

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: WINSTON PARK K-8 CENTER

District Name: Dade

Principal: Raquel Pelletier

SAC Chair: Silvia Jackson

Superintendent: Alberto M. Carvalho

Date of School Board Approval: Pending

Last Modified on: 11/7/2012

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

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

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)
Assis Principal	Maria C. Anton	B.S./M.S. Education State University of New York Educational Specialist: Leadership, Nova Southeastern University Certification- Early Childhood Education, Educational Leadership, Elementary Education, History, Social Science, Middle Grade Endorsement	1	11	12 11 10 09 08 School Grades: A A A A A AYP: NA N N N Y AMO (2012) Reading: ELL-Y White, Hispanic, Asian, -N SWD-N, ED-N AMO (2012) Mathematics: ELL-Y White, Asian -N SWD-N, ED-Y High Standards- RDG: 82 83 83 83 82 High Standards- MATH: 87 83 84 81 82 Learning Gains- RDG: 69 73 71 74 71 Learning Gains- MG: 73 70 71 65 63 Gains – R - 25%: 67 66 73 71 63 Gains – M - 25%: 71 68 67 68
		B.S. in Business Mangement;			

Assis Principal	Carl Robinson	Livingston College, Fallsibury, N.C. M.S. in Elementary Ed; Nova Southeastern University Certification: Elementary Education 1-6 Educational Leadership	1	3	12 11 School Grades: D C AYP: NA N AMO (2012) Reading: ELL-Y White,Black, Asian, SWD,ED-N AMO (2012) Mathematics:ELL-Y White,Black, Asian, SWD,ED-N High Standards- RDG: 31 53 High Standards- MATH: 40 66 Learning Gains- RDG: 65 52 Learning Gains- MG: 55 60 Gains – R - 25%: 80 47 Gains – M - 25%: 53 76
Principal	Raquel Pelletier	B.A. Mathematics , University of Miami Minor: Secondary Education M.S. Mathematics Education, Nova Southeastern University Modified Core Program: Educational Leadership Ed.D. Educational Administration and Supervision, Florida International University Certification: Mathematics 6-12 Educational Leadership Gifted Endorsement Middle Grades Endorsement	1	17	12 11 10 09 08 School Grades: A A A A A AYP: NA N N N Y AMO (2012) Reading: ELL-Y White,Hispanic,Asian, -N SWD-N,ED-N AMO (2012) Mathematics:ELL-Y White,Asian-N SWD-N,ED-Y High Standards- RDG: 87 85 87 70 High Standards- MATH: 87 85 85 71 Learning Gains- RDG: 74 69 72 67 Learning Gains- Math: 79 74 71 75 Gains – R - 25%: 71 66 75 66 Gains – M - 25%: 77 72 66 75

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)

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. Coordinate placement of student interns from accredited universities with cooperating teachers.	Assistant Principal	1/11/13	
2	2. Pair beginning teachers with mentor veteran teachers.	Principal	9/04/12	
3	3. Provide support and mentoring for National Board Certification candidates.	Principal	6/06/13	

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
Out-of- field: 10% (6) Less than effective: 0% (0)	Mentoring, buddy teachers are assigned, as well as PD support is provided.

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
84	2.4%(2)	26.2%(22)	47.6%(40)	23.8%(20)	32.1%(27)	100.0%(84)	6.0%(5)	7.1%(6)	66.7%(56)

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
David Negrelli	TBA		Classroom observations, lesson planning meetings, grade level meetings, data chats, sharing best practices.
Marlene Llama	TBA		Classroom observations, lesson planning meetings, grade level meetings, data chats, sharing best practices.

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.

Identify the school-based RtI Leadership Team.

Principal
Assistant Principals
Counselors
Reading, Math, and Science Liaison

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

The MTSS/RtI Leadership Team in collaboration with the school's Literacy Leadership Team supports the process of problem solving, data analysis, and development of ongoing intervention goals. Grade level teachers will compile student performance data, report on core curriculum practices, analyze efficiency of interventions and share information with the team as well as grade level members.

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?

Administrators and MTSS/RtI Leadership Team will assist in collection and analyzing of data, model lessons for teachers integrating reading strategies, provide professional development related to reading, and assist with the design and

implementation of progress monitoring plan for students in need of intervention.

English Language Learner Teacher and General Education Teachers

Co-teach and collaborate in lesson design and the implementation of an instructional focus calendar that addresses student needs. Both participate in student data collection, integration of core instructional activities/materials into Tier 3 instruction.

Special Education Teacher

Collaborates with general education teacher to optimize services for students. Collects data to ensure instructional program integrates core educational methods and materials for Tier 3 students.

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.

Tier I

- Edusoft (Reading, Math, Science, Writing)
- Successmaker Reports (Reading and Math)
- FAIR Reports (Reading)
- CELLA
- Interim Assessments

Behavior

- Establish Progressive Discipline Policy in accordance to Miami-Dade County Code of Student Conduct
- Implement classroom interventions such as: seating arrangements, parent conferences, student contracts, consequences and reward systems
- Establish Alternative to Suspension Plan

Tier II

- Edusoft (Reading, Math, Science, Writing)
- Voyager Check Points (Reading)

Behavior

- Implement Behavior Contracts system
- Create and implement attendance contracts
- Design and implement Behavior Intervention Plans and Functional Assessments of Behavior

Tier III

- Edusoft (Reading, Math, Science, Writing)
- Voyager Check Points (Reading)

Behavior

- Individualized Behavior Intervention Plan
- Student Study Teams will be created to determine if a student's behavior is a manifestation of an emotional/ behavioral disability

Describe the plan to train staff on MTSS.

Professional development will be provided at the beginning of the school year, on professional development days, and throughout the school year during teachers' common planning time. Professional development sessions will be scheduled to respond and address assessment data results, staff, and curriculum needs.

Describe the plan to support MTSS.

Assistant principals will meet twice a month with psychologist and other MTSS team members to determine progress and needs of each individual case.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Principal – Raquel Pelletier

Assistant Principal – Maria Anton
Assistant Principal- Carl Robinson
Teacher - Marlene Llana
Teacher - Mercy Coiras

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

The school-based LLT will function in many capacities. It will continually monitor that the vision and mission are aligned with school and district initiatives. The LLT will meet monthly and utilize student performance data to make informed decisions regarding the instructional focus as well as the effectiveness of the intervention programs provided to students. In addition, members of the team will collaborate with stakeholders in order to monitor and document progress toward goals, assess the fidelity of implementation and provide ongoing staff development based on data trends compiled from student performance indicators. Furthermore, the team will maintain stakeholders informed of programs implemented, progress monitoring indicators, and data trends.

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

The major initiatives of the LLT this year is to promote literacy with all stakeholders as well as assist with the implementation of the Common Core Standards. The principal will work closely with the reading coaches to assess student needs. The team will analyze student assessments throughout the school year, discuss classroom observations, and target professional development needs of instructional staff. The IPEGS and School Improvement Plan will be used as resources. All stakeholders will be involved in promoting literacy throughout the school.

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.

Content area teachers will undergo training on the implementation of reading through the content areas as well as the use of targeted CRISS strategies to facilitate reading instruction through the content areas. In addition, master teachers will model strategies for content area teachers using grade/subject appropriate materials. Each department will develop a plan of implementation to be used during content area instruction.

*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 indicate 31% (287) of students achieved proficiency (Level 3). The goal for the 2012-2013 school year is to increase student proficiency by 3 percentage points to 34% (316).
2012 Current Level of Performance:	2013 Expected Level of Performance:
31% (287)	34% (316)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	According to the results of the 2012 FCAT 2.0 Reading assessment, the area of greatest difficulty for students was in Reporting Category 1, Vocabulary.	Instruction in all core subjects will target the meanings of words, phrases, and expressions paying special attention to the familiar roots and affixes derived from Greek and Latin to determine meanings of unfamiliar complex words.	Literacy Leadership Team	Bi-weekly Cold Read Assessments and Interim Assessment results will be used to monitor student performance. Bi-weekly grade level data chats provide ongoing monitoring of strategy effectiveness and determine modifications to instructional focus.	Formative Performance Assessments: Benchmark assessments, SuccessMaker Reports, Interim Assessments Summative Performance Assessments: 2013 FCAT 2.0
2					

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

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

<p>2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading.</p> <p>Reading Goal #2a:</p>	<p>Reading Goal #2A:</p> <p>The results of the 2012 FCAT 2.0 indicate 38% (356) of students achieved proficiency (Levels 4 and 5).</p> <p>The goal for the 2012-2013 school year is to increase the percentage of students scoring at proficiency levels 4 and 5 by 3 percentage points to 39% (363).</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>38% (356)</p>	<p>39% (363)</p>

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>According to the results of the 2012 FCAT 2.0 Reading assessment, the area of greatest difficulty for students was in Reporting Category 2, Reading Application.</p>	<p>Provide instructional staff training in higher order thinking strategies utilizing informational text, Cold Reads, and FCAT Explorer.</p> <p>Implement reciprocal teaching in content area instruction.</p>	<p>Literacy Leadership Team</p>	<p>Biweekly Cold Read Assessments and Interim Assessment results will be used to monitor student performance. Bi weekly grade level data chats provide ongoing monitoring of strategy effectiveness and determine modifications to instructional focus.</p>	<p>Formative Performance Assessments: Benchmark assessments, SuccessMaker Reports, Interim Assessments</p> <p>Summative Performance Assessments: 2013 FCAT 2.0</p>
2					

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

<p>2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading.</p> <p>Reading Goal #2b:</p>	<p>The results of the 2012 Florida Alternate Assessment indicate 100% (1) of students scored at or above a Level 7 in reading.</p> <p>The goal for the 2012-2013 school year is to maintain the percentage of students scoring at Level 7 or above in reading at 100% (1).</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>100% (1)</p>	<p>100% (1)</p>

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	<p>According to the results of the 2012 Florida</p>	<p>Implement the I-Ready Reading component for</p>	<p>Literacy Leadership Team</p>	<p>Weekly comprehension assessments as well I-</p>	<p>Formative Performance</p>

1	Alternate Assessment in Reading the student was successful in all areas of the assessment. Within the classroom setting, Reading Comprehension is the area of greatest difficulty.	30 minutes, three times a week to increase vocabulary development and reading comprehension.	MTSS/RtI Leadership Team	Ready data reports will be used to monitor student performance and provide feedback on effectiveness of strategy.	Assessments: Benchmark assessments, SuccessMaker Reports, FAIR Assessment Summative Performance Assessments: 2013 Florida Alternate Assessment
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The results of the 2012 FCAT 2.0 indicate 72% (543) of students made learning gains in reading. The goal for the 2012-2013 school year is to increase the percentage of students making learning gains in reading by 5 percentage points to 77% (580).
2012 Current Level of Performance:	2013 Expected Level of Performance:
72% (543)	77% (580)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	According to the results of the 2012 FCAT 2.0 Reading assessment, the area of greatest difficulty for students was in Reporting Category 2, Reading Application.	During all core subject instruction students will use graphic organizers to see patterns and summarize the main points.	Literacy Leadership Team	Biweekly Cold Read Assessments and Interim Assessment results will be used to monitor student performance. Bi weekly grade level data chats provide ongoing monitoring of strategy effectiveness and determine modifications to instructional focus.	Formative Performance Assessments: Benchmark assessments, SuccessMaker Reports, Interim Assessments Summative Performance Assessments: 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:	Reading Goal #3B: The results of the 2012 Florida Alternate Assessment indicate 100% (1) of students made learning gains in reading. The goal for the 2012-2013 school year is to maintain the percentage of students making learning gains in reading at 100% (1).
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (1)	100% (1)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	According to the results of the 2012 Florida Alternate Assessment in Reading the student was successful in all areas of the assessment—Within the classroom setting, Reading Comprehension is the area of greatest difficulty.	During all core subject instruction students will use vocabulary maps to develop grade appropriate vocabulary.	Literacy Leadership Team	Weekly comprehension assessments as well I-Ready data reports will be used to monitor student performance and provide feedback on effectiveness of strategy.	Formative Performance Assessments: Benchmark assessments, SuccessMaker Reports Summative Performance Assessments: 2013 Florida Alternate 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:

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 indicate 78% (156) of students in the lowest 25% made learning gains in reading. The goal for the 2012-2013 school year is to increase the percentage of students in the lowest 25% making learning gains by 5 percentage points to 83% (166).
2012 Current Level of Performance:	2013 Expected Level of Performance:
78% (156)	83% (166).

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	According to the results of the 2012 FCAT 2.0 Reading assessment, the area of greatest difficulty for students was in Reporting Category 2, Reading Application, followed closely by Reporting Category 1, Vocabulary.	During the reading block, students will identify details from passages to determine main idea, plot, and purpose. Create targeted groups to provide reading interventions through the use of the Web-based SuccessMaker program.	Literacy Leadership Team MTSS/RtI Leadership Team Assistant Principal	Biweekly Cold Read Assessments and Interim Assessment results will be used to monitor student performance. Bi weekly grade level data chats provide ongoing monitoring of strategy effectiveness and determine modifications to instructional focus.	Formative Performance Assessments: Benchmark assessments, SuccessMaker Reports, Interim Assessments Summative Performance Assessments: 2013 FCAT 2.0
2					

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal # The goal from 2011-2017 is to reduce the percent of non-proficient students by 50%. 5A :
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Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	73%	75%	78%	80%	83%	

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 goal for the 2012-2013 school year is to increase the number of students making satisfactory progress from the White, Hispanic, and Asian subgroups by 3, 5 and 8 percentage points respectively to meet the expected performance target.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 79% (50) Hispanic: 70% (589) Asian: 67% (8)	White: 82% (52) Hispanic: 75 (632) Asian: 75% (9)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	According to the results of the 2012 FCAT 2.0 Reading assessment, the area of greatest difficulty for students from the Hispanic and Asian subgroups was in Reporting Category 1, Vocabulary.	Instruction in all core subjects will target the meanings of words, phrases, and expressions paying special attention to the familiar roots and affixes derived from Greek and Latin to determine meanings of unfamiliar complex words. Implement a Vocabulary Enrichment Initiative delivered through whole group instruction, small group instruction, and intervention/tutorial programs.	Literacy Leadership Team	Bi-weekly Cold Read Assessments and Interim Assessment results will be used to monitor student performance. Bi-weekly grade level data chats provide ongoing monitoring of strategy effectiveness and determine modifications to instructional focus.	Formative Performance Assessments: Benchmark assessments, SuccessMaker Reports, Interim Assessments Summative Performance Assessments: 2013 FCAT 2.0
2	According to the results of the 2012 FCAT 2.0 Reading assessment, the area of greatest difficulty for students from the White subgroups was in Reporting Category 2, Reading Application.	During all core subject instruction students will use graphic organizers to see patterns and summarize the main points.	Literacy Leadership Team	Bi-weekly Cold Read Assessments and Interim Assessment results will be used to monitor student performance. Bi-weekly grade level data chats provide ongoing monitoring of strategy effectiveness and determine modifications to instructional focus.	Formative Performance Assessments: Benchmark assessments, SuccessMaker Reports Interim Assessments Summative Performance Assessments: 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 indicate 53% (63) of ELL students made satisfactory progress in reading. The goal for the 2012-2013 school year is to increase the percentage of ELL students making satisfactory progress in reading by 4 percentage points to 57% (67).
2012 Current Level of Performance:	2013 Expected Level of Performance:

53% (63)			57% (67)		
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	Due to limited English language proficiency students do not have a strong home language foundation on which to build their reading English language skills. According to the results of the 2012 FCAT 2.0 Reading assessment, the area of greatest difficulty for ELL students was in Reporting Category 1, Vocabulary.	Implement a Vocabulary Enrichment Initiative delivered through whole group instruction, small group instruction, and intervention/tutorial programs. Increase opportunities for participation in computer assisted reading instruction programs through the creation of homeroom tutorials for ELL students in grades 6 through 8.	Literacy Leadership Team	Computer based Reading Programs (TeenBiz/Imagine) reports and Cold Read Assessments/Interim Assessment results will be used to monitor student performance. Bi weekly grade level data chats provide ongoing monitoring of strategy effectiveness.	Formative Performance Assessments: Benchmark assessments, SuccessMaker Reports, TeenBiz Reports, Imagine Reports, Interim Assessments Summative Performance Assessments: 2013 FCAT 2.0
2					

