

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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

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

School Name: SOMERSET ACADEMY (SILVER PALMS)

District Name: Dade

Principal: Kerri Ann O'Sullivan

SAC Chair: Karina Palomares

Superintendent: Alberto Carvalho

Date of School Board Approval: Pending

Last Modified on: 10/11/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

School Grades Trend Data
Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data
High School Feedback Report
K-12 Comprehensive Research Based Reading Plan

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Kerri Ann O'Sullivan	BA- Education with a Major in Exceptional Student Education Master- Special Education Certification Leadership K-12	1	12	'12 '11 '10 '09 '08 School Grade A B D F F AMO N N N N N High Standards Reading 62 82 40 25 24 High Standards Math 55 73 38 20 21 Learning Gains - Reading 76 70 4 10 11 Learning Gains - Math 74 51 4 10 15 Gains - Reading - 25% 73 66 14 5 4 Gains - Math - 25% 83 49 13 5 4
Assis Principal	Robert Serna	BA- Elementary Education, Barry University; Masters degree, Educational Leadership, Nova Southeastern University	5	7	'12 '11 '10 '09 '08 School Grade A B A A B AMO N N N N N High Standards Reading 62 76 73 71 65 High Standards Math 55 62 69 71 62 Learning Gains - Reading 76 65 70 77 76 Learning Gains - Math 74 56 67 76 62 Gains - Reading - 25% 73 65 69 75 72 Gains - Math - 25% 83 56 64 77 72
		BA- Elementary Education,			

Assis Principal	Maria Mongeotti	Florida international University; Masters degree, Administration and Supervision, Nova Southeastern University; National Board Certified in Early Childhood	6	9	'12 '11 '10 '09 '08 School Grade A B A A B AMO N N N N N High Standards Reading 62 76 73 71 65 High Standards Math 55 62 69 71 62 Learning Gains - Reading 73 65 70 77 76 Learning Gains - Math 74 56 67 76 62 Gains - Reading - 25% 73 65 69 75 72 Gains - Math - 25% 83 56 65 77 72
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INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading Coach	Jennifer Desousa	M.S. Educational Leadership-Nova Southeastern University B.S. English Education-Florida International University Certification(s): English 6-12 Reading Endorsement FELE	2	7	'12 '11 '10 '09 '08 School Grade A B A A A AMO N N N N N High Standards Reading 62 37 55 86 82 High Standards Math 55 93 84 84 83 Learning Gains - Reading 73 51 61 76 78 Learning Gains - Math 74 91 84 77 82 Gains - Reading - 25% 73 61 55 87 73

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	Beginning/New teacher workshops and conference	Principal and Assistant Principals	August, 2012	
2	Professional development opportunities will be conducted on campus for teachers based on the needs of the school as well as the teacher interests	Principal and Assistant Principal	On-going	
3	Solicit referrals from employees and other Somerset Inc. schools	Principal and Assistant Principals	On-going	
4	Mentoring Program with veteran staff	Assistant Principal	On-going	

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
0 -None	Somerset Academy Silver Palms makes every effort to recruit and retain highly qualified teachers

in all academic areas of expertise.

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
27	7.4%(2)	70.4%(19)	18.5%(5)	3.7%(1)	33.3%(9)	100.0%(27)	11.1%(3)	0.0%(0)	70.4%(19)

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
Jennifer Desousa	Ms. Diaz	To provide instructional support; to assist in completing beginning teacher program.	Monthly TLC meetings, Daily visits, Monthly meetings covering portfolio standards
Jennifer Desousa	Mr. Gamundi	To provide instructional support; to assist in completing beginning teacher program.	Monthly TLC meetings, Daily visits, Monthly meetings covering portfolio standards

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Title I, Part A

Somerset Academy Silver Palms provides services to ensure students, both elementary and secondary, requiring additional remediation are assisted through before school and after school tutoring, pull out tutoring using Voyager and FCAT Super Saturdays. The Reading Coach will develop, lead and evaluate the reading program; model instructional lessons, and conduct data chats with teachers.

Other components that are integrated into the school wide program include an extensive Parental Program where parents are required to volunteer 30 hours per year at the school, Title I Chess program, as well as special support services to special needs populations.

Title I, Part C- Migrant

NA

Title I, Part D

Somerset Academy Silver Palms with the support of the Alternative Outreach program services coordinate with district to implement Drop-out Prevention programs.

Title II

NA

Title III

Somerset Academy Silver Palms will provide for its ELL population through services available through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners through the use of Achieve 3000, and Voyager through pull out tutoring.

Title X- Homeless

Somerset Academy Silver Palms' Community Involvement Specialist (CIS) will work with the assigned District Homeless Social Worker which can provide resources such as clothing, school supplies, and social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.

Supplemental Academic Instruction (SAI)

Somerset Academy Silver Palms provides "FCAT Super Saturdays" where all students participating in the FCAT receive instruction in math and reading. The school funds before and after school tutoring for all students in the school who wish to attend. Pull out tutoring will be offered to students who scored in the lowest 25% in reading and math.

Violence Prevention Programs

Somerset Academy Silver Palms incorporates a Character Education Curriculum as well as offers a non-violence and anti-drug program to students that incorporate field trips, community services including the D.A.R.E. program in collaboration with Miami Dade Police, and counseling. The school also implements MDCPS's Policy Against Bullying and Harassment.

Nutrition Programs

- 1) Somerset Academy Silver Palms adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- 2) Nutrition education, as per state statute, is taught through physical education.
- 3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Housing Programs

NA

Head Start

NA

Adult Education

NA

Career and Technical Education

NA

Job Training

NA

Other

NA

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

- Administrators: will provide support and ensure all resources will be allocated appropriately, ensure proper implementation of interventions, provide professional development, observe and assess school staff and communicate with stakeholders plans and activities regarding RTI.
- Reading Coach: Provides support in guiding classroom instruction, assists with analyzing data, and identifies appropriate evidence-based intervention strategies.

- Select General Education Teachers: (Primary and Intermediate) will provide feedback regarding core instruction, collect data, identify strengths and weaknesses in student achievement and provide appropriate interventions.
- SPED Teachers: Participate in student data collection and collaborates with regular education teachers while providing additional support through regular consultations.

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?

MTSS team members will meet bi-weekly with all teachers grades 5-8 in order to communicate and collaborate on strategies to be implemented to improve student achievement in areas identified as weaknesses through a variety of data.

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

The teachers selected for the MTSS team gathered and analyzed a variety of data by grade level in order to determine effectiveness of the strategies being implemented in the classrooms. Then the complete MTSS team collaborated in order to modify the strategies/resources necessary as identified in the End of Year School Improvement Plan Reviews from all departments. The new goals and action plans were then added to the 2012-2013 School Improvement Plan.

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.

Beginning of year: Baseline Assessment, prior year FCAT scores, and Progress Monitoring and Reporting Network.
 Midyear: Progress Monitoring: PMRN, District Interim Assessments.
 End of the year: FCAT, District Interim Assessments, and CELLA

Describe the plan to train staff on MTSS.

Professional Development will be conducted during opening of school meetings in August, and small sessions throughout the school year including data analysis of FCAT, District Interim Assessments, and CELLA. Based on the ongoing needs of the staff, further professional development will be provided.

Describe the plan to support MTSS.

Professional Development will be conducted during opening of school meetings in August, and small sessions throughout the school year including data analysis of FCAT, District Interim Assessments, CELLA, and FAIR. Based on the needs of the ongoing needs of the staff, further professional development will be provided.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

- Administration: Kerri O'Sullivan (Principal), Maria Mongeotti (Assistant Principal), Robert Serna (Assistant Principal) - Ensure that the school-based team is implementing RtI, ensures implementation of intervention support and documentation is kept, provides adequate professional development through the use of Professional Development Plans (PDP) to support RTI implementation, and communicates with parents regarding school-based RTI plans and activities.
- Reading Coach: Mrs. Jennifer M. DeSousa – monitor and communicate data gathered from district assessments, FAIR, DIBELS, and school based assessments. Oversee and coordinate all the intervention programs.
- Select General Education Teachers: Ms. Fuller 6-8th grade (Intensive Reading teacher)- Provide information about core instruction, participate in student data collection, deliver instruction/intervention, and collaborates with other staff to implement curriculum and intervention when needed.
- Special Education (SPED) teachers: Lorrain Amat (SPED) - Participates in student data collection, integrates core instructional activities/materials, collaborates with general education teachers while providing additional support through regular consultations and ensure that student accommodations are being met as per their Individualized Educational Plan (IEP).

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

The LLT will meet bi-weekly during common planning and department meetings to address the following:

- reading skills identified on the Instructional Focus Calendar
- debrief on the integration of reading on lesson plans
- identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks.
- The team will then identify strategies to better assist students' specific needs. During the meetings, the team will also desegregate data. The team will collaborate bi-weekly in order to problem solve, share effective practices, evaluate implementation and make decisions to ensure that all student needs are being met.

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

To promote and implement reading strategies across all content areas and encourage reading by initiating a school-wide "Reading Challenge". The goal is increase reading comprehension in all subject areas. Ultimately, the LLT will ensure that all students are making adequate progress in reading.

