FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: RENAISSANCE CHARTER SCHOOL OF CORAL SPRINGS

District Name: Broward

Principal: Mark Hage

SAC Chair: Ken Haiko

Superintendent: Robert W. Runcie

Date of School Board Approval: Pending

Last Modified on: 11/12/2012

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	Mark Hage	Degrees: BA Liberal Studies, MS Educational Leadership Certification: Educational Leadership (All Levels)	1	7	'12 School Grades A High Standards – Rdg 65 High Standards – Math 63 Lrng Gains – Rdg 71 Lrng Gains – Math 58 Gains-R-25 72 Gains-M-25 51
Assis Principal	LaShonda N. White	Degrees: BS Exercise & Sports Science, MS International Business Administration, Ed.S Educational Leadership Certification: Business Education (6-12), Health Education (K-12), Educational Leadership (All Levels)	2	2	'12 School Grades A High Standards – Rdg 65 High Standards – Math 63 Lrng Gains – Rdg 71 Lrng Gains – Math 58 Gains-R-25 72 Gains-M-25 51

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)
Primary (K-2)	Daphnee Charles	Degrees: BS in Elementary Education Certification: Elementary Education (K-6) & ESOL Endorsement	2	1	'12 School Grades A High Standards – Rdg 65 High Standards – Math 63 Lrng Gains – Rdg 71 Lrng Gains – Math 58 Gains-R-25 72 Gains-M-25 51
Middle (3-8)	Marilena Mullen	Degrees: MS Curriculum, Assessment & Instruction & BA Sociology Certification: Elementary Education (K-6), ESOL Endorsement, Mathematics (5-9) & Social Science (5-9)	2	1	'12 School Grades A High Standards – Rdg 65 High Standards – Math 63 Lrng Gains – Rdg 71 Lrng Gains – Math 58 Gains-R-25 72 Gains-M-25 51

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. An interview committee reviews the resumes of potential teacher candidates to determine the highest quality as defined by State policy. After interviews, the best candidates are chosen according to State and District requirements. In order to retain high-quality and highly qualified teachers, professional development opportunities as defined in the No Child Left Behind Act are provided.	Principal AP CSUSA Human Resources Department	June 2013	
2	2. Charter School USA (CSUSA) our school's management company, is committed to ensuring a highly qualified pool of teachers. Presently, recruitment efforts include ongoing outreach to local and in and out-of-state colleges and universities. Electronic application procedures are streamlined to provide a more efficient method of processing applicants and to improve communication with prospective candidates. Additionally, the CSUSA office of Teacher Recruitment participates in year-round local, district, state, and national teacher recruitment fairs.	Principal AP CSUSA Human Resources Department	June 2013	
3	3. Professional Development initiatives target researched based-instructional strategies aligned to the needs the school's population.	Principal AP CSUSA Education Team	June 2013	
4	4.Implement the Teacher Learning Community Leader Program, in which the Curriculum Resource Teacher offers school site support, professional development, and mentoring to the teachers.	Principal CSUSA Education Team TLC Leader (CRT)	June 2013	

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
24	RCSCS provides teacher mentoring by our Leadership team, which includes administration and Curriculum Resource Teachers. These teachers are provided with guidance in completing requirements to achieve proper certification.

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
68	17.6%(12)	72.1%(49)	10.3%(7)	0.0%(0)	23.5%(16)	88.2%(60)	7.4%(5)	0.0%(0)	48.5%(33)

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
Daphnee Charles	Daly, Moran, Ludwig	Teacher's with Statement of Eligibility	RCSCS provides teacher mentoring by our Leadership team, which includes administration and Curriculum Resource Teachers. In addition, new teachers to our school are provided support from Teacher Learning Community Leaders in areas of curriculum, instruction, and classroom management with the goals of improved student achievement.
Marilena Mullen	DeRienzo, Bryant, Lassner, Milligan	Teacher's with Statement of Eligibility	RCSCS provides teacher mentoring by our Leadership team, which includes administration and Curriculum Resource Teachers. In addition, new teachers to our school are provided support from Teacher Learning Community Leaders in areas of curriculum, instruction, and classroom management with the goals of improved student achievement.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Principal: will ensure that the MTSS team is implementing MTSS; provides professional development to support the appropriate implementation of MTSS; monitors assessment and documentation of MTSS skills; ensure ample resources are provided for the implementation of MTSS and communicates with all stakeholders about the implementation of MTSS. Elementary and Middle School Teachers: Share common goal of improving instruction for all students and provides information

and support to colleagues about core, supplemental and intensive instruction.
ESE Teachers: Provides support and collaborates with general education teachers.
Student Services Coordinator: Provides support and expertise with teachers, staff and families in the areas of academic, emotional, behavioral and social success.

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

The team will meet twice a month to discuss how the MTSS process can be used to enhance data collection, data analysis, problem solving, differentiated assistance and progress monitoring. The ongoing goals will be to increase student achievement, provide a safe and secure environment, promote a more positive school culture, enhance student social/emotional well-being and minimize student failure with early intervention programs.
The team will meet with the general education teachers to discuss student progress and needs while in the regular education classroom.

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

The MTSS team will monitor and adjust the school's academic goals through the use of data as needed. They will monitor the instructional and intervention programs and will provide the support and interventions to students as needed from data results.

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.

Data will be used to guide instructional programs. The managed data will include FCAT, SAT, quarterly benchmark assessments, CELLA, PMRN, and student grades for academic areas and SIS, TERMS, suspension rate, detention rate, referral rate, and parent/staff surveys for behavioral data.

Describe the plan to train staff on MTSS.

CSUSA Professional Development and Student Services Professional Development with MTSS-principles, procedures, implementation, and ongoing support throughout the year (faculty meetings, teacher planning days, planning time)

Describe the plan to support MTSS.