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	The results of the 2012 FCAT 2.0 indicate 37% (33) of SWD students made satisfactory progress in reading. The goal for the 2012-2013 school year is to increase the percentage of SWD students making satisfactory progress in reading by 16 percentage points to 53% (47).
2012 Current Level of Performance:	2013 Expected Level of Performance:
37% (33)	53% (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	According to the results of the 2012 FCAT 2.0 Reading assessment, the area of greatest difficulty for SWD students was in Reporting Category 1, Vocabulary.	Implement the I-Ready Reading component for 30 minutes, three times a week to increase vocabulary development and reading comprehension. During all core subject instruction students will use vocabulary maps to develop grade appropriate vocabulary.	Literacy Leadership Team, MTSS/RtI Leadership Team	Weekly comprehension assessments as well I-Ready data reports will be used to monitor student performance and provide feedback on effectiveness of strategy.	Formative Performance Assessments: Benchmark assessments, I-Ready Reports, SuccessMaker Reports, FAIR Assessment Summative Performance Assessments: 2013 FCAT 2.0 2013 Florida Alternate Assessment
2					

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	The results of the 2012 FCAT 2.0 indicate 67% (446) of ED students made satisfactory progress in reading. The goal for the 2012-2013 school year is to increase the percentage of ED students making satisfactory progress in reading by 5 percentage points to 72% (479).
2012 Current Level of Performance:	2013 Expected Level of Performance:
67% (446)	72% (479)

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	Limited resources and opportunities at home result in limited opportunities to practice reading skills. According to the results of the 2012 FCAT 2.0 Reading assessment, the area of greatest difficulty for ED students was in Reporting Category 2, Reading Application.	During the reading block, students will identify details from passages to determine main idea, plot, and purpose. During all core subject instruction students will use graphic organizers to see patterns and summarize the main points.	Literacy Leadership Team	Biweekly Cold Read Assessments and Interim Assessment results will be used to monitor student performance. Bi weekly grade level data chats provide ongoing monitoring of strategy effectiveness and determine modifications to instructional focus.	Formative Performance Assessments: Benchmark assessments, SuccessMaker Reports, Interim Assessments Summative Performance Assessments: 2013 FCAT 2.0
2					

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Web-based Successmaker Training	K-5	Reading Liaison	Teachers, grades K-5	9/06/12	Observation/Reports	Assistant Principal
Voyager Overview	K-5	Reading Liaison	Teachers, grades K-5.	11/06/12	Observations	Assistant Principal
Core Standards	K-8	Reading Liaison	Teachers, grades K-8	11/06/12	Observations	Assistant Principal

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Create targeted groups to provide reading interventions through the use of the Web based SuccessMaker program.	WEB based SuccessMaker	School Advisory Council	\$1,690.00
			Subtotal: \$1,690.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$1,690.00

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.		The results of the 2012 CELLA indicate 59% (164) of students achieved proficiency in Listening/ Speaking.			
CELLA Goal #1:		The goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency in Listening/Speaking by 1 percentage point to 60% (170)			
2012 Current Percent of Students Proficient in listening/speaking:					
59% (164)					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited language proficiency, and in some cases limited resources and opportunities at home result in limited listening and speaking practice.	Implement an Initiative delivered through whole group instruction, small group instruction, and intervention/tutorial programs that promotes mores listening and Speaking opportunities.	Literacy Leadership Team	Cold Read Assessments and Interim Assessment results will be used to monitor student performance. Bi weekly grade level data chats provide ongoing monitoring of strategy effectiveness.	Formative Performance Assessments: Benchmark assessments, SuccessMaker Reports, TeenBiz Reports, Imagine Reports, Interim Assessments Summative Performance

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 indicate 36% (97) of students achieved proficiency in reading.

The goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency in reading by 1 percentage point to 37% (105).

2012 Current Percent of Students Proficient in reading:

36% (97)

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	Due to limited English language proficiency students do not have a strong home language foundation on which to build their reading English language skills.	Implement a Vocabulary Enrichment Initiative delivered through whole group instruction, small group instruction, and intervention/tutorial programs.	Literacy Leadership Team	Computer based Reading Programs (TeenBiz/Imagine) reports and Cold Read Assessments/Interim Assessment results will be used to monitor student performance. Bi weekly grade level data chats provide ongoing monitoring of strategy effectiveness.	Formative Performance Assessments: Benchmark assessments, SuccessMaker Reports TeenBiz Reports, Imagine Reports, Interim Assessments Summative Performance Assessments: CELLA

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 indicate 33% (92) of students achieved proficiency in writing.

The goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency in reading by 1 percentage point to 34% (97).

2012 Current Percent of Students Proficient in writing:

33% (92)

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 difficulty demonstrating their writing proficiency due to Limited English	Implement Language Experience Approach in teaching ELL students to develop their writing	Literacy Leadership Team	School and District Pre/Post Writing Tests will be used to monitor student progress and	Formative Performance Assessments: Benchmark

1	language vocabulary.	skills.		determine effectiveness of strategy.	assessments, Writing Post Test Summative Performance Assessments: CELLA
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CELLA Budget:

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

End of CELLA Goals

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	The results of the 2012 FCAT 2.0 indicate 35% (324) of students achieved proficiency (Level 3). The goal for the 2012-2013 school year is to increase student proficiency by 2 percentage points to 37% (344).
2012 Current Level of Performance:	2013 Expected Level of Performance:
35% (324)	37% (344)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	According to the results of the 2012 FCAT 2.0 Mathematics assessment, the area of greatest difficulty for students in Grades 3 was Reporting Category 2-Number: Fractions.	Increase opportunities for students to model equivalent representations of given numbers using manipulatives.	Assistant Principal	Biweekly Math Assessments (Florida Focus Achieves) and Interim Assessment results will be used to monitor student performance. Bi weekly grade level data chats provide ongoing monitoring of strategy effectiveness and determine modifications to instructional focus.	Formative Performance Assessments: Bi-weekly Math /Florida Focus Achieves assessments, Unit Tests, SuccessMaker Reports, Interim Assessments Summative Performance Assessments: 2013 FCAT 2.0
2	According to the results of the 2012 FCAT 2.0 Mathematics assessment, the area of greatest difficulty for students in Grades 4 and 5 was Reporting Category 3-Geometry and Measurement.	Use GIZMOs to engage students in activities that develop conceptual understanding of numbers, allow exploration of geometric shapes and provide concrete practice in measurement skills.	Assistant Principal	Biweekly Math Assessments (Florida Focus Achieves) and Interim Assessment results will be used to monitor student performance. Bi weekly grade level data chats provide ongoing monitoring of strategy effectiveness and determine modifications to instructional focus.	Formative Performance Assessments: Bi-weekly Math /Florida Focus Achieves assessments, Unit Tests, SuccessMaker Reports, Interim Assessments Summative Performance Assessments: 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 indicate 39% (365) of students achieved proficiency Levels 4 and 5. The goal for the 2012-2013 school year is to increase the percentage of students scoring proficiency Levels 4 and 5 by 1 percentage point to 40% (372).
2012 Current Level of Performance:	2013 Expected Level of Performance:
39% (365)	40% (372)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	According to the results of the 2012 FCAT 2.0 Mathematics assessment, the area of greatest difficulty for students in Grades 3 was Reporting Category 2-Number: Fractions.	Increase the use of writing/journaling in mathematics to help students communicate their understanding of difficult concepts, define procedures and correct misconceptions.	Assistant Principal	Biweekly Math Assessments (Florida Focus Achieves) and Interim Assessment results will be used to monitor student performance. Bi weekly grade level data chats provide ongoing monitoring of strategy effectiveness and determine modifications to instructional focus.	Formative Performance Assessments: Bi-weekly Math/Florida Focus Achieves assessments, Unit Tests, SuccessMaker Reports, Interim Assessments Summative Performance Assessments: 2013 FCAT
2	According to the results of the 2012 FCAT 2.0 Mathematics assessment, the area of greatest difficulty for students in Grades 4 and 5 was Reporting Category 3-Geometry and Measurement.	Increase opportunities for students to use measurement in the creation of geometric models and for student participation in district, state and national competitions that require application of geometric and mathematical measurements.	Assistant Principal	Biweekly Math Assessments (Florida Focus Achieves) and Interim Assessment results will be used to monitor student performance. Bi weekly grade level data chats provide ongoing monitoring of strategy effectiveness and determine modifications to instructional focus.	Formative Performance Assessments: Bi-weekly Math/Florida Focus Achieves assessments, Unit Tests, SuccessMaker Reports, Interim Assessments Summative Performance Assessments: 2013 FCAT

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	The results of the 2012 Florida Alternate Assessment indicate 100% (1) of students scored a Level 8 in mathematics. The goal for the 2012-2013 school year is to maintain the percentage of students scoring at or above Level 7 in mathematics at 100% (1).
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (1)	100% (1)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	According to the results of the 2012 Florida Alternate Assessment in Mathematics the area of greatest difficulty was Big Idea #3, Numbers and Operation-Determine Factors and Multiples for Specified Whole Numbers.	Implement the use of Factor Trees to facilitate student processing of whole number operations. Implement the I-Reading Mathematics component for 45 minutes, two times a week.	Assistant Principal	Weekly assessments as well I-Ready data reports will be used to monitor student performance and provide feedback on effectiveness of strategy.	Formative Performance Assessments: Benchmark assessments, SuccessMaker Reports, I-Ready Reports, Interim Assessments Summative Performance Assessments: 2013 Florida Alternate 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:

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	The results of the 2012 FCAT 2.0 indicate 77% (580) of students made learning gains in math. The goal for the 2012-2013 school year is to increase the percentage of students making learning gains in math by 5 percentage points to 82% (618).
2012 Current Level of Performance:	2013 Expected Level of Performance:
77% (580)	82% (618)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	According to the results of the 2012 FCAT 2.0 Mathematics assessment, the area of greatest difficulty for students was Reporting Category 3-Geometry and	Provide students with multiple opportunities to use diagrams and/or manipulatives to create models and illustrate problem situations.	Assistant Principal	Biweekly Math Assessments (Florida Focus Achieves) and Interim Assessment results will be used to monitor student performance. Bi weekly grade level data chats	Formative Performance Assessments: Bi-weekly Math /Florida Focus Achieves assessments, Unit Tests,

1	Measurement followed closely by Reporting Category 1- Number: Operation Problems and Statistics.		provide ongoing monitoring of strategy effectiveness and determine modifications to instructional focus.	SuccessMaker Reports, Interim Assessments Summative Performance Assessments: 2013 FCAT 2.0
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	The results of the 2012 Florida Alternate Assessment indicate 100% (1) of students made learning gains in mathematics. The goal for the 2012-2013 school year is to maintain the percentage of students making learning gains in mathematics at 100% (1).
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (1)	100% (1)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	According to the results of the 2012 Florida Alternate Assessment in Mathematics the area of greatest difficulty was Big Idea #3, Numbers and Operation-Determine Factors and Multiples for Specified Whole Numbers.	Provide students with multiple opportunities to use diagrams and/or manipulatives to create models and illustrate problem situations. Implement the I-Reading Mathematics component for 45 minutes, two times a week.	Assistant Principal	Weekly assessments as well I-Ready data reports will be used to monitor student performance and provide feedback on effectiveness of strategy.	Formative Performance Assessments: Benchmark assessments, SuccessMaker Reports, Interim Assessments Summative Performance Assessments: 2013 Florida Alternate 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:

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 indicate 75% (133) of students in the lowest 25% made learning gains in math. The goal for the 2012-2013 school year is to increase the percentage of students in the lowest 25% making learning gains by 5 percentage points to 80% (142).
2012 Current Level of Performance:	2013 Expected Level of Performance:
75% (133)	80% (142)

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	According to the results of the 2012 FCAT 2.0 Mathematics assessment, the area of greatest difficulty for students was Reporting Category 3- Geometry and Measurement followed closely by Reporting Category 1- Number: Operation Problems and Statistics	Create targeted groups through data for interventions and pull out tutorials that emphasize quick recall of addition, subtraction, multiplication and division facts.	Assistant Principal	Biweekly Math Assessments (Florida Focus Achieves) and Interim Assessment results will be used to monitor student performance. Bi weekly grade level data chats provide ongoing monitoring of strategy effectiveness and determine modifications to instructional focus.	Formative Performance Assessments: Bi-weekly Math /Florida Focus Achieves assessments, Unit Tests, SuccessMaker Reports, Interim Assessments Summative Performance Assessments: 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 # The goal from 2011-2017 is to reduce the percent of non-proficient students by 50%.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	77%	79%	81%	83%	85%	

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 indicate 79% (50) of students in the White subgroup, and 67% (8) in the Asian subgroup made satisfactory progress in mathematics. The goal for the 2012-2013 school year is to increase the number of students in the White and Asian subgroups making satisfactory progress in mathematics by 10 and 3 percentage points respectively to meet the expected performance targets of 89% (56)and 92% (11).
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 79% (50) Asian: 67% (8)	White: 89% (56) Asian: 92% (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	According to the results of the 2012 FCAT 2.0 Mathematics assessment, the area of greatest difficulty for students in both subgroups was Reporting Category 3- Geometry and Measurement followed closely by Reporting Category 1- Number: Operation Problems and Statistics	Provide students with multiple opportunities to use diagrams and/or manipulatives to create models and illustrate problem situations. Increase opportunities for students to model equivalent representations of given numbers using manipulatives.	Assistant Principal	Biweekly Math Assessments (Florida Focus Achieves) and Interim Assessment results will be used to monitor student performance. Bi weekly grade level data chats provide ongoing monitoring of strategy effectiveness and determine modifications to instructional focus.	Formative Performance Assessments: Bi-weekly Math /Florida Focus Achieves assessments, Unit Tests, SuccessMaker Reports, Interim Assessments

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	The results of the 2012 FCAT 2.0 indicate 61% (72) of ELL students made satisfactory progress in mathematics. The goal for the 2012-2013 school year is to increase the percentage of ELL students making satisfactory progress in mathematics by 2 percentage points to 63% (74).
2012 Current Level of Performance:	2013 Expected Level of Performance:
61% (72)	63% (74)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	According to the results of the 2012 FCAT 2.0 Mathematics assessment, the area of greatest difficulty for ELL students was Reporting Category 1-Number: Operation Problems and Statistics	Use manipulatives to enhance student learning through physical representation of numbers and operations. Create targeted groups and provide tutorial opportunities that will support student learning through home language instruction.	Assistant Principal	Biweekly Math Assessments (Florida Focus Achieves/Go Math Units) and Interim Assessment results will be used to monitor student performance. Bi weekly grade level data chats provide ongoing monitoring of strategy effectiveness and determine modifications to instructional focus.	Formative Performance Assessments: Bi-weekly Math /Florida Focus Achieves assessments, Unit Tests, SuccessMaker Reports, Interim Assessments Summative Performance Assessments: 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. Mathematics Goal #5D:	The results of the 2012 FCAT 2.0 indicate 48% (43) of SWD students made satisfactory progress in mathematics. The goal for the 2012-2013 school year is to increase the percentage of SWD students making satisfactory progress in mathematics by 9 percentage points to 57% (51).
2012 Current Level of Performance:	2013 Expected Level of Performance:
48% (43)	57% (51)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	According to the results of the 2012 FCAT 2.0 Mathematics assessment, the area of greatest	Provide students with multiple opportunities to use diagrams and/or manipulatives to create	Assistant Principal	Weekly I-Ready data reports, biweekly Math Assessments (Florida Focus Achieves) and	Formative Performance Assessments: Bi-weekly

1	difficulty for EWD students was Reporting Category 1-Number: Operation Problems and Statistics.	models and illustrate problem situations. Implement the use of Factor Trees to facilitate student processing of whole number operations. Implement the I-Reading Mathematics component for 45 minutes, two times a week.	Interim Assessment results will be used to monitor student performance. Bi weekly grade level data chats provide ongoing monitoring of strategy effectiveness and determine modifications to instructional focus.	Math /Florida Focus Achieves assessments, Unit Tests, SuccessMaker Reports, I-Ready reports, Interim Assessments Summative Performance Assessments: 2013 Florida Alternate Assessment 2013 FCAT 2.0
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	The results of the 2012 FCAT 2.0 indicate 74% (492) of ED students made satisfactory progress in mathematics. The goal for the 2012-2013 school year is to increase the percentage of ED students making satisfactory progress in mathematics by 2 percentage points to 76% (505).
2012 Current Level of Performance:	2013 Expected Level of Performance:
74% (492)	76% (505)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	According to the results of the 2012 FCAT 2.0 Mathematics assessment, the area of greatest difficulty for ED students was in Reporting Category 3-Geometry and Measurement, followed closely by Reporting Category 1-Number: Operation Problems and Statistics.	Provide students with multiple opportunities to use diagrams and/or manipulatives to create models and illustrate problem situations. Increase opportunities for students to model equivalent representations of given numbers using manipulatives.	Assistant Principal	Biweekly Math Assessments (Florida Focus Achieves) and Interim Assessment results will be used to monitor student performance. Bi weekly grade level data chats provide ongoing monitoring of strategy effectiveness and determine modifications to instructional focus.	Formative Performance Assessments: Bi-weekly Math /Florida Focus Achieves assessments, Unit Tests, SuccessMaker Reports, Interim Assessments Summative Performance Assessments: 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 indicate 35% (324) of students achieved proficiency (Level 3). The goal for the 2012-2013 school year is to increase student proficiency by 2 percentage points to 37% (344).
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2012 Current Level of Performance:	2013 Expected Level of Performance:
35% (324)	37% (344)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	According to the results of the 2012 FCAT 2.0 Mathematics assessment, the area of greatest difficulty for students in Grades 6 and 8 was Reporting Category 3-Geometry and Measurement.	Use GIZMOs to engage students in activities that develop conceptual understanding of numbers, allow exploration of geometric shapes and provide concrete practice in measurement skills. Provide students with models to enable them to visualize, draw and measure different aspects of geometric shapes.	Assistant Principal	Biweekly Math Assessments (Florida Focus Achieves) and Interim Assessment results will be used to monitor student performance. Monthly department data chats provide ongoing monitoring of strategy effectiveness and determines modifications to instructional focus.	Formative Performance Assessments: Bi-weekly Math /Florida Focus Achieves assessments, Unit/Chapter Tests, Interim Assessments Summative Performance Assessments: 2013 FCAT 2.0
2	According to the results of the 2012 FCAT 2.0 Mathematics assessment, the area of greatest difficulty for students in Grade 7 was Reporting Category 2-Ratios/Proportional Relationships.	Increase opportunities for students to solve problems involving scale factors using ratio and proportion in a real world context.	Assistant Principal	Biweekly Math Assessments (Florida Focus Achieves) and Interim Assessment results will be used to monitor student performance. Monthly department data chats provide ongoing monitoring of strategy effectiveness and determines modifications to instructional focus.	Formative Performance Assessments: Bi-weekly Math /Florida Focus Achieves assessments, Unit/Chapter Tests, Interim Assessments Summative Performance Assessments: 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 indicate 39% (365) of students achieved proficiency Levels 4 and 5. The goal for the 2012-2013 school year is to increase the percentage of students scoring proficiency Levels 4 and 5 by 1 percentage point to 40% (372).
2012 Current Level of Performance:	2013 Expected Level of Performance:
39% (365)	40% (372)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	According to the results of the 2012 FCAT 2.0 Mathematics assessment, the area of greatest difficulty for students in Grades 6 and 8 was Reporting Category 3-Geometry and Measurement.	Implement STEM curriculum requiring student teams to measure and produce scaled models of sport facilities in the community and to report results through a variety of written formats. Provide students with the opportunity to use writing to identify learned concepts and to eliminate misconceptions-learning notebooks.	Assistant Principal	Bi-weekly Math Assessments (Florida Focus Achieves) and Interim Assessment results will be used to monitor student performance. Monthly department data chats provide ongoing monitoring of strategy effectiveness and determines modifications to instructional focus.	Formative Performance Assessments: Bi-weekly Math Bi-weekly Math /Florida Focus Achieves assessments, Unit/Chapter Tests, Interim Assessments Summative Performance Assessments: 2013 FCAT 2.0
2	According to the results of the 2012 FCAT 2.0 Mathematics assessment, the area of greatest difficulty for students in Grade 7 was Reporting Category 2-Ratios/Proportional Relationships.	Implement STEM curriculum requiring student teams to measure and produce scaled models of sport facilities in the community and to report results through a variety of written formats. Provide students with the opportunity to use writing to identify learned concepts and to eliminate misconceptions-learning notebooks.	Assistant Principal	Bi-weekly Math Assessments (Florida Focus Achieves) and Interim Assessment results will be used to monitor student performance. Monthly department data chats provide ongoing monitoring of strategy effectiveness and determines modifications to instructional focus.	Formative Performance Assessments: Bi-weekly Math Bi-weekly Math /Florida Focus Achieves assessments, Unit/Chapter Tests, Interim Assessments Summative Performance Assessments: 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 indicate 77% (580) made learning gains in math. The goal for the 2012-2013 school year is to increase student proficiency by 5 percentage points to 82% (618).
2012 Current Level of Performance:	2013 Expected Level of Performance:
77% (580)	82% (618)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	According to the results of the 2012 FCAT 2.0 Mathematics assessment, the area(s) of greatest difficulty for students in Grades 6 was Reporting Category 3-Geometry and Measurement followed by Reporting Category 1, Fractions, Ratio/ Proportional Relationships, and Statistics.	Provide students with models and manipulatives to enable them to visualize, draw, and measure cross-sections of a range of geometric solids. Provide students with the opportunity to use writing to identify learned concepts and to eliminate misconceptions-learning notebooks.	Assistant Principal	Bi-weekly Math Assessments (Florida Focus Achieves) and Interim Assessment results will be used to monitor student performance. Monthly department data chats provide ongoing monitoring of strategy effectiveness and determines modifications to instructional focus.	Formative Performance Assessments: Bi-weekly Math Bi-weekly Math /Florida Focus Achieves assessments, Unit/Chapter Tests, Interim Assessments Summative Performance Assessments: 2013 FCAT 2.0
2	According to the results of the 2012 FCAT 2.0 Mathematics assessment, the area(s) of greatest difficulty for students in Grade 7 was Reporting Category 2-Ratios/ Proportional Relationships followed by Reporting Category 3-Geometry and Measurement.	Provide students with models and manipulatives to enable them to visualize, draw, and measure cross-sections of a range of geometric solids. Provide students with the opportunity to use writing to identify learned concepts and to eliminate misconceptions-learning notebooks.	Assistant Principal	Bi-weekly Math Assessments (Florida Focus Achieves) and Interim Assessment results will be used to monitor student performance. Monthly department data chats provide ongoing monitoring of strategy effectiveness and determines modifications to instructional focus.	Formative Performance Assessments: Bi-weekly Math Bi-weekly Math /Florida Focus Achieves assessments, Unit/Chapter Tests, Interim Assessments Summative Performance Assessments: 2013 FCAT 2.0
	According to the results of the 2012 FCAT 2.0 Mathematics assessment,	Provide students with models and manipulatives to enable them to	Assistant Principal	Bi-weekly Math Assessments (Florida Focus Achieves) and	Formative Performance Assessments:

3	the area of greatest difficulty for students in Grade 8 was Reporting Category 3-Geometry and Measurement followed by Reporting Category 2-Expression, Equations and Functions.	visualize, draw, and measure cross-sections of a range of geometric solids. Provide students with the opportunity to use writing to identify learned concepts and to eliminate misconceptions-learning notebooks.	Interim Assessment results will be used to monitor student performance. Monthly department data chats provide ongoing monitoring of strategy effectiveness and determines modifications to instructional focus.	Bi-weekly Math Bi-weekly Math /Florida Focus Achieves assessments, Unit/Chapter Tests, Interim Assessments Summative Performance Assessments: 2013 FCAT 2.0
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

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 indicate 75% (133) of students in the lowest 25% made learning gains in math. The goal for the 2012-2013 school year is to increase the percentage of students in the lowest 25% making learning gains by 5 percentage points to 80% (142).
2012 Current Level of Performance:	2013 Expected Level of Performance:
75% (133)	80% (142)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	According to the results of the 2012 FCAT 2.0 Mathematics assessment, the area of greatest difficulty for students in Grades 6 and 8 was	Schedule all low performing students in mathematics tutorial sessions and/or intensive math courses.	Assistant Principal MTSS/RtI Leadership Team	Bi-weekly Math Assessments (Florida Focus Achieves) and Interim Assessment results will be used to monitor student	Formative Performance Assessments: Bi-weekly Math Bi-weekly Math /Florida

1	Reporting Category 3-Geometry and Measurement. For students in Grade 7 it was also an area of great difficulty.	<p>Coordinate curriculum of intensive math courses and general math courses to ensure mastery of those basic skills students need to master grade level curriculum.</p> <p>Implement Florida Focus Achieves Program to address areas of deficiency.</p> <p>Provide peer tutoring before school for students in need of assistance.</p> <p>Provide homework assistance on a daily basis after school for low performing students.</p>	performance. Monthly department data chats provide ongoing monitoring of strategy effectiveness and determines modifications to instructional focus.	<p>Focus Achieves assessments, Unit/Chapter Tests, Interim Assessments</p> <p>Summative Performance Assessments: 2013 FCAT 2.0</p>
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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Middle School Mathematics Goal # The goal from 2011-2017 is to reduce the percent of non-proficient students by 50%.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	77%	79%	81%	83%	85%	

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:	<p>The results of the 2012 FCAT 2.0 indicate 79% (50) of students in the White subgroup, and 67% (8) in the Asian subgroup made satisfactory progress in mathematics.</p> <p>The goal for the 2012-2013 school year is to increase the number of students in the White and Asian subgroups making satisfactory progress in mathematics by 10 and 3 percentage points respectively to meet the expected performance targets of 89% (56) and 92% (11).</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 79% (50) Asian: 67% (8)	White: 89% (56) Asian: 92% (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
According to the results of the 2012 FCAT 2.0 Mathematics assessment, the area of greatest difficulty for students in all three subgroups was Reporting Category 3-Geometry and Measurement.	<p>Provide students with models and manipulatives to enable them to visualize, draw, and measure cross-sections of a range of geometric solids.</p> <p>Implement STEM curriculum requiring student teams to</p>	Assistant Principal	Bi-weekly Math Assessments (Florida Focus Achieves) and Interim Assessment results will be used to monitor student performance. Monthly department data chats provide ongoing monitoring of strategy effectiveness and	Formative Performance Assessments: Bi-weekly Math /Florida Focus Achieves assessments, Unit/Chapter Tests, Interim

1	<p>measure and produce scaled models of sport facilities in the community and to report results through a variety of written formats.</p> <p>Provide students with the opportunity to use writing to identify learned concepts and to eliminate misconceptions-learning notebooks.</p> <p>Provide students with models and manipulatives to enable them to visualize, draw, and measure cross-sections of a range of geometric solids.</p>	determines modifications to instructional focus.	Assessments Summative Performance Assessments: 2013 FCAT 2.0
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	<p>The results of the 2012 FCAT 2.0 indicate 61% (72) of ELL students made satisfactory progress in mathematics.</p> <p>The goal for the 2012-2013 school year is to increase the percentage of ELL students making satisfactory progress in mathematics by 2 percentage points to 63% (74).</p>
2012 Current Level of Performance:	2013 Expected Level of Performance:
61% (72)	63% (74)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>According to the results of the 2012 FCAT 2.0 Mathematics assessment, the area of greatest difficulty for ELL students in Grades 6 and 8 was Reporting Category 3-Geometry and Measurement. For students in Grade 7 it was also an area of great difficulty.</p>	<p>Use manipulatives to enhance student learning through physical representation of geometric shapes.</p> <p>Create targeted groups and provide tutorial opportunities that will support student learning through home language instruction.</p>	Assistant Principal	<p>Biweekly Math Assessments (Florida Focus Achieves) and Interim Assessment results will be used to monitor student performance. Bi weekly grade level data chats provide ongoing monitoring of strategy effectiveness and determine modifications to instructional focus.</p>	<p>Formative Performance Assessments: Bi-weekly Math /Florida Focus Achieves assessments, Unit Tests, SuccessMaker Reports, Interim Assessments</p> <p>Summative Performance Assessments: 2013 FCAT 2.0</p>

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	<p>The results of the 2012 FCAT 2.0 indicate 48% (43) of SWD students made satisfactory progress in mathematics.</p> <p>The goal for the 2012-2013 school year is to increase the percentage of SWD students making satisfactory progress in mathematics by 9 percentage points to 57% (51).</p>
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2012 Current Level of Performance:	2013 Expected Level of Performance:
48% (43)	57% (51)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	According to the results of the 2012 FCAT 2.0 Mathematics assessment, the area of greatest difficulty for SWD students in Grades 6, 7 and 8 was Reporting Category 3-Geometry and Measurement.	<p>Use manipulatives to enhance student learning through physical representation of geometric shapes.</p> <p>Provide students with models to enable them to visualize, draw and measure different aspects of geometric shapes.</p> <p>Create targeted groups and provide tutorial opportunities that will support student learning after school.</p>	Assistant Principal	Biweekly Math Assessments (Florida Focus Achieves) and Interim Assessment results will be used to monitor student performance. Bi weekly grade level data chats provide ongoing monitoring of strategy effectiveness and determine modifications to instructional focus.	<p>Formative Performance Assessments: Bi-weekly Math /Florida Focus Achieves assessments, Unit Tests, SuccessMaker Reports, Interim Assessments</p> <p>Summative Performance Assessments: 2013 FCAT 2.0</p>

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

E. Economically Disadvantaged students not making satisfactory progress in mathematics.	The results of the 2012 FCAT 2.0 indicate 74% (492) of ED students made satisfactory progress in mathematics.
Mathematics Goal E:	The goal for the 2012-2013 school year is to increase the percentage of ED students making satisfactory progress in mathematics by 2 percentage points to 76% (505).

2012 Current Level of Performance:	2013 Expected Level of Performance:
74% (492)	76% (505)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	According to the results of the 2012 FCAT 2.0 Mathematics assessment, the area of greatest difficulty for SWD students in Grades 6, 7 and 8 was Reporting Category 3-Geometry and Measurement.	<p>Provide increased opportunities for students to access technology programs that provide virtual manipulatives and interactive practice.</p> <p>Create targeted groups and provide tutorial opportunities that will support student learning after school.</p>	Assistant Principal	Biweekly Math Assessments (Florida Focus Achieves) and Interim Assessment results will be used to monitor student performance. Bi weekly grade level data chats provide ongoing monitoring of strategy effectiveness and determine modifications to instructional focus.	<p>Formative Performance Assessments: Bi-weekly Math /Florida Focus Achieves assessments, Unit Tests, SuccessMaker Reports, Interim Assessments</p> <p>Summative Performance Assessments: 2013 FCAT 2.0</p>

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:	The results of the 2012 Algebra 1 End of Course assessment indicate that 54% (39) of students achieved proficiency (Level 3). The goal for the 2012-2013 school year is to maintain percentage of students scoring at Achievement Level 3 at 54% (39).
2012 Current Level of Performance:	2013 Expected Level of Performance:
54% (39)	54% (39)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	According to the results of 2012 Algebra 1 End of Course Assessment all students scored three and above, with Reporting Category 2, Polynomials having the lowest mastery.	Use virtual manipulatives to introduce basic algebraic concepts. Use graphing calculators or computers with compatible software to explore slopes, graphs, and tables of linear functions. Develop guidelines for students to use writing and journaling to identify learned concepts and to eliminate misconceptions.	Assistant Principal	Bi-weekly Math Assessments (Florida Focus Achieves) and Interim Assessment results will be used to monitor student performance. Monthly department data chats provide ongoing monitoring of strategy effectiveness and determines modifications to instructional focus.	Formative Performance Assessments: Bi-weekly Algebra I /Florida Focus Achieves assessments, Unit/Chapter Tests, Interim Assessments Summative: 2013 Algebra EOC assessment.

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

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	The results of the 2012 Algebra 1 End of Course assessment indicate that 44% (32) of students achieved proficiency levels 4 or 5. The goal for the 2012-2013 school year is to maintain the percentage of students scoring at Achievement Levels 4 or 5 at 44% (32).
2012 Current Level of Performance:	2013 Expected Level of Performance:
44% (32)	44% (32)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	According to the results of 2012 Algebra 1 End of Course Assessment all students scored three and above, with Reporting Category 2, Polynomials having the lowest mastery.	Use graphing calculators or computers with compatible software to explore slopes, graphs, and tables of linear functions. Develop guidelines for students to use writing and journaling to identify learned concepts and to eliminate misconceptions.	Assistant Principal	Bi-weekly Math Assessments (Florida Focus Achieves) and Interim Assessment results will be used to monitor student performance. Monthly department data chats provide ongoing monitoring of strategy effectiveness and determines modifications to instructional focus.	Formative Performance Assessments: Bi-weekly Algebra I /Florida Focus Achieves assessments, Unit/Chapter Tests, Interim Assessments Summative: 2013 Algebra EOC assessment

End of Algebra EOC Goals

Geometry End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1:	The results of the 2012 Geometry End of Course assessment indicate that 17% (2) of students scored in the middle third of the achievement scale. The goal for the 2012-2013 school year is to maintain the percentage of students scoring at the middle third of the achievement scale.
2012 Current Level of Performance:	2013 Expected Level of Performance:
17% (2)	17% (2)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	According to the results of 2012 Geometry End of Course Assessment all students scored in the middle or upper third of the scale. The lowest performance area was Reporting Category 2, Trigonometry and Discrete Mathematics.	Provide students with practice in using coordinate geometry to find slopes, parallel lines, perpendicular lines and equations of lines. Develop departmental guidelines for all student learning notebooks designed to increase student achievement.	Assistant Principal	Bi-weekly Math Assessments (Florida Focus Achieves) and Interim Assessment results will be used to monitor student performance. Monthly department data chats provide ongoing monitoring of strategy effectiveness and determines modifications to instructional focus.	Formative Performance Assessments: Bi-weekly Geometry Florida Focus Achieves assessments, Unit/Chapter Tests, Interim Assessments Summative: 2013 Geometry EOC assessment.

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

The results of the 2012 Geometry End of Course

2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	assessment indicate that 83% (10) of students scored in the upper third of the achievement scale. The goal for the 2012-2013 school year is to maintain the percentage of students scoring at the upper third of the achievement scale.
2012 Current Level of Performance:	2013 Expected Level of Performance:
83% (10)	83% (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	According to the results of 2012 Geometry End of Course Assessment all students scored in the middle or upper third of the scale. The lowest performance area was Reporting Category 2, Trigonometry and Discrete Mathematics.	Develop school student learning teams to build capacity to research, discuss, design and implement research based strategies. Develop departmental guidelines for all student learning notebooks designed to increase student achievement.	Assistant Principal	Bi-weekly Math Assessments (Florida Focus Achieves) and Interim Assessment results will be used to monitor student performance. Monthly department data chats provide ongoing monitoring of strategy effectiveness and determines modifications to instructional focus.	Formative Performance Assessments: Bi-weekly Geometry Florida Focus Achieves assessments, Unit/Chapter Tests, Interim Assessments Summative: 2013 Geometry EOC assessment.

End of Geometry EOC Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Core Standard Training Review	K-8 Math	Math Liaison	K-8 Math teachers	8/17/12	Review of Lesson Plans Observations	Assistant Principal
Virtual Manipulatives -Review	K-8 Math	Math Liaison	K-8 Math teachers	11/06/12	Review of Lesson Plans Observations	Assistant Principal

Mathematics Budget:

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

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

End of 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 assessment indicate 39% (125) of students achieved proficiency (Level 3). The goal for the 2012-2013 school year is to increase student proficiency by 3 percentage points to 42% (135).			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
39% (125)		42% (135)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	According to the results of the 2012 FCAT 2.0 Science assessment the area of greatest difficulty for students in Grades 5 and 8 was reporting category 2 – Earth and Space Science.	Provide opportunities for teachers to integrate literacy in the science classroom in order for students to enhance scientific meaning through writing, talking, and reading science. Provide opportunities for students to relate that the rotation of Earth (day and night) and apparent movements of the Sun, Moon, and stars are connected.	Assistant Principal	Interim Assessment results will be used to monitor student performance. Monthly grade level data chats provide ongoing monitoring of students making expected progress and determine modifications to the instructional focus.	Formative: Bi-weekly Science assessments, Interim Assessments Summative: 2013 FCAT 2.0 Science assessment.

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

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

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science.	The results of the 2011 FCAT indicate 18% (66) of students achieving above proficiency (Level 4 and 5).
Science Goal #2a:	The goal for this year is to increase student proficiency by 2 percentage points to 20% (71).
2012 Current Level of Performance:	2013 Expected Level of Performance:
16% (52)	20% (71)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	According to the results of the 2012 FCAT 2.0 Science assessment, the area of greatest difficulty for students in Grades 5 and 8 was reporting category 2 – Earth and Space Science.	Provide opportunities for students to explore their surroundings for evidence of cause and effect relationships that exist in Earth and Space by incorporating lab investigations and field studies. Provide classroom and after-school opportunities and activities for students to design and develop science and engineering projects to increase scientific thinking, and the development and discussion of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design as it relates to the Earth and Space content.	Assistant Principal	Interim Assessment results will be used to monitor student performance. Monthly grade level data chats provide ongoing monitoring of students making expected progress.	Formative: Bi-weekly Science assessments, Interim Assessments 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 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
Reading through the Content Areas	5-8/Science	Reading Liaison	5-8 Science Teachers	02/01/03	Lesson Plan Reviews Observations	Assistant Principals

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
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount

No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of 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 result of the 2012 FCAT Writing 2.0 indicate 86% (258) of students scored at Achievement Level 3.0 and higher. The goal for the 2012-2013 school year is to increase the percentage of students scoring at Achievement Level 3.0 and higher by 1 percentage point to 87% (262).
2012 Current Level of Performance:	2013 Expected Level of Performance:
86% (258)	87% (262)

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	Results of the 2012 District Writing Pre-Test indicate that the student's greatest area of difficult is standard language conventions.	Increase opportunities to chart and conference for capitalization, punctuation, subject/pronoun and verb agreement in simple and compound sentences. Implement the use of checklists and FCAT Writing rubric to refine draft conventions.	Literacy Leadership Team	Monthly writing benchmark assessments and District Pre/Post Test will be used to monitor student performance. Monthly grade level / department data chats provide ongoing monitoring of strategy effectiveness.	Formative Performance Assessments: Writing Benchmark assessments, District Pre/Post Tests Summative Performance Assessments: 2013 FCAT Writing 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 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 Success: Understanding the New Expectations"- Secondary	6-8/Language Arts	Reading Liaison/Department Chairperson	6-8/Language Arts	10/10/12	Observations Review of Lesson Plans Review of Instructional Focus Calendar	Assistant Principal
"Writing Success: Understanding the New Expectations"- Elementary	K-5/Language Arts	Reading Liaison	K-5 All teachers	11/06/12	Observations Review of Lesson Plans Review of Instructional Focus Calendar	Assistant Principal
Use of Revised Rubric/Student Rubric to focus on conventions	All grades/ CORE	Writing Liaison	All CORE teachers	11/06/12	Observations Review of Lesson Plans	Assistant Principal

Writing Budget:

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

Civics End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Civics. Civics Goal #1:	The results of the 2013 M-DCPS Baseline Civics Assessment indicate 0% (0) of students achieved proficiency (Level 3). The goal for the 2012-2013 school year is to increase student proficiency by 10 percentage points to 10% (16).
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	10% (16)

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	Results of the 2012 Civics Baseline Assessment indicate an average score of 13 % with zero percent of the students at mastery. Students performed poorly in all reporting categories.	Utilize District published lesson plans with assessments aligned to tested End of Course Exam Benchmarks to maximize opportunities for students to master tested content. Provide ongoing vertical planning throughout the different grade level Civics teachers to ensure that the Civics curriculum is taught with fidelity and is paced so as to address all State and District Benchmarks and curricular requirements. Provide classroom activities which help students develop an understanding of the content-specific vocabulary taught in government/civics. Provide activities that allow students to interpret primary and secondary sources of information. Provide opportunities for students to write to inform and to persuade.	Assistant Principals	Monthly school generated assessments and Interim Assessments will be utilized to monitor student progress. Monthly data chats will determine effectiveness of strategy and dictate modification to instructional focus.	Formative Performance Assessments: Monthly school generated assessments, Unit/Chapter Tests, Interim Assessments Summative Performance Assessments: District Interim 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:	The results of the 2013 M-DCPS Baseline Civics Assessment indicate 0% (0) of students achieved proficiency (Level 3). The goal for the 2012-2013 school year is to increase student proficiency by 10 percentage points to 10% (16).
2012 Current Level of Performance:	2013 Expected Level of Performance:
0%	10% (16)

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	Results of the 2012 Civics Baseline Assessment indicate an average score of 13 % with zero percent of the students at mastery. Students performed poorly in all reporting categories.	Utilize District published lesson plans with assessments aligned to tested End of Course Exam Benchmarks to maximize opportunities for students to master tested content. Provide ongoing vertical planning throughout the different grade level Civics teachers to ensure that the Civics curriculum is taught with fidelity and is paced so as to address all State and District Benchmarks and curricular requirements. Provide classroom activities which help students develop an understanding of the content-specific vocabulary taught in government/civics. Provide activities that allow students to interpret primary and secondary sources of information. Provide opportunities for students to write to inform and to persuade.	Assistant Principal	Monthly school generated assessments and Interim Assessments will be utilized to monitor student progress. Monthly data chats will determine effectiveness of strategy and dictate modification to instructional focus.	Formative Performance Assessments: Monthly school generated assessments, Unit/Chapter Tests, Interim Assessments Summative Performance Assessments: District Interim Assessment

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Social Studies Conference-Civics Curriculum	7/Social Studies	Miami Dade Council of Social Studies	7/Social Studies	11/6/12	Presentation to Department Observation Review of Lesson Plans	Assistant Principal
Social Studies Summer Institute-EOC Civics	7/Social Studies	District Social Studies Curriculum Support Specialist	7/Social Studies Teachers	6/18-22/12	Presentation to Department Observation Review of Lesson Plans	Assistant Principal

Civics Budget:

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

End of Civics Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	Data from 2012 District Attendance report indicate an attendance rate of 96.99% (1342). The goal for the 2012-2013 school year is to increase the attendance rate to 97.49% (1349).
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
96.99 (1342)	97.49% (1349)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
217	206

2012 Current Number of Students with Excessive Tardies (10 or more)		2013 Expected Number of Students with Excessive Tardies (10 or more)			
190		181			
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	Due to health issues there was a decline in the attendance rate. One hundred ninety students had excessive tardies in the 2011-2012 school year.	Provide students and families with wellness practice information through classroom discussions and printed information. Monitor tardy logs and implement interventions to target student that pass the 3 tardies treshhold.	Assistant Principals, Counselors	Ongoing monitoring of attendance reports, truancy reports, and daily attendance bulletin.	Daily Attendance Bulletin Quarterly Attendance Reports, COGNOS Reports, Daily Attendance Bulletin

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
Attendance Policy Review	All teachers	Assistant Principal	All Teachers	8/16/12	Monitoting of Attendance Reports	Assistant Principal
Attendance Plan Presentation	All teachers	Counselors/Assistant Principal	All Teachers	10/24/12	Monitoting of Attendance Reports	Assistant 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
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			

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

End of Attendance Goal(s)

Suspension Goal(s)

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

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

1. Suspension Suspension Goal #1:	District data indicate a total of 24 out of school suspensions for 2012. The goal for the 2012-2013 school year is to decrease the number of out of school suspensions to 22.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
2	2
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
2	2
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
24	22
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
23	21

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Review of data indicates 24 instances of outdoor suspensions for the school year.	Target identified repeat offenders and assign to peer mediation program. Offer parents family counseling as an alternative to suspension. Implement a character value program to promote responsible behavior.	Principal, Assistant Principal, Counselors	Monitor COGNOS report on student suspension on a weekly basis.	COGNOS Reports

2	Review of data indicates 24 instances of outdoor suspensions and 2 instances of indoor suspensions for the school year.	Develop and implement an alternative to suspension plan that includes a detention hall as an alternative to indoor suspension. Implement a character value program to promote responsible behavior.	Principal, Assistant Principal, Counselors	Monitor COGNOS report on student suspension on a weekly basis.	COGNOS Reports
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

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

Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas

in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	Analysis of Parent Sign-in Sheets from the 2011-2012 school year indicates 19% (256) of parents attended school informational meetings. The goal for the 2012-2013 school year is to increase the percentage of parental participation in informational meetings by 6 percentage points to 25% (325)
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
19% (256)	25% (325)

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	Data indicates a decrease in the number of informational meetings for parents.	Implement a weekly summary of activities message through ConnectEd to keep parents informed of upcoming activities.	Principal Assistant Principals Counselors	Review sign in sheets / logs to determine the number of parents attending school events.	Sign in sheets
2	Data indicates a decrease in the number of parent Membership in the PTSA.	Implement a PTSA membership drive to increase parental and student membership.	Principal Assistant Principals PTSA Board	Review of PTSA membership logs	PTSA membership logs

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Volunteer Orientation/Recruitment Meeting and Training	All grades/all subjects	Assistant Principal	Parents	09/11/12	Monitor participation through volunteer logs and observations.	Assistant 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
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Parent Involvement Goal(s)

Science, Technology, Engineering, and Mathematics (STEM) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM STEM Goal #1:		Analysis of school data indicate a need to increase the percentage of students enrolled in high school courses in Mathematics 36% (87) and Science 20% (36). The goal for the 2012-2013 school year is to increase the enrollment in high school honors courses in Mathematics and Science by 1 percentage point to 37% and 21% respectively.			
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	Limited resources and funding for the purchase of materials and technology needed to effectively implement the BUILT2 (STEM) Academy.	Create a STEM Academy (BUILT2) and implement a STEM Curriculum in Science, Technology, and Mathematics through grades 6, 7 and 8. Identify and apply for available grants to obtain the necessary funds to purchase materials for the BUILT Academy curriculum.	Assistant Principal Principal	Math/Science Interim Assessments will be used to monitor student progress and effectiveness of strategy. A second measure of the effectiveness of the strategy will be an increase in enrollment in high school courses in April, 2013.	Applications for the BUILT2 STEM Academy for 2013. 2013 enrollment data for math and science high school 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
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No Data Submitted

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Create a STEM Academy (BUILT2) and implement a STEM Curriculum in Science, Technology, and Mathematics through grades 6, 7 and 8.	Science and math equipment to support STEM student projects.	School Advisory Council	\$1,000.00
			Subtotal: \$1,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$1,000.00

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:		Student surveys indicate students struggle to identify future careers and have difficulty choosing academies for high school enrollment. In addition analysis of school data indicate a need to increase the percentage of students enrolled in high school courses in Mathematics and Science.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited personnel and material/ resources to promote career and technical education.	Promote and disseminate information on BUILT2 (STEM) Academy projects through student writing and publishing's-BUILT2 newsletter (Grade 6), BUILT2 photo book (Grade 7), and BUILT2 web page (Grade 8). Increase student	Principal Assistant Principal	Increased enrollment in high school science and math courses as well as student responses to academy enrollment for high school.	Enrollment data for BUILT2 (STEM) Academy Enrollment data for 2013-2014 Math and Science high school courses.

		awareness of careers through BUILT2 guest speaker presentations and field trips.		
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

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

CTE Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Promote and disseminate information on BUILT2 (STEM) Academy projects through student writing and publishing's- BUILT2 newsletter (Grade 6), BUILT2 photo book (Grade 7), and BUILT2 web page (Grade 8).	Printing media and equipment	School Advisory Council	\$300.00
			Subtotal: \$300.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$300.00

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	Create targeted groups to provide reading interventions through the use of the Web based SuccessMaker program.	WEB based SuccessMaker	School Advisory Council	\$1,690.00
				Subtotal: \$1,690.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
STEM	Create a STEM Academy (BUILT2) and implement a STEM Curriculum in Science, Technology, and Mathematics through grades 6, 7 and 8.	Science and math equipment to support STEM student projects.	School Advisory Council	\$1,000.00
CTE	Promote and disseminate information on BUILT2 (STEM) Academy projects through student writing and publishing's- BUILT2 newsletter (Grade 6), BUILT2 photo book (Grade 7), and BUILT2 web page (Grade 8).	Printing media and equipment	School Advisory Council	\$300.00
				Subtotal: \$1,300.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
				Grand Total: \$2,990.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

No Attachment (Uploaded on 10/12/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately

balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting "Yes" or "No" below.

✓ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
The School Advisory Council funds will be used to enhance the language arts, math, science, and technology instructional programs.	\$2,999.00

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

The activities of the SAC for the upcoming year will target:

- Developing and monitoring the implementation of the School Improvement Plan
- Identification and remediation of school-wide issues
- Use of EESAC funds to impact student achievement

AYP DATA

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

SCHOOL GRADE DATA

No Data Found

Dade School District WINSTON PARK K-8 CENTER 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	82%	87%	95%	58%	322	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	69%	73%			142	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	67% (YES)	71% (YES)			138	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					602	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Dade School District WINSTON PARK K-8 CENTER 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	83%	83%	90%	49%	305	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	73%	70%			143	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	66% (YES)	68% (YES)			134	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					582	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested