FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: THEODORE R. AND THELMA A. GIBSON CHARTER SCHOOL

District Name: Dade

Principal: Mr. Fareed Khan

SAC Chair: Mr. Charles Gibson

Superintendent: Mr. 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	Mr. Fareed Khan	BA/Liberal arts, Florida International University; -MS/ Health Education, Florida International University -Ed. Specialist, Education	3	9	2011-2012 Gibson Charter School Grade: D Reading Mastery: 24% Math Mastery: 28% Science Mastery: 27% Learning Gains: Reading 62% Math 51% Lowest 25%: Reading 80% Math 59% 2010-2011 Gibson Charter School Grade: D Reading Mastery: 26% Math Mastery: 38% Science Mastery: 18% AYP: N Learning Gains: Reading 55% Math 73% Lowest 25%: Reading 55% Math 72% Apollo Middle School in 2009-2010 Grade: A Reading Mastery: 64% Math Mastery: 69% Science Mastery: 32% Writing Mastery: 96% Attucks Middle 2008-09

	Leadership, NOVA Southeastern University -FL Certification Educational Leadership				Grade: A Reading Mastery: 63% Math Mastery: 61% Science Mastery: 31% Writing Mastery: 97% AYP: Total, Black and Economically Disadvantaged did not make AYP in Reading; Total, White and Black did not make AYP in Math 2007-08 Grade: A Reading Mastery: 62% Math Mastery: 58% Science Mastery: 35% Writing Mastery: 94% AYP: Hispanic did not make AYP in Reading; Economically Disadvantaged did not make AYP in Math

INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading Coach	Marci Klein	University of Florida - BAE Elementary Education, M.Ed. specializing in literacy, Professional Certificate: Elementary Education 1-6 Reading K-12 ESOL Endorsement, Clinical Educator Trainer	3	9	2011-2012 Gibson Charter School Grade: D Reading Mastery: 24% Math Mastery: 28% Science Mastery: 27% AYP: Learning Gains: Reading 62% Math 51% Lowest 25%: Reading 80% Math 59% 2010-2011 Gibson Charter School Grade: D Reading Mastery: 26% Math Mastery: 38% Science Mastery: 18% AYP: N Learning Gains: Reading 55% Math 73% Lowest 25%: Reading 55% Math 72% 2005-2009 Consortium On Reading Excellence – Senior Educational Consultant

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. Regular meetings with new teachers with Principal	Principal and/or Principal Designee	Ongoing	
2	2. Partnering new teachers with veteran staff	Principal and/or Principal Designee	By end of 1st 9 weeks; additional pairings will be made if additional teachers are hired throughout school year	
3	3. Review applicants resumes/records for appropriate certifications for any open positions; review employee certification status	Principal and/or Principal Designee	Ongoing	
4	4. Professional Developments and Merit Pay	Principal and/or Principal Designee	Ongoing	

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
1	The teacher is currently completing her last class in order to receive her Reading Endorsement.

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
16	18.8%(3)	56.3%(9)	12.5%(2)	12.5%(2)	50.0%(8)	93.8%(15)	12.5%(2)	0.0%(0)	31.3%(5)

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
Marci Klein	Francine Chacon	Ms. Klein is an experienced language arts / elementary teacher and has experience as a reading coach.	Ms. Klein andMs. Chacon will meet periodically to discuss evidence-based strategies as well as differentiated strategies that will develop the reading readiness and comprehension skills of the students.
Gisella Kwon	Warren Chin	Ms. Kwon is an experienced teacher and Has experience teaching in this setting.	Meet periodically to plan using evidence based strategies as well as differentiated instructional techniques

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Title I, Part A
Because Gibson Charter School is a Title I school, many programs are offered to the students. The Title I program requires a

paraprofessional with sufficient credits to be hired at the school and offer assistance to struggling students. Furthermore, funds are available for Parent Participation programs which reinforce to the school-home connection. School Resource Officers (SROs) offer safety and violence prevention workshops for students and parents. Bullying, especially cyber-bullying, are topics that are discussed monthly by teachers to avoid any possible situations that may arise throughout the year.

The school is part of National School Lunch Program and students are provided high-quality meals each day. Nutritional information is disseminated in the cafeteria and students are informed of proper cleanliness techniques that should be used routinely. Gibson Charter School also informs the parents of adult education opportunities through informational flyers developed at both the school and the facility where the classes are held. The Gibson Charter School will incorporate the Continuous Improvement Model. This model involves an eight step process to regularly access students. Step one is the breakdown of data, to identify students and teachers strengths and weakness. Step two is the development of instructional timeline. Step three will direct the instructional focus based on targeted skills. Step four is the assessment which will mimic the format of state standardized testing. During step five and six, tutorials and enrichment, teachers will provide quality instruction and additional assessments if necessary. Step seven is maintenance during which time teachers will continuously reinforce skills and knowledge base. Finally, step eight will consist of monitoring practices to include, classroom visits, one on one meetings, evaluations and celebrating successes. All students will be administered quarterly pre-tests and post-tests in core subjects to help attain this information. Data from these assessments, the 2009-10 FCAT, the Student Performance Indicators, and the MDCPS Interim Assessments will provide the staff information on accurately determining the learner's strengths and limitations. This data will aid the staff in providing students with the additional instruction needed to become proficient in their deficient areas. Additionally, the implementation of pacing guides will ensure that all students will be exposed to the same instructional focus within a specific time frame.

Along with the above-mentioned process, Gibson Charter School will offer an after-school tutoring program to target the specific area of need of each individual student. In this tutoring program, the students will be exposed to small group and one-on-one instruction. Additionally, the program will also offer an enrichment curriculum such as FCAT Coach and Measure Up to provide challenging and innovative instruction to students. The teacher will also use strategies such as CRISS strategies and differentiated instruction to guide lessons.

Title I, Part C- Migrant

Title I, Part D

Title I, Part D
The District uses supplemental funds for improving basic education as follows:
• Training to certify qualified mentors for the New Teacher (MINT) Program
• Training for add-on endorsement programs, such as Reading, Gifted, ELL
• Training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional
• Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols

Title II

Title II
Training to certify qualified mentors in Clinical Education.
Training for reading, gifted and ELL endorsements.

Title III

Title III
Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) by providing funds to implement and/or provide:
• tutorial programs (K-12)
• parent outreach activities (K-12)
• professional development on best practices for ESOL and content area teachers
• coaching and mentoring for ESOL and content area teachers(K-12)
• reading and supplementary instructional materials(K-12)
• purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, is purchased for selected schools to be used by ELL students (K-12, RFP Process)

The above services will be provided should funds become available for the 2011-2012 school year and should the FLDOE approve the application.

Title X- Homeless

Title X- Homeless
District Homeless Social Worker provides resources (clothing, school supplies, and social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

Supplemental Academic Instruction (SAI)
This school will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program

(FEFP) allocation.

Violence Prevention Programs

Violence Prevention Programs
1. This school will create a character building workshop program which will reduce the abuse of bullying throughout the school.
2. The school will continue to support the athletic program which provides an opportunity for students to participate as a team member and gain pride in group, self, and for others.

Nutrition Programs

1. The school adheres to and implements the nutrition requirements stated in the District Wellness Policy
2. Nutrition education, as per state statute, is taught through physical education.

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

Other
Involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center or parent area in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services. Increase parental engagement/involvement through developing (with on-going parental input) our school's Title I School-Parent Compact; our school's Title I Parental Involvement Plan; scheduling the Title I Annual Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements. Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents' schedules. This impacts our goal to empower parents and build their capacity for involvement. Complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118. Additionally, the M-DCPS Title I Parent/Family Survey, distributed to schools by Title I Administration, is to be completed by parents/families annually in May. The Survey's results are to be used to assist with revising our Title I parental documents for the approaching school year

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

In building our team we have considered the following:

• Administrator(s) who will ensure commitment and allocate resources;
• Teacher(s) and Coaches will extend and report on meeting the goals of the leadership team at grade level, subject area, and intervention group, problem solving
• Team members who will meet to review consensus, infrastructure, and implementation of building level.

The school's MTSS Leadership Team will include additional personnel as resources to the team, based on specific problems or concerns as warranted, such as:
• Administrators
• School reading specialists
• Special education personnel
• Assigned District psychologist
• Community stakeholders – Overtown Youth Center

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?

1. Use the Tier 1 Problem Solving process to set Tier 1 goals, monitor academic and behavior data evaluating progress at least three times per year by addressing the following important questions:

• What will all students learn? (curriculum based on standards)
• What progress is expected in each core area?
• How will we determine if students have made expected levels of progress towards proficiency? (common assessments)
• How will we respond when grades, subject areas, or class of, or individual 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 at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.

3. Hold regular team meetings. Use the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.

4. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

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

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

7. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.
8. Assist with monitoring and responding to the needs of subgroups within the expectations for meeting Annual Measurable Objectives.

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 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.
4. The leadership team will consider data the end of year Tier 1 problem solving

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 (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic Indicators, Ongoing Progress Monitoring Tools, Phonics Screening Inventory
• Oral Reading Fluency Measures
• Baseline Benchmark Assessments
• Computer Assisted Instruction Utilization and Progress Reports
• Interim assessments
• State/Local Math and Science assessments

- FCAT
- Student grades
- School site specific assessments

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

Describe the plan to train staff on MTSS.

The district professional development and support will include:
1. training for all administrators in the RtI problem solving at Tiers 1, 2, and 3 (SST), using the Tier 1 Problem Solving Worksheet, Tier 2 Problem Solving Worksheet, and Tier 3 Problem Solving Worksheet and Intervention Plan
2. providing support for school staff to understand basic RtI principles and procedures

Describe the plan to support MTSS.

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).

Fareed Khan - Principal
Marci Klein – Reading Coach
General Education Teachers:
John Hickey – Math/Science Teacher
Sergio Bonilla – Language Arts Teacher
Katherine DiManno – Elementary Reading/Language Arts Teacher
Terrell McDaniel – Dean of Discipline
Gisella Kwon – Science Teacher

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

The Literacy Leadership Team (LLT) meets monthly (more often if needed) to focus on and discuss literacy initiatives, programs, updates, data analysis, and literacy concerns throughout the school. The LLT focuses on adjustments to the literacy curriculum based on data analysis and monitors action step progress for the School Improvement Plan (SIP). The LLT ensures that all school stakeholders understand and support the work of the SIP, the school professional development plan,

and reading initiatives throughout the school.

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

The major initiatives of the LLT team this year are to continue enhancing the development of literacy within all students.
• Engage in regular, ongoing, literacy professional development.
• Participate in Professional Learning Communities and Study Groups (this will include book studies) to ensure that staff members and Leadership Team members have a clear understanding of how to enhance teaching; develop and implement instructional routines that use complex text and incorporate text dependent questions; develop lessons that provide students with opportunities for research and incorporate writing throughout.
• Use data to analyze the effectiveness of instruction and redesign instruction and resources to meet the student's individual instructional and intervention needs.
• Implement Comprehensive Core Reading Programs, Comprehensive Intensive Reading Programs, and scientifically based reading instructional strategies with fidelity.
• Develop and enhance literacy instruction in all content areas and ensure that effective literacy strategies are being consistently utilized across the curriculum
• Participate in ongoing literacy dialogues with peers.
• Create and share activities designed to promote literacy.
• Support and participate in classroom demonstrations and modeling of research-based reading strategies.
• Mentor other teachers and present staff development.

Public School Choice

Supplemental Educational Services (SES) Notification
View uploaded file (Uploaded on 10/26/2012)

*Elementary Title I Schools Only: Pre-School Transition

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

Title I Administration assists the school by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK).
• Focus on ongoing opportunities for feeder schools to visit your program.

How are you providing assistance and inviting students to your school?
Gibson Charter School offers orientation to parents of future Kindergarten students in April and May where information is disbursed about the school's policies and procedures. In addition, students are provided with the opportunity to meet their Kindergarten Teacher. A Kindergarten Transition Meeting is held in August to explain school policies and mimic a typical Kindergarten Day in a reduced form.

Within the first three weeks of school FKLERS/FAIR testing is completed. Also, the FAIR will provide ongoing progress monitoring..

The school will use results of these tests in addition to any district level assessments to further screen the students and place them into groups based on these new results. Screening tools will be re-administered mid-year and at the end of the year to assess progress.

*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.

Every teacher is responsible for acquiring high-yield reading strategies to utilize within their assigned curriculum area for the teaching of, and improvement in, reading. Staff Development is provided and teachers are encouraged to utilize the most highly effective reading strategies. Teachers are to utilize a reading strategy from a menu of strategies as they present the lessons and use the materials from their content area. Also, teachers will incorporate various writing activities within their lessons on a daily basis to facilitate learning. Focus is given to having the students practice using Formal Register—the language they must master in order to be successful in business or higher education. All teachers are expected to use the same revision and editing checklists with the students. In addition the Reading Coach will provide mini-workshops in research based strategies. Teachers will be responsible for developing word walls to enhance vocabulary acquisition. Administrators will continue to do classroom walkthroughs to look for literacy components to lessons. Teachers understand that they are all teachers of reading.

*High Schools Only

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

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	Our goal for the 2012-2013 school year is to increase level 3 student proficiency by 5 percentage points to 24% (43).
2012 Current Level of Performance:	2013 Expected Level of Performance:
19% (34)	24% (43)

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 2 – Reading Application Students lack the knowledge that is required to effectively apply higher order thinking skills.	Provide a variety of instructional strategies and activities that will develop higher order thinking, including: • graphic organizers (e.g. note taking, mapping) • summarization activities • questioning the author • anchoring conclusions back to the text (e.g. explaining and justifying decisions) • opinion proofs (e.g. giving an opinion, finding facts to support the opinion within the text) • text marking (e.g. making marginal notes, highlighting) • encouraging students to read from a wide variety of texts.	MTSS/RtI Team	Following the FCIM model, the MTSS team will utilize classroom observations, lessons plans, and analyze on-going progress monitoring data to ensure progress is being made and adjust intervention as needed.	Formative: Students' authentic work samples; FAIR; district interim; mini-benchmark assessments Computer Assisted Program reports from FCAT Explorer, Reading Plus, Vocabjourney, elearningassignments.com Achieve 3000 and Destination Read. Summative: Results from 2013 FCAT Reading Assessment
2					
3					
4					

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

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

Reading Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	Our goal for the 2012-2013 school year is to increase level 4 and 5 student proficiency by 2 percentage points to 7% (13).
2012 Current Level of Performance:	2013 Expected Level of Performance:
5% (9)	7% (13)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area that showed minimal growth and would require students to maintain or improve as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 2 – Reading Application Students are unable to consistently apply higher order thinking skills.	In addition to the strategies implemented in Reading Goal #1, students will utilize a variety of instructional enrichment strategies including: • assessing for sound, relevant, and sufficient reasoning • exploring shades of meaning • critically analyzing text • synthesizing details to draw correct conclusions.	Administration LLT Team	Following the FCIM model, the MTSS team will analyze classroom observations, lesson plans, and on-going progress monitoring data to ensure progress is being made and adjust intervention as needed.	Formative: FAIR; Mini Assessments; Computer Assisted Program reports from FCAT Explorer, elearnassignments.com, Achieve 3000, and Destination Read Summative: Results from 2013 FCAT Reading Assessment
2					

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:	Our goal for the 2012-2013 school year is to increase by 5 percentage points to 67% (101).
2012 Current Level of Performance:	2013 Expected Level of Performance:
62% (94)	67% (101)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 2 – Reading Application Students lack the knowledge that is required to effectively apply higher order thinking skills.	Teachers will utilize the Gradual Release Method of Instruction to guide practice in making inferences, drawing conclusions, and identifying implied main idea and author's purpose. Students should practice analyzing the author's perspective, choice of words, style, and technique to understand how these elements influence the meaning of text. Data will be utilized to place students into targeted intervention groups to address their area of weakness. In grades K-5 tier 2 and 3 students will receive daily, an additional 30 minutes of instruction through the Voyager Passport program.	MTSS/RtI Team	Following the FCIM model, the MTSS team will analyze classroom observations, lesson plans, and on-going progress monitoring data to ensure progress is being made and adjust intervention as needed.	Formative: Students' authentic work samples; FAIR; district interim; mini-benchmark assessments Summative: Results from 2013 FCAT Reading Assessment
2					

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:	Our goal for the 2012-2013 school years is to increase the lowest 25% achieving learning gains by 5 percentage points to 85% (32).
2012 Current Level of Performance:	2013 Expected Level of Performance:
80% (30)	85% (32)

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 Reading Test was Reporting Category 2 – Reading Application Students lack the knowledge that is required to effectively apply higher order thinking skills.	Identify the tier 2 and 3 students and place them in the appropriate intervention programs according to the District's CRRP plan. Monitor the students' progress through mini assessments and adjust the interventions as needed. Modifications with grade level reading material utilizing instructional strategies such as graphic organizers and differentiated activities (computer assisted programs); Consistent reading strategies implemented across all content areas.	MTSS/RtI Team	Following the FCIM model, the MTSS team will analyze classroom observations, lesson plans, and on-going progress monitoring data to ensure progress is being made and adjust intervention as needed.	Formative: FAIR data; District Interim Assessment Data; performance on classroom assessments; Mini Assessments; Computer Assisted Program reports from FCAT Explorer, Reading Plus, Destination Read, Achieve 3000, Ticket to Read, and Vocabjourney. Summative: Results from 2013 FCAT Reading Assessment

1		Data will be utilized to place students into targeted intervention groups to address their area of weakness. In grades K-5 tier 2 and 3 students will receive daily, an additional 30 minutes of instruction through the Voyager Passport program. In grades 6-8 all FCAT Level 1 and 2 students will be placed in an Intensive Reading class, three days a week for 90 minutes, that utilizes the Voyager Journeys program. Provide extended learning opportunities to all Level 1 and 2 students for an hour and a half four days a week after school and on Saturdays for 3 hours utilizing computer assisted programs, Success Academy Lessons, and task cards.			
2					

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal # Our goal from 2011 – 2017 is to reduce the percent of non-proficient students by 50%. 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	24	31	38	45	52	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	The 2013 goal is to increase the Black subgroup performance by 7 percentage points to 31% (55).
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black: 24% (42)	Black: 31% (55)

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	Identify the tier 2 and 3	MTSS/RtI Team	Following the FCIM	Formative:

1	as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 2 – Reading Application Students lack the knowledge that is required to effectively apply higher order thinking skills.	students and place them in the appropriate intervention programs according to the District's CRRP plan. Monitor the students' progress through mini assessments and adjust the interventions as needed. Modifications with grade level reading material utilizing instructional strategies such as graphic organizers and differentiated activities (computer assisted programs); Consistent reading strategies implemented across all content areas. Data will be utilized to place students into targeted intervention groups to address their area of weakness. In grades K-5 tier 2 and 3 students will receive daily, an additional 30 minutes of instruction through the Voyager Passport program. In grades 6-8 all FCAT Level 1 and 2 students will be placed in an Intensive Reading class, three days a week for 90 minutes, that utilizes the Voyager Journeys program. Provide extended learning opportunities to all Level 1 and 2 students for an hour and a half four days a week after school and on Saturdays for 3 hours utilizing computer assisted programs, Success Academy Lessons, and task cards.		model, the MTSS team will meet monthly with the teachers to review mini assessments and data reports to ensure progress is being made and adjustments to intervention as needed.	FAIR data; District Interim Assessment Data; performance on classroom assessments; Mini Assessments; Computer Assisted Program reports from FCAT Explorer, Reading Plus, Destination Read, Achieve 3000, and Vocabjourney. Summative: Results from 2013 FCAT Reading Assessment
2					

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

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

Problem-Solving Process to Increase Student Achievement

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

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	The 2013 goal is to increase the Economically Disadvantaged subgroup performance by 7 percentage points to 32% (52)
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (41)	32% (52)

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 Reading Test was Reporting Category 2 – Reading Application Students lack the knowledge that is required to effectively apply higher order thinking skills.	Identify the tier 2 and 3 students and place them in the appropriate intervention programs according to the District's CRRP plan. Monitor the students' progress through mini assessments and adjust the interventions as needed. Modifications with grade level reading material utilizing instructional	MTSS/RtI Team	Following the FCIM model, the MTSS team will meet monthly with the teachers to review mini assessments and data reports to ensure progress is being made and adjustments to intervention as needed.	Formative: FAIR data; District Interim Assessment Data; performance on classroom assessments; Mini Assessments; Computer Assisted Program reports from FCAT Explorer, Reading Plus, Destination Read, Achieve

		strategies such as graphic organizers and differentiated activities (computer assisted programs); Consistent reading strategies implemented across all content areas. Data will be utilized to place students into targeted intervention groups to address their area of weakness. In grades K-5 tier 2 and 3 students will receive daily, an additional 30 minutes of instruction through the Voyager Passport program. In grades 6-8 all FCAT Level 1 and 2 students will be placed in an Intensive Reading class, three days a week for 90 minutes, that utilizes the Voyager Journeys program. Provide extended learning opportunities to all Level 1 and 2 students for an hour and a half four days a week after school and on Saturdays for 3 hours utilizing computer assisted programs, Success Academy Lessons, and task cards.			3000, and Vocabjourney. Summative: Results from 2013 FCAT Reading Assessment
2					

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
Goals #1-5 (Questioning the Author, Text Marking, and Summarizing)	2-8	Reading Coach	2-8(all content areas)	October 2012 On-going throughout school year on Early Release and PD Days	Monitoring via CWT of learned material (practices) Student work folders Monitoring of teacher lesson plans to ensure PD topic is embedded	Administration
Goals #1-5 (ELA					Monitoring via CWT of learned material (practices)	

Common Core State Standards: text complexity/close, analytical reading/questioning)	K - 8	Reading Coach and/or District Staff	K-2, 3-5, 6-8 (all content areas)	October 2012 On-going throughout school year	Student work folders Monitoring of teacher lesson plans District Interim and Formative Assessments	Administration

Reading Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
Supplemental Reading material: Scholastic News, Junior Scholastic, Scope, Story Works, Science World	They are used to enhance and enrich the curriculum of core language arts, science and social studies classes.	Title 1	$1,000.00
			Subtotal: $1,000.00

Technology

Strategy	Description of Resources	Funding Source	Available Amount
Achieve 3000	Reading/Writing Curriculum based interactive internet driven program	Title 1	$1,300.00
VocabJourney	enables students to LEARN, PLAY, and MASTER basic and academic vocabulary words through a game format via the internet	Title 1	$500.00
			Subtotal: $1,800.00

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
Provide Tutoring to students before/after school and on Saturday	Tutoring by Certified Teachers	FTE	$1,300.00
			Subtotal: $1,300.00
			Grand Total: $4,100.00

End of Reading Goa

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	
2012 Current Percent of Students Proficient in listening/speaking:	

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

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

2. Students scoring proficient in reading. CELLA Goal #2:	

2012 Current Percent of Students Proficient in reading:

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

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

3. Students scoring proficient in writing. CELLA Goal #3:	

2012 Current Percent of Students Proficient in writing:

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

CELLA Budget:

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

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

Technology

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

Professional Development

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

Other

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

End of CELLA Goals

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	Our goal for the 2012-2013 school year is to increase level 3 student proficiency by 5 percentage points to 29% (52).
2012 Current Level of Performance:	2013 Expected Level of Performance:
24% (44)	29% (52)

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 Reporting Category: Geometry and Measurement. The deficiency is due to lack of manipulative use.	Provide contexts for mathematical exploration and the development of student understanding of geometric and measurement concepts by supporting the use of manipulatives and engaging opportunities for practice. Such as: grade-level appropriate activities that promote the composing and decomposing of; describing, analyzing, comparing, and classifying; and building, drawing, and analyzing models that develop measurement concepts and skills through experiences in analyzing attributes and properties of two-and three-dimensional shapes/objects. Assign inquiry based activities which will be used to maintain or increase the understanding of skills. The use of technology in the classroom will be evident by using Go Math! iTools and Gizmos as a manipulative to develop conceptual understanding of measurement and students' geometry and spacial sense..	Administration	Following the FCIM model, the administration will analyze ongoing classroom assessments/observations focusing on students' ability to complete Gizmo assignments as the teacher becomes the facilitator guiding students to become independent users of manipulatives.	Formative: District Interim Assessment Data; performance on classroom assessments; Students work samples utilizing Mini Assessments; Computer Assisted Program reports from FCAT Explorer, Destination Math Summative: 2013 FCAT Assessment

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

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

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	Our goal for the 2012-2013 school year is to increase Level 4/5 student proficiency by 4 percentage points to 6% (11).
2012 Current Level of Performance:	2013 Expected Level of Performance:
4% (7)	6% (11)

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 Reporting Category: Geometry and Measurement. The deficiency is due to lack of higher order thinking skills.	Provide enrichment activities for Level 4 and 5 learners through Differentiated Instruction using different technology programs such as Gizmos and FCAT Explorer as well as assigning above grade level inquiry based activities (Go Math! Enrich Book) which will be used to maintain or increase the understanding of skills. Student achievement will be monitored based on benchmark testing data and will be utilized to assign appropriate differentiated instruction/assignments.	Administration	Following the FCIM model the administration will analyze ongoing classroom assessments/ observations focusing on students' ability to complete assignments, use of rubrics for assessment, and formative biweekly assessment data reports to ensure progress is being made and adjust instruction as needed	Formative: Students work samples utilizing mini assessments; rubrics; District Interim Assessment Data; performance on classroom assessments Summative: 2013 FCAT 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:

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

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	Our goal for the 2012-2013 school year is to increase student learning gains by 10 percentage points to 61% (92).
2012 Current Level of Performance:	2013 Expected Level of Performance:
51% (77)	61% (92)

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Math Test was Reporting Category: Geometry and Measurement. The deficiency is due to lack of effective differentiated instruction.	Provide visual stimulus to develop students' spatial sense and opportunities to investigate geometric properties through Go Math! iTools, the National Library of Virtual Manipulatives, and Gizmos. Provide reinforcement and enrichment activities for students based on level through differentiated instruction using multiple technology programs such as Gizmos, FCAT Explorer, Mega Math, Florida Online Intervention, Florida Soar to Success Math, and Destination Math. Additionally, math	Administration	Following the FCIM model the administration will analyze ongoing classroom assessments/ observations focusing on students' ability to complete assignments, use of rubrics for assessment, and formative biweekly assessment data reports to ensure progress is being made and adjust instruction as needed.	Formative: Students work samples utilizing mini assessments; District Interim Assessment Data; performance on classroom assessments Summative: 2013 FCAT Assessment

journals will be utilized to illustrate
transfer of mathematical
theory to practical
applications.

Student achievement will
be monitored based on
benchmark testing data
and be utilized to assign
appropriate differentiated
instruction/assignments.

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

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:

<table>
<tr><td colspan="5" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td colspan="5" align="center">No Data Submitted</td></tr>
</table>

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	Our goal for the 2012-2013 school years is to increase the lowest 25% achieving learning gains by 10 percentage points to 69% (24).
2012 Current Level of Performance:	2013 Expected Level of Performance:
59% (21)	69% (24)

<table>
<tr><td colspan="5" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td></td><td>As noted on the 2012 FCAT Mathematics administration, the area of deficiency is Reporting Category: Geometry and Measurement.

The deficiency was due to lack of prior knowledge</td><td>Identify the lowest performing students in grades 3-5 based on FCAT scores and formative data:
• Provide visual stimulus to develop students' spatial sense
• Provide students with</td><td>Administration</td><td>Following the FCIM model, the administration will analyze program attendance, ongoing assessment of assignments, materials, programming being used during tutoring, and progress monitoring of bi-</td><td>Formative: Students work samples utilizing, mini assessments; ; District Interim Assessment Data; performance on classroom assessments</td></tr>
</table>

	and basic mathematical skills.	opportunities to investigate geometric properties. • Provide learning opportunities to all Level 1 and 2 students for an hour and a half four days a week after school and on Saturdays for 3 hours to engage in activities to use computer assisted programs (such as Gizmos) as a manipulative to create additional models. In addition to Gizmos, Success Academy Lessons, and Go Math! Strategic and Intensive Intervention Skill Packs will be utilized. The lowest students will be targeted for these programs. • Students will use Go Math (Florida Online Intervention, Gizmos, Destination Math, and FCAT Explorer as supplemental programs to reinforce and increase basic skills.		weekly assessments to ensure progress is being made and adjust instruction as needed. Summative: 2013 FCAT Assessment
1					

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 : 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
	29	36	42	49	55	

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:	Our goal for the 2012-2013 school years is to increase the black subgroup by 9 percentage points to 37% (65).
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black: 28% (50)	Black: 37% (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
	Black: As noted on the 2012 FCAT Mathematics administration, the	Identify the lowest performing students in grades 3-5 based on FCAT scores and	Administration	Following the FCIM model, the administration will analyze program attendance, ongoing	Formative: Students work samples utilizing, mini assessments;

1	area of deficiency is Reporting Category: Geometry and Measurement. The deficiency is due to limited access to resources outside the classroom to enhance comprehension of the concept.	formative data: • Provide visual stimulus to develop students' spatial sense • Provide students with opportunities to investigate geometric properties. • Provide learning opportunities to all Level 1 and 2 students for an hour and a half four days a week after school and on Saturdays for 3 hours to engage in activities to use computer assisted programs (such as Gizmos) as a manipulative to create additional models. In addition to Gizmos, Success Academy Lessons, and Go Math! Strategic and Intensive Intervention Skill Packs will be utilized. The lowest students will be targeted for these programs. Students will use Go Math (Florida Online Intervention, Gizmos, Destination Math, and FCAT Explorer as supplemental programs to reinforce and increase basic skills. Provide log-in access to internet based review and enrichment programming (i.e. Gizmos, FCAT Explorer, etc.)		assessment of assignments, materials, programming being used during tutoring, and progress monitoring of bi-weekly assessments to ensure progress is being made and adjust instruction as needed.	; District Interim Assessment Data; performance on classroom assessments Summative: 2013 FCAT 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:

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

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

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

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

5D. Students with Disabilities (SWD) not making

satisfactory progress in mathematics.

Mathematics Goal #5D:

Our goal for the 2012-2013 school year is to increase SWD proficiency by 16 percentage points to 29% (4).

2012 Current Level of Performance:	2013 Expected Level of Performance:
13%(2)	29%(4)

		Problem-Solving Process to Increase Student Achievement			
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As noted on the 2012 FCAT Mathematics administration, the area of deficiency is Reporting Category: Geometry and Measurement. The deficiency is due to limited access to resources outside the classroom to enhance comprehension of the concept.	Identify the lowest performing students in grades 3-5 based on FCAT scores and formative data: • Provide visual stimulus to develop students' spatial sense • Provide students with opportunities to investigate geometric properties. • Provide learning opportunities to all Level 1 and 2 students for an hour and a half four days a week after school and on Saturdays for 3 hours to engage in activities to use computer assisted programs (such as Gizmos) as a manipulative to create additional models. In addition to Gizmos, Success Academy Lessons, and Go Math! Strategic and Intensive Intervention Skill Packs will be utilized. The lowest students will be targeted for these programs. Students will use Go Math (Florida Online Intervention, Gizmos, Destination Math, and FCAT Explorer as supplemental programs to reinforce and increase basic skills. Provide log-in access to internet based review and enrichment programming (i.e. Gizmos, FCAT Explorer, etc.)	Administration	Following the FCIM model, the administration will analyze program attendance, ongoing assessment of assignments, materials, programming being used during tutoring, and progress monitoring of bi-weekly assessments to ensure progress is being made and adjust instruction as needed.	Formative: Students work samples utilizing, mini assessments; ; District Interim Assessment Data; performance on classroom assessments Summative: 2013 FCAT 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:	Our goal for the 2012-2013 school years is to increase the Economically Disadvantaged subgroup by 7 percentage point to 36% (58).
2012 Current Level of Performance:	2013 Expected Level of Performance:

| | | 29% (47) | 36% (58) | |

| | 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	As noted on the 2012 FCAT Mathematics administration , the area of deficiency is Reporting Category: Geometry and Measurement. The deficiency is due to limited access to resources outside the classroom to enhance comprehension of the concept.	Identify the lowest performing students in grades 3-5 based on FCAT scores and formative data: • Provide visual stimulus to develop students' spatial sense • Provide students with opportunities to investigate geometric properties. • Provide learning opportunities to all Level 1 and 2 students for an hour and a half four days a week after school and on Saturdays for 3 hours to engage in activities to use computer assisted programs (such as Gizmos) as a manipulative to create additional models. In addition to Gizmos, Success Academy Lessons, and Go Math! Strategic and Intensive Intervention Skill Packs will be utilized. The lowest students will be targeted for these programs. Students will use Go Math (Florida Online Intervention, Gizmos, Destination Math, and FCAT Explorer as a supplemental programs to reinforce and increase basic skills. Provide log-in access to internet based review and enrichment programming (i.e. Gizmos, FCAT Explorer, etc.)	Administration	Following the FCIM model, the administration and coaches will analyze program attendance, ongoing assessment of assignments, materials, programming being used during tutoring, and progress monitoring of bi-weekly assessments to ensure progress is being made and adjust instruction as needed.	Formative: Students work samples utilizing, mini assessments; ; District Interim Assessment Data; performance on classroom assessments Summative: 2013 FCAT Assessment

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:	Our goal for the 2012-2013 school year is to increase level 3 student proficiency by 5 percentage points to 29% (52).
2012 Current Level of Performance:	2013 Expected Level of Performance:

24% (44)	29% (52)

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr>
<td></td>
<td>Anticipated Barrier</td>
<td>Strategy</td>
<td>Person or Position Responsible for Monitoring</td>
<td>Process Used to Determine Effectiveness of Strategy</td>
<td>Evaluation Tool</td>
</tr>
<tr>
<td>1</td>
<td>The area of deficiency as noted on the 2012 administration of the FCAT Math Test was Reporting Category: Geometry and Measurement.

The deficiency is due to lack of manipulative use.</td>
<td>Provide contexts for mathematical exploration and the development of student understanding of geometric and measurement concepts by supporting the use of manipulatives which helps students move from concrete to more abstract models by incorporating the following components into daily instruction:
-Manipulatives: National Library of Virtual Manipulative; Gizmos
-Holt online textbook resources
-CPALMS benchmark resources

Assign inquiry based activities which will be used to maintain or increase the understanding of skills.</td>
<td>Administration</td>
<td>Following the FCIM model, the administration will analyze ongoing classroom assessments/observations focusing on students' ability to complete Gizmo assignments as the teacher becomes the facilitator guiding students to become independent users of manipulatives.</td>
<td>Formative: District Interim Assessment Data; performance on classroom assessments; Students work samples utilizing Mini Assessments;

Summative: 2013 FCAT Assessment</td>
</tr>
</table>

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

<table>
<tr><td colspan="5" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr>
<td>Anticipated Barrier</td>
<td>Strategy</td>
<td>Person or Position Responsible for Monitoring</td>
<td>Process Used to Determine Effectiveness of Strategy</td>
<td>Evaluation Tool</td>
</tr>
<tr><td colspan="5" align="center">No Data Submitted</td></tr>
</table>

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics.	Our goal for the 2012-2013 school year is to increase Level 4/5 student proficiency by 2 percentage

Mathematics Goal #2a:	points to 6% (11).

2012 Current Level of Performance:	2013 Expected Level of Performance:
4% (7)	6% (11)

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>The area of deficiency as noted on the 2012 administration of the FCAT Math Test was Reporting Category: Geometry and Measurement.

The deficiency is due to lack of higher order thinking skills.</td><td>Provide enrichment activities for Level 4 and 5 learners through Differentiated Instruction using different technology programs such as Gizmos and FCAT Explorer.

Incorporate inquiry learning and technology to enhance the "student-centered learning" approach using Florida Focus Achieves Assessment Resources, and Inquiry-based activities, which promotes authentic and rigorous student engagement.

Student achievement will be monitored based on benchmark testing data and will be utilized to assign appropriate differentiated instruction/assignments.</td><td>Administration</td><td>Following the FCIM model the administration will analyze ongoing classroom assessments/ observations focusing on students' ability to complete assignments, use of rubrics for assessment, and formative biweekly assessment data reports to ensure progress is being made and adjust instruction as needed.</td><td>Formative: Students work samples utilizing mini assessments; rubrics; District Interim Assessment Data; performance on classroom assessments

Summative: 2013 FCAT Assessment</td></tr>
</table>

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

<table>
<tr><td colspan="5" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td colspan="5" align="center">No Data Submitted</td></tr>
</table>

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	Our goal for the 2012-2013 school year is to increase student learning gains by 10 percentage points to 61% (92).
2012 Current Level of Performance:	2013 Expected Level of Performance:
51% (77)	61% (92)

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Math Test was Reporting Category: Geometry and Measurement. The deficiency is due to lack of effective differentiated instruction.	Provide visual stimulus to develop students' spatial sense and opportunities to investigate geometric properties through the National Library of Virtual Manipulatives and Gizmos. Provide reinforcement and enrichment activities for students based on level through differentiated instruction using multiple technology programs such as Gizmos, FCAT Explorer, and Destination Math. Additionally, math journals will be utilized to illustrate transfer of mathematical theory to practical applications. Student achievement will be monitored based on benchmark testing data and be utilized to assign appropriate differentiated instruction/assignments.	Administration	Following the FCIM model the administration will analyze ongoing classroom assessments/ observations focusing on students' ability to complete assignments, use of rubrics for assessment, and formative biweekly assessment data reports to ensure progress is being made and adjust instruction as needed.	Formative: Students work samples utilizing mini assessments; District Interim Assessment Data; performance on classroom assessments Summative: 2013 FCAT 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:

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

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	Our goal for the 2012-2013 school years is to increase the lowest 25% achieving learning gains by 10 percentage points to 69% (24).
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
59% (21)	69% (24)

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As noted on the 2012 FCAT Mathematics administration, the area of deficiency is Reporting Category: Geometry and Measurement. The deficiency was due to lack of prior knowledge and basic mathematical skills.	Identify the lowest performing students in grades 3-5 based on FCAT scores and formative data: • Provide visual stimulus to develop students' spatial sense • Provide students with opportunities to investigate geometric properties. • Provide learning opportunities to all Level 1 and 2 students for an hour and a half four days a week after school and on Saturdays for 3 hours to engage in activities to use computer assisted programs (such as Gizmos) as a manipulative to create additional models. In addition to Gizmos, FCAT Explorer, and Success Academy Lessons will be utilized.	Administration	Following the FCIM model, the administration will analyze program attendance, ongoing assessment of assignments, materials, programming being used during tutoring, and progress monitoring of bi-weekly assessments to ensure progress is being made and adjust instruction as needed.	Formative: Students work samples utilizing, mini assessments; ; District Interim Assessment Data; performance on classroom assessments Summative: 2013 FCAT 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%. 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

	29	36	42	49	55	

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:	Our goal for the 2012-2013 school years is to increase the black subgroup by 9 percentage points to 37% (65).
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (50)	37% (65)

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Black: As noted on the 2012 FCAT Mathematics administration , the area of deficiency is Reporting Category: Geometry and Measurement. The deficiency is due to limited access to resources outside the classroom to enhance comprehension of the concept.	Identify the lowest performing students in grades 3-5 based on FCAT scores and formative data: • Provide visual stimulus to develop students' spatial sense • Provide students with opportunities to investigate geometric properties. • Provide learning opportunities to all Level 1 and 2 students for an hour and a half four days a week after school and on Saturdays for 3 hours to engage in activities to use computer assisted programs (such as Gizmos) as a manipulative to create additional models. In addition to Gizmos, FCAT Explorer, and Success Academy Lessons will be utilized Provide log-in access to internet based review and enrichment programming (i.e. Gizmos, FCAT Explorer, etc.)	Administration	Following the FCIM model, the administration will analyze program attendance, ongoing assessment of assignments, materials, programming being used during tutoring, and progress monitoring of bi-weekly assessments to ensure progress is being made and adjust instruction as needed.	Formative: Students work samples utilizing, mini assessments; ; District Interim Assessment Data; performance on classroom assessments Summative: 2013 FCAT 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:

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:	Our goal for the 2012-2013 school year is to increase SWD proficiency by 16 percentage points to 29% (4).
2012 Current Level of Performance:	2013 Expected Level of Performance:
13%(2)	29%(4)

| Problem-Solving Process to Increase Student Achievement |

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As noted on the 2012 FCAT Mathematics administration , the area of deficiency is Reporting Category: Geometry and Measurement. The deficiency is due to limited access to resources outside the classroom to enhance comprehension of the concept.	Identify the lowest performing students in grades 6-8 based on FCAT scores and formative data: • Provide visual stimulus to develop students' spatial sense • Provide students with opportunities to investigate geometric properties. • Provide learning opportunities to all Level 1 and 2 students for an hour and a half four days a week after school and on Saturdays for 3 hours to engage in activities to use computer assisted programs (such as Gizmos) as a manipulative to create additional models. In addition to Gizmos, FCAT Explorer, and Success Academy Lessons will be utilized Provide log-in access to internet based review and enrichment programming (i.e. Gizmos, FCAT Explorer, etc.)	Administration	Following the FCIM model, the administration will analyze program attendance, ongoing assessment of assignments, materials, programming being used during tutoring, and progress monitoring of bi-weekly assessments to ensure progress is being made and adjust instruction as needed.	Formative: Students work samples utilizing, mini assessments; ; District Interim Assessment Data; performance on classroom assessments Summative: 2013 FCAT 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.	Our goal for the 2012-2013 school years is to increase the Economically Disadvantaged subgroup by 7 percentage point to 36% (58).
	Mathematics Goal E:	
	2012 Current Level of Performance:	2013 Expected Level of Performance:
	29% (47)	36% (58)

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	As noted on the 2012 FCAT Mathematics administration , the area of deficiency is Reporting Category: Geometry and Measurement. The deficiency is due to limited access to resources outside the classroom to enhance comprehension of the concept.	Identify the lowest performing students in grades 3-5 based on FCAT scores and formative data: • Provide visual stimulus to develop students' spatial sense • Provide students with opportunities to investigate geometric properties. • Provide learning opportunities to all Level 1 and 2 students for an hour and a half four days a week after school and on Saturdays for 3 hours to engage in activities to use computer assisted programs (such as Gizmos) as a manipulative to create additional models. In addition to Gizmos, FCAT Explorer, and Success Academy Lessons, will be utilized. Provide log-in access to internet based review and enrichment programming (i.e. Gizmos, FCAT Explorer, etc.)	Administration	Following the FCIM model, the administration and coaches will analyze program attendance, ongoing assessment of assignments, materials, programming being used during tutoring, and progress monitoring of bi-weekly assessments to ensure progress is being made and adjust instruction as needed.	Formative: Students work samples utilizing, mini assessments; ; District Interim Assessment Data; performance on classroom assessments Summative: 2013 FCAT Assessment

End of Middle School Mathematics Goal

Algebra End-of-Course (EOC) Goals

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

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

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

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

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

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

End of Algebra EOC Goals

Geometry End-of-Course (EOC) Goals

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

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

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

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

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

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

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
Differentiated Instruction	3-8	Distrct/Charter Operations	Elementary and Middle School Math Team	By 10/01/12	Monitor registration and completion dates for training	Administration

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Give Access to technology for DI and During Tutoring	GoMath Program Access	FTE	$500.00
Give Access to technology for DI and During Tutoring	Gizmos	FTE	$500.00
			Subtotal: $1,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Teacher Training for using Manipulatives	Math manipulatives training	FTE	$200.00

| | | | | Subtotal: $200.00 |

Other

Strategy	Description of Resources	Funding Source	Available Amount
Provide Tutoring to students before/after school and on Saturday	Tutoring by Certified Teachers	Operational	$13,000.00
		Subtotal:	$13,000.00
		Grand Total:	$14,200.00

Elementary and Middle School Science Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	Our goal for the 2012-2013 school year is to increase the percentage of students achieving a Level 3 by 5 percentage points to 32% (20).
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% (17)	32% (20)

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 Science Test was in Reporting Category: Life Science. Students lack the opportunities to actively participate in scientific activities that create deeper understanding of concepts	Provide a variety of hands-on inquiry based learning activities for students to compare, contrast, interpret, analyze, draw appropriate conclusions and explain key science concepts during classroom discussions and in writing (Science Journal) in order to promote higher order thinking skills and understanding. Utilize computer assistive technology such as FCAT Explorer, Discovery Education, Brain-Pop, and Gizmos. Examine and explore student misconceptions using formative assessment probes, including life and environmental science concepts in real-world scenarios. (provide	Administration	Following the FCIM model the administration will monitor lesson plans to ensure that teachers incorporate science investigations and experiments; analyze progress monitoring data and ongoing classroom observations to ensure progress is being made and adjust instruction as needed.	Formative: Students work samples, mini assessments, District Interim Assessment Data Summative: 2013 FCAT Assessment

1		FCAT tutoring for 5th & 8th grade students that are deficient in science areas, based on the science benchmarks.) Provide opportunities for teachers to integrate literacy in the science classroom in order for students to enhance scientific meaning through writing, talking, and reading science. (i.e. daily bell ringers, word walls, read alouds, Greek & Latin roots, analyzing informational text structure) Students will be provided with the opportunity after-school, in Science Club, to investigate and explain the interrelationships of humans and Earth's systems while taking part in field trips and competing in the Fairchild Tropical Gardens Challenge			

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

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

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	Our goal for the 2012-2013 school year is to increase the percentage of students achieving at Level 4 and 5 by 2 percentage points to 4% (2).

	2012 Current Level of Performance:	2013 Expected Level of Performance:
	2% (1)	4% (2)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Science Test was in Reporting Category: Life Science. Students lack the exposure of scientific projects and thinking outside of the classroom.	Provide activities for students to design and develop science and engineering projects to increase scientific thinking, and the development and implementation of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design in Life Science. (Project-Based Learning) - Students will be provided with the opportunity after-school, in Science Club, to investigate and explain the interrelationships of humans and Earth's systems while taking part in field trips and competing in the Fairchild Tropical Gardens Challenge. Students will complete an independent research/ science fair project.	Administration	Following the FCIM model the administration will monitor lesson plans to ensure that teachers incorporate science investigations and experiments; analyze progress monitoring data and ongoing classroom observations to ensure progress is being made and adjust instruction as needed. Projects will be scored using science process skill rubric.	Formative: School site biweekly, quarterly district interim assessments, rubrics Summative: 2013 FCAT Science Test.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in 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

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
Differentiated Instruction	3-8	District/Charter Operations	Elementary and Middle School Science Team	By 10/01/12	Monitor registration and completion dates for training	Administration

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Integrate use of manipulatives	Manipulatives and Supplies needed to fulfill District recommended labs and activities	FTE	$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
Teachers will use Differentiated Instruction to prepare lessons	Differentiated Instruction	FTE	$200.00
			Subtotal: $200.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Provide a variety of hand-on inquiry based learning opportunities for students to analyze, draw appropriate conclusions, and apply key instructional concepts using Science Journals.	journals	FTE	$300.00
			Subtotal: $300.00
			Grand Total: $1,500.00

End of Science Goals

Writing Goals

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

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

1a. FCAT 2.0: Students scoring at Achievement Level

3.0 and higher in writing. Writing Goal #1a:			Our goal for the 2012-2013 school year is to increase the percentage of students scoring level 4 or higher by 3 percentage points to 75% (44).		

2012 Current Level of Performance:	2013 Expected Level of Performance:
72% (42)	75% (44)

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 areas of deficiency as noted on the 2012 administration of the Writing FCAT was Writing Process, providing sufficient and plausible support, and correctly applying conventions and Standard English throughout the paper. Students are unable to apply elaboration and organizational skills to the writing process.	Use supporting details, or providing facts and/or opinions through (concrete examples, statistics, comparisons, real life examples, anecdotes, amazing facts) Develop a school-wide initiative (Code-Switching; Collins Writing) that will provide a range of oral and written activities to foster the formal application of Standard English.	Administration LLT	Following the FCIM model, bi-monthly writing prompts will be administered and scored in order to monitor students' progress and adjust instructional focus as needed.	Formative: District Baseline data and bi monthly writing prompts Summative: 2013 FCAT Writing Assessment.
2	The areas of deficiency as noted on the 2012 administration of the Writing FCAT was Writing Application, writing narrative accounts with an engaging plot and a range of appropriate and specific narrative actions; writing expository essays that include a thesis statement, supporting details, an organizational structure, and introductory, body, and concluding paragraphs; write persuasive essays, that establishes and develops a controlling idea, and supports arguments for the validity of the proposed idea with detailed evidence	Encourage students to write a narrative that includes a main idea and characters by: • reading personal narratives to notice text characteristics and author's craft techniques • drafting a piece that is focused on one main idea/event with ample development of supporting details Have students write an informational/expository essay by: • focusing on one main idea with ample development of supporting details • model writing an expository essay that includes topic sentences and relevant supporting information. Write a persuasive response by: • reviewing persuasive writing techniques with students. Poetry, print and media advertisements, editorials, and speeches can be used as examples for students to evaluate persuasive	Administration LLT	Following the FCIM model, bi-monthly writing prompts will be administered and scored in order to monitor students' progress and adjust instructional focus as needed.	Formative: District Baseline data and bi monthly writing prompts Summative: 2013 FCAT Writing Assessment.

| | | techniques. | | | | |

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
Grammar Strategies for Linguistically Diverse Writers (Code-Switching)	K-8	Reading Coach	school-wide	November, 2012-Ongoing	Monitoring via CWT of learned material (practices) Monitoring of teacher lesson plans Student Work Folders Sample bi-monthly essays	Administration LLT
Collins Writing	K-8	Collins Writing Consultant	school-wide	August 10, 14,24 2012- Ongoing	Monitoring via CWT of learned material (practices) Monitoring of teacher lesson plans Student Work Folders	Administration LLT

Writing Budget:

Strategy	Description of Resources	Funding Source	Available Amount
Code-Switching Lessons -will provide a range of oral and written activities to foster the formal application of Standard English	Purchase Code-Switching book that contains strategies for teaching Standard English grammar in linguistically diverse classrooms	Title 1	$840.00
Collins Writing -to enhance teachers' teaching skills in writing across the content areas utilizing Professional Learning Communities	Collins Writing Book, posters, and student writing folders Items for Professional Learning Communities: Flip charts, markers, folders, paper, pens, pencils.	Operational	$1,600.00
			Subtotal: $2,440.00

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
Collins Writing	training on how to effectively implement the Collins Writing technique across the content areas	Title 1	$1,400.00
			Subtotal: $1,400.00

Other

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $3,840.00

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:	Our goal for 2012 – 2013 is to increase students' ability to interpret local and world events from the viewpoint as an American citizen.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	10% (3)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	On preliminary Civics tests, students showed deficiencies in _____. To increase proficiency, students need structured, cooperative-learning activities designed to	Teacher Training on the Civics EOC Provide classroom activities which help students develop an understanding of the content-specific vocabulary taught in	Administration	Monitor progress on assessments Monitor alignment of lesson plans to curriculum	Formative: Pre and Post Test Monthly Assessments Chapter/Unit Tests

	1	teach them about public policy and the workings of local government.	government/civics. Provide opportunities for students to strengthen their abilities to read and interpret graph, charts, maps, timelines, political cartoons, and other graphic representations. Provide activities that allow students to interpret primary and secondary sources of information. Emphasizes problem solving and inquiry-based learning; Emphasizes research-based activities on a public policy issue; Provide opportunities for students to examine opposing points of view on a public policy issue Provides opportunities for students to write to inform and to persuade.		Summative: 2013 Civics DISTRICT Spring 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:	Our goal for 2012 – 2013 is to increase students' ability to interpret local and world events from the viewpoint as an American citizen.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	10% (3)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	On preliminary Civics tests, students showed deficiencies in all areas. To increase/maintain proficiency, students need structured, cooperative-learning activities designed to teach them about public policy and the workings of local government	In addition to the strategies in 1.1: Emphasizes problem solving and inquiry-based learning Emphasizes research-based activities on a public policy issue Provide opportunities for students to utilize print and non-print resources to research specific issues related	Administration	Monitor progress on assessments Monitor alignment of lesson plans to curriculum	Formative: Pre and Post Test Monthly Assessments Chapter/Unit Tests Summative: 2013 Civics DISTRICT Spring Assessment.

		to government/civics; help students provide alternate solutions to the problems researched.				

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
Civic EOC	7th grade	District	Middle School Social Studies teacher	By October 2012	Monitor registration and completion of training	Administration

Civics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Provide Professional development on the Civics EOC	Teacher training on the Civics EOC	FTE	$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: $100.00

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:	Our goal is to increase attendance from 91.82% (251) by 1 percentage point to 92.82% (253)

2012 Current Attendance Rate:	2013 Expected Attendance Rate:
91.82% (251)	92.82% (253)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
139	132
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
165	157

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are usually absent due to illnesses and many parents are unaware of medical services provided by governmental funding. Truancy Child Study Team (TCST) must monitor attendance more efficiently. .	Identify and refer students who may be developing a pattern of non attendance to the Truancy Child Study Team (TCST) to provide parents and students with information about Florida KidCare and Free Clinics in the community. Hold Parent/Student Truancy Meetings Also, provide free screening service by community partners that provide vision, blood pressure, dental, and immunization services.	Truancy Child Study Team (TCST) Administration	Monitor student attendance rates daily, monthly and quarterly	Daily, Monthly and Quarterly Attendance Reports

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PD on Student Health	Physical Education	Alliance for Healthier Generation or District	PE/Health/Science teachers	By November 2012	Create a wellness team to monitor implementation of policy and systems.	Administration Wellness Team
					A truancy Intervention	

Truancy Prevention	Student Services	District Staff	Administration, counselors and attendance staff	By October 2012	Program will be developed during the PD. An Administrator will monitor the implementation of the program	Administration

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Health and Wellness	professional Development on Student Health and Wellness	FTE	$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: $100.00

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	Our goal for the 2012-2013 school year is to maintain In schoolSuspensions and decrease the total number of outdoor suspensions from 29 to 26 and Suspended Out of-School Students from 25 to 23.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
14	13
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
13	12
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
29	26

2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
25	23

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 anticipated barrier in meeting our school's goal is the parents and students are unaware and/or are unfamiliar with the student code of conduct	The teachers will review class rules, student code of conduct and school's discipline plan at the start of each quarter. Administration will also review the student code of conduct with students and parents through School Orientation, Open House, PTSA Meetings, and during Academic Parent Conferences. School Rule reminders will also be placed in the Newsletter and announced during Morning and/or Afternoon Announcements.	Leadership Team	Monitor parent contact Logs and lesson plans for evidence of communication with parents and students Provide additional copies of school compact and website information for parents and students to access the Student Code of Conduct on line.	Parent communication log, student folders, detention logs, referral logs, and suspension rates

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

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

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

Suspension Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Hold Parent School Meetings	Refreshments	EESAC	$100.00
			Subtotal: $100.00
			Grand Total: $100.00

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

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

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

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

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Parent Meeting	Communication	ESSAC	$1,000.00
			Subtotal: $1,000.00
			Grand Total: $1,000.00

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:	Our goal for 2012 – 2013 is to increase the exposure to the real world application of science.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students' lack of opportunities.	Students will be provided with the opportunity to participate in STEM activities through the Fairchild Challenge.	Administration	Increased number of participants for each subsequent event. Rubrics utilized to evaluate quality of student work and determine which students entries will be submitted for competition and results in placing in the challenge	Rubrics District Interim Assessments Points earned for the school

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
Topics discussed Generated by Fairchild garden	All	Ms. Kwon	Ms. Kwon and Mr. Hickey	08/25/20122 and through the2012-2013 school year	Monitor alignment of lesson plans to curriculum	Administration

STEM Budget:

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

End of STEM Goal(s)

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:		Increase opportunities for STEM applied learning by increasing opportunities for students to participate in real world/project-based learning.			
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
	Teachers not trained in Project Based Learning instructional frameworks.	Align curriculum to Fairchild Challenge as well as provide opportunities for students to apply	Administration	Monitor the implementation of the guidelines and timeline for the teacher training and the progress of the	

1		literacy skills, STEM principles, as well as leadership skills solving real-world problems. Presentation of Magnet Schools		CTE student competition projects.	

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

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

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

CTE Budget:

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

End of CTE Goal(s)

Additional Goal(s)

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	Supplemental Reading material: Scholastic News, Junior Scholastic, Scope, Story Works, Science World	They are used to enhance and enrich the curriculum of core language arts, science and social studies classes.	Title 1	$1,000.00
Science	Integrate use of manipulatives	Manipulatives and Supplies needed to fulfill District recommended labs and activities	FTE	$1,000.00
Writing	Code-Switching Lessons -will provide a range of oral and written activities to foster the formal application of Standard English	Purchase Code-Switching book that contains strategies for teaching Standard English grammar in linguistically diverse classrooms	Title 1	$840.00
Writing	Collins Writing -to enhance teachers' teaching skills in writing across the content areas utilizing Professional Learning Communities	Collins Writing Book, posters, and student writing folders Items for Professional Learning Communities: Flip charts, markers, folders, paper, pens, pencils.	Operational	$1,600.00
				Subtotal: $4,440.00

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Achieve 3000	Reading/Writing Curriculum based interactive internet driven program	Title 1	$1,300.00
Reading	VocabJourney	enables students to LEARN, PLAY, and MASTER basic and academic vocabulary words through a game format via the internet	Title 1	$500.00
Mathematics	Give Access to technology for DI and During Tutoring	GoMath Program Access	FTE	$500.00
Mathematics	Give Access to technology for DI and During Tutoring	Gizmos	FTE	$500.00
				Subtotal: $2,800.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Mathematics	Teacher Training for using Manipulatives	Math manipulatives training	FTE	$200.00
Science	Teachers will use Differentiated Instruction to prepare lessons	Differentiated Instruction	FTE	$200.00
Writing	Collins Writing	training on how to effectively implement the Collins Writing technique across the content areas	Title 1	$1,400.00
Civics	Provide Professional development on the Civics EOC	Teacher training on the Civics EOC	FTE	$100.00
Attendance	Health and Wellness	professional Development on Student Health and Wellness	FTE	$100.00
				Subtotal: $2,000.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Provide Tutoring to students before/after school and on Saturday	Tutoring by Certified Teachers	FTE	$1,300.00
Mathematics	Provide Tutoring to students before/after school and on Saturday	Tutoring by Certified Teachers	Operational	$13,000.00
Science	Provide a variety of hand-on inquiry based learning opportunities for students to analyze, draw appropriate conclusions, and apply key instructional concepts using Science Journals.	journals	FTE	$300.00
Suspension	Hold Parent School Meetings	Refreshments	EESAC	$100.00
Parent Involvement	Parent Meeting	Communication	ESSAC	$1,000.00
				Subtotal: $15,700.00
				Grand Total: $24,940.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

ᶨⁿ Priority	ᶨⁿ Focus	ᶨⁿ Prevent	ᶨⁿ NA	

Are you a reward school: ᶨⁿ Yes ᶨⁿ No

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

No Attachment (Uploaded on 10/18/2012)

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
Refreshments for Parent Meetings	$100.00
Parent Communication	$1,000.00

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

To provide support in holding more parent informational meetings regarding school discipline and changes in curriculum. Provide support in managing a budget that will provide tutoring for struggling student.

Monitor the implementation of the SIP.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Dade School District
THEODORE R. AND THELMA A. GIBSON CHARTER SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	26%	38%	71%	18%	153	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	53%	68%			121	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	55% (YES)	77% (YES)			132	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					406	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					D	Grade based on total points, adequate progress, and % of students tested

Dade School District
THEODORE R. AND THELMA A. GIBSON CHARTER SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	24%	15%	64%	3%	106	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	45%	35%			80	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	45% (NO)	41% (NO)			86	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					272	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					F	Grade based on total points, adequate progress, and % of students tested