lack understandings of multiplication and division and strategies for basic multiplication facts and related division facts. They also lack fluency in multiplication and division. And understanding of fractions and fraction equivalence</p>	<p>To find the perimeters and areas of composite two-dimensional figures, including non-rectangular figures (such as semicircles), the use of various tools (on-line and off-line manipulatives) will aid the variety of learning styles. (6th and 8th grade)</p> <p>To develop an understanding of and fluency with multiplication and division of fractions and decimals, provide a variety of models for representation (pattern blocks, rods,</p>	Leadership Team Math Coach	<p>During department meetings, results of biweekly assessments will be reviewed to ensure progress and adjust curriculum focus as needed</p> <p>District Interim Data reports will be reviewed at monthly meetings and adjustments to strategies made as needed</p>	<p>Formative: Baseline and Interim Assessments, In-house benchmark assessments</p> <p>Summative: 2013 FCAT 2.0 Assessment</p>

		fraction bars). (7th grade) Use visual models to explain and picture presentations to model mathematical concepts.		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	As a new school this year, we base our Current and Expected values on District averages. The results of the 2012 FCAT Mathematics Test indicate that 31% of the students achieved Level 3 Proficiency. Our goal for the 2012-13 school year is to increase level 3 student proficiency 9% to 40%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
31% (189)	40% (244)

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	In grades 6th and 8th, the area of deficiency was Category 3: Geometry and Measurement. In 7th grade, the area of deficiency was Numbers: Base Ten. Students have difficulties with describing, analyzing, and comparing attributes in two and three dimensional objects.	Use manipulatives and real world scenarios (budgets) to develop meanings for integers and related vocabulary; and represent and compare quantities with them.	Leadership Team Math Coach	During department meetings, results of biweekly assessments will be reviewed to ensure progress and adjust curriculum focus as needed District Interim Data reports will be reviewed at monthly meetings and adjustments to strategies made as needed	Formative: Baseline and Interim Assessments In-house benchmark assessments Summative: 2013 FCAT 2.0 Assessment

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

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	As a new school this year, we base our Current and Expected values on District averages. The results of the 2012 FCAT Mathematics Test indicate that 52% of the students achieved Level 1 and 2 Proficiency. Our goal for the 2012-13 school year is to increase level 3 student proficiency by 4% to 56%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
52%(317)	56%(341)

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
	In grades 6th and 8th, the area of deficiency	Use manipulatives and real world scenarios (budgets) to develop	Leadership Team Math Coach	During department meetings, results of biweekly assessments will	Formative: Baseline and Interim

1	was Category 3: Geometry and Measurement. In 7th grade, the area of deficiency was Numbers: Base Ten. Students have difficulties with describing, analyzing, and comparing attributes in two and three dimensional objects.	meanings for integers and related vocabulary; and represent and compare quantities with them. Provide a variety of models for representation (pattern blocks, rods, fraction bars).	be reviewed to ensure progress and adjust curriculum focus as needed District Interim Data reports will be reviewed at monthly meetings and adjustments to strategies made as needed	Assessments In-house benchmark assessments Summative: 2013 FCAT 2.0 Assessment
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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:	As a new school this year, we base our Current and Expected values on District averages. The results of the 2012 Algebra EOC assessment indicate that 36% (9310) of students scored in the upper third (Levels 3-5). Our goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency (Level 3-5) by 3% to 39%
2012 Current Level of Performance:	2013 Expected Level of Performance:
36% (219)	39% (238)

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	According to the results of the 2012 Algebra EOC assessment, the area of greatest difficulty for students was Reporting Category 2- Polynomials	Develop departmental guidelines for all student learning notebooks designed to increase student achievement. To write, interpret, and use mathematical expressions and equations, use inductive reasoning strategies that include discovery learning activities. Develop students understanding of linear equations. Solve mathematical problems graphically. Provide students with opportunities to complete more rigorous mathematical problems	Leadership Team Math Department Head Math Coach	During department meetings, results of biweekly assessments will be reviewed to ensure progress and adjust curriculum focus as needed. District Interim Data reports will be reviewed at monthly meetings and adjustments to strategies made as needed.	Formative: Baseline and Interim Assessments In-house benchmark assessments Summative: Results from the 2013 Algebra EOC assessment

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

As a new school this year, we base our Current and

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	Expected values on District averages. The results of the 2012 Algebra EOC assessment indicate that 21% of students scored in the upper third (Levels 4-5). Our goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency (Level 4-5) by 1% to 22%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
21% (128)	22% (41)

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	According to the results of the 2012 Algebra EOC assessment, the area of greatest difficulty for students was Reporting Category 2- Polynomials	Provide students with more practice using quadratic equations to solve real-world problems Develop departmental guidelines for student learning notebooks designed to increase student achievement in Algebra I.	Leadership Team Math Coach	During department meetings, results of biweekly assessments will be reviewed to ensure progress and adjust curriculum focus as needed. District Interim Data reports will be reviewed at monthly meetings and adjustments to strategies made as needed.	Formative: Baseline and Interim Assessments In-house benchmark assessments Summative: Results from the 2013 Algebra EOC assessment

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:	The results of the 2012 Geometry EOC assessment indicate that 28% (7815) of students scored in the upper third (Levels 3-5). Our goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency (Level 3-5) to 32%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (171)	32% (195)

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
	According to the results of the 2012 Geometry EOC assessment, the area of greatest difficulty for students was Reporting Category	Provide inductive reasoning strategies that include discovery learning activities to provide opportunities for students to	Leadership Team Math Coach	During department meetings, results of biweekly assessments will be reviewed to ensure progress and adjust curriculum focus	Formative: Baseline and Interim Assessments In-house benchmark

1	3- Trigonometry & Discrete Mathematics	investigate strategies to determine the surface area and volume of selected prisms, pyramids, and cylinders. Solve problems involving scale factors, using ratio and proportion. Solve simple problems involving rates and derived measurements for such attributes as velocity and density.		as needed. District Interim Data reports will be reviewed at monthly meetings and adjustments to strategies made as needed.	assessments Summative: Results from the 2013 Geometry EOC assessment
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	As a new school this year, we base our Current and Expected values on District averages. The results of the 2012 Geometry EOC assessment indicate that 27% (7522) of students scored in the upper third (Levels 4-5). Our goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency (Level 4-5) to 28%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% (164)	29% (177)

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	According to the results of the 2012 Geometry EOC assessment, the area of greatest difficulty for students was Reporting Category 3- Trigonometry & Discrete Mathematics	Provide students a variety of activities that will foster the development of logical reasoning. Such as project based activities and independent activities.	Leadership Team Math Coach	During department meetings, results of biweekly assessments will be reviewed to ensure progress and adjust curriculum focus as needed. District Interim Data reports will be reviewed at monthly meetings and adjustments to strategies made as needed.	Formative: Baseline and Interim Assessments In-house benchmark assessments Summative: Results from the 2013 Geometry EOC assessment

End of Geometry EOC Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Geometry					Review achievement scores after all	Assistant Principal

Geometry Item specifications CSA	6-8 6-8	Math Coach Math Coach	School-wide School-wide	August-December (monthly)	assessments Review of lesson plans	Assistant Principal
Approach Integrating Technology	6-8 6-8	Math Coach Math Coach	School-wide Geometry teachers	August Preplanning Monthly Monthly	Data chats with teachers Review of lesson plans and classroom walkthroughs	Math coach or department chair Assistant Principal

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Honor students learning styles	Mathletics	School-based	\$4,000.00
Develop meaning through mathematical problem solving in real world context	Real world problem solving, workbooks	School-based	\$700.00
Subtotal:			\$4,700.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Assist teachers with effective strategies for integrating technology in lesson designs	Class sets of graphing calculators w/projector cables; LCD projectors and laptops	School-based	\$8,000.00
Subtotal:			\$8,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Provide training in assisting students to persevere in solving problems	CSA Approach materials	School-based	\$1,000.00
Subtotal:			\$1,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Develop meaning through mathematical problem solving in real world context	Common core readiness workbooks (to begin blending after FCAT)	school-based	\$1,500.00
Subtotal:			\$1,500.00
Grand Total:			\$15,200.00

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:	As a new school this year, we base our Current and Expected values on District averages. The results of the 2012 FCAT Science Test indicate that 32% of the students achieved Level 3 Proficiency. Our goal for the 2012-2013 school year is to increase level 3 student proficiency to 36%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
32% (195)	36% (219)
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 Earth Space. Students require additional exposure to real-world applications.	Teachers will expose students in grade 8 to real-world hands-on applications of science curriculum the use of technology, models, and real-life experiences from teacher resources and websites. Teacher will engage students in data chats using data sheets and Edusoft data.	MTSS/RtI Leadership team	During department meetings, results of biweekly assessments will be reviewed to ensure progress and adjust curriculum focus as needed. District Interim Data reports will be reviewed at monthly meetings and adjustments to strategies made as needed.	Formative: Baseline and Interim Assessments Mini Assessments Summative: 2013 FCAT 2.0 Assessment

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

1b. Florida Alternate Assessment:
Students scoring at Levels 4, 5, and 6 in science.

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:

As a new school this year, we base our Current and Expected values on District averages. The results of the 2012 FCAT Science Test indicate that 13% of the students achieved Level 4-5 Proficiency. Our goal for the 2012-2013 school year is to increase Level 4-5 student proficiency to 15%.

2012 Current Level of Performance:

2013 Expected Level of Performance:

13% (79)

15% (91)

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	Teacher will implement virtual labs (websites	MTSS/RtI Leadership	During department meetings, results of	Formative: Baseline and

1	as noted on the 2012 administration of the FCAT Science Test was Earth Space. Students require additional exposure to real-world applications.	and virtual manipulatives) using LCD projector monthly and students will write science lab reports.	team	biweekly assessments will be reviewed to ensure progress and adjust curriculum focus as needed. District Interim Data reports will be reviewed at monthly meetings and adjustments to strategies made as needed.	Interim Assessments Mini Assessments Summative: 2013 FCAT 2.0 Assessment
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following 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
Integrating Jason Project	Science 6-8	Science Department Head	School-wide	Sept. 26,2012	Informal Classroom Observation Lesson Plans Lab Lessons/Activities	Department Head Assistant Principal

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Implementation of hands-on, real-world Science lessons	Teacher resources and websites	School-based budget	\$2,000.00

			Subtotal: \$2,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Implementation of Virtual Labs – LCD projectors	Gizmos and virtual manipulatives	School-based	\$1,000.00
			Subtotal: \$1,000.00
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: \$3,000.00

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:	As a new school this year, we base our Current and Expected values on District averages. The results of the 2012 FCAT Writing Test indicate that 80% of the students achieved proficiency. Our goal for the 2012-2013 school year is to maintain 82% proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
80% (487)	82% (499)

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	Test results show that students lack the ability to modify word choices for ideas and content, logical organization, voice, focus, collaboration, conventions and fluency in the writing piece. Students are not fluent in editing for mechanics and punctuation. (8th grade)	Develop and maintain with students a Writer's Notebook, Journal and/or Portfolio which contains brainstorming in a variety of ways: using graphic organizers, drawing, generating and grouping ideas, listing, formulating questions, outlining, free writing, group discussions, and printed material. Assist students to identify the purpose and intended audience for writing, and provide opportunities for them to write for a variety of purposes and audiences	MTSS/RtI Leadership team Language Arts Department Head	Continuous weekly administrative walkthrough evaluations (formal & informal). Administer and score monthly writing prompts to monitor student progress and adjust instruction as indicated. (FCIM)	Formative: District Writing Pre-tests Mini Assessments Summative: 2013 FCAT 2.0 Assessment

(to entertain, to inform, to communicate, to persuade).

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
Implementing Craft Plus	Language Arts	Reading Coach and Department Head	School-wide	On-going	Informal Classroom Observation Lesson Plans	Reading Coach Assistant Principal

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Writing Curriculum materials	Writing Curriculum materials	School-based budget	\$200.00
			Subtotal: \$200.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
LCD projector	Use of interactive boards for peer editing activities and writing Lessons	School-based budget	\$2,000.00
			Subtotal: \$2,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount

The 6 Traits of Writing	How to implement 6 traits of Writing	School-based budget	\$50.00
			Subtotal: \$50.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$2,250.00

End of Writing Goals

Civics End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Civics. Civics Goal #1:	As a new school this year, we base our Current and Expected values on District averages. The results of the 2012 FCAT CIVICS Test indicate that 37% of the students achieved proficiency. Our goal for the 2012-2013 school year is to maintain 37% proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0%	10%(60)

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 have difficulty understanding the Constitution limits the powers of government through the separation of powers checks and balances.	Institute regular, on-going common planning sessions for Civics teachers to ensure that the Civics curriculum is taught with fidelity and is paced so as to address all State and District Benchmarks and curricular requirements. Utilize District-published lesson plans with assessments aligned to tested End of Course Exam Benchmarks to maximize opportunities for students to master tested content.	Leadership Team	Monthly school generated assessments will be administered and scored in order to monitor student progress and to adjust the instructional focus.	Monthly assessments Chapter/Unit assessments District Spring 2013 Assessment

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

2. Students scoring at or above Achievement Levels 4 and 5 in Civics. Civics Goal #2:	As a new school this year, we base our Current and Expected values on District averages. The results of the 2012 FCAT CIVICS Test indicate that 37% of the students achieved proficiency. Our goal for the 2012-2013 school year is to maintain 37% proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:

NO DATA			NO DATA		
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 have difficulty examining opposing points of view on a variety of issues.	<p>Provide activities that allow students to interpret primary and secondary sources of information.</p> <p>Provide opportunities for students to examine opposing points of view on a variety of issues.</p> <p>Provide students with opportunities to discuss the values, complexities, and dilemmas involved in social, political, and economic issues; assist students in developing well-reasoned positions on issues.</p> <p>Provide opportunities for students to write to inform and to persuade.</p>	Leadership Team	Monthly school generated assessments will be administered and scored in order to monitor student progress and to adjust the instructional focus.	<p>Monthly assessments</p> <p>Chapter/Unit assessments</p> <p>District Spring 2013 Assessment</p>

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
On EOC item specifications	7th grade	Social Studies Department chairperson	7th grade Civics and Language Arts teachers	October 2012	Informal Classroom Observation Lesson Plans	Assistant Principal Social Studies Department Chairperson

Civics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Using Civics item specifications	Teacher resources	School-based budget	\$200.00
			Subtotal: \$200.00
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
On EOC item specifications	Civics item specifications	School-based budget	\$200.00
			Subtotal: \$200.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$400.00

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:	As a new school this year, we base our Current and Expected values on District averages. The Average Daily Attendance Rate for 2011-2012 was 93.69%. Our goal for the 2012-2013 school year is to increase the attendance rate to 94.69%. In addition, our goal is to decrease the number of excessive absences (10 or more) to 84.69% and excessive tardies (10 or more) by 5% less.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
93.69 % (571)	94.89 % (578)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
219	210
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
66	65

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Bus transportation limits pick-up and drop-off to within a 2 to 4 mile limit creating a burden on parents that cannot easily pick-up and drop-off their children.	Identify students who may be developing a pattern of non-attendance to MTSS/RTI Team for intervention services. Issuance of parent letter that will inform parents of their child's attendance records and	Leadership Team	Observation and monitoring of attendance records.	Attendance records Parent Survey

		the district's attendance policies.			
2	Parents lack of understanding the relevance of arriving on time to foster student achievement.	Issuance of parent letter that will inform parents of their child's attendance records and the district's attendance policies. Continuation of recognition programs such as Student of the Month, Do the Right Thing and lessons on Character Education to take a proactive approach.	Leadership Team	Observation and monitoring of attendance records.	Attendance records Parent Survey

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

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

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

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
ID badges	Used to track attendance	School-based budget	\$300.00
			Subtotal: \$300.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Parental Involvement = Success	Parent nights to discuss positive outcomes of parental involvement and strategies to be involved parents	EESAC Funds	\$300.00
			Subtotal: \$300.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$600.00

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:	As a new school this year, we base our Current and Expected values on District averages. The number of in-school suspensions in the 2011-2012 school year was 41430. Our goal for the 2012-2013 school year is to decrease the total number of in school suspensions by 10%.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
10	9
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
9	8
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
74	67
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
55	50

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parents are unfamiliar with the Student Code of Conduct.	Parent Workshops to increase parental involvement. Continuation of recognition programs such as Student of the Month, Do The Right Thing, Lessons on Character Education in an effort to take a proactive approach to discipline using videos. School-wide implementation of discipline plan.	Leadership Team	Review of suspension report	Review of COGNOS suspension report

(PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Classroom Management	6-8	Administration	School wide	August 2012	Informal Observations Formal Observations	Administration

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
School-wide implementation of: Do the Right Thing, Character Education and Students of the Month	Student rewards, recognition and incentives	School-based budget	\$1,000.00
			Subtotal: \$1,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Classroom Management	Classroom Management	School Based	\$150.00
			Subtotal: \$150.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$1,150.00

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	As a new school we would like to establish a baseline of 70%.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
N/A	70%

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 are unfamiliar with the availability of opportunities for parental involvement.	Use the Black Board Connect call out system to invite parents to school sponsored activities. Give incentives for parents to attend such activities. Work to establish a PTSO to further enhance communication and participation of parents in school activities. Parents received orientation packet to familiarize them with the school website. Provide parents with options on volunteering as part of school contract.	Leadership Team	Monthly review of volunteer Spreadsheet and sign in sheets for events. Send updates on completed parent volunteer hours.	Volunteer Spreadsheet and data from Raptor

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
FCAT information Night	6-8, all subjects	Curriculum Coaches	Teachers, Leadership team, PTSO	December 2012 and January 2013	Parent Exit Survey	Leadership Team

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Parent Nights	Purchase of incentives for parents in attendance	EESAC funds	\$500.00
			Subtotal: \$500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Online Assessment Programs	Student Portal MDCPS and pay for handout information	EESAC Funds	\$100.00
			Subtotal: \$100.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Training of PTSO so that parents can hear from other parents	Handouts	EESAC Funds	\$100.00
			Subtotal: \$100.00
Other			

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$700.00

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:			As a new school our goal is to have 40% participation in the Math and Science Academies.		
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	Female students are not well represented in the advanced science and math classes.	When recruiting, offer a special tour for the 6th grade girls and design recruitment materials to reflect female role models.	Leadership Team Science Department Chairperson	Monitor membership of students in Science Club and also track progress of students in advanced science classes.	Grades of advanced math and science students. Scores on assessments Activities of Science Club.
2		Have them do a STEM project as a culminating activity at the end of the school 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
Increasing achievement through STEM activities	6-8	Assistant Principal	PLC school-wide	January 2012	Classroom walkthrough/lesson plan review	Assistant Principal

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
Increasing achievement through STEM activities	Work shop materials	School-based	\$500.00
			Subtotal: \$500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$500.00

End of 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:		As a new school we will begin increasing career themed activities for 2012-2013 students as the school prepares CTE courses for 2013-2014 enrollment.			
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 identification of Dade partners who will be able to accommodate students field trips to introduce them to career exploration.	Provide CTE students the opportunity to participate in school-based articulation with the high school in order to prepare students to enroll in CTE courses. Offer students the opportunity for career exploration with field trips to dade community business partners.	Leadership Team Guidance counselor	Quarterly monitoring of students enrolled in career themed courses and their progress.	2013 CTE students' participation in career exploration.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

CTE Certification Workshop	6-8	Assistant Principal	Finance Academy Teacher	February 2013	PD Log	Assistant Principal
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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
CTE Certification	Review materials for certification exams	School-based	\$6,000.00
			Subtotal: \$6,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$6,000.00

End of CTE Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Review of reading strategies for fluency	Fluency passages & charts laminated and Sand Timers	School-Based budget	\$2,000.00
CELLA	Increase writing skills	Craft Plus Writing Program	School-based	\$1,100.00
Mathematics	Honor students learning styles	Mathletics	School-based	\$4,000.00
Mathematics	Develop meaning through mathematical problem solving in real world context	Real world problem solving, workbooks	School-based	\$700.00
Science	Implementation of hands-on, real-world Science lessons	Teacher resources and websites	School-based budget	\$2,000.00
Writing	Writing Curriculum materials	Writing Curriculum materials	School-based budget	\$200.00
Civics	Using Civics item specifications	Teacher resources	School-based budget	\$200.00
Suspension	School-wide implementation of: Do the Right Thing, Character Education and Students of the Month	Student rewards, recognition and incentives	School-based budget	\$1,000.00
Parent Involvement	Parent Nights	Purchase of incentives for parents in attendance	EESAC funds	\$500.00
				Subtotal: \$11,700.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	LCD Projectors	Use of Brain Pop, Reading Plus	School-Based budget	\$2,000.00
Mathematics	Assist teachers with effective strategies for integrating technology in lesson designs	Class sets of graphing calculators w/projector cables; LCD projectors and laptops	School-based	\$8,000.00
Science	Implementation of Virtual Labs – LCD projectors	Gizmos and virtual manipulatives	School-based	\$1,000.00
Writing	LCD projector	Use of interactive boards for peer editing activities and writing Lessons	School-based budget	\$2,000.00
Attendance	ID badges	Used to track attendance	School-based budget	\$300.00
Parent Involvement	Online Assessment Programs	Student Portal MDCPS and pay for handout information	EESAC Funds	\$100.00
				Subtotal: \$13,400.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Training on the implementation of reading Strategies for fluency, phonics, and comprehension.	Copies of Reading Strategies and Updated Task Cards	School-Based budget	\$200.00
CELLA	Training in the use of Craft Plus	Craft Plus Writing Program	School-based	\$500.00
Mathematics	Provide training in assisting students to persevere in solving problems	CSA Approach materials	School-based	\$1,000.00
Writing	The 6 Traits of Writing	How to implement 6 traits of Writing	School-based budget	\$50.00
Civics	On EOC item specifications	Civics item specifications	School-based budget	\$200.00
		Parent nights to		

Attendance	Parental Involvement = Success	discuss positive outcomes of parental involvement and strategies to be involved parents	EESAC Funds	\$300.00
Suspension	Classroom Management	Classroom Management	School Based	\$150.00
Parent Involvement	Training of PTSO so that parents can hear from other parents	Handouts	EESAC Funds	\$100.00
STEM	Increasing achievement through STEM activities	Work shop materials	School-based	\$500.00
CTE	CTE Certification	Review materials for certification exams	School-based	\$6,000.00
				Subtotal: \$9,000.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Mathematics	Develop meaning through mathematical problem solving in real world context	Common core readiness workbooks (to begin blending after FCAT)	school-based	\$1,500.00
				Subtotal: \$1,500.00
				Grand Total: \$35,600.00

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 10/11/2012)

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
EESAC funds will be used to support implementation of the School Improvement Plan.	\$3,000.00
SAC funds may be used to purchase student incentives for attendance and demonstration of positive behavior.	\$1,000.00

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

Monthly parent workshops/meetings.
 Quarterly family nights
 Review of data and School Improvement Plans

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