Implement reading and mathematics intervention classes for the lowest 25%. Provide support and resources for teachers that have students in the MTSS program.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Mark Hage-Principal
LaShonda White-Assistant Principal
Daphnee Charles-Mentor Teacher K-3
Marilena Mullen – Mentor Teacher 4-8
Jeannette LaFleur – Intervention Teacher 4-8
Jessica Barrass – Intervention Teacher K-3
Chanelle Johnson-Velez – Student Services Coordinator

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

Administration meets with the mentor teachers, intervention teachers and student services specialist on a regular basis to monitor that the following is occurring:
1. Analysis of data is reported and drives reading instruction

2. Professional development for teachers is provided based on school goals
3. Measureable student goals are established
4. Research-based instructional programs, materials and strategies are being implemented
5. Instruction is differentiated based on student strengths and weaknesses
6. Intensive intervention is provided
7. Reading is being integrated in all content areas
8. Reading instruction is provided in an uninterrupted block of time daily to all students

The above is monitored using classroom walk-throughs, lesson planning reviews, data binder reviews, grade/subject level planning meetings, and professional development sessions.

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

1. Increased use of small group reading instruction
2. Increased use of research based strategies
3. Increased use of data analysis to differentiate instruction

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

1. Mentor teachers will model effective instructional strategies for all teachers
2. Lesson plans will be reviewed to ensure reading strategies are included in all subject areas
3. Walk-throughs will be implemented on a regular basis to monitor the use of reading strategies in all subject areas
4. Evidence of use of curriculum maps will be monitored
5. Teachers of all subject areas will participate in planning meetings with reading teachers

*High Schools Only

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

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

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

Postsecondary Transition

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

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The results of the 2012 FCAT 2.0 Reading indicates that 31% (146) of students achieved proficiency with a level 3. Our goal for the 2012-2013 school year is to increase level 3 student proficiency by 7 percentage points to 38% (177).
2012 Current Level of Performance:	2013 Expected Level of Performance:
31% (146)	38% (177)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	These students have not mastered the knowledge of advanced word/phrase relationships and their meanings.	Higher order questioning and use of FCAT Task cards will be used to increase the deficient barrier. Students will be given tasks to analyze words in a given text. Instruction will be given in different levels of content-specific words and the shades of their meaning.	MTSS Team Literacy Leadership Team Curriculum Resource Teacher (CRT)	Monitor effectiveness using lesson plan reviews. Review formative assessment data and adjust instruction and/or strategies as appropriate. Create instructional focus calendars to target specific deficiencies needing improvement.	Formative: Study Island Weekly Skills Assessment FCAT Explorer Benchmark Testing Strand Analysis FAIR Summative: 2013 FCAT 2.0

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:	The results of the 2012 FCAT 2.0 Reading indicates that 33% (155) of students achieved proficiency with a level 4 or 5. Our goal for the 2012-2013 school year is to increase level 4 and 5 student proficiency by 3 percentage points to 36% (167).
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (155)	36% (167)

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 students have not mastered comparing and contrasting elements in multiple texts.	Higher order questioning and use of FCAT Task cards will be used to increase the deficient barrier. Students will be encouraged to read from a wide variety of texts. Enrichment opportunities will be given in the arts, sports teams, and student clubs to further students' exponential learning.	MTSS Team Literacy Leadership Team Curriculum Resource Teacher (CRT)	Monitor effectiveness using lesson plan reviews. Review formative assessment data and adjust instruction and/or strategies as appropriate.	Formative: Study Island Weekly Skills Assessment FCAT Explorer Benchmark Testing Strand Analysis FAIR Summative: 2013 FCAT 2.0

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:	The results of the 2012 FCAT 2.0 Reading indicates that 71% (201) of students made learning gains in reading. Our goal for the 2012-2013 school year is to increase learning gains by 3 percentage points to 74% (211).
2012 Current Level of Performance:	2013 Expected Level of Performance:
71% (201)	74% (211)

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	These students have not mastered how to analyze the text features needed to understand the text.	Ensure all students read a wide variety of texts. Emphasize implicit meanings. Use text features to locate, interpret, and organize information	MTSS Team Literacy Leadership Team Curriculum Resource Teacher (CRT)	Monitor effectiveness using lesson plan reviews. Review formative assessment data and adjust instruction and/or strategies as appropriate.	Formative: Study Island Weekly Skills Assessment FCAT Explorer Benchmark Testing Strand Analysis FAIR Developmental Reading Assessment Achieve 3000 Summative: 2013 FCAT 2.0

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

Problem-Solving Process to Increase Student Achievement				

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	The results of the 2012 FCAT 2.0 Reading indicates that 72% (52) of the students in the lowest 25% made learning gains in reading. Our goal for the 2012-2013 school year is to increase the learning gains of students in the lowest 25% by 3 percentage points to 75% (55).

2012 Current Level of Performance:	2013 Expected Level of Performance:
72% (52)	75% (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
1	These students have not mastered how to analyze a variety of text structures and explain their impact meaning in text.	Higher order questioning and use of FCAT Task cards will be used to increase the student gains. Students will be given problem solving tasks to increase their ability to compare/contrast a piece of literature. Instructional Focus Programs will be implemented on a biweekly basis to target the deficient area.	MTSS Team Literacy Leadership Team Curriculum Resource Teacher (CRT)	Monitor effectiveness using lesson plan reviews. Review formative assessment data and adjust instruction and/or strategies as appropriate.	Formative: Study Island Weekly Skills Assessment FCAT Explorer Benchmark Testing Strand Analysis FAIR Developmental Reading Assessment Achieve 3000 Summative: 2013 FCAT 2.0

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
	83	68	73	76	79	

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 results of the 2012 FCAT 2.0 Reading indicates that 20-43% of the students in the White, Black, Hispanic and Asian subgroups did not make satisfactory progress in reading. Our goal for the 2012-2013 school year is to decrease this gap by 5 percentage points to 15-38%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 28% Black: 43% Hispanic: 39% Asian: 20%	White: 23% Black: 38% Hispanic: 34% Asian: 15%

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students have not mastered how to relate vocabulary or texts to	Increased use of visuals and the use of culturally sensitive texts.	MTSS Team Literacy Leadership	Monitor effectiveness using lesson plan reviews.	Formative: Study Island Weekly Skills

		Team		Assessment FCAT Explorer Benchmark Testing Strand Analysis FAIR
1		Implement skill-based tutoring during and after school. Students will use personal dictionaries, word walls, and word maps to relate newly acquired words to their schema.	Curriculum Resource Teacher (CRT)	Review formative assessment data and adjust instruction and/or strategies as appropriate.	Summative: 2013 FCAT 2.0

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	The results of the 2012 FCAT 2.0 Reading indicates that 55% of the English Language Learners did not make satisfactory progress in reading. Our goal for the 2012-2013 school year is to decrease this gap by 3 percentage points to 52%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
55% (12)	52% (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	Students have not mastered how to relate vocabulary or texts to real life.	Increased use of visuals and the use of culturally sensitive texts. Implement skill-based tutoring during and after school. Students will use personal dictionaries, word walls, and word maps to relate newly acquired words to their schema.	MTSS Team Literacy Leadership Team Curriculum Resource Teacher (CRT)	Monitor effectiveness using lesson plan reviews. Review formative assessment data and adjust instruction and/or strategies as appropriate.	Formative: Study Island Weekly Skills Assessment FCAT Explorer Benchmark Testing Strand Analysis FAIR Summative: 2013 FCAT 2.0

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:	The results of the 2012 FCAT 2.0 Reading indicates that 57% of the Students with Disabilities did not make satisfactory progress in reading. Our goal for the 2012-2013 school year is to decrease this gap by 3 percentage points to 54%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
57% (24)	54% (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
	Students have not mastered how to relate	Implement skill-based tutoring during and after	MTSS Team	Monitor effectiveness using lesson plan	Formative: Study Island

| 1 | vocabulary or texts to real life. | school.

Increased use of visuals and the use of culturally sensitive texts.

Students will use personal dictionaries, word walls, and word maps to relate newly acquired words to their schema | Literacy Leadership Team

Curriculum Resource Teacher (CRT) | reviews.

Review formative assessment data and adjust instruction and/or strategies as appropriate. | Weekly Skills Assessment
FCAT Explorer
Benchmark
Testing Strand Analysis
FAIR

Summative:
2013 FCAT 2.0 |

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 results of the 2012 FCAT 2.0 Reading indicates that 44% of the Economically Disadvantaged students did not make satisfactory progress in reading. Our goal for the 2012-2013 school year is to decrease this gap by 3 percentage point to 41%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
44% (108)	41% (100)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have not mastered how to relate vocabulary or texts to real life.	Implement skill-based tutoring during and after school. Increased use of visuals and the use of culturally sensitive texts. Students will use personal dictionaries, word walls, and word maps to relate newly acquired words to their schema.	MTSS Team Literacy Leadership Team Curriculum Resource Teacher (CRT)	Monitor effectiveness using lesson plan reviews. Review formative assessment data and adjust instruction and/or strategies as appropriate.	Formative: Study Island Weekly Skills Assessment FCAT Explorer Benchmark Testing Strand Analysis FAIR Summative: 2013 FCAT 2.0

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
Higher Order Questioning	Reading/LA K-8	CRT	Reading/LA Teachers	September 26, 2012	Walkthroughs	CRT and AP
Using FCAT Task Cards in the Reading Classroom	Reading/LA K-8	CRT	Reading/LA Teachers	September 26, 2012	Walkthroughs	CRT and AP
Text Features and Text	Reading/LA K-8	CRT	Reading/LA Teachers	September 26, 2012	Walkthroughs	CRT and AP

Structures					
Using Visual Aids in the Classroom	Reading/LA K-8	CRT	Reading/LA Teachers	September 26, 2012	Walkthroughs	CRT and AP

Reading Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
Wide variety of texts	Library Books/Videos	Operating	$5,000.00
Wide variety of texts	Imagine It	Operating	$2,000.00
Wide variety of texts	Buckle Down	Operating	$900.00
Practice context clues, meanings of words and phrases, and prefixes, suffixes, affixes, and roots.	Triumph Learning Common Core Coach	Operating	$1,000.00
Skill-Based Tutoring	FCAT Coach Crosswalk	Operating	$300.00
Skill-Based Tutoring	Florida Ready	Operating	$1,000.00
			Subtotal: $10,200.00

Technology

Strategy	Description of Resources	Funding Source	Available Amount
Implement Reading Goals	Study Island	Operating	$1,500.00
			Subtotal: $1,500.00

Professional Development

Strategy	Description of Resources	Funding Source	Available Amount
Skill Based Tutoring	Test Item Specifications, Study Island, Discovery Education Assessments and Probes	Operating	$50.00
Study Island	Web-Based Product	Operating	$50.00
Vocabulary	Seven Levels of Vocabulary	Operating	$50.00
			Subtotal: $150.00

Other

Strategy	Description of Resources	Funding Source	Available Amount
Implement Reading Goals	FCAT Tutoring	Operating	$7,000.00
			Subtotal: $7,000.00
			Grand Total: $18,850.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	The results of the 2012 CELLA Listening/Speaking indicates that 100% (58) of the English Language Learners were proficient. Our goal for the 2012-2013 school year is to maintain current proficiency at100% (58).
2012 Current Percent of Students Proficient in listening/speaking:	
100% (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	Many students have parents/guardians and family that do not speak English; therefore they only practice while at school.	The teacher will use modeling with illustrations and diagrams along with visuals to build background knowledge and develop language skills. Focus on key vocabulary (including multiple meaning words and cognates) with the use of word banks and vocabulary notebooks. Use of a heritage language dictionary in all classes/disciplines.	ESOL Coordinator CRT Administration	Monitor effectiveness using lesson plan reviews. Review formative assessment data and adjust instruction and/or strategies as appropriate.	Formative: Study Island Weekly Skills Assessment FCAT Explorer Benchmark Testing Strand Analysis FAIR Summative: 2013 FCAT 2.0

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:	The results of the 2012 CELLA Reading indicates that 100% (58) of the English Language Learners were proficient. Our goal for the 2012-2013 school year is to maintain their proficiency at 100% (58).
2012 Current Percent of Students Proficient in reading:	
100% (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	Students lack phonemic awareness upon entering third grade and have difficulty grasping the English grammar and idiom usage.	Assignment complexity needs to be varied in order to effectively differentiate instruction. Use multisensory approaches such as visual aids, books on tape, etc. Students will participate in role playing activities and buddy/partner readings.	ESOL Coordinator CRT Administration	Monitor effectiveness using lesson plan reviews. Review formative assessment data and adjust instruction and/or strategies as appropriate.	Formative: Study Island Weekly Skills Assessment FCAT Explorer Benchmark Testing Strand Analysis FAIR Summative: 2013 FCAT 2.0

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	The results of the 2012 CELLA Writing indicates that 100% (58) of the English Language Learners were proficient. Our goal for the 2012-2013 school year is to maintain their proficiency 100% (58).
2012 Current Percent of Students Proficient in writing:	

100% (58)

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
			Problem-Solving Process to Increase Student Achievement		
1	Students struggle with English grammar and spelling patterns.	Students will work cooperatively to complete reports and projects. Students will read for a specific purpose such as to highlight key information, create graphic organizers with the information, take notes and outline information, or summarizing the text.	ESOL Coordinator CRT Administration	Monitor effectiveness using lesson plan reviews. Review formative assessment data and adjust instruction and/or strategies as appropriate.	Formative: Study Island Weekly Skills Assessment FCAT Explorer Benchmark Testing Strand Analysis FAIR Summative: 2013 FCAT 2.0

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Students will participate in role playing activities and buddy/partner readings.	Culturally and language appropriate library books	Operating	$500.00
		Subtotal: $500.00	
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
		Subtotal: $0.00	
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
All strategies	A variety of resources to assist teachers in planning lessons that will accommodate ELL students.	Operating	$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: $600.00	

End of CELLA Goals

Elementary School Mathematics Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	The results of the 2012 FCAT 2.0 Math indicates that 34% (160) of students achieved proficiency with a level 3. Our goal for the 2012-2013 school year is to increase level 3 student proficiency by 4 percentage points to 38% (177).
2012 Current Level of Performance:	2013 Expected Level of Performance:
34% (160)	38% (177)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	These students struggle to read and answer multi-step problems following directions.	Identifying key words and providing opportunities to follow steps. Use of problem solving organizers.	Administration CRT (Curriculum Resource Teacher)	Monitor Instructional Focus Program results	Summative: Discovery Education Benchmarks Instructional Focus Program Interim Assessments Formative: Study Island Weekly Skills Assessment 2013 FCAT 2.0

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:	The results of the 2012 FCAT 2.0 Math indicates that 29% (134) of students achieved proficiency with a level 4 or 5. Our goal for the 2012-2013 school year is to increase level 4 and 5 student proficiency by 3 percentage points to 32% (149).
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (134)	32% (149)

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 not provided with sufficient enrichment opportunities.	Include enrichment opportunities. Departmentalize third through fifth grade Differentiate Instructional focus Program and classroom instruction Professional development	Administration Curriculum Resource Teachers	Monitor Instructional Focus Program results.	Summative: Discovery Education Benchmarks Instructional Focus Program Interim Assessments Formative: Study Island Weekly Skills Assessment 2013 FCAT 2.0

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	The results of the 2012 FCAT 2.0 Math indicates that 58% (165) of students made learning gains in math. Our goal for the 2012-2013 school year is to increase learning gains by 7 percentage points to 65% (302).

2012 Current Level of Performance:	2013 Expected Level of Performance:
58% (165)	65% (302)

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	These students have not had the opportunity to master understanding of basic math concepts.	Departmentalize third through fifth grade Differentiate Instructional focus program and classroom instruction Provide grade level appropriate activities and manipulatives Use of Math Centers Engaging opportunities for practice through the use of technology and increase subscriptions for interactive websites Implement Math Intervention	Administration Curriculum Resource Teachers	Analyze Benchmark strands Monitor Instructional Focus Program results. Instructional binder reviews	Summative: Discovery Education Benchmarks Instructional Focus Program Interim Assessment Formative: Study Island Weekly Skills Assessment 2013 FCAT 2.0

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

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	The results of the 2012 FCAT 2.0 Math indicates that 51% (37) of the students in the lowest 25% made learning gains in math. Our goal for the 2012-2013 school year is to increase the learning gains of students in the lowest 25% by 14 percentage points to 65% (47).

2012 Current Level of Performance:	2013 Expected Level of Performance:
51% (37)	65% (47)

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	These students have not had the opportunity to master understanding of basic math concepts.	Use of Math Centers Engaging opportunities for practice through the use of technology and increase subscriptions for interactive websites Start Instructional Focus Program earlier Implement Math Intervention	Administration Curriculum Resource Teachers	Analyze Benchmark strands Monitor Instructional Focus Program results. Instructional binder reviews to include small group instruction	Summative: Discovery Education Benchmarks Instructional Focus Program Interim Assessments Formative: Study Island Weekly Skills Assessment 2013 FCAT 2.0

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 # 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
	69	69	72	75	78	

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:	The results of the 2012 FCAT 2.0 Math indicates that 13-48% of the students the white, black, and Hispanic subgroups did not make satisfactory progress in math. Our goal for the 2012-2013 school year is to decrease this gap by 3 percentage points to 10-45%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 30% Black: 48% Hispanic: 37% Asian: 13%	White: 27% Black: 45% Hispanic: 34% Asian: 10%

Problem-Solving Process to Increase Student Achievement				

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	These students have not had the opportunity to master understanding of basic math concepts.	Engage students by using centers and manipulatives. Use the instructional focus program from the	Administration Curriculum Resource Teachers	Analyze Benchmark strands Monitor Instructional Focus Program results.	Summative: Discovery Education Benchmarks Instructional Focus Program

		start of the school year.		Instructional binder reviews to include small group instruction	Interim Assessment Formative: Study Island Weekly Skills Assessment 2013 FCAT 2.0
1					

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	The results of the 2012 FCAT 2.0 Math indicates that 68% of the English Language Learners did not make satisfactory progress in math. Our goal for the 2012-2013 school year is to decrease this gap by 3 percentage point to 65%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
68% (15)	65% (14)

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 do not have sufficient command and understanding of the English language.	Increase vocabulary through the use of picture cards Use of semantic webs in Math Hands on learning activities	Administration Curriculum Resource Teachers	Monitor Instructional Focus Program results. Analyze Benchmark results.	Summative: Discovery Education Benchmarks Instructional Focus Program Formative: Study Island Weekly Skills Assessment

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	The results of the 2012 FCAT 2.0 Math indicates that 43% of the Students with Disabilities did not make satisfactory progress in math. Our goal for the 2012-2013 school year is to decrease this gap by 3 percentage points to 40%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
43% (18)	40% (17)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	These students have not had the opportunity to master understanding of basic math concepts.	Differentiate instruction Small group instruction Skills based tutoring Practicing repetition of basic Math skills	Teachers Curriculum Resource Teachers	Tracking progress in class and through benchmark assessments	Summative: Discovery Education Benchmarks Instructional Focus Program Interim Assessment

					Formative: Study Island Weekly Skills Assessment 2013 FCAT 2.0

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:	The results of the 2012 FCAT 2.0 Math indicates that 45% of the Economically Disadvantaged students did not make satisfactory progress in math. Our goal for the 2012-2013 school year is to decrease this gap by 3 percentage points to 42%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
45% (109)	42% (103

	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	These students have not had the opportunity to master understanding of basic math concepts.	Hands on practice using manipulatives Differentiate instruction Use of technology	Teachers Curriculum Resource Teachers	Monitor effectiveness using lesson plans reviews Tracking progress though Benchmark Assessments	Summative: Discovery Education Benchmarks Instructional Focus Program Interim Assessment Formative: Study Island Weekly Skills Assessment 2013 FCAT 2.0

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:	The results of the 2012 FCAT 2.0 Math indicates that 40% (59) of students achieved proficiency with a level 3. Our goal for the 2012-2013 school year is to increase level 3 student proficiency by 4 percentage points to 44% (132).
2012 Current Level of Performance:	2013 Expected Level of Performance:
40% (59)	44% (132)

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

			Monitoring	Strategy	
1	These students have not had the opportunity to master basic operations using fractions.	Develop understanding and fluency with the addition and subtraction of fractions Provide opportunities and activities for students to generate equivalent fractions and simplify fractions	MTSS Team Leadership Team Curriculum Resource Teacher (CRT)	Monitor effectiveness using lesson plan reviews. Review formative assessment data and adjust instruction and/or strategies as appropriate.	Formative: Study Island Weekly Skills Assessment FCAT Explorer Benchmark Testing Strand Analysis Summative: 2013 FCAT 2.0

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:	The results of the 2012 FCAT 2.0 Math indicates that 24% (36) of students achieved proficiency with a level 4 or 5. Our goal for the 2012-2013 school year is to increase level 4 and 5 student proficiency by 2 percentage points to 26% (78).
2012 Current Level of Performance:	2013 Expected Level of Performance:
24% (36)	26% (78)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	These students have not had sufficient exposure to probability activities to master statistics.	Enrich learning by providing students with hands-on experiences involving the use of manipulatives to solve for probability. Provide opportunities to practice interpreting and data to solve problems	MTSS Team Leadership Team Curriculum Resource	Monitor effectiveness using lesson plan reviews. Review formative assessment data and adjust instruction and/or strategies as appropriate.	Formative: Study Island Weekly Skills Assessment FCAT Explorer Benchmark Testing Strand Analysis Summative:

				2013 FCAT 2.0

and make predictions.

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:	The results of the 2012 FCAT 2.0 Math indicates that 58% (283) of students made learning gains in math. Our goal for the 2012-2013 school year is to increase learning gains by 5 percentage points to 63% (189).
2012 Current Level of Performance:	2013 Expected Level of Performance:
58% (283)	63% (189)

<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	These students have not to mastered the understanding of geometry and measurement concepts	Support the use of hands-on and interactive manipulatives and engaging opportunities for practice. Provide grade level appropriate activities that promote the use of geometric knowledge and spatial reasoning.	MTSS Team Leadership Team Curriculum Resource Teacher	Monitor effectiveness using lesson plan reviews. Review formative assessment data and adjust instruction and/or strategies as appropriate.	Formative: Study Island Weekly Skills Assessment FCAT Explorer Benchmark Testing Strand Analysis Summative: 2013 FCAT 2.0

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.	

Mathematics Goal #3b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	The results of the 2012 FCAT 2.0 Math indicates that 51% (249) of the students in the lowest 25% made learning gains in math. Our goal for the 2012-2013 school year is to increase the learning gains of students in the lowest 25% by 5 percentage points to 56% (168).
2012 Current Level of Performance:	2013 Expected Level of Performance:
51% (249)	56% (168)

	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	These students have not mastered math fluency and fact families therefore making it difficult for them to calculate simple items quickly and efficiently.	Use flash cards to develop recall. Provide opportunities for students to verify the reasonableness of number operations results including problem situations. Skills-Based tutoring.	MTSS Team Leadership Team Curriculum Resource	Monitor effectiveness using lesson plan reviews. Review formative assessment data and adjust instruction and/or strategies as appropriate.	Formative: Study Island Weekly Skills Assessment FCAT Explorer Benchmark Testing Strand Analysis Summative: 2013 FCAT 2.0

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
	70	70	73	76	79	

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:	The results of the 2012 FCAT 2.0 Math indicates that 52-70% of the students the white, black, and Hispanic subgroups made satisfactory progress in math. Our goal for the 2012-2013 school year is to increase their progress by 3 percentage points to 55-73%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 70% Black: 52% Hispanic: 63% Asian:	White: 73% Black: 55% Hispanic: 66% Asian:

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	These students have not had the opportunity to master understanding of geometry and measurement concepts	Support the use of hands-on and interactive manipulatives and engaging opportunities for practice. Provide grade level appropriate activities that promote the use of geometric knowledge and spatial reasoning.	MTSS Team Leadership Team Curriculum Resource	Monitor effectiveness using lesson plan reviews. Review formative assessment data and adjust instruction and/or strategies as appropriate.	Formative: Study Island Weekly Skills Assessment FCAT Explorer Benchmark Testing Strand Analysis Summative: 2013 FCAT 2.0

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:	The results of the 2012 FCAT 2.0 Math indicates that 41% of the English Language Learners did not make satisfactory progress in math. Our goal for the 2012-2013 school year is to increase their progress by 3 percentage points to 44%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
41%	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	These students have not had the opportunity to master understanding of geometry and measurement concepts.	Support the use of hands-on and interactive manipulatives and engaging opportunities for practice. Provide grade level appropriate activities that promote the use of geometric knowledge and spatial reasoning.	MTSS Team Leadership Team Curriculum Resource	Monitor effectiveness using lesson plan reviews. Review formative assessment data and adjust instruction and/or strategies as appropriate.	Formative: Study Island Weekly Skills Assessment FCAT Explorer Benchmark Testing Strand Analysis Summative: 2013 FCAT 2.0

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.	The results of the 2012 FCAT 2.0 Math indicates that 58% of the Students with Disabilities did not make satisfactory

	Mathematics Goal #5D:	progress in math. Our goal for the 2012-2013 school year is to increase their progress by 3 percentage point to 61%.
	2012 Current Level of Performance:	2013 Expected Level of Performance:
	58%	61%

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	These students have not mastered math fluency and fact families therefore making it difficult for them to calculate simple items quickly and efficiently.	Use flash cards to develop recall. Provide opportunities for students to verify the reasonableness of number operations results including problem situations. Skills-Based tutoring.	MTSS Team Leadership Team Curriculum Resource	Monitor effectiveness using lesson plan reviews. Review formative assessment data and adjust instruction and/or strategies as appropriate.	Formative: Study Island Weekly Skills Assessment FCAT Explorer Benchmark Testing Strand Analysis Summative: 2013 FCAT 2.0

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:	The results of the 2012 FCAT 2.0 Math indicates that 56% of the Economically Disadvantaged students did not make satisfactory progress in math. Our goal for the 2012-2013 school year is to increase their progress by 3 percentage points to 59%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
56%	59%

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	These students have not had the opportunity to master understanding of geometry and measurement concepts.	Support the use of hands-on and interactive manipulatives and engaging opportunities for practice. Provide grade level appropriate activities that promote the use of geometric knowledge and spatial reasoning.	MTSS Team Leadership Team Curriculum Resource	Monitor effectiveness in lesson plan reviews. Review formative assessment data and adjust instruction and/or strategies as appropriate.	Formative: Study Island Weekly Skills Assessment FCAT Explorer Benchmark Testing Strand Analysis Summative: 2013 FCAT 2.0

End of Middle School Mathematics Goals

Algebra End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	Our goal for the 2012-2013 school year is for 38% (6) of our students to achieve proficiency with a level 3.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	38% (6)

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	These students are working towards mastery of how to solve multi-step algebraic expressions where functions are involved.	Practice solving real world problems. Provide inductive reasoning strategies to solve functions. Practice with hands-on instruction and interactive technology.	MTSS Team Leadership Team Curriculum Resource Teacher (CRT)	Monitor effectiveness using lesson plan reviews. Review formative assessment data and adjust instruction and/or strategies as appropriate.	Formative: Study Island Weekly Skills Assessment FCAT Explorer Benchmark Testing Strand Analysis Summative: 2013 Algebra 1 EOC

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	Our goal for the 2012-2013 school year is for 18% (3) of our students to achieve proficiency with a level 4 and 5.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	20% (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	These students are working towards mastery of how to solve multi-step algebraic expressions where functions are involved.	Practice solving real world problems. Provide enrichment to solve functions by using inductive reasoning strategies. Practice with hands-on instruction and interactive technology.	MTSS Team Leadership Team Curriculum Resource Teacher (CRT)	Monitor effectiveness using lesson plan reviews. Review formative assessment data and adjust instruction and/or strategies as appropriate.	Formative: Study Island Weekly Skills Assessment FCAT Explorer Benchmark Testing Strand Analysis Summative: 2013 Algebra 1 EOC

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

Math Technology	Math K-8	CRT	K-8 Math Teachers	September 17, 2012	Classroom Walkthroughs	CRT and AP
Problem Solving Organizers	Math K-8	CRT	K-8 Math Teachers	September 26, 2012	Classroom Walkthroughs	CRT and AP
Enrichment in the Math Classroom	Math K-8	CRT	K-8 Math Teachers	September 26, 2012	Classroom Walkthroughs	CRT and AP
Math Centers and Manipulatives	Math K-8	CRT	K-8 Math Teachers	September 26, 2012	Classroom Walkthroughs	CRT and AP

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Skill Based tutoring	AMSCO Test Preparation	Operating	$1,000.00
			Subtotal: $1,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Implement Math Goals	Study Island	Operating	$1,500.00
			Subtotal: $1,500.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Use of manipulatives, games and interactive technology	Manipulatives, Promethean Boards, SMART Boards, and research-based strategies	Operating	$1,000.00
			Subtotal: $1,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Implement Math Goals	FCAT Tutoring	Operating	$7,000.00
			Subtotal: $7,000.00
			Grand Total: $10,500.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	The results of the 2012 FCAT 2.0 Science indicates that 38% (43) of students achieved proficiency with a level 3. Our goal for the 2012-2013 school year is to increase level 3 student proficiency by 4 percentage points to 41% (69).
2012 Current Level of Performance:	2013 Expected Level of Performance:
38% (43)	41% (69)
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool

			Monitoring	Strategy	
1	Students do not have sufficient command over basic science concepts.	Use vocabulary concept maps. Modeling scientific thinking. Hands on Inquiry Prompts.	CRT Administration	Unit and Benchmark Assessments Instructional Focus Program (change biweekly using data from Benchmark assessments) Pre/Post Tests	Summative: Discovery Education Benchmarks Instructional Focus Program Formative: Study Island Weekly Skills Assessment 2013 FCAT 2.0

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:	The results of the 2012 FCAT 2.0 Science indicates that 19% (21) of students achieved proficiency with a level 4 or 5. Our goal for the 2012-2013 school year is to increase level 4 and 5 student proficiency by 3 percentage points to 22% (36).
2012 Current Level of Performance:	2013 Expected Level of Performance:
19% (21)	22% (36)

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 do not have sufficient command over basic science concepts.	Provide enrichment by using Problem-Based Learning and student led instruction. Hands on Inquiry Differentiate Instruction by	CRT Administration	Unit and Benchmark Assessments Instructional Focus Program Pre/Post Tests Open-Ended Questions	Summative: Discovery Education Benchmarks Instructional Focus Program Formative: Study Island

		providing enrichment			Weekly Skills Assessment 2013 FCAT 2.0

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Problem Based Learning	Science K-8	CRT	K-8 Science Teachers	October 25, 2012	Walkthroughs	CRT and AP
Effective Hands-on Labs and videos	Science K-8	CRT	K-8 Science Teachers	October 25, 2012	Classroom Visits & Lesson Plan Review	CRT and AP
Cornell Note-taking	Science K-8	CRT	K-8 Science Teachers	September 26, 2012	Observations and Data Reports	CRT and AP

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Implement Science Goals	Study Island	Operating	$1,500.00

			Subtotal: $1,500.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Effective hands-on labs	Research-based strategies	Operating	$1,000.00
			Subtotal: $1,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Implement Science Goals	FCAT Tutoring	Operating	$7,000.00
			Subtotal: $7,000.00
			Grand Total: $9,500.00

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:	The results of the 2012 FCAT Writing indicates that 86% (77) of students achieved a score of 3.0 and higher. Our goal for the 2012-2013 school year is to increase the number of students scoring a 3.0 and higher by 2 percentage points to 90% (169).
2012 Current Level of Performance:	2013 Expected Level of Performance:
86% (77)	90% (169)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students do not have command over the writing process.	Writing Workshops Develop and maintain writing notebook Create a plan for writing and follow the steps in the writing process	CRT Administration	Monitor effectiveness using classroom walkthroughs and lesson plan reviews. Review formative assessment data and adjust instruction and/or strategies as appropriate.	Formative: Study Island Weekly Skills Assessment Monthly writing prompts Summative: 2013 FCAT Writes

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
Writing Workshops	Writing K-8	CRT	K-8 Writing Teachers	August 15, 2012	Classroom Walkthoughs	CRT and AP
Keeping a writer's notebook	Writing K-8	CRT	K-8 Writing Teachers	August 15, 2012	Classroom Walkthoughs	CRT and AP

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Implement Writing Goals	Study Island	Operating	$1,500.00
			Subtotal: $1,500.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Writing Workshops and developing and maintaining a writing notebook	Writer's notebooks and workshop materials	Operating	$300.00
			Subtotal: $300.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Implement Writing Goals	FCAT Tutoring	Operating	$7,000.00
			Subtotal: $7,000.00
			Grand Total: $8,800.00

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 the 2012-2013 Civics EOC is to have 30% of students achieve level 3 proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	30% (30)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students do not have command over the content specific vocabulary or the history behind democracy in America.	Use vocabulary notebook. Practice reading and interpreting visual representations of text (charts, graphs, etc.). Read and interpret primary and secondary sources of information while also examining varying points of view.	Administration Curriculum Resource Teacher	Monitor effectiveness using lesson plan reviews. Review formative assessment data and adjust instruction and/or strategies as appropriate.	Formative: Study Island Weekly Skills Assessment Summative: 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 the 2012-2013 Civics EOC is to have 30% of students achieve level 4 or 5 proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	30% (30)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have not mastered understanding and taking a position on various issues.	Provide students with opportunities to discuss the values, complexities, and dilemmas involved in social, political, and economic issues. Assist students in developing well-reasoned positions on issues. Provide opportunities for students to write to inform and to persuade. Provide opportunities	Administration Curriculum Resource Teacher	Monitor effectiveness using lesson plan reviews. Review formative assessment data and adjust instruction and/or strategies as appropriate.	Formative: Study Island Weekly Skills Assessment Summative: District Spring Assessment

		for students to participate in project-based learning activities.				

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
Primary and Secondary Sources	5-8 Social Science	CRT	5-8 Social Science Teachers	October 26, 2012	Classroom walkthroughs	CRT and AP
Persuasive Writing	5-8 Social Science	CRT	5-8 Social Science Teachers	October 26, 2012	Classroom walkthroughs	CRT and AP

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
Read and interpret primary and secondary sources of information while also examining varying points of view.	Primary and Secondary Sources	Operating	$100.00
Provide opportunities for students to write to inform and to persuade.	Writing Traits	Operating	$50.00
			Subtotal: $150.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $150.00

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:

Our goal for this year is to meet or improve our expected

1. Attendance Attendance Goal #1:	level of attendance of 98%, by minimizing absences due to illnesses. In addition, another goal for this year is to decrease the number of students with excessive absences and excessive tardiness by 5% by providing an incentive program.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
98% (884)	99% (1094)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
5	3
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
15	10

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	There are still a number of absences, unexcused absences, and excessive tardies as a result of family vacations, no parent/medical notes, and parental lack of understanding the importance of school attendance.	Inform parents and students of the importance of attendance and punctuality via the Parent Link Phone Call System, notes home, Parent and Student workshops on school rules and procedures, and the use of the Student Information System. Ensure a clean school environment. Provide incentive parties and raffles for students that have 100% attendance quarterly.	Administration	Monthly Attendance Reports Notices to Parents	SIS Tracking TERMS Reports Monthly 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
					Use of SIS/TERMS Registrar,	

Rules & Procedures	K-8 Grade	CRT & Admin	K-8 Grade Teachers	August 15, 2012	teachers, and Principal will monitor monthly Attendance Reports	Principal

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
Rules and Procedures	Parent and Student Handbook	Operating	$50.00
			Subtotal: $50.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Student Incentives	Gift cards and prizes	Operating	$400.00
Inform parents of the importance of attendance and punctuality via the Parent Link Phone Call System, notes home, workshops, and the use of the Student Information System.	Parent Workshops – Handouts, literature, refreshments	PTC	$100.00
			Subtotal: $500.00
			Grand Total: $550.00

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 is to meet or improve the districts expected level by decreasing the total number of suspensions by 5%.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
9	7
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
0	0
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions

7	5
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
18	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	Some parents and students are unfamiliar with the parent student hand book.	Utilize the STRIVE character education program to recognize positive student behavior and provide additional training on school behavior guidelines. Expectations for Behavior at Student Orientation. Wednesday detention (1 hour) and Saturday detention (3 hours).	Administration	Administration will analyze TERMS reports to monitor suspensions as well as reviewing the parent/teacher communication log on a monthly basis.	TERMS 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
Behavior Expectations	K-8	Dean of Students	Teachers and Support Staff	August 15, 2012	Teacher Observation	Principal

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Behavior Expectations	Parent and Student Handbook	Operating	$200.00

		Subtotal: $200.00

Other

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $200.00

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.*	According to 2011-2012 participation in the parent survey and PTC sign in sheets, there was 32% (576) parent involvement. This year we plan to increase by 10 percentage points to 42% (756).
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
32% (576)	42% (756

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	A large percentage of parents are not available to attend school functions during school hours and limited access and understanding of the Student Information System to monitor student progress.	Provide parent workshops of the use of the Student Information System and access to school computers. Notify parents of school events via the Parent Link Phone Call System, school website, notices, and the marquee.	Assistant Principal PTC Board Members CRT	PTC Attendance Sheets SAC Attendance Sheets Count of Parents at other school events	Parent Survey PTC Sign In Sheets SIS Volunteer Hours

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
				September 25,		

| Teacher and Parent Workshops and Meeting | K-8 | Leading Edge CRT PTC President | K-8 Teachers and Parents | 2012 October 23, 2012 November 27, 2012 January 22, 2013 February 26, 2013 April 23, 2013 May 28, 2013 | Attendance Record Increase parent participation Parent Survey | Principal |

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
Attendance Record Increase parent participation Parent Survey	Parent Workshops-Hand-outs, literature, refreshments	PTO	$100.00
			Subtotal: $100.00
			Grand Total: $100.00

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:	In the 2012-2013 school year, students will be engaged in more hands-on, project-based activities related to science and math incorporating technology.
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 not accustomed to these types of activities.	Hands-on, project-based activities in the classroom. Encourage students to enroll in high level math and science courses when entering the middle school and for the transition to high school.	Administration Curriculum Resource Teacher	Monitor effectiveness using lesson plan reviews. Review formative assessment data and adjust instruction and/or strategies as appropriate. Review numbers of students enrolling in higher level	Formative: Project completion (rubric) Summative: Advanced math and science course selection numbers for 2013-2014

				mathematics and science courses.	

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
Incorporating technology instruction for student use	K-8	CRT	K-8 Teachers	September 17, 2012	Classroom Walkthroughs and observation	CRT and AP
Project-based learning	K-8	CRT	K-8 Teachers	October 26, 2012	Classroom Walkthroughs and observation	CRT and AP

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
Hands-on, project-based activities in the classroom using technology	Additional computers and computer carts	Operating	$10,000.00
			Subtotal: $10,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Hands-on, project-based activities in the classroom using technology	Project-based activity ideas	Operating	$200.00
			Subtotal: $200.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $10,200.00

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:	In the 2012-2013 school year, the number of 6-8th grade students enrolled in CTE courses will increase to 100%.

	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	CTE teacher is not certified with industry certification.	CTE Teachers implement CTE program state curriculum standards, program sequence of courses, including pacing of activities for industry certification as outlined within CTE professional development activities.	Administration Curriculum Resource Teacher	Administrators monitor the effective implementation of lessons and timely instruction in the CTE classrooms through common planning, review of test data including baseline, practice or readiness tests.	Teachers gain certification

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
CTE	6-8 Social Science	CRT	6-8 Social Science Teachers	October 26, 2012	Classroom Walkthroughs and review of certification requirements	CRT and AP

CTE Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
CTE	CTE information	Operating	$50.00
			Subtotal: $50.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $50.00

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	Wide variety of texts	Library Books/Videos	Operating	$5,000.00
Reading	Wide variety of texts	Imagine It	Operating	$2,000.00
Reading	Wide variety of texts	Buckle Down	Operating	$900.00
Reading	Practice context clues, meanings of words and phrases, and prefixes, suffixes, affixes, and roots.	Triumph Learning Common Core Coach	Operating	$1,000.00
Reading	Skill-Based Tutoring	FCAT Coach Crosswalk	Operating	$300.00
Reading	Skill-Based Tutoring	Florida Ready	Operating	$1,000.00
CELLA	Students will participate in role playing activities and buddy/partner readings.	Culturally and language appropriate library books	Operating	$500.00
Mathematics	Skill Based tutoring	AMSCO Test Preparation	Operating	$1,000.00
				Subtotal: $11,700.00

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Implement Reading Goals	Study Island	Operating	$1,500.00
Mathematics	Implement Math Goals	Study Island	Operating	$1,500.00
Science	Implement Science Goals	Study Island	Operating	$1,500.00
Writing	Implement Writing Goals	Study Island	Operating	$1,500.00
STEM	Hands-on, project-based activities in the classroom using technology	Additional computers and computer carts	Operating	$10,000.00
				Subtotal: $16,000.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Skill Based Tutoring	Test Item Specifications, Study Island, Discovery Education Assessments and Probes	Operating	$50.00
Reading	Study Island	Web-Based Product	Operating	$50.00
Reading	Vocabulary	Seven Levels of Vocabulary	Operating	$50.00
CELLA	All strategies	A variety of resources to assist teachers in planning lessons that will accommodate ELL students.	Operating	$100.00
Mathematics	Use of manipulatives, games and interactive technology	Manipulatives, Promethean Boards, SMART Boards, and research-based strategies	Operating	$1,000.00
Science	Effective hands-on labs	Research-based strategies	Operating	$1,000.00
Writing	Writing Workshops and developing and maintaining a writing notebook	Writer's notebooks and workshop materials	Operating	$300.00
Civics	Read and interpret primary and secondary sources of information while also examining varying points of view.	Primary and Secondary Sources	Operating	$100.00
	Provide opportunities			

Civics	for students to write to inform and to persuade.	Writing Traits	Operating	$50.00
Attendance	Rules and Procedures	Parent and Student Handbook	Operating	$50.00
Suspension	Behavior Expectations	Parent and Student Handbook	Operating	$200.00
STEM	Hands-on, project-based activities in the classroom using technology	Project-based activity ideas	Operating	$200.00
CTE	CTE	CTE information	Operating	$50.00
				Subtotal: $3,200.00

Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Implement Reading Goals	FCAT Tutoring	Operating	$7,000.00
Mathematics	Implement Math Goals	FCAT Tutoring	Operating	$7,000.00
Science	Implement Science Goals	FCAT Tutoring	Operating	$7,000.00
Writing	Implement Writing Goals	FCAT Tutoring	Operating	$7,000.00
Attendance	Student Incentives	Gift cards and prizes	Operating	$400.00
Attendance	Inform parents of the importance of attendance and punctuality via the Parent Link Phone Call System, notes home, workshops, and the use of the Student Information System.	Parent Workshops – Handouts, literature, refreshments	PTC	$100.00
Parent Involvement	Attendance Record Increase parent participation Parent Survey	Parent Workshops-Hand-outs, literature, refreshments	PTO	$100.00
				Subtotal: $28,600.00
				Grand Total: $59,500.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

jn Priority	jn Focus	jn Prevent	jn NA

Are you a reward school: jn Yes jn No

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

No Attachment

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

✔ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount

To purchase United Streaming ($2,570) and Brain POP ($1,650) school-wide. Additional projected usage for funds will be presented and voted on at the November Meeting.	$10,040.00

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

AYP DATA

SCHOOL GRADE DATA

No Data Found
No Data Found
No Data Found