Public School Choice

Supplemental Educational Services (SES) Notification

[View uploaded file](#) (Uploaded on 10/10/2012)

*Elementary Title I Schools Only: Pre-School Transition

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

For the 2012-2013 school year, Somerset Silver Palms will only house grades 3-8.

*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.

Members of the Literacy Leadership Team will assist classroom teachers to ensure that the Comprehensive Research Based Reading Plan is implemented with fidelity school wide with the use of the Instructional Focus Calendar. Daily walkthroughs will be done by the Reading Coach and administration in order to ensure that differentiated instruction, reading strategies in all content area classes, that the district pacing guides are being followed. Lesson plans are reviewed weekly by department heads and bi-weekly data chats are held to develop effective strategies. Department Chairpersons will also discuss Reading in their content areas during their department meetings.

*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?

NA

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?

NA

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](#)

NA

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 Reading Test indicates that 31% (189) of students achieved Level 3 proficiency. Our goal for the 2012-2013 school year is to increase Level 3 student proficiency by 4 percentage points to 35% (217).
2012 Current Level of Performance:	2013 Expected Level of Performance:
31% (189)	35% (217)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category – Reading Application	The following instructional strategies will be utilized to support Reporting Category 2: The use of reciprocal teaching strategies, main idea, author's purpose, relevant supporting details, strongly implied message, inference, chronological order, graphic organizers, and text marking using the PLORES strategy.	Department Chairpersons, Reading Coach, and Administration.	Adjust instruction as needed. Results of the bi-weekly data assessment data reports will be reviewed to ensure progress is being made and to adjust instruction as needed.	Formative: Computer generated reports from FCAT Explorer, Reading Plus, and bi-weekly assessments. Summative: Results from the 2013 FCAT 2.0

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

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The results of the 2012 FCAT Reading Test indicates that 31% (194) of students achieved Level 4 and Level 5 proficiency. Our goal for the 2012-2013 school year is to increase Level 4 and Level 5 student proficiency by 2 percentage points to 33% (204).
2012 Current Level of Performance:	2013 Expected Level of Performance:
31% (194)	33% (204)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was Reading Applications.	Students will utilize rigorous grade level text that is challenging to include novels, literary circles, and identifiable author's purpose/perspective and be familiar with text structures, such as cause/effect, compare/contrast, and chronological order.	Department Chairpersons, Reading Coach, and Administration	Adjust Instruction as needed. Ongoing classroom assessments Classroom walkthroughs Grade level data chats - Data gathered through classroom walkthrough tool will be used to provide feedback to the teachers on the effectiveness of instructional strategies being implemented. - Grade level data chats will take place after each interim to analyze areas of strengths/weaknesses to create instructional focus calendars and to create small groups	Formative: Baseline and Interim Assessments FAIR Assessment Web-based program reports Reading Plus Reports Summative: 2013 FCAT 2.0 Reading Assessment
2	Lack of differentiated instruction and application of reading strategies in other subject areas.	Reciprocal reading strategies will be implemented using above-grade level text to challenge students.	Department Chairpersons, Reading Coach, and Administration.	Ongoing classroom assessments Classroom walkthroughs Grade level data chats	Formative: Baseline and Interim Assessments FAIR Assessment Web-based program reports Summative: 2013 FCAT 2.0 Reading Assessment 2013

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

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The results of the 2011-2012 FCAT 2.0 Reading Test indicates that 73% (414) students achieved learning gains in reading. Our goal for the 2012-2013 school year is to increase learning gains by 5 percentage points to 78% (442).
2012 Current Level of Performance:	2013 Expected Level of Performance:
73% (414)	78% (442)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was Reading Applications. Lack of adequate time utilizing the media center for research-based reading programs, such as Accelerated Reader and Reading Plus.	School based Reading Coach and Curriculum Specialist will create a rotating schedule to provide computer access for all classes in the media center. Required media center time must be documented in plan books and time logged in media center. Media Specialist will coordinate schedule for implementing research-based reading programs that help students increase their reading levels, such as Accelerated Reader, and Reading Plus. Intervention Program Voyager will be used 3 times a week for 1 hour.	Administration Reading Coach Media Specialist	Adjust instruction as needed. Media Center Log Ongoing classroom assessments Web-based program assessments Grade level data chats	Formative: Web-based program reports, such as Accelerated Reader and Reading Plus Reports Summative 2013 FCAT 2.0 Reading Assessment

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

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

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	The results of the 2011-2012 FCAT 2.0 Reading Test indicates that 73% (112) students in the lowest 25% made learning gains in reading. Our goal for the 2012-2013 school year is to increase learning gains by 5 percentage points to 78% (120).
2012 Current Level of Performance:	2013 Expected Level of Performance:
73% (112)	78% (120)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The results of the 2011-2012 FCAT 2.0 Reading Test indicates that 73% (112) students in the lowest 25% made learning gains in reading. Our goal for the 2012-2013 school year is to increase learning gains by 5 percentage points to 78% (120).	Students will use appropriate research-based, reading remediation programs, such as Voyager Passport and Passport Reading Journeys, to target specific reading deficiencies in the areas of phonemic awareness, phonics, vocabulary, fluency, comprehension, and oral language	Literacy Leadership Team Reading Coach Administration	Adjust instruction as needed. Ongoing classroom assessments Classroom walkthroughs Grade level data chats	Formative: Baseline and Interim Assessments FAIR Assessment Web-based program reports (such as VPort and SOLO Reports) Summative: 2013 FCAT 2.0 Reading Assessment

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal # Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%.					
5A :						
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	65	68	72	75	78	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	The results of the 2010-2011 FCAT 2.0 Reading Test indicate that 73%(431) Hispanic students made Adequate Yearly Progress (AYP). Our goal for the 2011-2012 school year is to increase the percent of Hispanic students achieving AYP to 76%(449).
2012 Current Level of Performance:	2013 Expected Level of Performance:
73% (431)	76%(449)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As noted on the administration of the 2012 FCAT Reading Test, all subgroups did not make AMO. Lack of higher-ordering questioning during reading instruction as well as during content area reading.	Students will utilize reciprocal teaching strategy when using leveled readers during reading instruction and their content area text. <ul style="list-style-type: none"> • reciprocal teaching; • opinion proofs; • question-and-answer relationships; • note-taking skills; • summarization skills; • questioning the author; and encouraging students to read from a wide variety of texts.	Literacy Leadership Team Reading Coach	Adjust instruction as needed. Ongoing classroom assessments Classroom walkthroughs Grade level data chats	Formative: Baseline and Interim Assessments FAIR Assessment Summative: 2013 FCAT 2.0 Reading Assessment

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	The results of the 2010-2011 FCAT 2.0 Reading Test indicate that 61 (55%) English Language Learners (ELL) made Adequate Yearly Progress (AYP). Our goal for the 2011-2012 school year is to increase the percent of ELLs achieving AYP to 60%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
55%(61)	60%(66)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	As noted on the administration of the 2012 FCAT Reading Test, the English Language Learner did make AMO. Lack of ELL Vocabulary strategies during reading instruction as well as during content area reading.	Students will build their general knowledge of words and word relationships. Teachers should provide students with practice in identifying word relationships, shades of meaning, multiple meanings, and determining meanings of words using context clues.	Administration Literacy Leadership Team Reading Coach	Adjust instruction as needed. Ongoing classroom assessments Classroom walkthroughs Grade level data chats	Formative: Baseline and Interim Assessments FAIR Assessment Summative: 2013 FCAT 2.0 Reading Assessment

1	<ul style="list-style-type: none"> • vocabulary word maps; • word walls; • personal dictionaries; • instruction in different levels of content-specific words (shades of meaning); • reading from a wide variety of texts; • instruction in differences in meaning due to context; and • engaging in affix or root word activities. 		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	The results of the 2011-2012 FCAT 2.0 Reading Test indicate that 33%(10) made progress. Our goal for the 2012-2013 school year is to increase proficiency by 8 percentage points to 41%(12).
2012 Current Level of Performance:	2013 Expected Level of Performance:
33%(10)	41%(12)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of fidelity with the implementation of research-based reading remediation programs, such as Voyager Passport and Passport Reading Journeys.	Students will use appropriate research-based, reading remediation programs, such as Voyager Passport and Passport Reading Journeys, to target specific reading deficiencies in the areas of phonemic awareness, phonics, vocabulary, fluency, comprehension, and oral language.	Literacy Leadership Team Reading Coach Administration	Adjust instruction as needed. Ongoing classroom assessments Classroom walkthroughs Grade level data chats	Formative: Baseline and Interim Assessments FAIR Assessment Web-based program reports (such as VPort and SOLO Reports) Summative: 2013 FCAT 2.0 Reading Assessment

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	Our goal for the 2012-2013 school year is to increase student proficiency by 7 percentage points to 67%(342).
2012 Current Level of Performance:	2013 Expected Level of Performance:
60%(306)	67%(342)

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	As noted on the administration of the 2012 FCAT Reading Test, the Economically Disadvantaged subgroup did not make AMO. Lack of fidelity with the implementation of research-based reading remediation programs, such as Voyager Passport and Passport Reading Journeys.	Utilize data to identify students and place in appropriate tier 2 and tier 3 interventions within the first two weeks of the 2012-2013 school year and monitor monthly student progress. Students will use appropriate research-based, reading remediation programs, such as Voyager Passport and Passport Reading Journeys, to target specific reading deficiencies in the areas of phonemic awareness, phonics, vocabulary, fluency, comprehension, and oral language	Administration Literacy Leadership Team Reading Coach	Adjust instruction as needed. Reading Coach will analyze student checkpoint assessment.	Formative: Baseline and Interim Assessments FAIR Assessment Summative: 2013 FCAT 2.0 Reading 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
Data Chats	All Teachers	Instructional Coaches	All Teachers	Department Meeting	Lesson Plans and Data Chat forms	Department Chairs Instructional Coaches, and Administration
Reciprocal Teaching Strategies	All Teachers	Reading Coach	All Teachers	October 25, 2012 December 13, 2012 January 17, 2013 February 14, 2013	Lesson Plans and Classroom Walk Thrus	Department Chairs Reading Coach, an Administration.

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
To help students develop higher-order reading application skills	Spring Board	Operational	\$7,000.00
			Subtotal: \$7,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
Title 1 Tutoring	FCAT Tutoring	Title 1	\$3,000.00
			Subtotal: \$3,000.00
			Grand Total: \$10,000.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking. CELLA Goal #1:			Our goal for the 2012-2013 school year is to increase student proficiency in Listening/Speaking to 54% (28).		
2012 Current Percent of Students Proficient in listening/speaking:					
54% (28)					
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	Following a review from CELLA Data, it has been concluded that listening is in need of improvement. Lack of fidelity with the implementation of Language Experience Approach.	The strategies that will be used to address the listening barrier will be: (1) the Substitution, Expansion, Paraphrase, Repetition. (2) Teacher Led Groups	Administration/ ESOL Chair Person / General Ed. Teacher	Adjust instruction as needed. Weekly classroom assignments and assessments will be reviewed to ensure progress is being made and to make any necessary adjustments to instruction.	Formative: Weekly Classroom Assessments Summative: 2013 Annual CELLA Assessment

Students read in English at grade level text in a manner similar to non-ELL students.					
2. Students scoring proficient in reading. CELLA Goal #2:			Our goal for the 2012-2013 school year is to increase student proficiency in Reading to 38% (19).		
2012 Current Percent of Students Proficient in reading:					
38% (19)					
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
	Following a review from CELLA Data, it has been concluded that Reading is in need of	The strategies that will be used to address the Reading barrier will be: (1) Activating and/or	Administration/ ESOL Chair Person / General Ed. Teacher	Adjust instruction as needed. Weekly classroom assignments and	Formative: Weekly Classroom Assessments

1	improvement. Lack of ELL Vocabulary strategies during reading instruction as well as during content area reading.	Building Prior Knowledge (2) Teachers will also create Cooperative Learning	assessments will be reviewed to ensure progress is being made and to make any necessary adjustments to instruction.	Summative: 2013 Annual CELLA Assessment
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Students write in English at grade level in a manner similar to non-ELL students.

3. Students scoring proficient in writing. CELLA Goal #3:	To increase the percent of students scoring proficient in Writing to 29% (15).
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2012 Current Percent of Students Proficient in writing:

29%(15)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Following a review from CELLA Data, it has been concluded that Writing is in need of improvement. Lack of application of effective Writing Modeling Strategies.	The strategies that will be used to address the Writing barrier will be: (1) Graphic Organizers (2) Reading Response Journal/Log	Administration/ ESOL Chair Person / General Ed. Teacher	Adjust instruction as needed Weekly classroom assignments and assessments will be reviewed to ensure progress is being made and to make any necessary adjustments to instruction.	Formative: Weekly Classroom Assessments Summative: 2013 Annual CELLA Assessment

CELLA Budget:

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

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	The results of the 2011-2012 FCAT Mathematics Tested indicates that 29% (181) of students achieved Level 3 proficiency. Our goal for the 2012-2013 school years is to increase student proficiency by 3 percentage points to 32 (198) %.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (181)	32% (198)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. The areas of deficiency as noted on the 2012 administration of the FCAT Mathematics Test are Geometry and Measurement and Ratio.	1.1. Provide curriculum materials aligned to the Next Generation Standards. Utilize new basal that correlates with the standards as well as Math Everglades K-8 FCAT Crunch Time Materials. Utilize SpringBoard and supplemental materials such as ALEKS Learning, FCAT Explorer, Promethean Board, Riverdeep, Gizmos, and the National Library of Virtual Manipulatives. Provide visual stimulus to develop students' spatial sense. Provide students with opportunities to investigate geometric properties. Utilize SpringBoard and supplemental materials such as Carnegie Learning, FCAT Explorer, Promethean Board, Riverdeep, Gizmos, and the National Library of Virtual Manipulatives.	1.1. Leader ship Team	1.1. Adjust instruction as needed. Curriculum materials aligned to the standards will be purchased. Documentation of their use will be provided through class visitations and official teacher observation/evaluation. Lesson Plans will be reviewed during classroom visitations and will be submitted weekly to department chairs. Teachers will be required to provide documentation of Promethean Board usage and hands on manipulative in their lesson plans on a weekly basis. Conduct grade level meetings to obtain teacher feedback on effectiveness of manipulative usage with students and new curriculum	1.1. Interim Assessments and teacher selected assessments. Evaluation through teacher made assessments and observations. Collaboration of department chairs of students' progress. Printouts of different Carnegie reports FOCUS Web site – mini assessments 2013 FCAT Mathematics Assessment

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

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics.	The results of the 2011-2012 FCAT Mathematics Test indicates that 25% (154) of students achieved Level 4 and 5 proficiency.
Mathematics Goal #2a:	Our goal for the 2012-2013 school year is to increase Level 4 and 5 student proficiency by 1% percentage points to 26% (161).
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (154)	26% (161)

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	2.1. The areas of deficiency as noted on the 2012 administration of the FCAT Mathematics Test are Geometry and Measurement and Ratio. This deficiency is due to lack of project based activities which promote higher order thinking and problem solving.	2.1. Provide curriculum materials aligned to the Next Generation Standards. Utilize new basal that correlates with the standards as well as Math Everglades K-8 FCAT Crunch Time Materials. Utilize SpringBoard and supplemental materials such as ALEKS Learning, FCAT Explorer, Promethean Board, Riverdeep, Gizmos, and the National Library of Virtual Manipulatives. Utilize project-based learning and problem solving activities to promote higher order thinking skills to solve non-routine and open-ended real world problems	2.1. Leadership Team	2.1. Adjust instruction as needed. When visiting classrooms, administrators will focus their attention to the implementation of mathematical Word Walls. Lesson Plans will be reviewed during classroom visitations and will be submitted weekly to department chairs. Teachers will be required to provide documentation of Promethean Board usage and hands on manipulative in their lesson plans on a weekly base. Conduct grade level meetings to obtain teacher feedback on effectiveness of manipulative usage with students.	2.1. Interim Assessments and teacher selected assessments. Evaluation through teacher made assessments and observations. Collaboration of department chairs of students progress. Printouts of different ALEKS reports FOCUS Web site – mini assessments 2013 FCAT Math Assessment

	Utilize cooperative student teams and require that students describe their cognitive process used to arrive at their answers to further stimulate higher level thinking.	Lesson Plans will be reviewed during classroom visitations and will be submitted weekly to department chairs. Teachers will be required to provide documentation of Promethean Board usage and hands on manipulative in their lesson plans on a weekly base. Conduct grade level meetings to obtain teacher feedback on effectiveness of manipulative usage with students.
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	On the 2011-2012 FCAT Mathematics Test 74% (420) of students made learning gains. Our goal for the 2012-2013 school year is to provide appropriate interventions, remediation and enrichment opportunities in order to increase the percentage of student making learning gains by 5 percentage points to 79% (449).
2012 Current Level of Performance:	2013 Expected Level of Performance:
74%(420)	79%(449)

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool
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			Monitoring	Strategy	
1	3.1. The areas of deficiency as noted on the 2012 administration of the FCAT Mathematics Test are Geometry and Measurement and Ratio.	3.1. Provide curriculum materials aligned to the Next Generation Standards. Utilize new basal that correlates with the standards as well as Math Everglades K-8 FCAT. Utilize SpringBoard and supplemental materials such as ALEKS Learning, FCAT Explorer, Promethean Board, Riverdeep, Gizmos, and the National Library of Virtual Manipulatives. Utilize cooperative student teams and require that students describe their cognitive process used to arrive at their answers to further stimulate higher level thinking.	3.1. Leadership Team	3.1. Adjust instruction as needed. Curriculum materials aligned to the standards will be purchased. Documentation of their use will be provided through class visitations and official teacher observation/evaluation. Lesson Plans will be reviewed during classroom visitations and will be submitted weekly to department chairs. Teachers will be required to provide documentation of Promethean Board usage and hands on manipulative in their lesson plans on a weekly basis. Conduct grade level meetings to obtain teacher feedback on effectiveness of manipulative usage with students and new curriculum materials.	3.1. Interim Assessments and teacher selected assessments. Evaluation through teacher made assessments and observations. Printouts of different ALEKS reports. FOCUS Web site – mini assessments 2013 FCAT Math Assessment

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

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	The Results of the 2011-2012 FCAT Mathematics Test indicates that 82% (120) of the students in the lowest 25% made learning gains. Our goal for the 2012-2013 school year is to increase in the lowest 25% achieving learning gains by 5 percentage points to 87 % (127).
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2012 Current Level of Performance:	2013 Expected Level of Performance:
82%(120)	87%(127)

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	4.1. The areas of deficiency as noted on the 2012 administration of the FCAT Mathematics Test are Geometry and Measurement and Ratio.	Identify lowest performing students based on instructional needs. In addition, provide 1 hour tutoring sessions before and after school three times per week. Utilize supplemental materials such as ALEKS Learning, Promethean Board, FCAT Explorer, Riverdeep, Gizmos, and National Library of Virtual Manipulatives. Utilize new basal that correlates with the next generation standards as well as Math Everglades K-8, Intensive Math Classes and afterschool math tutoring	4.1. Leadership Team MTSS Team Math Department Head	4.1. Adjust instruction as needed. Review formative bi-weekly assessment data reports as well as intervention assessments to ensure progress is being made and adjust intervention as needed. Review lesson plans during classroom visitations. Teachers will submit lesson plans to department chairs on a weekly basis and will be required to provide documentation of Promethean Board usage and hands on manipulative.	4.1. Formative Bi-weekly assessment data reports, intervention assessments Summative 2013 FCAT Mathematics Assessment FOCUS Web site – mini assessments Printouts of different ALEKS reports

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal #					
	Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	53	58	62	66	70	

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 2011-2012 FCAT 2.0 Test indicate that 66%(23)students made Satisfactory Progress in Math. Our goal for the 2012-2013 school year is to increase the percent of White students achieving AMO by 7 percentage points to 73%(26)
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 66%(23) Black: 55%(26) Hispanic: 53%(280)	White: 73%(26) Black: 56%(26) Hispanic: 56%(296)

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>As noted on the administration of the 2012 FCAT Test, the White subgroup did not make AMO.</p> <p>The areas of deficiency as noted on the 2012 administration of the FCAT Mathematics Test are Geometry and Measurement and Ratio.</p>	<p>Utilize new basal that correlates with the next generation standards as well as Math Everglades K-8 FCAT Crunch Time Materials.</p> <p>Develop and utilize a word wall to familiarize students with mathematics vocabulary.</p> <p>Provide concrete real world examples by infusing literacy into the mathematics instructional block.</p> <p>Utilize supplemental materials such as SpringBoard, ALEKS Learning, Promethean Board, FCAT Explorer, Riverdeep, Gizmos, and National Library of Virtual Manipulatives.</p> <p>Identify lowest performing students in grades 3-8 based on instructional needs. In addition, provide 1 hour tutoring sessions before and after school three times per week.</p>	Leadership Team, Administrators, MTSS Team	<p>Adjust instruction as needed.</p> <p>Curriculum materials aligned to the standards will be purchased.</p> <p>Documentation of their use will be provided through class visitations and official teacher observation/evaluation.</p> <p>Lesson Plans will be reviewed during classroom visitations and will be submitted weekly to department chairs.</p> <p>Teachers will be required to provide documentation of Promethean Board usage and hands on manipulative in their lesson plans on a weekly basis.</p> <p>Conduct grade level meetings to obtain teacher feedback on effectiveness of manipulative usage with students and new curriculum materials.</p> <p>Evaluate tutoring data to determine its effectiveness</p>	<p>Interim Assessments and teacher selected assessments.</p> <p>FOCUS Web site – mini assessments</p> <p>Printouts of different ALEKS reports.</p> <p>2013 FCAT Math Assessment</p>

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics.	The results of the 2011-2012 FCAT 2.0 Test indicate that 35% (18) of ELL students made satisfactory Progress in Math.
Mathematics Goal #5C:	Our goal for the 2012-2013 school year is to increase the percent of ELL students achieving AMO by 7 percentage points to 42% (22).
2012 Current Level of Performance:	2013 Expected Level of Performance:
35% (18)	42% (22)

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>5C.1 As noted on the administration of the 2012 FCAT Test, the English Language Learners subgroup did not make AMO.</p> <p>The areas of deficiency as noted on the 2012</p>	<p>5C.1 Develop and utilize a word wall to familiarize students with mathematics vocabulary.</p> <p>Provide concrete real world examples by infusing literacy into the mathematics instructional</p>	5C.1 Leadership Team, MTSS Team	<p>5C.1 Adjust instruction as needed.</p> <p>When visiting classrooms, administrators will focus their attention to the implementation of mathematical Word Walls.</p>	<p>5C.1 Interim Assessments and teacher selected assessments.</p> <p>FOCUS Web site – mini assessments</p> <p>Printouts of</p>

1	administration of the FCAT Mathematics Test are Geometry and Measurement and Ratio.	<p>block.</p> <p>Utilize new basal that correlates with the next generation standards as well as Math Everglades K-8 FCAT Crunch Time Materials.</p> <p>Utilize supplemental materials such as SpringBoard, ALEKS Learning, Promethean Board, FCAT Explorer, Riverdeep, Gizmos, and National Library of Virtual Manipulatives.</p> <p>Identify lowest performing students in grades 3-8 based on instructional needs. In addition, provide 1 hour tutoring sessions before and after school three times per week.</p>	<p>Documentation of the infusion of literacy into the mathematics block.</p> <p>Curriculum materials aligned to the standards will be purchased. Documentation of their use will be provided through class visitations and official teacher observation/evaluation.</p> <p>Evaluate tutoring data to determine its effectiveness</p>	<p>different ALEKS reports</p> <p>2013 FCAT Math Assessment</p>
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	Our goal for the 2012-2013 school year is to increase student proficiency by 5 percentage points to 38%(11).
2012 Current Level of Performance:	2013 Expected Level of Performance:
33%(10)	38%(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	5D.1 The areas of deficiency as noted on the 2012 administration of the FCAT Mathematics Test are Geometry and Measurement and Ratio.	<p>5D.1 Develop and utilize a word wall to familiarize students with mathematics vocabulary.</p> <p>Provide concrete real world examples by infusing literacy into the mathematics instructional block.</p> <p>Utilize new basal that correlates with the next generation standards as well as Math Everglades K-8 FCAT Crunch Time Materials.</p> <p>Utilize supplemental materials such as SpringBoard, ALEKS Learning, Promethean Board, FCAT Explorer, Riverdeep, Gizmos, and National Library of Virtual</p>	5D.1 Leadership Team, MTSS Team	<p>5D.1 When visiting classrooms, administrators will focus their attention to the implementation of mathematical Word Walls.</p> <p>Adjust instruction as needed.</p> <p>Documentation of the infusion of literacy into the mathematics block.</p> <p>Curriculum materials aligned to the standards will be purchased. Documentation of their use will be provided through class visitations and official teacher observation/evaluation.</p>	<p>5D.1 Interim Assessments and teacher selected assessments.</p> <p>FOCUS Web site – mini assessments</p> <p>Printouts of different ALEKS reports</p> <p>2013 FCAT Math Assessment</p>

	Manipulatives. Identify lowest performing students in grades 3-8 based on instructional needs. In addition, provide 1 hour tutoring sessions before and after school three times per week.		
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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:

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	The Results of the 2011-2012 FCAT Mathematics Test indicate that 52% (265) of the Economically Disadvantaged students made satisfactory progress. Our goal for the 2012-2013 school year is to increase by 2 percentage points to 54%(275).
2012 Current Level of Performance:	2013 Expected Level of Performance:
52%(265)	54%(275)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As noted on the administration of the 2012 FCAT Test, the Economically Disadvantage subgroup did make AMO. The areas of deficiency as noted on the 2012 administration of the FCAT Mathematics Test are Geometry and Measurement and Ratio.	Utilize new basal that correlates with the next generation standards as well as Math Everglades K-8 FCAT Crunch Time Materials. Provide open computer lab time in the mornings and afternoons to be used for supplemental materials such as SpringBoard, ALEKS Learning, Promethean Board, FCAT Explorer, Riverdeep, and Gizmos. Provide free after school peer tutoring weekly.	Leadership Team	Adjust instruction as needed Curriculum materials aligned to the standards will be purchased. Documentation of their use will be provided through class visitations and official teacher observation/evaluation. Lesson Plans will be reviewed during classroom visitations and will be submitted weekly to department chairs. Review participation rosters in after and before school tutoring.	FOCUS Web site – mini assessments Printouts of different ALEKS reports 2013 FCAT Math Assessment

End of Elementary School Mathematics Goals

Middle School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	The results of the 2011-2012 FCAT Mathematics Tested indicates that 29% (181) of students achieved Level 3 proficiency. Our goal for the 2012-2013 school years is to increase student proficiency by 3 percentage points to 32 (198) %.
2012 Current Level of Performance:	2013 Expected Level of Performance:

29% (181)	32% (198)
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>1a.1. The area of deficiency as noted on the 2011-12 administration of the FCAT Mathematics Test is Supporting Idea 4: Geometry and Measurement.</p> <p>The anticipated barrier to achieving proficiency is a lack of academically appropriate standards-based curriculum that align to NGSSS and Common Core.</p>	<p>1a.1. Utilize new basal that correlates with the next generation standards.</p> <p>Utilize supplemental materials such as ALEKS Learning, FCAT Explorer, Gizmos, and National Library of Virtual Manipulatives.</p> <p>Provide concrete real world examples by infusing literacy into the mathematics instructional block.</p> <p>Students will utilize the following strategies:</p> <ul style="list-style-type: none"> • Cooperative Learning • Problem presentation • Notetaking • Data analysis and interpretation • Real-time tutoring which provides immediate feedback 	<p>1a.1. Leadership Team and Administration</p> <p>Math Coach</p>	<p>1a.1. Adjust instruction as needed. Lesson Plans will be reviewed during classroom visitations and will be submitted weekly to department chairs to ensure that the scope and sequence is being followed and that higher order thinking skills are being modeled.</p> <p>Teachers will be required to provide documentation of hands-on manipulatives in their lesson plans on a weekly base.</p> <p>Conduct grade level meetings to obtain teacher feedback on effectiveness of manipulative usage with students</p>	<p>1a.1. Interim Assessments and teacher selected assessments.</p> <p>Evaluation through teacher made assessments and observations.</p> <p>Collaboration of department chairs of students' progress.</p> <p>Printouts of different ALEKS reports</p> <p>FOCUS Web site – mini assessments</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 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	The results of the 2011-2012 FCAT Mathematics Tested indicates that 25% (154) of students achieved Level 4 and 5
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Level 4 in mathematics.	proficiency.
Mathematics Goal #2a:	Our goal for the 2012-2013 school year is to increase Level 4 and 5 student proficiency by 1% percentage points to 26% (161).
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (154)	26% (161)

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>2a.1. The area of deficiency as noted on the 2012 administration of the FCAT Mathematics Test is Geometry and measurement. Due to lack of enrichment courses.</p> <p>The anticipated barrier is a lack of project based activities which promote higher order thinking and problem solving.</p>	<p>2a.1. Utilize supplemental materials such as ALEKS Learning, Gizmos, NCTM Illuminations to enrich curriculum.</p> <p>Provide a Pre-AP Academy to the middle grades (6th- 8th.)</p> <p>Utilize problem-solving activities to solve non-routine and open-ended real world problems. (Exemplary problem)</p> <p>After-school Math enrichment club</p> <p>Utilize cooperative student teams and require that students explain to their peers in both verbal and written form.</p>	<p>2a.1. Leadership Team and Administration</p> <p>Math Coach</p> <p>Math Department Head</p>	<p>2a.1. Adjust instruction as needed. Lesson Plans will be reviewed during classroom visitations and will be submitted weekly to department chairs to ensure enrichment activities are regularly utilized.</p> <p>Monthly grade-level meetings to discuss Levels 4 and 5's growth.</p> <p>Participation level of math enrichment club.</p>	<p>2a.1. Math Fair to highlight student projects.</p> <p>Math Coach will monitor exemplary problem lessons through lesson plan evaluations and classroom observations.</p> <p>FCAT 2013 Math Assessment</p>

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

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	On the 2011-2012 FCAT Mathematics Test 74% (420) of students made learning gains. Our goal for the 2012-2013 school year is to provide appropriate interventions, remediation and enrichment opportunities in order to increase the percentage of student making learning gains by 5 percentage points to 79% (449).
2012 Current Level of Performance:	2013 Expected Level of Performance:
74%(420)	79%(449)

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	3A.1. The areas of deficiency as noted on the 2012 administration of the FCAT Mathematics Test are Geometry and Measurement and Ratio.	3A.1. Provide curriculum materials aligned to the Next Generation Standards. Utilize new basal that correlates with the standards as well as Math Everglades K-8 FCAT . Interventions provide one hour tutoring sessions before and after school three times per week. Utilize SpringBoard and supplemental materials such as ALEKS Learning, FCAT Explorer, Promethean Board, Riverdeep, Gizmos, and the National Library of Virtual Manipulatives	3A.1. Leadership Team	3A.1. Adjust instruction as needed Curriculum materials aligned to the standards will be purchased. Documentation of their use will be provided through class visitations and official teacher observation/evaluation. Lesson Plans will be reviewed during classroom visitations and will be submitted weekly to department chairs. Teachers will be required to provide documentation of Promethean Board usage and hands on manipulative in their lesson plans on a weekly basis. Conduct grade level meetings to obtain teacher feedback on effectiveness of manipulative usage with students and new curriculum materials.	3A.1. Interim Assessments and teacher selected assessments. Evaluation through teacher made assessments and observations. Printouts of different ALEKS reports. FOCUS Web site – mini assessments 2013 FCAT Math Assessment

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

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	Mathematics Goal #4: The Results of the 2011-2012 FCAT Mathematics Test indicates that 82% (120) of the students in the lowest 25% made learning gains. Our goal for the 2012-2013 school year is to increase in the lowest 25% achieving learning gains by 5 percentage points to 87 % (127).
2012 Current Level of Performance:	2013 Expected Level of Performance:
82%(120)	87%(127)

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	4a.1. The area of deficiency as noted on the 2011-2012 administration of the FCAT Mathematics Test is Geometry & Measurement.	4a.1 Identify lowest performing students based on instructional needs. In addition, provide 1 hour tutoring sessions before and after school three times per week. Utilize supplemental materials such as SpringBoard, ALEKS Learning, Promethean Board, FCAT Explorer, Riverdeep, Gizmos, and National Library of Virtual Manipulatives. Utilize new basal that correlates with the next generation standards as well as Math Everglades K-8 FCAT Crunch Time Materials.	4a.1 Leadership Team MTSS Team	4a.1 Adjust instruction as needed Review formative bi-weekly assessment data reports as well as intervention assessments to ensure progress is being made and adjust intervention as needed. Purchase curriculum materials aligned to the standards. Documentation of their use will be provided through class visitations and official teacher observation/evaluation. Review lesson plans during classroom visitations. Teachers will submit lesson plans to department chairs on a weekly basis and will be required to provide documentation of Promethean Board usage and hands on manipulative..	4a.1 Formative Bi-weekly assessment data reports, intervention assessments Summative 2012 FCAT Mathematics Assessment FOCUS Web site – mini assessments Printouts of different ALEKS reports 2013 FCAT Math Assessment

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Middle School Mathematics Goal # Mathematics Goal #5A: Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	53	58	62	66	70	

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 2011-2012 FCAT 2.0 Test indicate that 66%(23)students made Satisfactory Progress in Math. Our goal for the 2012-2013 school year is to increase the percent of White students achieving AMO by 7 percentage points to 73%(26) .
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 66%(23) Black: 55%(26) Hispanic: 53%(280)	White: 73%(26) Black: 56%(26) Hispanic: 56%(296)

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	5B.1. As noted on the administration of the 2012 FCAT Test, the Hispanic subgroup did not make AMO. The area of deficiency as noted on the 2011-2012 administration of the FCAT Mathematics Test.	5B.1. Utilize new basal that correlates with the next generation standards as well as Math Everglades K-8 FCAT Crunch Time Materials. Develop and utilize a word wall to familiarize students with mathematics vocabulary. Provide concrete real world examples by infusing literacy into the mathematics instructional block. Utilize supplemental materials such as SpringBoard, ALEKS Learning, Promethean Board, FCAT Explorer, Riverdeep, Gizmos, and National Library of Virtual Manipulatives. Identify lowest performing students in grades 3-8 based on instructional needs. In addition, provide 1 hour tutoring sessions before and after school three times per week.	5B.1. Leadership Team, Administrators, MTSS Team	5B.1. Adjust Instruction as needed Curriculum materials aligned to the standards will be purchased. Documentation of their use will be provided through class visitations and official teacher observation/evaluation. Lesson Plans will be reviewed during classroom visitations and will be submitted weekly to department chairs. Teachers will be required to provide documentation of Promethean Board usage and hands on manipulative in their lesson plans on a weekly basis. Conduct grade level meetings to obtain teacher feedback on effectiveness of manipulative usage with students and new curriculum materials. Evaluate tutoring data to determine its effecti	5B.1. Interim Assessments and teacher selected assessments. FOCUS Web site – mini assessments Printouts of different ALEKS reports. 2013 FCAT Math Assessment

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	The results of the 2011-2012 FCAT 2.0 Test indicate that 35% (18) of ELL students made satisfactory Progress in Math. Our goal for the 2012-2013 school year is to increase the percent of ELL students achieving AMO by 7 percentage points to 42% (22).
2012 Current Level of Performance:	2013 Expected Level of Performance:
35%(18)	42%(22)

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	5C.1. As noted on the administration of the 2012 FCAT Test, the English Language Learners subgroup did not make AMO. The area of deficiency as noted on the 2011-2012 administration of the FCAT Mathematics Test is due to lack of ELL Vocabulary Strategies.	5C.1. Develop and utilize a word wall to familiarize students with mathematics vocabulary. Provide concrete real world examples by infusing literacy into the mathematics instructional block. Utilize new basal that correlates with the next generation standards as well as Math Everglades K-8 FCAT Crunch Time Materials. Utilize supplemental materials such as SpringBoard, ALEKS Learning, Promethean Board, FCAT Explorer, Riverdeep, Gizmos, and National Library of Virtual Manipulatives. Identify lowest performing students in grades 3-8 based on instructional needs. In addition, provide 1 hour tutoring sessions before and after school three times per week	5C.1. Leadership Team, MTSS Team	5C.1. Adjust instruction as needed. When visiting classrooms, administrators will focus their attention to the implementation of mathematical Word Walls. Documentation of the infusion of literacy into the mathematics block. Curriculum materials aligned to the standards will be purchased. Documentation of their use will be provided through class visitations and official teacher observation/evaluation. Evaluate tutoring data to determine its effectiveness	5C.1. Interim Assessments and teacher selected assessments. FOCUS Web site – mini assessments Printouts of different ALEKS reports 2013 FCAT Math Assessment

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	Our goal for the 2012-2013 school year is to increase student proficiency by 5 percentage points to 38% (11).
2012 Current Level of Performance:	2013 Expected Level of Performance:
33%(10)	38%(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	5D.1 The areas of deficiency as noted on the 2012 administration of the FCAT Mathematics Test are Geometry and Measurement and Ratio.	5D.1 Utilize new basal that correlates with the next generation standards as well as Math Everglades K-8 FCAT . Provide open computer lab time in the mornings and afternoons to be used for supplemental materials such as SpringBoard, ALEKS Learning, Promethean Board, FCAT Explorer, Riverdeep, and Gizmos. Provide free after school peer tutoring weekly.	5D.1 Leadership Team	5D.1 Adjust instruction as needed. Curriculum materials aligned to the standards will be purchased. Documentation of their use will be provided through class visitations and official teacher observation/evaluation. Lesson Plans will be reviewed during classroom visitations and will be submitted weekly to department chairs. Review participation rosters in after and before school tutoring.	5D.1 FOCUS Web site – mini assessments Printouts of different ALEKS reports 2013 FCAT Math Assessment

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	The Results of the 2011-2012 FCAT Mathematics Test indicate that 52% (265) of the Economically Disadvantaged students made satisfactory progress. Our goal for the 2012-2013 school year is to increase by 2 percentage points to 54%(275).
2012 Current Level of Performance:	2013 Expected Level of Performance:
52%(265)	54%(275)

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	5E.1. As noted on the administration of the 2012 FCAT Test, the Economically Disadvantage subgroup did not make AMO. The area of deficiency as noted on the 2011-2012 administration of the FCAT Mathematics Test is due to lack of strong remediation curriculum and identification of those who can most use remediation.	5E.1. Provide concrete real world examples by infusing literacy into the mathematics instructional block. Provide a remediation curriculum that is aligned with grade level standards. Provide before-school remediation. Identify students who will most benefit from remediation using data analysis of FCAT scores, interim assessments and TOPIC assessments.	5E.1. Leadership Team, Administration, Math Coach	5E.1. Adjust instruction as needed. Intensive lesson plans will be checked weekly to ensure alignment with pacing guide and with regular grade-level teacher. Identify students' growth using interim assessments and TOPIC assessments. Identify students' growth using ALEKS Cognitive Tutor Skills Reports.	5E.1. Interim Assessments and teacher selected assessments. FOCUS Web site – mini assessments Printouts of different ALEKS reports 2013 FCAT Math Assessment.

	Utilize ALEKS Cognitive Tutor to differentiate instruction more richly.		
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Algebra End-of-Course (EOC) Goals

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	Algebra Goal #2: The results of the 2011-2012 Algebra I EOC indicates that 72% (21) of students achieved a level 4 and 5. Our goal for the 2012-2013 school year is to increase student proficiency to 72% (22).
2012 Current Level of Performance:	2013 Expected Level of Performance:
72%(21)	72%(22)

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
2.1. The area of deficiency as noted on the 2012 administration of the ALGEBRA I EOC was content area 2 – Polynomials. The anticipated barrier is a lack of project-based activities which promote	2.1. Utilize supplemental materials such as ALEKS Learning, Gizmos, NCTM Illuminations to enrich curriculum. Utilize problem-solving activities to solve non-routine and open-ended	2.1. Leadership Team and Administration Math Coach Math Department Head	2.1. Adjust instruction as needed Lesson Plans will be reviewed during classroom visitations and will be submitted weekly to department chairs to ensure enrichment activities are regularly	2.1. Math Fair to highlight student projects. Math Coach will monitor exemplary problem lessons through lesson plan evaluations

1	higher order thinking and problem solving.	real world problems. (Exemplary problem) After-school Math enrichment club Utilize cooperative student teams and require that students explain to their peers in both verbal and written form.	utilized. Monthly grade-level meetings to discuss Levels 4 and 5's growth. Participation level of math enrichment club.	and classroom observations. 2013 FCAT Math Assessment
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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.			Algebra Goal # Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%. 3A :			
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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:

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. Algebra Goal #3B:	Our goal for the 2012-2013 school year is to increase student proficiency by 3 percentage points to 56%(13).
2012 Current Level of Performance:	2013 Expected Level of Performance:
Hispanic: 53%(12)	Hispanic: 56%(13)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	3B.1. The area of deficiency as noted on the 2012 administration of the ALGEBRA I EOC was content area 2 – Polynomials. Lack of higher-ordering questioning during the mathematics instruction block.	3B.1. Provide concrete real world examples by infusing literacy into the mathematics instructional block. Provide a remediation curriculum that is aligned with grade level standards. Provide before-school remediation. Identify students who will most benefit from remediation using data analysis of test scores, interim assessments and TOPIC assessments. Utilize ALEKS Cognitive	3B.1. Leadership Team, Administration	3B.1. Adjust instruction as needed Review participation rosters in after and before school tutoring. Intensive lesson plans will be checked weekly to ensure alignment with pacing guide and with regular grade-level teacher. Identify students' growth using interim assessments and TOPIC assessments. Identify students' growth using ALEKS Cognitive Tutor Skills Reports.	3B.1. Interim Assessments and teacher selected assessments. FOCUS Web site – mini assessments Printouts of different ALEKS reports 2013 FCAT Math Assessment

Tutor to differentiate instruction more richly.

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:

3C. English Language Learners (ELL) not making satisfactory progress in Algebra. Algebra Goal #3C:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra. Algebra Goal #3D:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

3E. Economically Disadvantaged students not making satisfactory progress in Algebra. Algebra Goal #3E:	Our goal for the 2012-2013 school year is to increase student proficiency by 2 percentage points to 54%(11).
2012 Current Level of Performance:	2013 Expected Level of Performance:
52%(10)	54%(11)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the ALGEBRA I EOC was content area 2 – Polynomials.	<p>Utilize data to identify students and place in interventions within the first two weeks of the 2012-2013 school year and monitor monthly student progress.</p> <p>Provide concrete real world examples by infusing literacy into the mathematics instructional block.</p> <p>Utilize ALEKS Cognitive Tutor to differentiate instruction more richly.</p> <p>Provide open computer lab time in the mornings and afternoons to be used for supplemental materials such as SpringBoard, ALEKS Learning, Promethean Board, FCAT Explorer, Riverdeep, and Gizmos.</p> <p>Provide free after school peer tutoring weekly.</p>	Leadership Team, Math Department Head & Administration	<p>Adjust instruction as needed</p> <p>Review participation rosters in after and before school tutoring.</p> <p>Intensive lesson plans will be checked weekly to ensure alignment with pacing guide and with regular grade-level teacher.</p> <p>Identify students' growth using interim assessments and TOPIC assessments.</p> <p>Identify students' growth using ALEKS Cognitive Tutor Skills Reports.</p>	<p>Interim Assessments and teacher selected assessments.</p> <p>FOCUS Web site – mini assessments</p> <p>Printouts of different ALEKS reports</p> <p>2013 FCAT Math Assessment</p>

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.		The results of the 2011-2012 Algebra I EOC indicates that 28% (8) of students achieved a level 3.			
Geometry Goal #1:		Our goal for the 2012-2013 school year is to increase student proficiency to 28% (8).			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
28% (8)		28% (8)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	1.1. Algebra I The area of deficiency as noted on the 2011-2012 Algebra I EOC was content area 2 –	1.1. Utilize new basal that correlates with the next generation standards.	1.1. Leadership Team and Administration Math Coach	1.1. Adjust instruction as needed Lesson Plans will be reviewed during	1.1. Interim Assessments and teacher selected assessments.

1	Polynomials. The anticipated barrier to achieving proficiency is a lack of academically appropriate standards-based curriculum.	Utilize supplemental materials such as ALEKS Learning, Gizmos, and National Library of Virtual Manipulatives. Provide concrete real world examples by infusing literacy into the mathematics instructional block <ul style="list-style-type: none"> • Provide all students with more practice in solving real-world problems involving relations and functions • Provide all students more practice in solving multi-step problems with several rate parameters • Provide students with more practice in finding the pattern, writing the rule, and determining the function for a given sequence of numbers 	classroom visitations and will be submitted weekly to department chairs to ensure that the scope and sequence is being followed and that higher order thinking skills are being modeled. Conduct grade level meetings to obtain teacher feedback on effectiveness of manipulative usage with students	Evaluation through teacher made assessments and observations. Collaboration with department chair to monitor students' progress. Printouts of different ALEKS reports 2013 FCAT Math Assessment
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	
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 Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Geometry Goal #				
	3A : <input style="width: 100%; height: 40px;" type="text"/>				
Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input style="width: 100%; height: 20px;" type="text"/>	<input style="width: 100%; height: 20px;" type="text"/>	<input style="width: 100%; height: 20px;" type="text"/>	<input style="width: 100%; height: 20px;" type="text"/>	<input style="width: 100%; height: 20px;" type="text"/>	<input style="width: 100%; height: 20px;" type="text"/>

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

in need of improvement for the following subgroup:

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry.

Geometry 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 subgroup:

3C. English Language Learners (ELL) not making satisfactory progress in Geometry.

Geometry Goal #3C:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.

Geometry Goal #3D:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

3E. Economically Disadvantaged students not making satisfactory progress in Geometry. Geometry Goal # 3E:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

End of Geometry EOC Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Reciprocal Teaching PD	All Math department	Jennifer DeSousa	School-Wide	September 26, 2012 November 6, 2012 March 22, 2013	Monitor or lesson plans/ Department Discussion	Administration; Department Heads
Data Chats	All teachers 3-6 and Math Teachers 7-8; Including Intensive	Administration/Department Heads Math Coach	All Teachers 3-6 and Math Teachers 7-8	Bi-Quarterly	Reports/Lesson Plan Documentation	Math Department Head/Administration
ALEKS	Math Teachers 6-8; Algebra I; and Geometry Teachers	ALEKS Trainer	Math Teachers	August 11, 2012	Reports	Math Dept. Head/Administration

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
To help students develop higher order computational skills	ALEKS	Operating	\$17,000.00
To help students apply math skills to real-world problems	Gizmos	Operating	\$1,200.00
			Subtotal: \$18,200.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
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: \$18,200.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT2.0: Students scoring at Achievement Level 3 in science.		The results of the 2011-2012 FCAT Science indicates that 35% (92) of students achieved a level 3.			
Science Goal # 1a:		Our goal for the 2012-2013 school year is to increase student proficiency by 4 percentage points to 39% (103).			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
35%(92)		39%(103)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Results of the 2012 FCAT 2.0 Science Assessment indicate that students had difficulty with the Reporting Category 1 – The Nature of Science.	Provide students with the opportunities to participate in the Science Fair and other Project Based Learning utilizing GIZMOs and the Fairchild Challenge. Require all students to participate in the School Level Science Fai; thereby providing	Science Department Head	The Science Department Head will use data reports to review the results of interim assessments and have data chats with teachers, who in turn will have them with their students. Instruction will be adjusted as necessary.	Formative: Interim Assessments will be administered using Edusoft. Summative: The 2013 FCAT 2.0 Science Assessment.

		students with the opportunity to increase their laboratory experiences.			
2	Results of the 2012 FCAT Assessment indicate that students had difficulty with the Reporting Category 2 – Earth Space Science	Provide students with extended opportunities to explore earth science through GIZMOs and various videos through the Khan Academy.	Science Department Head	The Science Department Head will use data reports to review the results of interim assessments and have data chats with teachers, who in turn will have them with their students. Instruction will be adjusted as necessary.	Formative: Interim Assessments will be administered using Edusoft. Summative: The 2013 FCAT 2.0 Science Assessment.
3	Results of the 2012 FCAT Assessment indicate that students had difficulty with the Reporting Category 2 – Life Science	Provide students with extended opportunities to explore life science through GIZMOs and various videos through the Khan Academy	Science Department Head	The Science Department Head will use data reports to review the results of interim assessments and have data chats with teachers, who in turn will have them with their students. Instruction will be adjusted as necessary.	Formative: Interim Assessments will be administered using Edusoft. Summative: The 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.

Science Goal #2a:

The results of the 2011-2012 FCAT Science indicates that 7% (17) of students achieved a level 4 and 5.

Our goal for the 2012-2013 school year is to increase student proficiency by 1 percentage points to 8% (22).

2012 Current Level of Performance:

2013 Expected Level of Performance:

7%(17)

8%(22)

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 FCAT 2.0 Assessment indicate that students had difficulty with Reporting Category – 1 The Nature of Science	Develop models to understand, illustrate, and explain key scientific ideas and data. Provide students with opportunities to share models and ideas with mentors and peers. Involve students in a science club, service tutoring to peers and younger students, and community science related projects to enrich these students.	Science Department Head	The Science Department Head will use data reports to review the results of interim assessments and have data chats with teachers, who in turn will have them with their students. Instruction will be adjusted as necessary.	Formative: Interim Assessments will be administered using Edusoft. Summative: The 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:				
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
Data Chats	Science Teachers	Department Heads 3-6/Science Department Head 7-8	All Science Teachers	Quarterly	Reports/Lesson Plan Documentation	Department Heads /Science Department Head

Virtual Labs	Science Teachers	Science Department Head	All Science Teachers	September 9	Lesson Plan Documentation	Department Heads /Administration
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Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide students with extended opportunities to explore science through GIZMOS	Purchase license for all students.	Internal Funds	\$4,000.00
			Subtotal: \$4,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Increase authentic laboratory experiences for students.	Digital laboratory equipment	Science Lab Fees	\$2,000.00
			Subtotal: \$2,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Students will be given opportunities to pursue independent projects and participate in a school-wide science fair in preparation for the District Science Fair.	Substitute coverage for 5 teachers to attend Science Fair training.	Internal Funds	\$1,000.00
Students will be given the opportunities to participate in enriched science activities through a science club	Provide supplemental pay for science club sponsor	Internal Funds	\$600.00
			Subtotal: \$1,600.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$7,600.00

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	The results of the 2011-2012 FCAT Writing indicates that 88% (162) of students achieved a level 3.0 or higher. Our goal for the 2012-2013 school year is to increase student proficiency by 1 percentage points to 89% (164).
2012 Current Level of Performance:	2013 Expected Level of Performance:
88%(162)	89%(164)
Problem-Solving Process to Increase Student Achievement	
	Person or Process Used to

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	The area of needed improvement as noted on the 2012 administration of the FCAT Writing Assessment Persuasive writing is to focus on developing Focus/Voice.	Students are to develop a writing portfolio to include the Six Plus One Traits of Writing and multiple drafts as evidence of the writing process. Include creative writing lessons – poetry, personal narratives, and reflection essays – to increase student awareness of voice.	Language Arts Department Chair and Administration Reading Coach Literacy Leadership Team	Ongoing classroom assessments Classroom walkthroughs Departmentalized and Grade level data including but not limited to best practices chats Teacher to Teacher classroom observations of effective strategies. Adjust Instruction as Needed.	Formative: Writing Pre Test & Post Test and Monthly Writing Assessments Summative: 2012-2013 FCAT Writing
2	Lack of application of effective Four Square Modeling Strategies in other subject areas.	Utilize center stations allowing students the opportunity to engage in pre-writing activities using graphic organizers, generating and grouping ideas, formulating questions, outlining and group discussions. Cross-curricular writing lessons so that students have exposure to writing outside of the language arts block.	Language Arts Department Chair and Administration Reading Coach Literacy Leadership Team	Check Lesson plans to ensure usage of writing stations and cross curricular writing lessons. Adjust Instruction as Needed.	Formative: Writing Pre Test & Post Test and in-house Writing Assessments Summative: 2012-2013 FCAT Writing
3	Lack of vertical alignment planning and departmentalized data chats	School-wide monthly essay writing day where students will be given an essay prompt and will be timed accordingly to the Florida Writes exam.	Language Arts Department Chair and Administration Reading Coach Literacy Leadership Team	Monitor students' attendance and participation in In-house poetry and writing contests as well as district, state, and national contests Monitor student progress and compare scores from month to month during Departmentalized Data chats. Adjust Instruction as Needed.	Formative: Writing Pre Test & Post Test and in-house Writing Assessments Summative: 2012-2013 FCAT Writing

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
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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
4 Square Model	All teachers grades 5-8	Reading Coach/Department Heads	All Teachers K-5	Quarterly	Monthly Writing/Lesson Plan Documentation	Language Arts Department Head/Administration/Reading Coach

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

End of Writing Goals

Civics End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Civics. Civics Goal #1:	Our goal for the 2012-2013 school year is to increase student proficiency from 0% to 50% proficient.

2012 Current Level of Performance:	2013 Expected Level of Performance:
0%	50%(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>1.1. The barrier based on the 2012 Baseline is Lack of differentiated instruction and application of reading strategies in other subject areas.</p> <p>Lack of group work</p>	<p>1.1. Students apply cause-and-effect relationships. Identify outcomes or particular cause-and-effect relationships. Identify the significance of historical or contemporary events, actions, personalities</p> <p>Reciprocal reading strategies will be implemented before, during, and after reading in reading and language arts as well as throughout the content areas.</p>	<p>1.1. Response to Intervention Team Teacher</p>	<p>1.1. Ongoing classroom assessments Classroom walkthroughs</p> <p>Grade level data chats Sharing with other departments, common planning with other departments. Adjust instruction as needed.</p>	<p>Formative: Baseline and Interim Assessments FAIR Assessment Web-based program reports</p> <p>Summative: 2013 Spring Civic Assessment</p>
2	<p>1.2 Lack of textbook resources and resources that are aligned to district pacing guides</p>	<p>1.2. Students will use appropriate grade level text to apply the following strategies:</p> <ul style="list-style-type: none"> • Categorize historical or contemporary people places, events or concepts • Determine the relationships between historical or contemporary events actions personalities or concepts. Explain historical or contemporary problems patterns or issues. <p>Teachers should emphasize instruction that helps students build stronger arguments to support their answers. Students will use real-world text, including primary and secondary sources, to synthesize, analyze, and evaluate information.</p> <p>Students will use real-world text, including primary and secondary sources, to synthesize, analyze, and evaluate information.</p>	<p>1.2. Response to Intervention Team</p>	<p>1.2. Ongoing classroom assessments Classroom walkthroughs</p> <p>Grade level data chats Department Head observing other teachers. Ongoing training in school wide adoption of reciprocal teaching. Adjust instruction as needed.</p> <p>Usage of DBQ Document Base Questions</p>	<p>1.2. Formative: Baseline and Interim Assessments FAIR Assessment Web-based program reports</p> <p>Summative: 2013 Spring Civic Assessment Teacher Assessment</p>

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

in need of improvement for the following group:

2. Students scoring at or above Achievement Levels 4 and 5 in Civics. Civics Goal #2:	Our goal for the 2012-2013 school year is to increase student proficiency from 0% to 50% proficient.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0%	50%(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	2.1. The barrier based on the 2012 Baseline is Lack of Higher Order Thinking/Critical Thinking skills Evaluating and synthesizing information	2.1. Students will solve or predict the outcome of a problem Generalize or draw conclusions when presented with historical or contemporary information Predict a long term result, outcome , or change within society Analyze how changes have influenced people or institutions Recognize and explain historical misconceptions Analyze similarities and differences Reciprocal reading strategies using grade-level and above grade-level text will be implemented before, during, and after reading in reading and language arts as well as throughout the content areas.	2.1. Principal Literacy Leadership Team Reading Coach Department Head	2.1. Ongoing classroom assessments Classroom walkthroughs Grade level data chats Common planning time with Department Head Adjust instruction as needed.	2.1. Formative: Baseline and Interim Assessments FAIR Assessment Web-based program reports Summative: 2013 Spring Civic Assessment Teacher ongoing 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
Reciprocal Teaching Strategies	All teachers	Jennifer DeSousa, Reading Coach	All subject area teachers	Early release dates	Lesson plans and classroom walk-thrus	Department Chairs, Reading Coach, and Administration

Civics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
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:	Our goal for this year is to increase attendance to 97.13% (602) by minimizing absences due to illness and truancy, and create a climate in our school where parents, students and faculty feel welcomed and appreciated. In addition, our goal for this year is to reduce the number of excessive tardies from 129 to 123.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
96.63%(599)	97.13%(602)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
120	114
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
129	123

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Parents are not familiar with the school's attendance policies and procedures.	1.1. Educate parents about the school's attendance policies through home communications and Open House. Establish grade level competitions for highest attendance rate. Grade level with the highest attendance rate for that quarter will be rewarded with prizes such as after school dances, pizza parties, private lunch area separated for winning grade level. Develop a school schedule for each building that allows for different starting times, enabling parents with children in both buildings to drop off their kids on time, thereby, reducing tardies.	1.1. Assistant principal	1.1. Weekly updates to administrator by attendance clerk.	1.1. Attendance reports
2	1.2. The students and parents are not familiarized with the Code of Student Conduct And our school's attendance policies and procedures	1.2. Our strategies for improving tardiness are to: • -Effectively monitor our tardies using our Tardy Tracking system to consistently assign consequences • -Facilitate parent workshops to continue informing families of our attendance policies • -Offer incentives to students by rewarding homeroom classes.	1.2. Attendance clerk, Registrar	1.2. Tardy Calculator reports.	1.2. Attendance reports

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

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

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

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Attendance Incentives	Provide incentives for students/ grade levels with highest attendance rates.	EESAC	\$500.00
			Subtotal: \$500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Accountability-consequences	Tardy Calculator	Operational	\$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: \$800.00

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	Our goal for the 2011-2012 school years is to decrease the total number of indoor suspensions from 54 to 49.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
54	49
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
43	39
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
19	17
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
17	15

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Students are not familiar with the school's progressive discipline plans.	1.1. Educate students and parents about the School's Code of Student Conduct. Implement a Saturday detention program and detention hall for students not compliant with the Student Code of Conduct. Completion of character development assignments in lieu of suspensions.	1.1. Administrative Team	1.1. Monitor attendance log from Saturday detentions	1.1. Review monthly suspension reports

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

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

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

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Saturday Detention Hall	Personnel	Operational	\$1,500.00
			Subtotal: \$1,500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00

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:		Our goal this 2012-2013 school year is to increase parental involvement from 40% to 48%			
*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.					
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
Title I school see PIP		Title I school see PIP			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Scheduling conflicts	1.1 Variation of times when scheduling workshops, EESAC meetings, and activities.	1.1. Parent Liaison	1.1. Sign in sheets/logs	1.1 Monitoring of sign in sheets/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
No Data Submitted						

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:		Our STEM goal for the 2012-2013 school year is to create an initiative program towards educating students into careers in Science, Technology, Engineering and Mathematics by providing higher level courses.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Lack of STEM being integrated in higher level courses and standards being taught with rigor. Students will engage in the Miami Dade Science Fair.	1.1. STEM initiative will be supported at our school by fostering scientific thinking in all courses throughout the year, and culminating in the students participating in the Miami-Dade science fair. Implementation of Springboard, Gizmos and ALEKS through the Math and Science Classes.	1.1. Science Department AP Coordinator and Administration	1.1. Monitor number of students enrolled in the courses as well as the amount of STEM courses offered.	1.1. Miami-Dade Science Fair Rubric and AP Science Exam Reports from Springboard, Gizmos and ALEKS

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						

STEM Budget:

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

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. CTE CTE Goal # 1:					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Enrollment is not strong enough for student completion of CTE program or acquiring skills necessary for certification.	1.1. Monitor and review student schedules with CTE teachers and guidance, to ensure enrollment of intermediate and advanced level courses, building strong academies.	1.1. CTE Teachers and Administration	1.1. Administrators monitor the effective implementation of lessons and timely instruction in the CTE classrooms through common planning, review of test data including baseline,	1.1. Baseline, practice or readiness tests.

				practice or readiness tests.	
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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
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

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	To help students develop higher-order reading application skills	Spring Board	Operational	\$7,000.00
Mathematics	To help students develop higher order computational skills	ALEKS	Operating	\$17,000.00
Mathematics	To help students apply math skills to real-world problems	Gizmos	Operating	\$1,200.00
Science	Provide students with extended opportunities to explore science through GIZMOS	Purchase license for all students.	Internal Funds	\$4,000.00
Attendance	Attendance Incentives	Provide incentives for students/ grade levels with highest attendance rates.	EESAC	\$500.00
Suspension	Saturday Detention Hall	Personnel	Operational	\$1,500.00
				Subtotal: \$31,200.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Science	Increase authentic laboratory experiences for students.	Digital laboratory equipment	Science Lab Fees	\$2,000.00
Attendance	Accountability-consequences	Tardy Calculator	Operational	\$300.00
				Subtotal: \$2,300.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Science	Students will be given opportunities to pursue independent projects and participate in a school-wide science fair in preparation for the District Science Fair.	Substitute coverage for 5 teachers to attend Science Fair training.	Internal Funds	\$1,000.00
Science	Students will be given the opportunities to participate in enriched science activities through a science club	Provide supplemental pay for science club sponsor	Internal Funds	\$600.00
				Subtotal: \$1,600.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Title 1 Tutoring	FCAT Tutoring	Title 1	\$3,000.00
				Subtotal: \$3,000.00
				Grand Total: \$38,100.00

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 10/10/2012)

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
Attendance Incentives	\$350.00
FCAT Family Night	\$350.00
FCAT Incentives	\$700.00

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

Somerset Academy Silver Palms EESAC will develop, approve and monitor implementation of the School Improvement Plan.
Reach out to the community to obtain more partnerships.
Organized FCAT Family Night event.
Sponsor drive to increase Parent Involvement.
Assist school to create and analyze school climate surveys for parents and students.

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 SOMERSET ACADEMY (SILVER PALMS) 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	75%	62%	76%	45%	258	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	65%	56%			121	3 ways to make gains: <ul style="list-style-type: none"> ● 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?	65% (YES)	56% (YES)			121	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					500	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Dade School District SOMERSET ACADEMY (SILVER PALMS) 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	73%	69%	89%	37%	268	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	70%	67%			137	3 ways to make gains: <ul style="list-style-type: none"> ● 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?	69% (YES)	65% (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					539	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested