

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: KEYS GATE CHARTER SCHOOL

District Name: Dade

Principal: Ken Haiko (Director), David McKnight

SAC Chair: Lorena Malave

Superintendent: Alberto Carvalho

Date of School Board Approval: Pending

Last Modified on: 10/15/2012

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

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

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Assis Principal	Carmen Magarino	BA-Primary Education-FIU; Masters in Reading Education-FIU; Ed Leadership-FL	4	4	'12 '11 '10 '09 '08 School Grades B B A A High Standards – Rdg 56 72 78 77 75 High Standards – Math 53 64 76 71 64 Learning Gains – Rdg 63 65 74 73 72 Learning Gains – Math 70 57 71 76 67 Gains-R-25 65 63 66 75 69 Gains-M-25 77 59 71 74 67
Assis Principal	Corinne Baez	BA-Elementary Education-Florida International University; Masters in Educational Leadership-Nova Southeastern University	9	1	'12 '11 '10 '09 '08 School Grades B B A A High Standards – Rdg 56 72 78 77 75 High Standards – Math 53 64 76 71 64 Learning Gains – Rdg 63 65 74 73 72 Learning Gains – Math 70 57 71 76 67 Gains-R-25 65 63 66 75 69 Gains-M-25 77 59 71 74 67
		Degrees: BS Early Childhood Education, MS			

Assis Principal	Witnery Garcia	Educational Leadership Certification: Early Childhood Education (PreK-3), Middle Grades Math (5-9), ESOL Endorsement, Educational Leadership (All Levels)	7	1	'12 '11 '10 '09 '08 School Grades B B A A A High Standards – Rdg 56 72 78 77 75 High Standards – Math 53 64 76 71 64 Learning Gains – Rdg 63 65 74 73 72 Learning Gains – Math 70 57 71 76 67 Gains-R-25 65 63 66 75 69 Gains-M-25 77 59 71 74 67
Principal	David McKnight	Degrees: BS Journalism, MS Guidance and Counseling, Ed.S. Education Leadership Certification: Educational Leadership (All Levels)	1	11	'12 '11 '10 '09 '08 School Grades B A A B B High Standards – Rdg 56 76 79 73 79 High Standards – Math 53 69 76 65 74 Learning Gains – Rdg 63 63 69 67 72 Learning Gains – Math 70 58 73 65 57 Gains-R-25 65 66 60 52 60 Gains-M-25 77 68 77 69 50

INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Primary(K-2)	Jennifer Gonzalez	Degrees: Master's in Educational Leadership; BA in Elementary Education. Certification: Elementary Education 1-6; ESOL; Gifted; Educational Leadership	9	7	'12 '11 '10 '09 '08 School Grades B B A A A High Standards –Rdg 56 72 78 77 75 High Standards –Math 53 64 76 71 64 Learning Gains –Rdg 63 65 74 73 72 Learning Gains –Math 70 57 71 76 67 Gains-R-25 65 63 66 75 69 Gains-M-25 77 59 71 74 67
Middle (6-8)	Jennifer Thermes	Degrees: MS Educational Leadership & BS Elementary Education Certification: Elementary Education (K-6), Primary Education (PreK-3), Middle Grades Integrated Curriculum (5-9), Educational Leadership & Gifted Endorsement	5	1	'12 '11 '10 '09 '08 School Grades B B A A A High Standards – Rdg 56 72 78 77 75 High Standards – Math 53 64 76 71 64 Lrng Gains – Rdg 63 65 74 73 72 Lrng Gains – Math 70 57 71 76 67 Gains-R-25 65 63 66 75 69 Gains-M-25 77 59 71 74 67
Elementary (3-5)	Yudibeth Veras	Degree: Bachelor's Elementary Education Certification: Elementary (1-6), ESOL Endorsement	6	1	'12 '11 '10 '09 '08 School Grades B B A A A High Standards – Rdg 56 72 78 77 75 High Standards – Math 53 64 76 71 64 Lrng Gains – Rdg 63 65 74 73 72 Lrng Gains – Math 70 57 71 76 67 Gains-R-25 65 63 66 75 69 Gains-M-25 77 59 71 74 67

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

Describe the school-based strategies that will be used to recruit and retain high quality, effective teachers to the school.

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)

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

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
24 Educators	Keys Gate provides teacher mentoring by our Leadership team, which includes administration and Curriculum Resource Teachers. These teachers are provided with guidance in completing requirements to achieve proper certification.

Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
112	10.7%(12)	49.1%(55)	31.3%(35)	8.0%(9)	20.5%(23)	78.6%(88)	5.4%(6)	0.0%(0)	53.6%(60)

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
			Keys Gate provides teacher mentoring by our Leadership team, which includes administration

Yudibeth Veras	Marilyn Carvajal Alexis Epstein Katia Fabra	First year teacher First year teacher First year teacher	and Curriculum Resource Teachers. In addition, new teachers to our school are provided support from Teacher Learning Community Leaders in areas of curriculum, instruction, and classroom management with the goals of improved student achievement.
Jennifer Gonzalez	Nila Castro-Headley, Celena Garcia, & Monique Roldan	Teacher's with Statement of Eligibility	Keys Gate provides teacher mentoring by our Leadership team, which includes administration and Curriculum Resource Teachers. In addition, new teachers to our school are provided support from Teacher Learning Community Leaders in areas of curriculum, instruction, and classroom management with the goals of improved student achievement.
Jennifer Thermes	Deborah Dowling, Cynthia Griffith Quintana, Judith Bello, Pamela Amador, Nicole Yassa, & Steven Petit	Teacher's with Statement of Eligibility	Keys Gate provides teacher mentoring by our Leadership team, which includes administration and Curriculum Resource Teachers. In addition, new teachers to our school are provided support from Teacher Learning Community Leaders in areas of curriculum, instruction, and classroom management with the goals of improved student achievement.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Principal: will ensure that the MTSS team is implementing MTSS; provides professional development to support the appropriate implementation of MTSS; monitors assessment and documentation of MTSS skills; ensure ample resources are provided for the implementation of MTSS and communicates with all stakeholders about the implementation of MTSS.

Elementary and Middle School Teachers: Share common goal of improving instruction for all students and provides information and support to colleagues about core, supplemental and intensive instruction.

ESE Teachers: Provides support and collaborates with general education teachers.

Student Services Specialist: Provides support and expertise with teachers, staff and families in the areas of academic, emotional, behavioral and social success.

ESE Teachers: provides support and collaborates with general education teachers

Student Services Specialist: provides support and expertise with teachers, staff and families in the areas of academic, emotional, behavioral and social success

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

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

The team will meet with the general education teachers to discuss student progress and needs while in the regular education classroom.

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

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

MTSS Implementation

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

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

Describe the plan to train staff on MTSS.

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

Describe the plan to support MTSS.

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

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

David McKnight-Principal
Carmen Magarino-Assistant Principal K-2
Corinne Baez-Assistant Principal 3-7
Witnery Garcia-Assistant Principal 8
Jennifer Gonzalez-Mentor Teacher K-2
Yudibeth Veras-Mentor Teacher 3-5
Jennifer Thermes – Mentor Teacher 6-8
Carey Smith – Intervention Teacher K-2
Kimberly VanDemark – Intervention Teacher 3-7
Carlee Sutton – Reading Specialist 8
Lorena Malave – Student Services Specialist K-2
Barbara Perez-Fernandez – Guidance Counselor 3-7
Monica Bunsen – Student Services Specialist 8

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

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

Administration meets with the mentor teachers, intervention teachers and student services specialist on a regular basis to monitor that the following is occurring:

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

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

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

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

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

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

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

*High Schools Only

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

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

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

Postsecondary Transition

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#)

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The results of the 2012 FCAT 2.0 Reading indicates that 28% (357) of students achieved proficiency with a level 3. Our goal for the 2012-2013 school year is to increase level 3 student proficiency by 8 percentage points to 36% (459).
---	---

2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (357)	36% (459)

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 These students have not mastered the knowledge of advanced word/phrase relationships and their meanings.	1.1. Higher order questioning and use of FCAT Task cards will be used to increase the deficient barrier. Students will be given tasks to analyze words in a given text. Instruction will be given in different levels of content-specific words and the shades of their meaning	1.1. MTSS Team Literacy Leadership Team Curriculum Resource Teacher (CRT)	1.1. Monitor effectiveness using lesson plan reviews. Review formative assessment data and adjust instruction and/or strategies as appropriate. Create instructional focus calendars to target specific deficiencies needing improvement.	1.1 Formative: Study Island Weekly Skills Assessment FCAT Explorer Benchmark Testing Strand Analysis FAIR Developmental Reading Assessment Achieve 3000 Cambridge Evaluation Tools Summative: 2013 FCAT 2.0

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The results of the 2012 FCAT 2.0 Reading indicates that 27% (343) of students achieved proficiency with a level 4 or 5. Our goal for the 2012-2013 school year is to increase level 4 and 5 student proficiency by 3 percentage points to 30% (382).
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% (343)	30% (382)

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 students have not mastered comparing and contrasting elements in multiple texts.	2.1. Higher order questioning and use of FCAT Task cards will be used to increase the deficient barrier. Students will be encouraged to read from a wide variety of texts. Enrichment opportunities will be given in the arts, sports teams, and student clubs to further students' exponential learning. Students will participate in the Cambridge Advanced Studies program to increase the rigor within the curriculum	2.1. MTSS Team Literacy Leadership Team Curriculum Resource Teacher (CRT)	2.1. Monitor effectiveness using lesson plan reviews. Review formative assessment data and adjust instruction and/or strategies as appropriate	2.1. Formative: Study Island Weekly Skills Assessment FCAT Explorer Benchmark Testing Strand Analysis FAIR Developmental Reading Assessment Achieve 3000 Cambridge Assessments Summative: 2013 FCAT 2.0

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

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

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The results of the 2012 FCAT 2.0 Reading indicates that 63% (664) of students made learning gains in reading. Our goal for the 2012-2013 school year is to increase learning gains by 5 percentage points to 68% (717).
2012 Current Level of Performance:	2013 Expected Level of Performance:
63% (664)	68% (717)

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	3.1. These students have not mastered how to analyze the text features needed to understand the text.	3.1. Ensure all students read a wide variety of texts. Emphasize implicit meanings. Use text features to locate, interpret, and organize information	3.1. MTSS Team Literacy Leadership Team Curriculum Resource Teacher (CRT)	3.1. Monitor effectiveness using lesson plan reviews. Review formative assessment data and adjust instruction and/or strategies as appropriate.	3.1. Formative: Study Island Weekly Skills Assessment FCAT Explorer Benchmark Testing Strand Analysis FAIR Developmental Reading Assessment Achieve 3000 Summative: 2013 FCAT 2.0

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

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	The results of the 2012 FCAT 2.0 Reading indicates that 65% (183) of the students in the lowest 25% made learning gains in reading. Our goal for the 2012-2013 school year is to increase the learning gains of students in the lowest 25% by 5 percentage points to 70% (197).
2012 Current Level of Performance:	2013 Expected Level of Performance:
65% (183)	70% (197)

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. These students have not mastered how to analyze a variety of text structures and explain their impact meaning in text.	4.1. Higher order questioning and use of FCAT Task cards will be used to increase the student gains. Students will be given problem solving tasks to increase their ability to compare/contrast a piece of literature. Instructional Focus Programs will be implemented on a biweekly basis to target the deficient area.	4.1. MTSS Team Literacy Leadership Team Curriculum Resource Teacher (CRT)	4.1. Monitor effectiveness using lesson plan reviews. Review formative assessment data and adjust instruction and/or strategies as appropriate.	4.1. Formative: Study Island Weekly Skills Assessment FCAT Explorer Benchmark Testing Strand Analysis FAIR Developmental Reading Assessment Achieve 3000 Summative: 2013 FCAT 2.0

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal #					
	Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	63%	67%	70%	73%	77%	

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	The results of the 2012 FCAT 2.0 Reading indicates that 36% of the students the white, black, and Hispanic subgroups did not make satisfactory progress in reading. Our goal for the 2012-2013 school year is to increase their progress by 3
--	---

satisfactory progress in reading. Reading Goal #5B:	percentage point to 67% (820). The results of the 2011 FCAT Reading test indicate that 65% of students in the Hispanic subgroup achieved proficiency. Our goal is to increase student proficiency by 4 percentage points to 69%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 78% (212) Black: 56% (72) Hispanic: 58% (406)	White: 80% (242) Black: 60% (94) Hispanic: 62% (484)

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	5A.1. Students have not mastered how to relate vocabulary or texts to real life.	5A.1. Increased use of visuals and the use of culturally sensitive texts. Implement skill-based tutoring during and after school. Students will use personal dictionaries, word walls, and word maps to relate newly acquired words to their schema.	5A.1. MTSS Team Literacy Leadership Team Curriculum Resource Teacher (CRT)	5A.1. Monitor effectiveness using lesson plan reviews. Review formative assessment data and adjust instruction and/or strategies as appropriate.	5A.1. Formative: Study Island Weekly Skills Assessment FCAT Explorer Benchmark Testing Strand Analysis FAIR Developmental Reading Assessment Achieve 3000 Summative: 2013 FCAT 2.0

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	The results of the 2012 FCAT 2.0 Reading indicates that 60% of the English Language Learners did not make satisfactory progress in reading. Our goal for the 2012-2013 school year is to increase their progress by 5 percentage points to 45% (49).
2012 Current Level of Performance:	2013 Expected Level of Performance:
40% (32)	45% (49)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have not mastered how to relate vocabulary or texts to real life.	Increased use of visuals and the use of culturally sensitive texts. Implement skill-based tutoring during and after school. Students will use personal dictionaries, word walls, and word maps to relate newly acquired words to their	MTSS Team Literacy Leadership Team Curriculum Resource Teacher (CRT)	Monitor effectiveness using lesson plan reviews. Review formative assessment data and adjust instruction and/or strategies as appropriate.	Formative: Study Island Weekly Skills Assessment FCAT Explorer Benchmark Testing Strand Analysis FAIR Developmental Reading Assessment Achieve 3000

	schema.			Summative: 2013 FCAT 2.0
--	---------	--	--	-----------------------------

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	The results of the 2012 FCAT 2.0 Reading indicates that 74% of the Students with Disabilities did not make satisfactory progress in reading. Our goal for the 2012-2013 school year is to increase their progress by 7 percentage points to 33% (34).
2012 Current Level of Performance:	2013 Expected Level of Performance:
26% (26)	33% (34)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have not mastered how to relate vocabulary or texts to real life.	Implement skill-based tutoring during and after school. Increased use of visuals and the use of culturally sensitive texts. Students will use personal dictionaries, word walls, and word maps to relate newly acquired words to their schema.	MTSS Team Literacy Leadership Team Curriculum Resource Teacher (CRT)	Monitor effectiveness using lesson plan reviews. Review formative assessment data and adjust instruction and/or strategies as appropriate.	Formative: Study Island Weekly Skills Assessment FCAT Explorer Benchmark Testing Strand Analysis FAIR Developmental Reading Assessment Achieve 3000 Summative: 2013 FCAT 2.0

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	The results of the 2012 FCAT 2.0 Reading indicates that 43% of the Economically Disadvantaged students did not make satisfactory progress in reading. Our goal for the 2012-2013 school year is to increase their progress by 4
2012 Current Level of Performance:	2013 Expected Level of Performance:
57% (415)	61% (517)

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
5D.1.	Students have not mastered how to relate vocabulary or texts to real life.	5D.1. Implement skill-based tutoring during and after school. Increased use of visuals and the use of culturally	5D.1. MTSS Team Literacy Leadership Team Curriculum	5D.1. Monitor effectiveness using lesson plan reviews. Review formative assessment data and	5D.1. Formative: Study Island Weekly Skills Assessment FCAT Explorer Benchmark

1		sensitive texts. Students will use personal dictionaries, word walls, and word maps to relate newly acquired words to their schema.	Resource Teacher (CRT)	adjust instruction and/or strategies as appropriate.	Testing Strand Analysis FAIR Developmental Reading Assessment Achieve 3000 Summative: 2013 FCAT 2.0
---	--	--	------------------------	--	--

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Cambridge Training						
Higher Order Questioning						
Using FCAT Task Cards in the Reading	Cambridge 4-8	Cambridge Personnel	Reading/LA Cambridge Teachers	August 18, 2012 September 26, 2012		
Classroom Text Features and Text Structures	Reading/LA K-8	CRT	Reading/LA Teachers	September 26, 2012 September 26, 2012	Walk Throughs	CRT and AP
Using Visual Aids in the Classroom						

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Wide Variety of Texts	Library Books/Videos	Operating	\$5,000.00
Wide Variety of Texts	Time for Kids	Operating	\$2,000.00
Wide Variety of Texts	Reading Through Social Studies	Operating	\$500.00
Practice context clues, meanings of words and phrases, prefixes, suffixes, affixes and roots.	Wordly Wise	Operating	\$1,000.00
Practice context clues, meanings of words and phrases, prefixes, suffixes, affixes and roots.	Vocabulary Workshop	Operating	\$400.00
Skill-Based Tutoring	FCAT Coach	Operating	\$300.00
Skill-Based Tutoring	Test Ready	Operating	\$1,000.00
			Subtotal: \$10,200.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Implement Reading Goals	Study Island	Operating	\$1,500.00
			Subtotal: \$1,500.00

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Skill Based Tutoring	Test Item Specifications, Study Island, Discovery Education Assessments and probes	Operating	\$50.00
Study Island	Web-Based Product	Operating	\$50.00
Vocabulary	Seven Levels of Vocabulary	Operating	\$50.00
			Subtotal: \$150.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Implement Reading Goals	FCAT Tutoring	Operating	\$7,000.00
			Subtotal: \$7,000.00
			Grand Total: \$18,850.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking. CELLA Goal # 1:		The results of the 2012 CELLA Listening/Speaking indicates that 54% (142) of the English Language Learners were proficient. Our goal for the 2012-2013 school year is to increase their progress by 5 percentage points to 59% (151 students).			
2012 Current Percent of Students Proficient in listening/speaking:					
54% (142)					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Many students have parents/guardians and family that do not speak English; therefore they only practice while at school.	The teacher will use modeling with illustrations and diagrams along with visuals to build background knowledge and develop language skills. Focus on key vocabulary (including multiple meaning words and cognates) with the use of word banks and vocabulary notebooks. Use of a heritage language dictionary in all classes/disciplines.	ESOL Coordinator CRT Administration	Monitor effectiveness using lesson plan reviews. Review formative assessment data and adjust instruction and/or strategies as appropriate.	Formative: Study Island Weekly Skills Assessment FCAT Explorer Benchmark Testing Strand Analysis FAIR Developmental Reading Assessment Achieve 3000 Summative: 2013 FCAT 2.0

Students read in English at grade level text in a manner similar to non-ELL students.	
2. Students scoring proficient in reading.	The results of the 2012 CELLA Reading indicates that 33% (88) of the English Language Learners were

CELLA Goal #2: proficient. Our goal for the 2012-2013 school year is to increase their progress by 2 percentage points to 35% (92).

2012 Current Percent of Students Proficient in reading:

33% (88)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack phonemic awareness upon entering third grade and have difficulty grasping the English grammar and idiom usage.	Assignment complexity needs to be varied in order to effectively differentiate instruction. Use multisensory approaches such as visual aids, books on tape, etc. Students will participate in role playing activities and buddy/partner readings.	ESOL Coordinator CRT Administration	Monitor effectiveness using lesson plan reviews. Review formative assessment data and adjust instruction and/or strategies as appropriate.	Formative: Study Island Weekly Skills Assessment FCAT Explorer Benchmark Testing Strand Analysis FAIR Developmental Reading Assessment Achieve 3000 Summative: 2013 FCAT 2.0

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

3. Students scoring proficient in writing.
CELLA Goal #3: The results of the 2012 CELLA Writing indicates that 28% (76) of the English Language Learners were proficient. Our goal for the 2012-2013 school year is to increase their progress by 2 percentage point to 30% (79).

2012 Current Percent of Students Proficient in writing:

28% (76)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students struggle with English grammar and spelling patterns.	Students will work cooperatively to complete reports and projects. Students will read for a specific purpose such as to highlight key information, create graphic organizers with the information, take notes and outline information, or summarizing the text.	ESOL Coordinator CRT Administration	Monitor effectiveness using lesson plan reviews. Review formative assessment data and adjust instruction and/or strategies as appropriate.	Formative: Study Island Weekly Skills Assessment FCAT Explorer Benchmark Testing Strand Analysis FAIR Developmental Reading Assessment Achieve 3000 Summative: 2013 FCAT 2.0

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Students will participate in role playing activities and buddy/partner readings	Culturally and language appropriate library books	Operating	\$500.00
			Subtotal: \$500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
All strategies	A variety of resources to assist teachers in planning lessons that will accommodate ELL students.	Operating	\$100.00
			Subtotal: \$100.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$600.00

End of CELLA Goals

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	The results of the 2012 FCAT 2.0 Math indicates that 31% (396) of students achieved proficiency with a level 3. Our goal for the 2012-2013 school year is to increase level 3 student proficiency by 4 percentage points to 35% (446).
2012 Current Level of Performance:	2013 Expected Level of Performance:
31% (396)	35% (446)

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. These students struggle to read and answer multi-step problems following directions.	1.1. Identifying key words and providing opportunities to follow steps. Use of problem solving organizers.	1.1. Administration CRT (Curriculum Resource Teacher)	1.1. Monitor Instructional Focus Program results	1.1. Summative: Discovery Education Benchmarks Instructional Focus Program Interim Assessments Formative: Study Island Weekly Skills Assessment 2013 FCAT 2.0

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

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	The results of the 2012 FCAT 2.0 Math indicates that 21% (268) of students achieved proficiency with a level 4 or 5. Our goal for the 2012-2013 school year is to increase level 4 and 5 student proficiency by 2 percentage points to 23% (293).
---	---

2012 Current Level of Performance:	2013 Expected Level of Performance:
21% (268)	23% (293)

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. Students are not provided with sufficient enrichment opportunities.	2.1. Include enrichment opportunities. Departmentalize third through fifth grade Differentiate Instructional focus Program and classroom instruction Professional development Provide opportunities to practice interpreting and data to solve problems and make predictions Go from a block schedule to a daily seven period day	2.1. Administration Curriculum Resource Teachers	2.1. Monitor Instructional Focus Program results.	2.1. Summative: Discovery Education Benchmarks Instructional Focus Program Interim Assessments Formative: Study Island Weekly Skills Assessment 2013 FCAT 2.0

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	
--	--

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	The results of the 2012 FCAT 2.0 Math indicates that 70% (739) of students made learning gains in math. Our goal for the 2012-2013 school year is to increase learning gains by 5 percentage points to 75% (791).
2012 Current Level of Performance:	2013 Expected Level of Performance:
70% (739)	75% (791)

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	3.1. These students have not had the opportunity to master understanding of basic math concepts.	3.1. Departmentalize third through fifth grade Differentiate Instructional focus program and classroom instruction Provide grade level appropriate activities and manipulatives Use of Math Centers Engaging opportunities for practice through the use of technology and increase subscriptions for interactive websites Implement Math Intervention	3.1. Administration Curriculum Resource Teachers	3.1. Analyze Benchmark strands Monitor Instructional Focus Program results. Instructional binder reviews	3.1. Summative: Discovery Education Benchmarks Instructional Focus Program Interim Assessment Formative: Study Island Weekly Skills Assessment 2013 FCAT 2.0

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

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	The results of the 2012 FCAT 2.0 Math indicates that 77% (212) of the students in the lowest 25% made learning gains in math. Our goal for the 2012-2013 school year is to increase the learning gains of students in the lowest 25% by 5 percentage points to 82% (226).
2012 Current Level of Performance:	2013 Expected Level of Performance:
77% (212)	82% (226)

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. These students have not had the opportunity to master understanding of basic math concepts.	4.1. Use of Math Centers Engaging opportunities for practice through the use of technology and increase subscriptions for interactive websites Start Instructional Focus Program earlier Implement Math Intervention	4.1. Administration Curriculum Resource Teachers	4.1. Analyze Benchmark strands Monitor Instructional Focus Program results. Instructional binder reviews to include small group instruction	4.1. Summative: Discovery Education Benchmarks Instructional Focus Program Interim Assessments Formative: Study Island Weekly Skills Assessment 2013 FCAT 2.0

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal #					
	Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%.					
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 2012 FCAT 2.0 Math indicates that 51% of the students in the Hispanic subgroup did not make satisfactory progress in math. Our goal for the 2012-2013 school year is to increase their progress by 3 percentage points to 54%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Hispanic: 50% (383)	Hispanic: 54% (422)

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	5A.1. These students have not had the opportunity to master understanding of basic math concepts.	5A.1. Engage students by using centers and manipulatives. Use the instructional focus program from the start of the school year	5A.1. Administration Curriculum Resource Teachers	5A.1. Analyze Benchmark strands Monitor Instructional Focus Program results. Instructional binder reviews to include small group instruction	5A.1. Summative: Discovery Education Benchmarks Instructional Focus Program Interim Assessment Formative: Study Island Weekly Skills Assessment

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	The results of the 2012 FCAT 2.0 Math indicates that 58% of the English Language Learners did not make satisfactory progress in math. Our goal for the 2012-2013 school year is to increase their progress by 6 percentage point to 48% (52).
2012 Current Level of Performance:	2013 Expected Level of Performance:
42% (42)	48% (52)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students do not have sufficient command and understanding of the English language.	Increase vocabulary through the use of picture cards Use of semantic webs in Math Hands on learning activities	Administration Curriculum Resource Teachers	Monitor Instructional Focus Program results. Analyze Benchmark results.	Summative: Discovery Education Benchmarks Instructional Focus Program Formative: Study Island Weekly Skills Assessment

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

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

Problem-Solving Process to Increase Student Achievement

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

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	The results of the 2011 FCAT Mathematics Test indicate that 53% of students in the economically disadvantaged subgroup achieved proficiency. Our goal is to increase students proficiency by 5 percentage points to 58%
2012 Current Level of Performance:	2013 Expected Level of Performance:
53% (331)	58% (362)

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 area of deficiency is Reporting Category 3: Geometry and Measurement. These students have not had the opportunity to master understanding of geometric and measurement concepts	5D.1. Support the use of hands-on and interactive manipulatives and engaging opportunities for practice Provide grade level appropriate activities that promote the use of geometric knowledge and spatial reasoning	5D.1. Rtl Team Leadership Team Curriculum Resource	5D.1. Monitor effectiveness using classroom walkthroughs and lesson plan reviews. Review formative assessment data and adjust instruction and/or strategies as appropriate.	5D.1. Monitor effectiveness using classroom walkthroughs and lesson plan reviews. Review formative assessment data and adjust instruction and/or strategies as appropriate.

End of Elementary School Mathematics Goals

Middle School Mathematics Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	The results of the 2012 FCAT 2.0 Math indicates that 31% (396) of students achieved proficiency with a level 3. Our goal for the 2012-2013 school year is to increase level 3 student proficiency by 4 percentage points to 35% (446).
2012 Current Level of Performance:	2013 Expected Level of Performance:
31% (396)	35% (446)

Problem-Solving Process to Increase Student Achievement

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal # 2a:	The results of the 2012 FCAT 2.0 Math indicates that 21% (268) of students achieved proficiency with a level 4 or 5. Our goal for the 2012-2013 school year is to increase level 4 and 5 student proficiency by 2 percentage points to 23% (293).
2012 Current Level of Performance:	2013 Expected Level of Performance:
21% (268)	23% (293)

Problem-Solving Process to Increase Student Achievement

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

	Provide opportunities to practice interpreting and data to solve problems and make predictions.	strategies as appropriate.	Analysis Summative: 2013 FCAT 2.0
--	---	----------------------------	---

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

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	The results of the 2012 FCAT 2.0 Math indicates that 70% (739) of students made learning gains in math. Our goal for the 2012-2013 school year is to increase learning gains by 5 percentage points to 75% (791).
2012 Current Level of Performance:	2013 Expected Level of Performance:
70% (739)	75% (791)

Problem-Solving Process to Increase Student Achievement

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

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

3b. Florida Alternate Assessment:	
-----------------------------------	--

Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	The results of the 2012 FCAT 2.0 Math indicates that 77% (212) of the students in the lowest 25% made learning gains in math. Our goal for the 2012-2013 school year is to increase the learning gains of students in the lowest 25% by 5 percentage points to 82% (226).
2012 Current Level of Performance:	2013 Expected Level of Performance:
77% (212)	82% (226)

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

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Middle School Mathematics Goal # Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50%. 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	53%	58%	62%	66%	700%	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	The results of the 2012 FCAT 2.0 Math indicates that 51% of the students in the Hispanic subgroup did not make satisfactory progress in math. Our goal for the 2012-2013 school year is to increase their progress by 3 percentage points to 54%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Hispanic: 49% (383)	Hispanic: 54% (422)

Problem-Solving Process to Increase Student Achievement

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

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	The results of the 2012 FCAT 2.0 Math indicates that 58% of the English Language Learners did not make satisfactory progress in math. Our goal for the 2012-2013 school year is to increase their progress by 6 percentage points to 48% (52).
2012 Current Level of Performance:	2013 Expected Level of Performance:
39% (42)	48% (52)

Problem-Solving Process to Increase Student Achievement

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

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:				
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 Middle School Mathematics Goals

Algebra End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:		The results of the 2012 Algebra EOC indicates that 52% (33) of students achieved proficiency with a level 3. Our goal for the 2012-2013 school year is to increase level 3 student proficiency by 4 percentage points to 56% (35).		
2012 Current Level of Performance:		2013 Expected Level of Performance:		
52% (33)		56% (35)		

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

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

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	The results of the 2012 Algebra EOC indicates that 29% (18) of students achieved proficiency with a level 4 or 5. Our goal for the 2012-2013 school year is to increase level 4 and 5 student proficiency by 2 percentage points to 31% (20).
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (18)	31% (20)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	These students are working towards mastery of how to solve multi-step algebraic expressions where functions are involved.	Practice solving real world problems. Provide enrichment to solve functions by using inductive reasoning strategies. Practice with hands-on instruction and interactive technology.	MTSS Team Leadership Team Curriculum Resource Teacher (CRT)	Monitor effectiveness using lesson plan reviews. Review formative assessment data and adjust instruction and/or strategies as appropriate.	Formative: Study Island Weekly Skills Assessment FCAT Explorer Benchmark Testing Strand Analysis Summative: 2013 Algebra 1 EOC

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
	54%	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:

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. Algebra Goal #3B:	The results of the 2012 Algebra EOC indicates that 49% of the students in Hispanic subgroup did not make satisfactory progress in algebra. Our goal for the 2012-2013 school year is to increase their progress by 6 percentage points to 54%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Hispanic: 49% (14)	Hispanic: 54% (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	These students have not mastered how to solve multi-step algebraic expressions where functions are involved.	Practice solving real world problems. Provide enrichment to solve functions by using inductive reasoning strategies. Practice with hands-on instruction and interactive technology	MTSS Team Leadership Team Curriculum Resource Teacher (CRT)	Monitor effectiveness using lesson plan reviews. Review formative assessment data and adjust instruction and/or strategies as appropriate.	Formative: Study Island Weekly Skills Assessment FCAT Explorer Benchmark Testing Strand Analysis Summative: 2013 Algebra 1 EOC

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

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

End of Algebra EOC Goals

Geometry End-of-Course (EOC) Goals

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

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

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

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

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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 type="text"/>				
Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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

Mathematics Budget:

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

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal # 1a:		The results of the 2012 FCAT 2.0 Science indicates that 37% (153) of students achieved proficiency with a level 3. Our goal for the 2012-2013 school year is to increase level 3 student proficiency by 4 percentage points to 41% (168).			
2012 Current Level of Performance:			2013 Expected Level of Performance:		
37% (153)			41% (168)		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Students do not have sufficient command over basic science concepts.	1.1. Use vocabulary concept maps. Modeling scientific thinking. Hands on Inquiry Prompts.	1.1. CRT Administration	1.1. Unit and Benchmark Assessments Instructional Focus Program (change biweekly using data from Benchmark assessments) Pre/Post Tests	1.1. Summative: Discovery Education Benchmarks Instructional Focus Program Formative: Study Island Weekly Skills Assessment 2013 FCAT 2.0
2	1.2 Students have not mastered the basics of life science needed in order to begin with the biology standards.	1.2 Vocabulary note books Cornell note taking format Science videos aligning both curriculum map and pacing guide. Provide visual representations and labs and hands on activities Study Jams	1.2 Administration Curriculum Resource Teacher	1.2 Monitor effectiveness using lesson plan reviews. Review formative assessment data and adjust instruction and/or strategies as appropriate.	1.2 Formative: Study Island Weekly Skills Assessment FCAT Explorer Quizzes and or Unit Exams Testing Strand Analysis Summative: 2013 Biology EOC

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal # 1b:	BIOLOGY EOC GOAL #1: Our goal for the 2012-2013 Biology EOC is to have 30% of students achieve level 3 proficiency. The results of the 2012 Biology Baseline Assessment indicates that 11% (46) of students achieved a level 3 in Biology. Our goal for the 2012-2013 school year is to increase the number of students achieving a level 3 by 2 percentage points to 13% (52).
--	--

2012 Current Level of Performance:		2013 Expected Level of Performance:		
11% (46)		13% (52)		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	The results of the 2012 FCAT 2.0 Science indicates that 11% (46) of students achieved proficiency with a level 4 or 5. Our goal for the 2012-2013 school year is to increase level 4 and 5 student proficiency by 2 percentage points to 13% (52).
2012 Current Level of Performance:	2013 Expected Level of Performance:
11% (46)	13% (52)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.1. Students do not have sufficient command over basic science concepts.	2.1. Provide enrichment by using Problem-Based Learning and student led instruction. Hands on Inquiry Differentiate Instruction by providing enrichment Vocabulary and Interactive note books Videos aligned with curriculum maps and pacing guide Study Jams Cornell notes taking format	2.1. CRT Administration	2.1. Unit and Benchmark Assessments Instructional Focus Program Pre/Post Tests Open-Ended Questions	2.1. Summative: Discovery Education Benchmarks Instructional Focus Program Formative: Study Island Weekly Skills Assessment 2013 FCAT 2.0
	2.2 Students have not mastered the basics of life science needed in order to begin with the biology standards.	2.2 Vocabulary note books Cornell note taking format Science videos aligning	2.2 Administration Curriculum Resource Teacher	2.2 Monitor effectiveness using classroom walkthroughs and lesson plan reviews. Review formative	2.2 Formative: Study Island Weekly Skills Assessment FCAT Explorer Quizzes and or

2	both curriculum map and pacing guide. Provide visual representations and labs and hands on activities Study Jams	assessment data and adjust instruction and/or strategies as appropriate.	Unit Exams Testing Strand Analysis Summative: 2013 Biology EOC
---	--	--	---

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	BIOLOGY EOC GOAL #2: Our goal for the 2012-2013 Biology EOC is to have 30% of students achieve level 4 or 5 proficiency. The results of the 2012 Biology Baseline Assessment indicates that 11% (46) of students achieved a level 4 or 5 in Biology. Our goal for the 2012-2013 school year is to increase the number of students achieving a level 4 or 5 by 2 percentage points to 13% (52).
2012 Current Level of Performance:	2013 Expected Level of Performance:
11% (46)	13% (52)

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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
Cornell Note-taking Problem Based Learning Effective Hands-on Labs and videos	Science K-8	CRT	K-8 Science Teachers	September 26, 2012 October 25, 2012 October 25, 2012	Observations and Data Reports Walk Throughs Classroom Visits and Lesson Plan Reviews	CRT and AP

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount

No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Implement Science Goals	Study Island	Operating	\$1,500.00
			Subtotal: \$1,500.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Effective Hands-On Labs	Research-based strategies	Operating	\$1,000.00
			Subtotal: \$1,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Implement Science Goals	FCAT Tutoring	Operating	\$7,000.00
			Subtotal: \$7,000.00
			Grand Total: \$9,500.00

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:		The results of the 2012 FCAT Writing indicates that 81% (292) of students achieved a score of 3.0 and higher. Our goal for the 2012-2013 school year is to increase the number of students scoring a 3.0 and higher by 2 percentage points to 83% (299).			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
81% (292)		83% (299)			
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 do not have command over the writing process.	1.1. Writing Workshops Develop and maintain writing notebook Create a plan for writing and follow the steps in the writing process	1.1. CRT Administration	1.1. Monitor effectiveness using classroom walkthroughs and lesson plan reviews. Review formative assessment data and adjust instruction and/or strategies as appropriate.	1.1. Formative: Study Island Weekly Skills Assessment Monthly writing prompts Summative: 2013 FCAT Writes

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:		
--	--	--

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Writing Workshops Keeping a writer's notebook	Writing K-8	CRT	K-8 Writing Teachers	August 15, 2012 August 15, 2012	Classroom Walk Throughs	CRT and AP

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Implement Writing Goals	Study Island	Operating	\$7,000.00
			Subtotal: \$7,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Writing Workshops and developing and maintaining writing notebook	Writer's notebook and workshop materials	Operating	\$300.00
			Subtotal: \$300.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Implement Writing Goals	FCAT Tutoring	Operating	\$7,000.00
			Subtotal: \$7,000.00
			Grand Total: \$14,300.00

Civics End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Civics. Civics Goal #1:	Our goal for the 2012-2013 Civics EOC is to have 30% of students achieve level 3 proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	30% (76)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students do not have command over the content specific vocabulary or the history behind democracy in America.	Use vocabulary notebook. Practice reading and interpreting visual representations of text (charts, graphs, etc.). Read and interpret primary and secondary sources of information while also examining varying points of view.	Administration Curriculum Resource Teacher	Monitor effectiveness using lesson plan reviews. Review formative assessment data and adjust instruction and/or strategies as appropriate.	Formative: Study Island Weekly Skills Assessment Summative: District Spring Assessment

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

2. Students scoring at or above Achievement Levels 4 and 5 in Civics. Civics Goal #2:	
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
Primary and Secondary Sources Persuasive Writing	5-8 Social Science	CRT	5-8 Social Science Teachers	October 26, 2012	Classroom Walk Throughs	CRT and AP

Civics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Read and interpret primary and secondary sources of information while also examining varying points of view. Provide o	Primary and Secondary Sources	Operating	\$100.00
pportunities for students to write to inform and to persuade.	Writing Traits	Operating	\$50.00
			Subtotal: \$150.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$150.00

End of Civics Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	Our goal for this year is to meet or improve our expected level of attendance of 95.26%, by minimizing absences due to illnesses. In addition, another goal for this year is to decrease the number of students with excessive absences and excessive tardiness by 5% by providing an incentive program.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:

94.76% (1862)	95.26% (1872)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
724	688
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
375	356

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. There are still a number of absences, unexcused absences, and excessive tardies as a result of family vacations, no parent/medical notes, and parental lack of understanding the importance of school attendance.	1.1. Inform parents and students of the importance of attendance and punctuality via the Parent Link Phone Call System, notes home, Parent and Student workshops on school rules and procedures, and the use of the Student Information System. Ensure a clean school environment. Provide incentive parties and raffles for students that have 100% attendance quarterly.	1.1. Administration	1.1. Monthly Attendance Reports Notices to Parents	1.1. SIS Tracking ISIS Reports Monthly Attendance Reports

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Rules & Procedures	K-8 Grade	CRT & Admin	K-8 Grade Teachers	August 15, 2012	Use of SIS/ISIS Registrar, teachers, and Principal will monitor monthly Attendance Reports	Principal

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Rules and Procedures	Parent and Student Handbook	Operating	\$50.00
			Subtotal: \$50.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Inform parents of the importance of attendance and punctuality via the Parent Link Phone Call System, notes home, workshops, and the use of the Student Information System.	Parent Workshops - Handouts, literature, refreshments	PTO	\$100.00
Student Incentives	Gift cards and prizes	Operating	\$400.00
			Subtotal: \$500.00
			Grand Total: \$550.00

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal # 1:	Our goal is to meet or improve the districts expected level by decreasing the total number of suspensions by 5%.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
0	0
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
0	0
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
137	123
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
93	84

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. Some parents and students are unfamiliar with the parent student hand book.	1.1. Utilize the STRIVE character education program to recognize positive student behavior and provide additional training on school behavior guidelines. Expectations for Behavior at Student Orientation. Wednesday detention (1 hour) and Saturday detention (2 hours).	1.1. Administration	1.1. Use ISIS reports to monitor suspensions as well as reviewing the parent/teacher communication log.	1.1. ISIS Reports

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Behavior Expectations	K-8	Dean CRT	Teachers and Support Staff	August 15, 2012	Teacher Observation	Principal

Suspension Budget:

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

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Parent Involvement					
Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>		According to 2011-2012 participation in the parent survey and PTSO sign in sheets, there was 32% (576) parent involvement. This year we plan to increase by 10 percentage points to 42% (756).			
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
32% (576)		42% (756)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	A large percentage of parents are not available to attend school functions during school hours and limited access and understanding of the Student Information System to monitor student progress.	Provide parent workshops of the use of the Student Information System and access to school computers. Notify parents of school events via the Parent Link Phone Call System, school website, notices, and the marquee.	Assistant Principal PTSO Board Members CRT	PTSO Attendance Sheets EESAC Attendance Sheets Count of Parents at other school events	Parent Survey PTSO Sign In Sheets SIS Volunteer Hours

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Teacher and Parent Workshops and Meeting	K-8	Leading Edge CRT PTSO President	K-8 Teachers and Parents	September 25, 2012 October 23, 2012 November 27, 2012 January 22, 2013 February 26, 2013 April 23, 2013 May 28, 2013	Attendance Record Increase parent participation Parent Survey	Principal

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Attendance records increase parent participation parent survey	Parent Workshops - Handouts, literature, refreshments	PTO	\$100.00
			Subtotal: \$100.00
			Grand Total: \$100.00

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM					
STEM Goal #1:					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are not accustomed to these types of activities.	Hands-on, project-based activities in the classroom. Encourage students to enroll in high level math and science courses when entering the middle school and for the transition to high school.	Administration Curriculum Resource Teacher	Monitor effectiveness using lesson plan reviews. Review formative assessment data and adjust instruction and/or strategies as appropriate. Review numbers of students enrolling in higher level mathematics and science courses.	Formative: Project completion (rubric) Summative: Advanced math and science course selection numbers for 2013-2014

(PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Incorporating technology instruction for student use Project-based learning	K-8	CRT	K-8 Teachers	September 17, 2012 October 26, 2012	Classroom Walk Throughs and Observation	CRT and AP

STEM Budget:

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

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. CTE CTE Goal #1:		In the 2012-2013 school year, the number of 7th grade students enrolled in CTE courses will increase to 100%.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	CTE teacher is not	CTE Teachers	Administration	Administrators monitor	Teachers gain

1	certified with industry certification	implement CTE program state curriculum standards, program sequence of courses, including pacing of activities for industry certification as outlined within CTE professional development activities.	Curriculum Resource Teacher	the effective implementation of lessons and timely instruction in the CTE classrooms through common planning, review of test data including baseline, practice or readiness tests.	certification
---	---------------------------------------	--	-----------------------------	--	---------------

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

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

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

CTE Budget:

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

End of CTE Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Wide Variety of Texts	Library Books/Videos	Operating	\$5,000.00
Reading	Wide Variety of Texts	Time for Kids	Operating	\$2,000.00
Reading	Wide Variety of Texts	Reading Through Social Studies	Operating	\$500.00
Reading	Practice context clues, meanings of words and phrases, prefixes, suffixes, affixes and roots.	Wordly Wise	Operating	\$1,000.00
Reading	Practice context clues, meanings of words and phrases, prefixes, suffixes, affixes and roots.	Vocabulary Workshop	Operating	\$400.00
Reading	Skill-Based Tutoring	FCAT Coach	Operating	\$300.00
Reading	Skill-Based Tutoring	Test Ready	Operating	\$1,000.00
CELLA	Students will participate in role playing activities and buddy/partner readings	Culturally and language appropriate library books	Operating	\$500.00
Mathematics	Skill Based Tutoring	AMSCO Test Preparation	Operating	\$1,000.00
				Subtotal: \$11,700.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Implement Reading Goals	Study Island	Operating	\$1,500.00
Mathematics	Implement Math Goals	Study Island	Operating	\$1,500.00
Science	Implement Science Goals	Study Island	Operating	\$1,500.00
Writing	Implement Writing Goals	Study Island	Operating	\$7,000.00
STEM	Hands-on, project-based activities in the classroom using technology	Additional computers and computer carts	Operating	\$10,000.00
				Subtotal: \$21,500.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Skill Based Tutoring	Test Item Specifications, Study Island, Discovery Education Assessments and probes	Operating	\$50.00
Reading	Study Island	Web-Based Product	Operating	\$50.00
Reading	Vocabulary	Seven Levels of Vocabulary	Operating	\$50.00
CELLA	All strategies	A variety of resources to assist teachers in planning lessons that will accommodate ELL students.	Operating	\$100.00
Mathematics	Use of manipulatives, games and interactive technology	Manipulatives, Promethean Boards, SMART Boards, and research-based strategies	Operating	\$1,000.00
Science	Effective Hands-On Labs	Research-based strategies	Operating	\$1,000.00
Writing	Writing Workshops and developing and maintaining writing notebook	Writer's notebook and workshop materials	Operating	\$300.00
	Read and interpret			

Civics	primary and secondary sources of information while also examining varying points of view. Provide o	Primary and Secondary Sources	Operating	\$100.00
Civics	pportunities for students to write to inform and to persuade.	Writing Traits	Operating	\$50.00
Attendance	Rules and Procedures	Parent and Student Handbook	Operating	\$50.00
Suspension	Behavior Expectations	Parent and Student Handbook	Operating	\$200.00
STEM	Hands-on, project-based activities in the classroom using technology	Project-based activity ideas	Operating	\$200.00
CTE	CTE	CTE Information	Operating	\$50.00
				Subtotal: \$3,200.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Implement Reading Goals	FCAT Tutoring	Operating	\$7,000.00
Mathematics	Implement Math Goals	FCAT Tutoring	Operating	\$7,000.00
Science	Implement Science Goals	FCAT Tutoring	Operating	\$7,000.00
Writing	Implement Writing Goals	FCAT Tutoring	Operating	\$7,000.00
Attendance	Inform parents of the importance of attendance and punctuality via the Parent Link Phone Call System, notes home, workshops, and the use of the Student Information System.	Parent Workshops - Handouts, literature, refreshments	PTO	\$100.00
Attendance	Student Incentives	Gift cards and prizes	Operating	\$400.00
Parent Involvement	Attendance records increase parent participation parent survey	Parent Workshops - Handouts, literature, refreshments	PTO	\$100.00
				Subtotal: \$28,600.00
				Grand Total: \$65,000.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

<input checked="" type="checkbox"/> Priority	<input checked="" type="checkbox"/> Focus	<input checked="" type="checkbox"/> Prevent	<input checked="" type="checkbox"/> NA
--	---	---	--

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 10/14/2012)

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

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

Monthly meetings, develop and monitor the School Improvement Plan, KGCS mission and vision, disperse EESAC funds, address parent and student concerns, focus on student achievement and school improvement.

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 KEYS GATE CHARTER SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	72%	64%	73%	45%	254	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%	57%			122	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	63% (YES)	59% (YES)			122	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					498	
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 KEYS GATE CHARTER SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	78%	76%	84%	52%	290	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	74%	71%			145	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	68% (YES)	71% (YES)			139	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					574	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested